



COURSE CATALOG 2007-2008

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ACCREDITATION

The Michigan School of Professional Psychology is accredited
By The Higher Learning Commission; Member – North Central Association.
www.ncahlc.org

FEES

Application for admission must be accompanied by an Application Fee of \$75.00 (nonrefundable).

Due to the structure of the Master's and Doctoral degree programs at MiSPP, the small number of students selected each year, and the matriculation of new students only once each academic year, commitment to these programs is critical. When an applicant is accepted into one of MiSPP's graduate programs, it is expected that they will remain a full-time student until the program is completed. Once accepted, payment of a nonrefundable \$500 matriculation fee is required. This fee is credited towards the first trimester tuition of the academic year. If an accepted applicant chooses to delay enrollment until the following academic year, a written statement expressing this intention must be provided to MiSPP, and payment of a new matriculation fee will be required.

MASTER OF ARTS DEGREE PROGRAM

The Master of Arts in Humanistic and Clinical Psychology is an intensive, three-trimester course of study designed primarily for students wishing to develop competencies as psychologists and psychotherapists. Grounded in humanistic psychology, the program emphasizes psychological theories and concepts, personal experience and human science. It represents a bridging of the traditional Master of Arts degree and applied programs.

The program is both academic and experiential, which serves to acquaint students with the writings of seminal theorists and the work of innovative clinicians in humanistic, existential and phenomenological psychology. A sequence of courses provides the academic foundations. Faculty are guided by concerns for the personal as well as professional relevance of course material. A three-trimester psychology practicum challenges students to integrate core knowledge of humanistic psychology with their emerging clinical skills and attitudes. Students are expected to self reflect, engage in the experience and share subjective perceptions in the interest of personal growth and professional development.

Throughout the year, students meet regularly with program faculty in supervisory conferences. These meetings are devoted to exploring clinical cases as well as personal and professional issues. This process results in a synthesis of psychological theory and practice.

In addition to the sequence of coursework and the clinical practicum, each student is required to prepare a Master's Thesis Project based on original research. A faculty advisor guides the student through the process of research design and methodology.

Objectives of the Master's Program

1. To teach humanistic and clinical psychology, with an emphasis on major theories, concepts, and research.
2. To provide students with the necessary knowledge of human science for conducting effective qualitative research.
3. To develop understanding of treatment and testing theories, methods, and issues in the clinical practice of psychology.
4. To guide students in aspects of their personal growth that affect their work as professionals.
5. To instill an awareness of ethical standards and practices in psychology.
6. To explore the social relevance of humanistic and clinical psychology and the individual's responsibility for social action.
7. To encourage creativity in the integration of theoretical, scientific, and practical dimensions of humanistic and clinical psychology.

Outcomes

The student who successfully completes the MA Program will have:

- developed sufficient knowledge and skills to practice psychology (under professional supervision), utilizing the knowledge, values and precepts of humanistic and clinical psychology;
- acquired abilities to conduct meaningful qualitative research;
- gained the academic competencies and ethical sensitivities to function responsibly in professional activities.

MA PROGRAM SUMMARY

FIRST TRIMESTER	CREDITS
PSYC 500 Core Concepts in Humanistic and Clinical Psychology	3
PSYC 506 Human Science Research	3
PSYC 510 Psychodiagnostics and Assessment	3
PSYC 550 Professional & Scientific Ethics	3
PSYC 581 Practicum in Psychological Services I	3
PSYC 591 Master's Thesis Project I	2
Total Credits	17
SECOND TRIMESTER	CREDITS
PSYC 515 Key Processes in Therapeutic Relationships	3
PSYC 520 Psychotherapy with Children	3
PSYC 571 Group Process: Theory and Practice	3
PSYC 581 Practicum in Psychological Services II	3
PSYC 592 Master's Thesis Project II	2
PSYC 594 Applications of Psychodiagnostics and Assessment	2
Total Credits	16
THIRD TRIMESTER	CREDITS
PSYC 525 Existential and Phenomenological Psychology	3
PSYC 530 Identity and Family Transactions	3
PSYC 535 Transition and Life Style Change	3
PSYC 583 Practicum in Psychological Services III	3
PSYC 593 Master's Thesis Project III	2
Total Credits	16
TOTAL PROGRAM CREDITS	47

Course offerings and sequence are subject to change.

MASTER OF ARTS DEGREE COURSE DESCRIPTIONS

PSYC 500

CORE CONCEPTS IN HUMANISTIC AND CLINICAL PSYCHOLOGY

3 credits

Philosophical and theoretical foundations of humanistic and clinical psychology are explored in this course. 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 values, feelings, self-actualization, creativity and personal growth, and the person as an experiencing being. Core theories and concepts and relevant readings are integrated with personal experiences. Each student selects an individual or group project designed to explore more fully a specific percept or thematic area in humanistic and clinical psychology.

PSYC 506

HUMAN SCIENCE RESEARCH

3 credits

This course focuses on the concepts and application of human science. Core components which are explored include the nature and tenets of scientific inquiry, a comparison of quantitative and qualitative paradigms with emphasis on qualitative research, a detailed study of the phenomenological and heuristic research models, formulation of a research topic and question, and methods and procedures for conducting a human science research project.

PSYC 510

PSYCHODIAGNOSTICS AND ASSESSMENT

3 credits

A range of psychodiagnostic tools are examined with reference to theory and to therapeutic and educational applications. The course focuses on the following instruments: MMPI-2, MMPI-A, WAIS-III, Bender Gestalt, H.T.P., WISC-III, TAT, WRAT-3 and CAT. Creative uses as well as limitations and abuses of objective and projective techniques are examined from the vantage point of humanistic concepts and values. Students are expected to administer, interpret, and present a test battery utilizing all of the psychological tests studied.

PSYC 515
KEY PROCESSES IN THERAPEUTIC RELATIONSHIPS
3 credits

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.

PSYC 520
PSYCHOTHERAPY WITH CHILDREN
3 credits

This course focuses on theories and applications in providing clinical services to children. The course offers a conceptual and treatment orientation for child therapy. Major themes explored include: philosophy and values in child therapy, the significance of play, relationship and limit-setting, implications of developmental phases and complications, working with parents, and directive and non-directive techniques. 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. The course objectives address the competencies of relationship, assessment, and intervention.

PSYC 525
EXISTENTIAL AND PHENOMENOLOGICAL PSYCHOLOGY
3 credits

The origins of being and knowing as they are formulated in existential and phenomenological modes of inquiry are the focus of this course. Students explore concepts of being and non-being, perception, consciousness, truth and reality, death and innocence. Sections on anxiety, fear, guilt, depression and dysfunctional behavior are also presented. Application of this material in psychotherapeutic interactions is required. Other themes of this course include dream work and psychotherapeutic implications. Emphasis is placed on the reading and comprehension of original works.

PSYC 530
IDENTITY AND FAMILY TRANSACTIONS
3 credits

Through academic inquiry, introspection and practice, students examine the impact of the family upon identity through the prisms of love and connectedness, power and authority, patterns of communication and family rituals. Also included is a focus on school experiences as a key to identity formation and an in-depth study of relationships ultimately leading to a comprehensive study of family processes. Students read selected

literature in the field, complete a personal genogram, and engage in other projects/activities that reflect knowledge and integration of the critical ideas and experiences. Competencies addressed in this course include: Relationship, Intervention, Diversity, and Research/Scholarship.

PSYC 535
TRANSITION AND LIFESTYLE CHANGE
3 credits

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

PSYC 550
PROFESSIONAL AND SCIENTIFIC ETHICS
3 credits

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 psychology.

PSYC 571
GROUP PROCESS: THEORY AND PRACTICE
3 credits

The aim of this course is to explore the theory and practice of group life. Through self-search and encounter, the group develops experiential resources for personal growth and relationships with others. Group transactions are examined in order to understand the processes that facilitate or impede communication. Readings, active participation and personal involvement are important components of the course. Small group meetings begin in the First Trimester and continue throughout the year.

PSYC 581
PRACTICUM IN PSYCHOLOGICAL SERVICES I
3 credits

This course involves exploration of the psychotherapy/clinical process to clarify the purposes, procedures, skills, and theoretical bases of working with clients in the students' on-site practicum setting. This course offers students an opportunity to choose from a

wide range of health care settings and to be involved with diverse populations from childhood to old age. It represents a challenge for students in their work in therapy and assessment to apply the academic knowledge, methods and skills that are learned in their courses at the MiSPP masters and doctoral programs.

Supervision from both an on-site and faculty clinical supervisor is another significant resource. The faculty clinical supervisor is always a licensed psychologist. The faculty supervisor is available on a regularly scheduled basis to review the clinical work of each student and to provide appropriate mentoring, consultation and education. The faculty supervisor is also continuously available for discussion with each student on routine and urgent issues regarding the practicum work of the student. This 500 hour practicum centers on clinical skill building. The commitment is for one academic year, and each student is expected to complete an average of 12-15 hours per week at his or her practicum site.

PSYC 582
PRACTICUM IN PSYCHOLOGICAL SERVICES II
3 credits

Students continue with clinical work begun in the first trimester. Refer to that description for full description. In addition, students complete and present a battery of tests utilizing their knowledge of administering and interpreting the instruments studied in the previous psychodiagnostics course.

PSYC 583
PRACTICUM IN PSYCHOLOGICAL SERVICES III
3 credits

This is the concluding trimester of direct clinical experience. *Refer to PSYC 581 for full description.*

PSYC 591
MASTER'S THESIS PROJECT I
2 credits

Students begin to shape and develop a research design that is appropriate for heuristic or phenomenological investigation of a topic in psychology. Based on concepts presented in the Human Science Research course, the research question is refined through readings, discussion with the thesis advisor and individual and small group preparation, thereby incorporating significant parameters of human science research designs.

PSYC 592
MASTER'S THESIS PROJECT II
2 credits

Guided by the detailed outline of the thesis developed during the first trimester, students collect pertinent data and begin work on the manuscript.

PSYC 593
MASTER'S THESIS PROJECT III
2 credits

During this trimester, students concentrate on completing the thesis through final preparation of a manuscript which is ultimately typed in accordance with APA guidelines, edited and bound. The manuscript is expected to be grounded in concepts of human science, to reflect knowledge of phenomenology and/or heuristic research and to be organized in such a way that important meanings are communicated and a contribution is made to the field. Program faculty supervise the organization and writing of the thesis.

PSYC 594
APPLICATIONS OF PSYCHODIAGNOSTICS AND ASSESSMENT
2 credits

This course emphasizes test applications of psychological testing to specific clinical settings. Integration of psychological assessment with student's practicum fieldwork is highlighted. Students enhance their proficiency in test administration and report writing by completing a test battery with a volunteer or practicum client. Findings are presented for faculty review and feedback. The use of the DSM-IV-TR in psychological assessment is covered in detail as well as humanistic case conceptualization and treatment planning. The student has an opportunity to refine the knowledge and skills acquired during the prior trimester's assessment course and develops familiarity with assessment methods relevant to individualized clinical and research interests. As indicated in the objectives below, this course addresses all the competencies in both the assessment and research domains. Additionally some competencies in the relationship intervention and diversity domains are addressed in this course's objectives.

DOCTORAL DEGREE PROGRAM

The Doctor of Psychology degree (PsyD) is a professional degree for those interested in the highest level practice in clinical psychology. The Doctoral Degree in Humanistic and Clinical Psychology (PsyD) at MiSPP is a minimum four-year, post-master's degree program for students seeking advanced knowledge, skills and competencies in humanistic and clinical psychology. The purpose of this degree is to offer advanced training to established professionals in the field of clinical psychology. Core competency areas to be achieved include relationship, assessment, intervention, diversity, research and evaluation, consultation and education, and management and supervision. This degree emphasizes the career directions of the student who will work in the community as a professional scholar/practitioner and as a contributor to constructive social change.

This program:

- Recognizes the potentials inherent in each individual and offers resources for actualizing these potentials.
- Develops projects in urban settings aimed at affirming self-esteem, encouraging authentic communication and stimulating personal growth.
- Provides students with education in scientific studies of human experiences and in supervised professional practicum and internships in psychological settings and schools, enabling students to become competent human science researchers and practitioners.
- Encompasses a four-year program of courses, practicum and supervised internships in psychology. Continuation into the next year is based on successful fulfillment of the requirements of the prior year.

In the academic area, achievement includes an understanding of philosophical, theoretical, and conceptual ideas and processes and their humanistic application to personal development, qualitative research, and humanistic psychology and education. Students are expected to self reflect, engage in the experience and share subjective perceptions.

In the clinical area, students:

- learn and test a number of models of psychotherapy and strategies of assessment
- construct comprehensive psychological reports that clearly depict the essentials of the therapeutic process
- grow in autonomy and competence as psychologists in meeting the complex challenges of clinical practice

- utilize ethical standards and principles of psychologists
- work collaboratively with other professionals

In the research area, an understanding of quantitative and qualitative research is developed with special emphasis on foundations and designs of qualitative research. The student develops competence in human science theories and research designs, implements a scientific study, and writes a doctoral dissertation.

Objectives of the Doctoral Degree Program

1. To explore the cognitive-affective bases of behavior and experience with particular reference to learning humanistic and clinical psychology.
2. To teach basic psychological concepts relative to individual differences.
3. To guide students in their understanding of life style transitions in the development of the self and their impact on relationships.
4. To enable students to become aware of theories, concepts and values underlying personality development.
5. To help students to apply humanistic theories, research, concepts, methods and values underlying personality development.
6. To help students to recognize blocks to their own creative processes and to develop methods to remove these blocks.
7. To develop an understanding of the nature of psychological testing and its clinical applications.
8. To guide the student in the development of a research design that utilizes the philosophy and methods of qualitative research.
9. To strengthen the student's commitment to apply strategies addressing issues and problems of cultural diversity, social responsibility and spiritual growth.
10. To provide students with increasing responsibility for directing the therapeutic or assessment process.
11. To develop in students a heightened awareness of their responsibility as humanistic psychologists to participate in the process of social change and a

- commitment to create humane environments within which human beings can reach their full potential.
12. To offer students opportunities for learning the dynamics of communication and group leadership.
 13. To present and explore ethical standards and forensic implications relevant to psychological practice.
 14. To develop student's knowledge of and ability to apply scientific quantitative theory and methods as used in psychology and the behavioral sciences.
 15. To develop student's awareness of biological bases for psychological and neurological disorders and the classification, indications for use and effects of psychotropic medications.

Outcomes

The student who successfully completes the PsyD Program will have:

- developed sufficient knowledge and skills to practice psychology (under professional supervision), utilizing the knowledge, values and precepts of humanistic and clinical psychology;
- acquired abilities to conduct meaningful qualitative research;
- gained the academic competencies and ethical sensitivities to function responsibly in professional activities.

Licensure

After completing the first two of the PsyD Program, students are eligible to receive a Specialist (PsyS) Degree. Non-licensed students are then eligible to apply for the Temporary Limited License (TLLP) in the State of Michigan.

Graduates of this program who have completed 2,000 hours of post-graduate, supervised clinical experience and passed the National Exam are eligible to apply for the full license in psychology (LP) in the State of Michigan. If interested in licensure in other states, contact with the appropriate Board of Psychology is recommended.

DOCTORAL PROGRAM SUMMARY

PSYD I: FIRST YEAR

FIRST TRIMESTER	CREDITS
PSYC 600 History and Systems of Psychology	3
PSYC 603 Humanistic Foundations of Individual Differences	3
PSYC 609 Group Process: Psychology of Communication I	3
PSYC 613 Child and Adolescent Psychotherapy	3
Total Credits	12

SECOND TRIMESTER	CREDITS
PSYC 610 Group Process: Psychology of Communication II	2
PSYC 614 Consultation in Education and Psychology Practicum	1
PSYC 615 Psychotherapy, Psychopathology and Personality Change	3
PSYC 620 Cognitive-Affective Learning: Theories, Research and Applications	3
Total Credits	9

THIRD TRIMESTER	CREDITS
PSYC 623 Social and Cultural Differences in Psychology	3
PSYC 626 Psychometrics, Psychological Testing and Assessment	4
Or	
PSYC 627 Psychometrics, Psychological Testing and Assessment Intermediate (Requires Instructor permission)	4
PSYC 628 Assessment and Treatment of Diverse Populations	3
Total Credits	10
TOTAL FIRST YEAR CREDITS	31

DOCTORAL PROGRAM SUMMARY

PsyD II: SECOND YEAR

FIRST TRIMESTER	CREDITS
PSYC 632 Group Process: Dynamics and Leadership	3
PSYC 633 Psychophysiology and Psychopharmacology	3
PSYC 638 Ethics in Psychotherapy and Psychological Research	3
PSYC 671 Practicum in Psychology I	3
Total Credits	12
SECOND TRIMESTER	CREDITS
PSYC 636 Existential and Phenomenological Approaches to Psychotherapy	3
PSYC 645 Clinical Implications of Lifespan Psychology	3
PSYC 661 Statistics and Quantitative Research	3
PSYC 672 Practicum in Psychology II	3
Total Credits	12
THIRD TRIMESTER	CREDITS
PSYC 647 Couple and Family Therapy: Research and Applications	3
PSYC 651 Foundations of Qualitative Research	3
PSYC 673 Practicum in Psychology III	3
Total Credits	9
TOTAL SECOND YEAR CREDITS	33

DOCTORAL PROGRAM SUMMARY

PSYD III: THIRD YEAR

FIRST TRIMESTER	CREDITS
PSYC 652 Doctoral Candidacy Planning	3
PSYC 674 Internship in Psychology I	6
PSYC 683 Mindfulness & Psychotherapy	1
PSYC 684 Clinical Health Psychology	1
Total Credits	12
SECOND TRIMESTER	CREDITS
PSYC 653 Applications of Qualitative Research	3
PSYC 675 Internship in Psychology II	6
PSYC 685 Psychology of Trauma	1
PSYC 686 Human Sexuality: Clinical Application	1
Total Credits	11
THIRD TRIMESTER	CREDITS
PSYC 629 Advanced Psychological Testing	3
PSYC 662 Supervision and Consultation in Psychology	3
PSYC 676 Internship in Psychology III	6
PSYC 698 Professional Writing Seminar	1
Total Credits Required	13
TOTAL THIRD YEAR CREDITS	36

DOCTORAL PROGRAM SUMMARY

PSYD IV: FOURTH YEAR

FIRST TRIMESTER	CREDITS
PSYC 677 Internship in Psychology IV	6
PSYC 701A Doctoral Research: Dissertation	6
Total Credits	12
SECOND TRIMESTER	CREDITS
PSYC 678 Internship in Psychology V	6
PSYC 701B Doctoral Research: Dissertation	6
Total Credits	12
THIRD TRIMESTER	CREDITS
PSYC 679 Internship in Psychology VI	6
PSYC 701C Doctoral Research: Dissertation	6
Total Credits	12
TOTAL FOURTH YEAR CREDITS	36
TOTAL PROGRAM CREDITS	135

Course offerings and sequence are subject to change.

DOCTORAL DEGREE COURSE DESCRIPTIONS

PSYC 600
HISTORY AND SYSTEMS OF PSYCHOLOGY
3 credits

This course covers the philosophical roots and the historical development of the various schools or forces in psychology. Both Western and Non-Western approaches to understanding human behavior is presented. The course covers a number of issues that have posed challenges for psychology such as the theories of personal growth and development, the mind body-connection, and the relationship between research and practice. This course explores how the historical roots and current concepts in psychology have relevance for understanding assessment, intervention, diversity, and research competencies in the field of clinical psychology.

PSYC 603
HUMANISTIC FOUNDATIONS OF INDIVIDUAL DIFFERENCES
3 credits

This course focuses on the psychology of individual differences as influenced by biological, socioeconomic, cultural, ethnic, and family characteristics and patterns. Major themes explored include: identity, awareness, and selfhood. Students are expected to examine critically a selected list of readings and to apply the knowledge obtained to their own development and to their work with individuals and groups. This course has objectives which relate to the competencies of relationship, diversity, research and education.

PSYC 609
GROUP PROCESS: PSYCHOLOGY OF COMMUNICATION I
3 credits

This course is an experience that emphasizes group processes in therapeutic encounters and interventions. Throughout the year, the focus is on the mastery of the knowledge and skills represented in the literature on the psychology of communication and group modes of interaction. This mastery leads to an expanding of individual awareness and facilitation of change in groups. Through the challenges and tasks of functioning as a group, the students are expected to develop open, clear and significant communication styles, including the ability to disclose clearly ideas and feelings, actively listen to others, and confront and dialogue in ways that achieve the understanding and effectiveness necessary for resolving differences. From these experiences, it is expected that a genuine sense of community develops.

PSYC 610
GROUP PROCESS: PSYCHOLOGY OF COMMUNICATION II
2 credits

Students continue with studies in group process with particular emphasis on communication. *Refer to the first trimester for full description.*

PSYC 613
CHILD AND ADOLESCENT PSYCHOTHERAPY
3 credits

This course highlights theories and application of psychotherapy with children and adolescents. A clinical framework integrating humanistic, psychodynamic, and family systems theories is presented. The focus of the course is on treatment and areas related to the treatment process including the personality characteristics and motivations of the psychotherapist, the therapeutic relationship, child and adolescent development, psychopathology, assessment and diagnosis.

PSYC 614
CONSULTATION IN EDUCATION AND PSYCHOLOGY PRACTICUM
1 credit

This experience is designed to offer students opportunities for applying cognitive-affective learnings in the larger community. Regular weekly time is spent by each student in providing community service by initiating projects and activities designed to humanize learning and promote creative processes. Students are encouraged to meet self-determined course-related objectives in order to maximize their potential for psychological growth and educational community outreach. This course is taught in conjunction with PSYC 620.

PSYC 615
PSYCHOTHERAPY, PSYCHOPATHOLOGY AND PERSONALITY
CHANGE
3 credits

This course provides an overview of the current state of the art of psychotherapy. This is done in the context of learning about personality theory. It includes an examination of philosophy and values in leading psychological theories, as well as their interventions and researched effectiveness. Exploration of communication processes and creativity continues. The DSM assessment system is studied and utilized as an adjunct to exploring the concept of psychopathology. Competencies covered in this course include: relationship, assessment, diversity, research, and education.

PSYC 620
COGNITIVE-AFFECTIVE LEARNING: THEORIES, RESEARCH AND
APPLICATIONS
3 credits

This course explores the cognitive-affective bases of behavior and experience with particular reference to learning, thinking, feeling and motivation. Students are expected to review the literature on these and related topics in order to understand and determine the interrelationships between the various factors that comprise cognitive-affective learning. Emphasis is on how the knowledge and understandings in this area can be implemented in clinical and other psychological settings. The competencies of relationship, assessment, intervention, diversity and research and evaluation is explored.

PSYC 623
SOCIAL AND CULTURAL DIFFERENCES IN PSYCHOLOGY
3 credits

This course examines in detail several critical diversity issues that challenge contemporary practitioners of psychology. Topics include understanding culture and cultural diversity, the psychologist's responsibility for social change and justice, and therapeutic issues in the practice of psychology. In these contexts, the subtopics of race, age, religion/spirituality, ethnicity, substance abuse, gender and human sexuality are explored. A range of issues related to these core topics is addressed. These topics provide the focal points for course readings, papers and projects, and for class dialogue. Competencies to be explored are relationship, assessment, intervention, diversity, and research and evaluation.

PSYC 626
PSYCHOMETRICS, PSYCHOLOGICAL TESTING AND ASSESSMENT
4 credits

This course offers the student a comprehensive introduction to psychometric assessment. It includes an introduction to psychological testing, and the administration, scoring, interpretation and application of major psychological tests in clinical practice. An introduction to research issues regarding test development is presented. Psychometric instruments explored in the course include the Wechsler Adult Intelligence Scale-III, Wechsler Intelligence Scale for Children, Thematic Apperception Test, Bender-Gestalt, Woodcock Johnson Tests of Achievement-III, Wide Range Achievement Test-IV, Kaufman Test of Educational Achievement, MMPI-2, and MMPI-A.

OR

PSYC 627

PSYCHOMETRICS, PSYCHOLOGICAL TESTING AND ASSESSMENT: INTERMEDIATE (Requires Instructors permission)

4 credits

With permission from the instructor, students may enroll in PSYC 627 Intermediate Testing and Assessment in place of PSYC 626. This course requires successful completion of MiSPP courses PSYC 510 and PSYC 594 or the equivalent. The course enhances the students' ability to utilize the assessment tools addressed in these courses. In addition, students learn to administer, score and interpret supplementary assessment instruments, allowing them to address a wider range of clinical issues. Psychometric instruments explored in the course include the Woodcock Johnson Tests of Cognitive Abilities III, Wechsler Individual Achievement Test, Wechsler Memory Scale III and the Millon Clinical Multiaxial Inventory-III.

PSYC 628

ASSESSMENT AND TREATMENT OF DIVERSE POPULATIONS

3 credits

This course covers the foundations basic to the competent practice of clinical psychology services in applied settings. It helps prepare students for the practicum experience they will begin in the second year. Students will learn and practice the essential elements of four core clinical competencies: Assessment, Relationship Diversity and Intervention. Students will advance their knowledge and skills in establishing a therapeutic alliance with clients against the backdrop of diversity-sensitivity, empathic communication with clients, completing a comprehensive assessment, collaborating with the client on treatment planning, and establishing an intervention strategy. Students will also be introduced to the DSM-IV-TR diagnostic system.

PSYC 629

ADVANCED PSYCHOLOGICAL TESTING

3 credits

This course is an advanced class in the utilization of psychometric instruments for the purpose of psychological assessment. The focus of the class will be to use assessment techniques in direct clinical application for conceptualizing cases and developing treatment plans. The tests that will be studied in depth for use in the clinical practice will include the Bender-Gestalt Test, the Wechsler Adult Intelligence Test-III, the MMPI-2, and the Rorschach Inkblot Test.

PSYC 632
GROUP PROCESS: DYNAMICS AND LEADERSHIP
3 credits

This course involves direct participation in interpersonal processes in a group setting. The emphasis throughout the year 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. Opportunities are available for advanced readings in the dynamics of group behavior.

PSYC 633
PSYCHOPHYSIOLOGY AND PSYCHOPHARMACOLOGY
3 credits

This course covers: brain-behavior relationships and an introduction to neuropsychology; the biological bases of perception, motivation, memory, and learning; the biopsychosocial model of stress; the field of clinical health psychology; the biology of human sexuality and an introduction to sex therapy; and psychopharmacological guidelines for psychologists. The anatomy and physiology of the nervous system and the biological consequences of lifestyle and personal experience are reviewed. The course also includes the ways in which humanistic/existential and empirically-supported therapies can be combined in treatment guided by a biopsychosocial model of intervention.

PSYC 636
EXISTENTIAL AND PHENOMENOLOGICAL APPROACHES TO
PSYCHOTHERAPY
3 credits

This course focuses on studies and applications of existential and phenomenological theory, research, and psychotherapy. It includes critical discussions of the works of Binswanger, Boss, Frankl, Heidegger, Husserl, Kierkegaard, May, Moustakas, Rogers, and others to obtain a theoretical and research grounding for the treatment of psychological disorders and dysfunctional behavior. Knowledge of concepts, theories, and research is applied in the clinical psychology internship and assessed by faculty and peers. Competencies addressed in this course include relationship assessment, and intervention.

PSYC 638

ETHICS IN PSYCHOTHERAPY AND PSYCHOLOGICAL RESEARCH

3credits

This course reviews the ethical behavior that is expected of professional psychologists, and it requires that students understand and apply Ethical Principles of Psychologists as developed by the American Psychological Association (APA). Students are also required to understand Michigan Public Health Laws, Part 182, Psychology, which define the services psychologists offer, 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 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.

PSYC 645

CLINICAL IMPLICATIONS OF LIFESPAN PSYCHOLOGY

3 credits

This course concentrates on the clinical implications of developmental processes over the lifespan with emphasis on specific areas of development including physical, cognitive, emotional, moral, social, gender and sexual. Lifespan development is examined in depth through individual inquiry, experiential exercises, group discussion, comprehensive reading, developing an understanding of qualitative research and the application of that model to explore pertinent developmental issues. Clinical implications of developmental challenges and impediments provide the context for assessment and treatment of persons in therapy. This course has objectives, which relate to the competencies of relationship, assessment, intervention diversity, research and education.

PSYC 647

COUPLE AND FAMILY THERAPY: RESEARCH AND APPLICATIONS

3 credits

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, and research regarding couple and family relationships.

PSYC 651

FOUNDATIONS OF QUALITATIVE RESEARCH

3 credits

This course provides essential knowledge on the development and understanding of scientific studies of persons, human behavior and experience. It is the first of two courses concentrating on human science and qualitative research as a basis for investigating

problems and questions that challenge the psychologist and inspire an interest in organized, disciplined, scientific investigation. Competencies addressed in this course include: Research and Evaluation.

PSYC 652
DOCTORAL CANDIDACY PLANNING
3 credits

The major function of this course is to prepare students to be ready for the Qualifying Meeting. This necessitates demonstration of their understanding of the entire doctoral process and in this course, features the development of a Dissertation Proposal and a Clinical Portfolio. All must satisfy the requirements of MiSPP and adhere to APA ethical standards.

PSYC 653
APPLICATIONS OF QUALITATIVE RESEARCH
3 credits

This course is an advanced study of human science research design. The emphasis of the course is to assist students in conducting a pilot study and a preliminary literature review in preparation for dissertation work. Several qualitative models of research design are reviewed, and ways to integrate qualitative and quantitative research into literature reviews are highlighted. Students complete a thorough analysis of research data collected from pilot study participants, as well as formulate and execute a preliminary literature review. Qualitative interviewing techniques are examined.

PSYC 661
STATISTICS AND QUANTITATIVE RESEARCH
3 credits

This is a doctoral level course designed to provide the student with an understanding of statistics as used by psychologists and behavioral scientists. The course includes an introduction to quantitative measurement, an exploration of scales of measurement and techniques for organizing and communicating quantitative data, and a theoretical introduction to test construction. Recent developments in statistics, such as meta-analyses and power analyses, are also reviewed. This course focuses principally on competencies in research and evaluation and also covers the statistically-based psychometric foundation of assessment.

PSYC 662
SUPERVISION AND CONSULTATION IN PSYCHOLOGY
3 credits

Topics to be covered are various approaches to supervision/consultation roles, individual and group work, methods and techniques, supervision/consultation issues and dilemmas, ethical considerations, diversity issues and consultation as a supervisory intervention.

Students are expected to apply each topic through reading and written summaries, case presentations, audio or videotapes and critiques of tapes. This course incorporates the competencies of assessment, consultation, diversity, intervention, relationship and supervision.

PSYC 671
PRACTICUM IN PSYCHOLOGY I
3 credits

This course involves exploration of the psychotherapy/clinical process to clarify the purposes, procedures, skills, and theoretical bases of working with clients in the students' on-site practicum setting. This course offers students an opportunity to choose from a wide range of health care settings and to be involved with diverse populations from childhood to old age. It represents a challenge for students in their work in therapy and assessment to apply the academic knowledge, methods and skills that are core learnings of the classes.

PSYC 672
PRACTICUM IN PSYCHOLOGY II
3 credits

Students continue their clinical practicum in the community. *Refer to PSYC 671 for full description.*

PSYC 673
PRACTICUM IN PSYCHOLOGY III
3 credits

Students continue their clinical practicum in the community. *Refer to PSYC 671 for full description.*

PSYC 674
INTERNSHIP IN PSYCHOLOGY I
6 credits

The internship is a major component of the humanistic and clinical psychology PsyD Program. It offers students an opportunity to choose from a wide range of health care settings and to be involved with a diverse client population and to interact with professionals from multiple disciplines. It represents a challenge for students in their work in assessment and psychotherapy to apply their academic knowledge, methods and skills that learned from their course work and independent study. A variety of issues and problems with individuals, couples and families provide the challenge for professional

development. Students have the chance to apply ideas from multiple theories of human development and psychotherapy in effort to integrate their education in humanistic psychology with the challenges of a diverse clinical practice.

PSYC 675
INTERNSHIP IN PSYCHOLOGY II
6 credits

Students continue with clinical work begun in the first trimester. *Refer to PSYC 674 for full description.*

PSYC 676
INTERNSHIP IN PSYCHOLOGY III
6 credits

Students continue with clinical work begun in the first trimester. *Refer to PSYC 674 for full description.*

PSYC 677
INTERNSHIP IN PSYCHOLOGY IV
6 credits

The internship is a major component of the humanistic and clinical psychology PsyD Program. It offers students an opportunity to choose from a wide range of health care settings and to be involved with a diverse client population and to interact with professionals from multiple disciplines. It represents a challenge for students in their work in assessment and psychotherapy to apply their academic knowledge, methods and skills that learned from their course work and independent study. A variety of issues and problems with individuals, couples and families provide the challenge for professional development. Students have the chance to apply ideas from multiple theories of human development and psychotherapy in effort to integrate their education in humanistic psychology with the challenges of a diverse clinical practice.

PSYC 678
INTERNSHIP IN PSYCHOLOGY V
6 credits

Students continue with clinical internship in the community. *Refer to PSYC 677 for full description.*

PSYC 679
INTERNSHIP IN PSYCHOLOGY VI
6 credits

Students continue with clinical internship in the community. *Refer to PSYC 677 for full description.*

PSYC 683
MINDFULNESS & PSYCHOTHERAPY
1 credit

This course teaches the core concepts of mindfulness, including: mindfulness meditation; present-moment awareness techniques; acceptance; cognitive-behavioral, psychodynamic, humanistic, and contemplative aspects of mindfulness; East-West approaches to clinical psychology; psychologist application of mindfulness as a self-care component; mindfulness in clinical supervision; client application of mindfulness as a contextual approach to behavior change; mindfulness practice as a cognitive reframing tool; implications for positive psychology; foundations of mindfulness for qualitative and quantitative research; review of current research into mindfulness in psychotherapy; and mindfulness training across diverse populations.

PSYC 684
CLINICAL HEALTH PSYCHOLOGY
1 credit

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 and adults with medical conditions who are having problems with compliance, symptom management, health-promoting behaviors, and/or adjustment. Three medical problems (e.g. pain, cardiovascular disease, and GI disorders) will receive special attention so that students learn how health psychology principles generalize across different conditions. Finally, some of the challenges and opportunities faced by clinical health psychologists in professional practice will be presented.

This course will provide students an opportunity to enhance their competencies in the areas of assessment, intervention, and incorporating clinical research into practice.

PSYC 685
PSYCHOLOGY OF TRAUMA
1 credit

The focus of this course is on the biopsychosocial aspects of traumatic stress, including acute trauma and complex trauma. The course involves an exploration of psychological sequelae of various types of interpersonal violence, such as physical abuse, sexual assault, and political trauma across diverse populations. Research, assessment, and psychotherapeutic interventions concerning post-traumatic stress disorder are discussed. The course also includes the examination of the role of resilience in the recovery from traumatic experience.

PSYC686 HUMAN SEXUALITY: CLINICAL APPLICATION

1 credit

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

PSYC 698

PROFESSIONAL WRITING SEMINAR

1 credit

Composition skills are strengthened through examination of effective writing techniques in students' current academic and professional writing projects. Study of content and process challenges common to qualitative research writing is undertaken through in-class and take-home writing exercises, group discussion, and composition critiques. Individual writing problems are addressed and student support groups are established to facilitate writing flow throughout the dissertation process as it informs doctoral writing competencies. Forms of professional writing and publication options are outlined.

PSYC 701A

DOCTORAL RESEARCH: DISSERTATION

6 credits

This course provides the structure for the implementation and completion of the dissertation process as developed and approved by the Doctoral Committee during the third year of enrollment. Research methods and procedures are finalized, a scientific study is conducted, data are analyzed and findings articulated. The manuscript is comprised of six chapters, references and appendixes. Drafts of each chapter are submitted to the Committee Chair for review and upon final completion and approval, the manuscript to the Doctoral Committee. The dissertation process concludes with discussion of the entire manuscript at the Dissertation Meeting. Objectives of this course relate to the competencies of relationship and research and evaluation.

PSYC701B DOCTORAL RESEARCH: DISSERTATION

6 credits

Students continue the dissertation process as developed and approved by the Doctoral Committee. *Refer to PSYC 701A for full description.*

PSYC701C DOCTORAL RESEARCH: DISSERTATION

6 credits

Students continue the dissertation process as developed and approved by the Doctoral Committee. *Refer to PSYC 701A for full description.*