



# Michigan School of Professional Psychology

CATALOG 2012-2013



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# Overview

## Introduction

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

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

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



## **Mission**

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

## **Values**

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

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

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

## **Vision**

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

## **Discrimination and Harassment**

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

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

### *Non-Discrimination Policy*

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

## **Accreditation**

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

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

## Statement on Ethics

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

## The Learning Community

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

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

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

## **Student Scholarship**

Utilizing the practitioner-scholar training model, the academic programs emphasize the importance of scholarship in clinical practice. The MiSPP Student and Faculty Scholarship Models identify four areas of scholarship: application, integration, discovery and teaching. Faculty foster a climate that supports and encourages student scholarly activities. Both academic programs provide 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 MiSPP website under Student Resources. Funding may be available, upon approval by the Program Director, to support expenses associated with presentations and conferences.

## **Library**

The Moustakas Johnson Library and the Wilkinson Resource Center (WRC) support MiSPP in training individuals to become professional psychologists and psychotherapists. The resources and services of the library and WRC enable students

to 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 strives to obtain materials reflecting a variety of opinions and cultural differences. The library's collection includes approximately 7,000 books, 270 instructional audiovisual materials, and 44 different psychological tests.

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

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

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

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

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

## Copyright Information

MiSPP 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 MiSPP community are expected to adhere to the laws set forth in these acts in regards to the proper use of copyrighted materials. See the [library's copyright page](#) for more information.

### *Copyright Infringement*

Copyright infringement, including peer-to-peer file sharing, violates the US Copyright Act and MiSPP policy. Information posted or viewed on the internet may be subject to copyright protection. Reproduction of copyrighted information posted or otherwise available over the internet may be done only by express permission from the author or copyright holder. The internet shall not be used to send (upload) or receive (download) copyrighted materials, license agreements, and similar materials, including proprietary, confidential, trade secret, financial, or account information of MiSPP, except with administrative approval.

MiSPP 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.

### *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.”<sup>1</sup>

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<sup>1</sup> 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/dpcletters/GEN1008.html#\\_ftn1](http://ifap.ed.gov/dpcletters/GEN1008.html#_ftn1)

# Master of Arts in Clinical Psychology (MA)

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

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

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

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

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

## Admission Requirements

The 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.

Official TOEFL scores 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.

### *Deferring Admission*

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

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

### **Guest Student Status**

Individuals who desire to enroll in an MA program course as a guest student must submit a guest application to the Registrar and demonstrate adherence with admission criteria and course prerequisites. The request is reviewed by the Program Director. Regular tuition rates apply.

## **Reinstatement to Program**

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

## **Transfer Credit**

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

## **Clinical Training**

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

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

All students receive supervision from an assigned MiSPP 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 – 2 cr.
- 510 Psychodiagnostics and Assessment I - 3 cr.
- 511 Psychodiagnostics and Assessment II - 3 cr.
- 515 Key Processes in Therapeutic Relationships - 3 cr.
- 520 Psychotherapy with Children - 3 cr.
- 522 Foundations of Psychopathology – 2 cr.
- 525 Existential and Phenomenological Psychology - 3 cr.
- 530 Identity and Family Transactions - 3 cr.

- 536 Personal and Professional Transitions - 3 cr.
- 550 Professional and Scientific Ethics - 3 cr.
- 560 Research Foundations - 2 cr.
- 565 Professional Seminar in Psychology - 3 cr.
- 571 Group Process: Theory and Practice - 3 cr.
- 581 A-C Practicum - 8 cr.

TOTAL CREDITS - 47

*Master of Arts – Full Time Course Sequence (2012-2013)*

First Semester	Second Semester	Third Semester
500 Core Concepts in Humanistic and Clinical Psychology	511 Psychodiagnostics and Assessment II	515 Key Processes in Therapeutic Relationships
501 Clinical Skills Seminar	520 Psychotherapy with Children	536 Personal and Professional Transitions
510 Psychodiagnostics and Assessment I	522 Foundations of Psychopathology	565 Professional Seminar in Psychology
525 Existential and Phenomenological Psychology	530 Identity and Family Transactions	571 Group Process: Theory and Practice
550 Professional and Scientific Ethics	560 Research Foundations	581C Practicum
581A Practicum	581B Practicum	

*Master of Arts - Part-Time Course Sequence (2012-2013) Two-year/One Semester Option*

**Year One**

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

### Year Two

First Semester	Second Semester	Third Semester
501 Clinical Skills Seminar	525 Existential and Phenomenological Psychology	530 Identity and Family Transactions
522 Foundations of Psychopathology	565 Professional Seminar in Psychology	560 Research Foundations
571 Group Process: Theory and Practice	581 B Practicum	581 C Practicum
581 A Practicum		

### Year Three

First Semester
536 Personal and Professional Transitions

### Master of Arts - Part-Time Course Sequence (2012-2013) Three- year Option

#### Year One

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

#### Year Two

First Semester	Second Semester	Third Semester
501 Clinical Skills Seminar	525 Existential and Phenomenological Psychology	530 Identity and Family Transactions
522 Foundations of Psychopathology	565 Professional Seminar in Psychology	560 Research Foundations
571 Group Process: Theory and Practice		

#### Year Three

First Semester	Second Semester	Third Semester
536 Personal and Professional Transitions	581 B Practicum	581 C Practicum
581 A Practicum		

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

## **Course Descriptions**

### **Enrollment Status**

MiSPP defines full-time enrollment as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled in only Practicum, or in the final course(s) required for degree completion may be considered half-time. 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.

For students readmitted due to a break in enrollment, the degree requirements will be those of the catalog in effect at the time of re-enrollment. New course and program requirements may apply.

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

### **Graduation Requirements**

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

To complete all degree requirements, a student must have:

- A cumulative grade point average of 3.00 or higher.
- Satisfactory completion of all required credit hours/courses.
- Satisfactory completion of the 500 hour practicum training requirement.

### *Graduation*

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

# Doctor of Psychology in Clinical Psychology (PsyD)

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

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

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

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

## Admission Requirements

MiSPP 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;
- 500 graduate-level practicum hours or equivalent field experience.

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

Official TOEFL scores must be submitted by students 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.

### *Deferring Admission*

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

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

### **Guest Students**

Individuals who desire to enroll in a PsyD program course as a guest student must submit a guest application to the Registrar and demonstrate adherence with

admission criteria and course prerequisites. The request is reviewed by the Program Director. Regular tuition rates apply.

### **Reinstatement to Program**

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

### **Transfer Credit**

Acceptance of transfer credit for the doctoral program is at the discretion of the Program Director. Applicants must request a review of transfer credit during the 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 MiSPP doctoral course.
- No more than nine semester credit hours (or three courses) may be transferred.
- Credits must have been earned within five years of application to MiSPP.
- A grade of 3.0 or better 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 a practicum in year two followed by internship completed in years three and four (the half-time internship model), or a full-time internship in the fourth year. Individuals who wish to complete a full-time internship must meet with the Director of Clinical Training in year two of their program to determine readiness for full-time internship and to develop a plan that supports their academic and training goals. Internships may be found locally

and at the national level through the Association of Psychology Postdoctoral Internship Center <http://www.appic.org/>.

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

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

### *Practicum/Internship Requirements*

A total of 1,000 hours on-site with a minimum of 50% (500) hours in direct client contact are required of second year doctoral students in practicum. At the end of the second year of the doctoral program, a Clinical Competency Exam is completed to determine readiness to begin internship training. Students must pass the Clinical Competency Exam before they can begin their internship.

In addition, a total of 2,000 hours of internship is required for the PsyD degree. A total of 500 hours in direct client contact must be attained during internship. PsyD students are encouraged to apply for a full-time internship, preferably at APPIC or APA-accredited sites. See the Director of Clinical Training for details.

To achieve credit for practicum/internship, the student must successfully fulfill competency requirements reflected in evaluations and meet the minimum number of client contact hours and total hours on-site per semester as outlined in the Practicum/Internship Handbook. The 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. MiSPP students must follow APA guidelines for research involving human participants. All dissertation research must gain Institutional Review Board (IRB) approval prior to implementation of the study. The 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 online.

## **Enrollment Status**

MiSPP defines full-time enrollment as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled in only Practicum, Internship, Dissertation or in the final course(s) required for degree completion may be considered half-time. 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.

For students readmitted due to a break in enrollment, the degree requirements will be those of the catalog in effect at the time of re-enrollment. New course and program requirements may apply.

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

## **PsyD Degree Requirements**

Required Courses: 133 credits

- 600 History and Systems of Psychology - 3 cr.
- 604 Identity Formation - 3 cr.
- 608 Social Bases of Behavior -3 cr.
- 613 Child and Adolescent Psychotherapy - 3 cr.
- 615 Psychopathology and Personality Change - 3 cr.
- 620 Cognitive and Affective Bases of Behavior - 3 cr.
- 621 Statistics - 3 cr.
- 624 Psychometrics - 3 cr.
- 627 Psychological Testing and Assessment - 3 cr.
- 629 Advanced Psychological Testing - 3 cr. *Prereq: PSYC 627*
- 630 Multicultural Psychology and Social Justice - 4 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.
- 636 Existential and Phenomenological Approaches to Psychotherapy - 3 cr.
- 638 Ethics in Psychotherapy and Psychological Research - 3 cr.
- 642 Humanistic Psychology and Psychotherapies - 3 cr.
- 645 Lifespan Development - 3 cr.
- 647 Couple and Family Therapy: Research and Applications – 3 cr.
- 651 Qualitative Research - 3 cr.
- 652 Dissertation Preparation I: Planning - 2 cr.
- 653 Dissertation Preparation II: Preliminary Research Applications - 2 cr.
- 662 Supervision and Consultation in Psychology - 3 cr.
- 664 Quantitative Research - 3 cr.
- 671A-C Practicum I, II and III - 12 cr. \*Prereqs: PSYC 604, 615, 627, 630, 631, 638, & 642
- 698 Advanced Academic and Professional Writing - 2 cr.
- 699A-C Dissertation Proposal Development - 6 cr.
- 701A-C Dissertation - 18 cr.
- 702A-F Internship - 24 cr.

Electives: 4 courses for 8 credit hours:

- 681 Psychoanalytic Psychotherapy – 2 cr.
- 683 Mindfulness and Psychotherapy - 2 cr.
- 684 Clinical Health Psychology – 2 cr.
- 685 Psychology of Trauma - 2 cr.
- 686 Human Sexuality: Clinical Application - 2 cr.
- 687 Psychology of Addictions – 2 cr.

TOTAL CREDITS 141

### *PsyD Course Sequence*

#### **Year One**

First Semester	Second Semester	Third Semester
600 History and Systems of Psychology	604 Identity Formation	624 Psychometrics
608 Social Bases of Behavior	615 Psychopathology and Personality Change	627 Psychological Testing and Assessment
642 Humanistic Psychology and Psychotherapies	621 Statistics	631 Evidence-Based Practice in Clinical Psychology
698 Advanced Academic and Professional Writing	630 Multicultural Psychology and Social Justice	638 Ethics in Psychotherapy and Psychological Research

## Year Two

First Semester	Second Semester	Third Semester
620 Cognitive and Affective Bases of Behavior	629 Advanced Psychological Testing <i>*Prereq: PSYC 627</i>	632 Group Psychotherapy: Research, Theory and Technique
645 Lifespan Development	636 Existential and Phenomenological Approaches to Psychotherapy	634 Biological Bases of Behavior
664 Quantitative Research	651 Qualitative Research	652 Dissertation Preparation I: Planning
671A Practicum I <i>*Prereqs: PSYC 604, 615, 627, 630, 631, 638, &amp; 642</i>	671B Practicum II <i>*Prereqs: PSYC 604, 615, 627, 630, 631, 638, &amp; 642</i>	671 C Practicum III <i>*Prereqs: PSYC 604, 615, 627, 630, 631, 638, &amp; 642</i>

## Year Three

First Semester	Second Semester	Third Semester
647 Couple and Family Therapy: Research and Applications	613 Child and Adolescent Psychotherapy	662 Supervision and Consultation in Psychology
653 Dissertation Preparation II: Preliminary Research Applications	Elective	Elective
	Elective	Elective
699A Dissertation Proposal Development	699B Dissertation Proposal Development	699C Dissertation Proposal Development

### Full-time Internship Option:

#### Year Four

703A-C Internship

#### Year Five

701A-C Dissertation

### Half-time Internship Option:

#### Year Three

702 A-C Internship in Psychology

#### Year Four

701A-C Dissertation  
702D-F Internship in Psychology

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

## [Course Descriptions](#)

## Graduation Requirements

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

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

To complete all degree requirements, a student must have:

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

### *Graduation*

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

# Academic Policies

## Academic Advising

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

## Attendance and Observance of Religious Holidays

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

## Student Evaluation

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

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

### *MiSPP Professional Behavior Expectations*

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

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

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

*interpersonal skills, professional development, and personal fitness for practice); and,*

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

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

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

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

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

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

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

- (a) impacts the performance, development, or functioning of the student-trainee,*
- (b) raises questions of an ethical nature,*
- (c) represents a risk to public safety, or*
- (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.*

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

### *Practicum/Internship Evaluation*

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

Supervisors complete comprehensive assessments at the end of each semester. Assessments are based on the clinical competencies identified for practicum or internship, and have been adapted from the Competency Developmental Achievement Levels (DALs) of the National Council of Schools and Programs in Professional Psychology (NCSPP).

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

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

### *The PsyD Clinical Competency Exam*

The Clinical Competency Exam (CCE) is completed during the third semester of the PsyD II academic year and provides students with the opportunity to integrate course

material with practical training and to demonstrate 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: written assessment, recorded assessment and oral assessment.

The CCE allows faculty to evaluate students' readiness for internship and ability to progress in the program. The minimum passing score is an overall average rating of 3. Failure to pass the CCE requires repetition of the practicum prior to enrolling in internship and re-administration of the CCE. Failure to pass the CCE results in a mark of NC and requires repetition of the practicum prior to enrolling in internship. The practicum must take place at a new setting and be approved by the Director of Clinical Training. The student's CCE is forwarded to the faculty supervisor of the second practicum.

Students who are required to repeat practicum may enroll in PSYD III coursework or may delay enrollment in such coursework until practicum is successfully completed and the CCE is retaken and passed. Failure to pass the CCE upon second examination results in automatic dismissal from the PsyD program. Please see the Practicum Handbook, located 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 MiSPP are awarded a letter grade; the four-point system (4.00) is used to compute the grade point average (GPA). A limited number of courses (noted below) are evaluated on a credit/no credit basis.

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
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

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

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

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

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

### *In Progress*

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

### *Credit /No Credit*

A grade of "CR" (Credit) is assigned upon satisfactory completion of practicum, internship, individual scholarship project, and dissertation. A grade of "NC" (No Credit) is assigned upon unsatisfactory performance in practicum/internship or unsatisfactory progress in /clinical scholarship project/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.

## *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 a course(s). After the first day of a course(s), a drop will be refunded as follows:

1st day of the class (es) – 100%

Within 5 days after the first class meeting – 80%

Within 7 days of the first class meeting – 60%  
Within 14 days of the first class meeting – 40%

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 Withdrawn (W). No withdrawals are permitted after that time. All attempted coursework appears on the transcript. A course withdrawal will affect academic standing and time to completion. Financial Aid recipients should consult with the Financial Aid Coordinator prior to requesting a withdrawal regarding ramifications to aid status.

All attempted 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 requirements. Both the original and the repeated course grade will appear on the transcript; only the repeated course grade is used in calculating the overall GPA. Students may not repeat courses that count towards degree requirements in an attempt to improve the cumulative GPA or course grade.

### **Grade Change Requests**

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

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

### **Appeal of a Course Grade**

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

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

### *Step One – Instructor*

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

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

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

### *Step Two – Program Director*

If *Step One* does not resolve the concern, the student may, within five (5) calendar days of receipt of the instructor's response, present an appeal to the Program Director (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) 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 degree, which includes adequate performance with respect to grades, grade point average and all other program expectations for academic performance, professional behavior, clinical skills development and research progress.

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

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

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

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

## Academic Probation

<p>Description</p>	<p>Students are placed on Probation for:</p> <ul style="list-style-type: none"> <li>• Receipt of any grade of “C”, “F” or “NC.”</li> <li>• Failure to meet program expectations.</li> <li>• Failure to maintain the minimum cumulative GPA requirement of 3.0.</li> </ul> <p>For students admitted in 2009-2010 or 2008-2009 only:</p> <ul style="list-style-type: none"> <li>• Receipt of more than <b>one</b> allowable grade of “C.”</li> </ul>
<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/Student Advisor 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 satisfactory academic progress is met for each subsequent semester until the student is removed from probation. If a student fails to meet satisfactory academic progress, the student becomes ineligible for financial aid.</p> <p>Students on Probation are considered to be making good progress if they do not receive any grades of “C” or below until the minimum cumulative GPA of 3.0 is achieved. These students remain eligible for financial aid.</p>
<p>Removal</p>	<p>Probation is removed when:</p> <ul style="list-style-type: none"> <li>• Course grade(s) of “C”, “F” or “NC” are repeated and a grade of at least B- is earned.</li> <li>• Requirements in their Educational Development Plan are met.</li> <li>• The cumulative GPA is raised to 3.0 or above.</li> </ul>

## Dismissal

Description	<p>Students are dismissed for:</p> <ul style="list-style-type: none"><li>• Receipt of two grades of “F” or “NC.”</li><li>• Receipt of three grades of “C” or below in a single semester.</li><li>• Being on probation for grades and failing to achieve grades of B- or better in any forthcoming semester.</li><li>• Failure to successfully pass the Clinical Competency Exam after two attempts.</li><li>• Failure to meet the remediation requirements of an Educational Development Plan.</li><li>• Failure to achieve progress toward the cumulative GPA of 3.0.</li></ul>
Evaluation	<p>Student records are reviewed, by the Registrar, at the end of each semester for grade requirements, cumulative grade point average requirements, and progress on Educational Development Plans. Students may be reviewed at other times on an as-needed basis.</p>
Financial Aid Impact	<p>Students dismissed from the institution are ineligible for financial aid.</p>
Removal	<p>Students may only be removed from dismissal status upon successful appeal of the dismissal.</p>
Appeal	<p>Students who have been dismissed from the institution may submit a letter of appeal to the Vice President within ten (10) days of the date of notification. If an appeal has been filed, students may continue attending courses pending the outcome of the appeal. The Vice President will investigate and render a decision within ten (10) days of receipt of the student’s letter. The decision of the Vice President is final.</p>

## Reinstatement after Academic Dismissal

A student who has been dismissed due 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 1<sup>st</sup> for reinstatement in the first semester;
- by November 1<sup>st</sup> for reinstatement in the second semester;
- by March 1<sup>st</sup> 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 honesty is considered a basic ethical standard. The ethical principles cited below refer to publication credit and these should be adhered to in the preparation of MiSPP course papers and doctoral dissertation. Every idea, method, theory, concept, or any aspect of an author’s work, published or unpublished, that is used, must be appropriately referenced and credited. 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 MiSPP 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.

MiSPP 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, MiSPP extends the definition of “psychologist” to include individuals who are, by virtue of their membership in the MiSPP community, students, administrators, faculty or staff.

Per ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT  
(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.*

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

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

appropriate actions, from a verbal warning up to and including dismissal, depending upon the circumstances. Sanctions may be appealed to the President. The decision of the President is final.

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

## **Code of Conduct**

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

Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. Professional attire and demeanor are expected. Written and oral communications, including paper and electronic, should reflect professionalism. Although technology is adjunctive to the learning process, use of laptop or handheld 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 MiSPP academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Membership in this community is purely voluntary, and any student may choose to withdraw from it at any time that the obligations of membership seem disproportionate to the benefits.

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

### *Academic Offenses*

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

1. Violation of APA Ethical Principles of Psychologist governing Plagiarism and Publication Credit to include:

- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship (plagiarism).
  - Misrepresentation of work done in collaboration with other students as one's own work;
2. false claims, misrepresentation of clinical training hours or related information, or misrepresentations of written or verbal statements of fact to a member of the faculty, practicum or internship site supervisors, in order to obtain academic credit that is unearned;
  3. failure to maintain ethical standards of conduct and professional behavior expectations while engaged in practicum and internship;
  4. forgery, alteration, or misuse of MiSPP 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. disorderly conduct, including breach of the peace or obstruction or disruption of teaching, research, administration, disciplinary procedure, or other MiSPP activities, including its public service functions or other authorized activities;
3. lewd, indecent or obscene conduct or expression, alcohol or non-alcohol related;

4. use of smoking tobacco, in any form, in or outside the MiSPP building;
5. theft and/or unauthorized possession of MiSPP property or property of a member of the MiSPP community or campus visitors;
6. failure to remit or return property or records of MiSPP within the time prescribed;
7. failure to comply with instructions or directions of any properly identified school personnel while these persons are acting in the performance of their duties;
8. unauthorized use of MiSPP facilities, including: (a) unauthorized entry into the building, office, or other facility or remaining in the building after normal closing hours; (b) unauthorized use of any MiSPP telephone or of any other MiSPP facilities; (c) possessing, using, making, or causing to be made any key for any MiSPP facility without proper authorization; (d) unauthorized use of another student or faculty member's password to gain access to the computer or computer output, including but not limited to any knowing and willing use of fraudulent means to process computer programs and access computer files;
9. vandalism;
10. furnishing false information to any MiSPP official or making false statements in disciplinary hearings;
11. safety violations, including: (a) intentional false reporting of a fire or explosive device on MiSPP property; (b) tampering with fire-fighting equipment, safety devices, or other emergency or safety equipment; (c) setting an unauthorized fire;
12. violation of Technology Use Guidelines to include individual instructor's restrictions on the use of laptop/handheld computers in class;
14. unlawful possession, use or distribution of alcoholic beverages, narcotics or dangerous drugs, on school property or as part of any school-related activity as outlined in the Drug and Alcohol Prevention policy;
15. possession or use of firearms, even if an individual holds a concealed weapons permit;
16. possession or use of explosives, chemicals, weapons or items that could be used or perceived as a weapon.

### *Jurisdiction*

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

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

### *Sanctions*

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

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

### *Right of Appeal*

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

### *Requests for Reinstatement after Dismissal for Misconduct*

In the event that a student has been dismissed for misconduct and wishes to be reinstated in the future, the student must write a letter of request to the Vice President. The MiSPP Executive 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 MiSPP to adopt and implement a drug prevention program to prevent the use, distribution, unlawful possession, or sale of illicit drugs and alcohol.

A vast and growing body of medical research has documented the debilitating and often deadly consequences of regular or episodic use of mood altering chemicals. Due to factors such as body mass, endocrine function, metabolic biochemistry, genetic history, and overall health, it is not possible to predict who will be susceptible to health risks and what the consequences may be. However, it is known that over time substance abuse and chemical dependency have measurable, deleterious effects on various organs of the body and on physiological and intellectual functioning. Users often feel they are performing at their best when, in fact, actual performance is poor. Memory is also harmfully affected. Emotional problems and mood swings also may result. The risks are known to be greater when there are accompanying or pre-existing organic conditions. Severe insult to the fetus of a pregnant woman who ingests or inhales mind-altering drugs is also a threat.

A description of the applicable legal sanctions for the unlawful possession or distribution of illicit drugs and alcohol and the health risks associated is available on the [MiSPP website](#). The Drug and Alcohol Prevention Program, consistent with the MiSPP Code of Student Conduct, prohibits the following behaviors.

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

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

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

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

Note: Per 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 MiSPP 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 MiSPP 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 MiSPP'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 MiSPP community with a faculty member, supervisor or administrator, the complaint will be investigated immediately under the direction of the President in accordance with the following procedures:

- A formal investigation will begin within seven (7) days of advisement and will be conducted by the Vice President.
- All claims will be treated seriously and information and facts will be communicated only on a “need to know” basis.
- Witnesses and all individuals interviewed will be instructed to maintain discussions in the strictest confidence. The number of persons who have access to the information will be limited. 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.

MiSPP’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.

### **Student Grievance/Appeal Procedure**

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

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

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

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

- violation of a duly adopted school policy as described in official school publications;
- unethical conduct on the part of a member of the MiSPP 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) 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) 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) days of receipt of the appeal letter.

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

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

## General Information

### Financial Aid

The Michigan School Professional Psychology is approved by the U.S. Department of Education to award federal aid to eligible students. Through participation in the Title IV Federal Assistance Program, eligible students have loan options to choose from including Stafford Loan, Plus Loans, and private loans. In addition, MiSPP offers assistance to deserving students in the form of academic scholarships and need-based grants and loans.

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

Students should refer to the financial aid section of the website [www.mispp.edu](http://www.mispp.edu) for additional information.

### Enrollment Status and Eligibility for Financial Aid

MiSPP defines full-time enrollment as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled in only Practicum, Internship, Dissertation or in the final course(s) required for degree completion may be considered half-time and are eligible for financial aid. Students who are enrolled less than half-time are not eligible for financial aid.

### Satisfactory Academic Progress for Financial Aid

Students who receive federally funded student aid must comply with federal regulations pertaining to Satisfactory Academic Progress (SAP). This is defined as successful completion of 67% of the coursework, registered for in any given semester, as outlined in the Marking System Policy. Failure to maintain SAP will result in Financial Aid Warning or Suspension of eligibility for financial aid. The total attempted credit hours for any degree program may not exceed 150% of the credit hours required in the program.

MiSPP's SAP requirements include qualitative and quantitative measures:

Qualitative Measure:

Meeting the minimum 3.0 cumulative grade point average.

### Quantitative Measure:

Students must satisfactorily complete a minimum of 67% of credits earned over attempted credits. This is monitored each semester. Credit hours in which a student receives a grade of “W” are included in the number of attempted credits for this measurement. Students who fail to complete at least 67% of attempted hours with a grade of B- or above are automatically placed on financial aid “Probation.”

Repeated courses may not exceed 150% of the original program credits.

### Frequency of Review:

SAP is monitored at the end of each semester. The SAP review consists of the cumulative record of all prior semesters (including semesters when a student may not have received financial aid funding). All elements of SAP will be evaluated: cumulative Grade Point Average, maximum time to completion and Pace/Progress (cumulative successful course completion not to exceed 150% of required program credits).

### **Financial Aid Warning**

Students failing to maintain SAP are placed on Financial Aid Warning or Suspension and are notified in writing.

### **Financial Aid Suspension and Probation**

Academic progress of students on Financial Aid Warning will be reviewed at the end of each semester. Students who have become ineligible for financial aid due to failure to maintain SAP may appeal the suspension of their financial aid eligibility. If an appeal is granted, the student is placed on Financial Aid Probation. Students on Financial Aid Probation may be placed on an Educational Development Plan which will be reviewed each semester. Contact the Financial Aid Coordinator for the appeal process.

### **Cost of Attendance**

The Cost of Attendance (COA) is an estimate of expenses while enrolled at MiSPP and includes the following: tuition and fees, books and supplies, room and board, transportation, and personal and miscellaneous expenses. Students will receive the same allowances for each component included in cost of attendance. Students may request a cost of attendance evaluation by providing current documentation of expenses with a written explanation of unusual circumstances to the Financial Aid Office.

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

### *Return of Title IV Funds*

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

1. the date the student initiated the official withdrawal process through the Registrar's office;
2. the midpoint of the semester if the student ceases attending without notifying MiSPP, or;
3. the student's late date of attendance at an academically related activity (to include class attendance).

The return is determined on a pro-rata basis. It is based on calendar days, including weekends (and holidays no longer than five consecutive days), up to the 60% point in the semester. When students withdraw from classes prior to the 60% point, the Title IV financial aid must be returned to the lender on a pro-rated basis according to the last date of attendance. After the 60% point, Title IV assistance is viewed as 100% *earned*. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office.

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

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

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

After calculating return of Title IV loans, a balance may exist on account. The guidelines of the Title IV Student Assistance General Provisions also allow an

institution to assess a reasonable administrative fee not to exceed the lesser of five percent of the tuition, fees, and other charges assessed the student, or \$100, whichever is the lesser amount. A student must pay any balance due within 60 days of the notice that is provided upon withdrawal and must complete exit counseling. The Refund Policy is available at [www.mispp.edu](http://www.mispp.edu), Financial Aid.

## **Veterans**

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

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

## **Academic Transcripts**

Official student records, including transcripts, are privileged, confidential information and are not open to public inspection or released to a third party without the student's written consent. Transcripts must be requested in writing by the student. A transcript request form and procedure may be obtained at the Office of the Registrar or can be found online on the MiSPP website under 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 MiSPP from previously attended colleges and universities are furnished in confidence and are considered part of the student's educational record. Therefore, duplication of the student's previous official college transcripts is not permitted.

## **Students with Disabilities**

It is the policy of MiSPP to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a documented disability wishes to receive accommodation in order to participate in the courses, programs, or activities offered by the school, the student must contact the Registrar/Student Advisor for the required forms and procedure. Upon the return of

all required documentation, the Registrar/Student Advisor will develop a reasonable accommodation plan and communicate, as appropriate, with the relevant faculty and/or personnel regarding accommodations. The use of these services is voluntary and confidential.

## **The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 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 MiSPP receives a request for access. The student must submit a request for review to the Registrar. MiSPP education records do not include:
  - records created by MiSPP personnel that are in the sole possession of the writer and are not accessible or revealed to any other person;
  - employment records, if applicable;
  - alumni records.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student must submit this request to the Registrar, clearly indicating what part of the record is in question. Appropriate MiSPP personnel will review the record and the student will be notified of the outcome.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file, with the U.S. Department of Education, a complaint concerning alleged failures by MiSPP to comply with the requirements of FERPA, 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.

MiSPP defines the following items as “directory information”:

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

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

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

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

- to school officials with legitimate educational interest;
- to officials of other schools in which the student seeks or intends to enroll;
- to federal, state and local authorities involving an audit or evaluation of federal legal requirements for compliance with education programs;
- to Veterans Administration officials;
- to persons or organizations providing financial aid to students if the information is necessary to determine eligibility for an amount of aid, conditions of aid, or to enforce the terms and conditions of aid;
- to organizations conducting studies for or on behalf of educational agencies or institutions; to accrediting organizations carrying out accreditation functions;
- to parents of dependent students according to the Internal Revenue Code of 1986;
- to comply with federal law (e.g. The Patriot Act), a judicial order or lawfully issued subpoena;
- to persons in an emergency if the information is necessary to protect the health or safety of students or other persons;
- to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, the school may disclose the final results of a disciplinary proceeding conducted by the institution with respect to that alleged crime or offense;

- to interested individuals in connection with the final results of an institutional disciplinary proceeding related to an alleged crime of violence to include only the name of the student, the violation committed, and any sanction imposed by the institution, if the student was found to be in violation of rules or policies regarding such crimes;
- to the parent of a student under 21 if the institution determines that the student has committed a disciplinary violation of its drug or alcohol rules or policies or violation of any federal, state or local law.

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

### **The Solomon Amendment**

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

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

## **Student Personal Information**

Students are required to provide Social Security Numbers (SSN) with their admissions application, federal and state financial aid and loan programs forms, scholarship, and veteran's certification forms. Upon admittance to MiSPP, students will be issued a unique student identification number that will serve as the primary student identifier in maintaining permanent academic records. Since the student identification number is a unique identifier, students should guard its security carefully. Please note that in the event a student forgets this number, it cannot be given out over the phone. A student who forgets his/her student identification number can obtain it in person or by requesting it in writing.

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

## **IT Policy**

### **Appropriate Use of Information Technology (IT) Resources**

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

#### **1. General Guidelines**

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

#### **2. Individual Responsibility**

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

#### **3. Security**

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

#### **4. Intellectual Property**

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

#### **5. "Hacking" & Malicious Activity**

Use of the MiSPP IT resources to destroy data; obtain access to services and data; cause mischief by distributing programs or data that is intended to damage a system; deny access, or otherwise interfere with the privacy rights others for solicitation, fraud, personal profit, harassment or any criminal activity is prohibited.

#### **6. Commercial, Political and Non-School Activities**

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

#### **7. Privacy**

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

#### **8. State and Federal Laws**

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

#### *Email*

All students will receive a MiSPP email address to be used by the academic community for professional purposes and communication. Students are responsible for all information communicated through email in the same way and to the same

extent as if published in hard copy and distributed through other means. Students are expected to check their email accounts regularly. Email accounts for students who withdraw from their program are cancelled within two weeks. Email accounts for students who are dismissed from MiSPP are cancelled immediately.

## **Crime Awareness and Campus Security**

### **(A) Reporting Incidents and/or Criminal Actions**

Any student, visitor, faculty or staff member who is a victim of, or witness to a crime while on MiSPP property is expected to make a report of the criminal activity as soon as possible to the Director of Finance and Facilities or the Farmington Hills Police Department, (248) 871-2700. Within the next seven 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, MiSPP will investigate further and will pursue legal actions, possibly independent of the municipality of Farmington Hills. Any student who has a Personal Protection Order against a third party must notify the school administration.

In the event that a situation arises, either on or off campus, that in the judgment of MiSPP administration constitutes a continuing threat, a campus “timely warning” will be issued via the MiSPP 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 MiSPP 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 MiSPP website at [www.mispp.edu](http://www.mispp.edu).

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

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

# Course Descriptions

## Master of Arts Degree

### **500 Core Concepts in Humanistic and Clinical Psychology**

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

### **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.

### **510 Psychodiagnostics and Assessment I**

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

### **511 Psychodiagnostics and Assessment II**

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

### **515 Key Processes in Therapeutic Relationships**

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

### **520 Psychotherapy with Children**

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

### **522 Foundations of Psychopathology**

This course will explore mental health and illness within historical, social, and cultural contexts, through a review of predominating paradigms such as (but not limited to) the current psychiatric multi-axial classification system, the DSM-IV-TR. Major disorders and their etiology, symptoms, and preferred treatment strategies will be examined using case material to supplement the chapter text. Multicultural and historical influences on the definition of psychopathology and theories of personality change will also be reviewed.

### **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.

### **530 Identity and Family Transactions**

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

### **536 Personal and Professional Transitions**

In this course, students are asked to consider the meaning and nature of transition and lifestyle change both academically and experientially. The course explores several contemporary

theoretical models and relevant research on the nature of growth and change with a focus on adult development. Students in this course are required to demonstrate an enhanced awareness of personal patterns and processes of change and will be asked to apply course concepts in their work with clients.

### **550 Professional and Scientific Ethics**

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

### **560 Research Foundations**

This course explores fundamental elements of research. In this exploration, the development of a relevant research topic and question are addressed as well as various elements of a research project that may include, a literature review, research framework and methodology, discussion of the presentation of data and applications of that data. The basic elements of the quantitative research paradigm are investigated as well as the elements of various qualitative models with particular emphasis on the heuristic and phenomenological models.

### **565 Professional Seminar**

This series of professional seminars will cover psychological concepts and applications in four domains of contemporary clinical psychology: addictions, personality, social psychology and industrial-organizational psychology.

### **571 Group Process: Theory and Practice**

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

### **581A-C Practicum**

The practicum involves exploration of the psychotherapy/clinical process to clarify the purposes, procedures, skills, and theoretical bases of working with clients in the student's on-site practicum setting. The practicum offers students an opportunity to choose from a wide range of health care settings and to be involved with diverse populations. It represents an opportunity for students to provide client services under supervision in a clinical setting.

Students apply the academic knowledge, methods and skills that are learned in their courses for the benefit of clients. Students will acquire competency in forming and maintaining a therapeutic alliance with clients, evaluating client presenting problems, establishing a case formulation and treatment plan, selecting an effective treatment approach, and monitoring the outcome of treatment.

## **Doctor of Clinical Psychology Degree**

### **600 History and Systems of Psychology**

A survey of critical theories, philosophical perspectives, historical milestones, and important individual contributions to the field of psychology 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 19<sup>th</sup> to the 21<sup>st</sup> 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. Foundational theories and concepts are emphasized including the importance of awareness, personal growth and assumption of self-responsibility. Through self-exploration, interaction with peers, and investigative research, students will have opportunities to increase personal and professional knowledge to apply to their continuing development and future clinical work.

### **608 Social Bases of Behavior**

This course is a graduate-level survey of contemporary theory and research in social psychology. Both the “classics” of modern social psychology as well as recent trends, emerging perspectives, and cutting edge research (with an emphasis on more recent research) will be covered. This course explores the influence of societal and environmental factors on human behavior in individual and group contexts. It examines contemporary theory and research related to individuals in a group context, the effects of personality processes on social behavior, and the interaction between the individual and context. The course consists of theoretical discussions based on required readings, written examinations, and written assignments.

### **613 Child and Adolescent Psychotherapy**

The course will consider the therapeutic intervention of child and adolescent psychotherapy, its special characteristics due to the nature of childhood (in contrast to an adulthood) and conceptualize the tasks of the beginning, middle and end of the therapy. We will compare theoretical frameworks, especially attachment theory and psychoanalytic developmental concepts as they relate to normal childhood development. We will consider stage-related pathology, developmental delays and arrests that often lead to the problematic conflicts and

subsequent behavior for the child and his/her family and the need for psychotherapy. The student will be exposed to developmental norms and assessment of and formulation of problems for each stage of development (infancy, toddlerhood, early and late childhood, early, middle and late adolescence). The student will become familiar with a variety of clinical problems of the child or adolescent, and will learn to utilize the developmental history as a diagnostic tool.

### **615 Psychopathology and Personality Change**

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

### **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 Psychological Testing & Assessment**

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

### **629 Advanced Psychological Testing**

*Prerequisite: Successful completion of PSYC 627*

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

### **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 evidence-based research and qualitative studies into a clinical perspective that respects both empirical guidelines and the phenomenology of the change process. Students will learn how to utilize research findings to effectively match treatments and therapeutic alliance styles with the individual seeking services. Finally, students will learn how to create an evidence-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.

### **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.

### **636 Existential and Phenomenological Approaches to Psychotherapy**

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

### **638 Ethics in Psychotherapy and Psychological Research**

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

### **642 Humanistic Psychology and Psychotherapies**

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

**645 Lifespan Development**

This course 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.

**647 Couple and Family Therapy: Research and Applications**

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

**651 Qualitative Research**

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

**652 Dissertation Preparation I: Planning**

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

**653 Dissertation Preparation II: Preliminary Research Applications**

This course is an advanced study of the applications of qualitative and quantitative research. 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.

## **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).

## **671 A-C Practicum I, II and III**

*Prerequisites: Successful completion of PSYC 604, 615, 627, 630, 631, 638, & 642*

The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and awareness-of-self needed to become effective and caring practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire core competencies and a professional identity. The practicum offers students an opportunity to choose from a wide range of health care settings. Students acquire competencies in forming and maintaining therapeutic alliances with clients, employing cultural sensitivity in facilitating the therapeutic process, evaluating presenting problems, establishing case formulation and treatment plans, selecting effective treatment approaches, and monitoring outcomes of treatment. Students apply the academic knowledge, methods and competencies that are learned in doctoral courses to their work in therapy and assessment.

### **681 Psychoanalytic Psychotherapy (elective)**

This course will focus on the key concepts and techniques of psychoanalytic psychotherapy. The five major theories relevant to current psychoanalytic thinking—drive, ego, object-relations, self and postmodern-relational—will be compared and contrasted. Historical and contemporary impacts of, and on, psychoanalytic psychotherapy, will also be explored. Evidence-based support for this perspective will be reviewed.

### **683 Mindfulness and Psychotherapy (elective)**

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

### **684 Clinical Health Psychology (elective)**

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 (elective)**

The focus of this course is on the psychological, biological and socio/cultural aspects of traumatic stress, including acute trauma and complex trauma. The course explores the psychological sequelae of various types of interpersonal violence, such as physical abuse, sexual assault, political trauma across diverse populations and veterans of war. 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 (elective)**

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

### **687 Psychology of Addictions (elective)**

Diverse manifestations of addiction, including substance and process addictions, and their impact on psychological growth, functioning and interpersonal relationships will be explored. Traditional and contemporary models of treatment will be surveyed.

### **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.

### **699 A-C Dissertation Proposal Development**

The Dissertation Proposal course is taken in the third year of the PsyD program; students are registered in the course for three semesters. In this course students identify and receive approval of dissertation committee members, finalize the dissertation proposal, hold a proposal meeting, and are positioned to submit to the Institutional Review Board (IRB) process. Working closely with the Chair of the Dissertation Committee, students refine their proposal and obtain approval for sending it to committee members for review and feedback. At the Proposal Meeting the student must demonstrate preparedness to begin dissertation research; the research question is reviewed and any required revisions identified. At the completion of this course, students will be ready to submit an application and relevant material to IRB.

### **701 A-C Dissertation**

This course provides the structure for the implementation and completion of the dissertation process as developed and approved by the Doctoral Committee during the Proposal Meeting. Research methods and procedures are finalized, a scientific study is conducted, data are analyzed and findings articulated. The manuscript is comprised of six chapters, references and appendices. Chapter drafts are submitted to the Doctoral Committee Chair for examination. When the Chair has approved a chapter, it can then be submitted to committee members. Upon completion and approval of the whole manuscript by the Chair, the Doctoral Committee considers its readiness for the Defense Meeting. The dissertation is then fully discussed by the committee and the Poster Presentation is displayed. The dissertation process concludes when all changes are made and the document gains final administrative approval.

### **702 A-F or 703 A-C Internship**

Prerequisite: 671 Practicum 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 education, provides the opportunity to work with competent clinicians in diverse settings, and strengthens core competencies and professional identity. Students choose from a wide range of health care settings and interact with professionals from multiple disciplines. Interns apply the knowledge, therapeutic methods and skills learned from course work and practicum experience in clinical settings. The internship provides intensive and diverse supervised opportunities for the student to function in the various roles performed by a professional psychologist.

# MICHIGAN SCHOOL OF PROFESSIONAL PSYCHOLOGY

## 2012-2013 ACADEMIC CALENDAR

### FIRST SEMESTER

September 3	MiSPP Closed: Labor Day
September 4 & 5	New Student Orientation
September 6	Classes Begin
September 6	Final day for a full tuition refund
September 19	Final day for a partial tuition refund
November 22-23	MiSPP Closed: Thanksgiving Recess
November 26	Final day to withdraw with grades of "W"
December 14	2 <sup>nd</sup> Semester Tuition Due
December 14	Classes End
December 18-January 2	Semester Recess-MiSPP Closed

### SECOND SEMESTER

January 7	Classes Begin
January 7	Final day for a full tuition refund
January 21	MiSPP Closed: Martin Luther King, Jr. Day
January 18	Final day for a partial tuition refund
March 25	Final day to withdraw with grades of "W"
April 8	3 <sup>rd</sup> Semester Tuition Due
April 12	Classes End
April 12	All work due from previous semester incompletes
April 15-19	Semester Recess

### THIRD SEMESTER

April 22	Classes Begin
April 22	Final day for a full tuition refund
May 3	Final day for a partial tuition refund
May 27	MiSPP Closed: Memorial Day
July 4	MiSPP Closed: Independence Day
July 5	Final day to withdraw with grades of "W"
July 22	Classes End
July 22	All work due from previous semester incompletes
July 26	Graduation Ceremony
July 29 - August 2	Summer Recess-MiSPP Closed

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

## Organization and Governance

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

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

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