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EASTERN MICHIGAN UNIVERSITY

**CLINICAL PSYCHOLOGY DOCTORAL PROGRAM
STUDENT HANDBOOK**

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**EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PH.D. IN CLINICAL PSYCHOLOGY**

Welcome to the Eastern Michigan University clinical psychology program. You are a member of a highly select group beginning a journey toward the development of specialized competencies as a professional clinical psychologist. This journey involves not only the acquisition of expert knowledge, but also alterations in your thinking about yourself, your actions, and your place in the world. You will find this trek to be alternatively exhausting and exhilarating; tortuous and thrilling. At times you will plod; at other times you will soar; periods of self-satisfaction and self-doubt are integral parts of the journey. You will find the faculty and the more advanced students to be ready to provide compassionate and wise assistance as you make this trip.

This handbook is designed to facilitate your progress through the program. It is a mixture of official policies, recommendations for making your life easier, and the accumulated wisdom of your peers and faculty mentors. The manual supplements (but does not replace) other important published material that appears in the *Graduate School Catalogue* and the *Policies and Procedures Manual of the Psychology Clinic*. In this manual, we periodically reference relevant portions of these sources but you should also be familiar with them to facilitate your progress through the program.

The policies and recommendations contained in the above named documents and this manual are considered to be in effect at the time you start the program. We urge you to familiarize yourself with all current degree requirements as well as revisions of those policies. The University, the Psychology Department, and professional organizations reserve the right to make periodic changes to policies to clarify or improve program procedures. Please review these documents throughout your academic career to ensure compliance. The most recent version of the handbook is available at: <http://www.emich.edu/psychology/pdf/prgrm-phd-stuhandbk.pdf>.

Purpose and Goals of the Program

The purpose of the program is to train contemporary, fully license-eligible clinical psychologists knowledgeable in psychological principles of assessment, therapy, research, and program development and evaluation. A primary program objective is the preparation of clinical psychologists who will be effective in supervising and managing therapists in multidisciplinary mental healthcare delivery systems in a diverse society. To meet these goals, the program emphasizes traditional scientist-practitioner skills such as practical clinical skills in assessment and treatment, and scholarly skills in designing, conducting, analyzing, and disseminating research that contributes to the field of psychology. Students will acquire specialty skills critical to healthcare systems management, including conducting program evaluation research, demonstrating administrative/clinical management skills, developing training programs in treatment and assessment, establishing community education programs, and supervising master's level clinicians.

The following are skills taught at traditional clinical Ph.D. programs. They are incorporated into the program to provide the students with the requisite skills necessary to be competent

psychologists. These will serve as building blocks for the healthcare specialty skills that are the unique emphasis of our program.

Practical Clinical Skills

1. Learn assessment techniques using multimodal and multimethod approaches
2. Learn empirically-based diagnostic techniques and procedures
3. Write professional evaluations, treatment plans, progress notes, and other reports
4. Develop and implement treatment programs
5. Develop and deliver case presentations
6. Select treatments on the basis of empirically determined treatments of choice
7. Develop skills in implementing standardized treatments
8. Demonstrate sensitivity to the issues of cultural and individual diversity
9. Demonstrate knowledge of and correct use of the APA Ethical Guidelines for clinical practice.

General Scholarly Skills

10. Develop critical analysis of assessment and treatment research literature
11. Demonstrate understanding and application of the philosophical underpinnings of psychology
12. Demonstrate the ability to write a scholarly article to the standards that would be expected under peer review, and are encouraged to submit at least one article for publication
13. Demonstrate the ability to make a presentation of research or scholarly piece in a public forum

Research Skills

14. Demonstrate knowledge of research in clinical assessment and treatment
15. Demonstrate knowledge of treatment outcome research
16. Design, conduct, analyze, and disseminate research that contributes to the field of psychology

The following are the specialty skills developed for the Healthcare management component of the program:

Managerial and Healthcare Systems Skills

17. Conduct clinical program evaluation research
18. Conduct behavioral systems/organizational behavior management research
19. Demonstrate administrative/clinical management skills - clinical triage; case management; organizing multidisciplinary teams, staffing, and team meetings; and developing reports

Training and Supervision Skills

20. Demonstrate knowledge of models and methods of clinical supervision
21. Develop training programs in treatment and assessment skills for other clinicians
22. Demonstrate ability to develop in-service or community education programs based on areas of expertise
23. Supervise master's level students in assessment and treatment
24. Develop a course for undergraduate study

Student Opportunities Essential to Meet Program Goals

25. Practice assessment and treatment skills in a highly supervised environment through the establishment of an onsite clinic.
26. Work with and be supervised by faculty who have expertise in a variety of assessment and treatment modalities.
27. Use state of the art equipment and technology used in the field today.
28. Participate in a collegial atmosphere that is accepting of diverse opinions and prepares students to analyze the current literature critically.

Overview of the Curriculum

The doctoral program is a full-time, full residency program that is designed to be completed in 5 years. No part time students will be accepted. The curriculum is designed to meet or exceed state and national guidelines for licensing and accreditation.

State licensing. Guidelines for licensing Ph.D. psychologists in Michigan state that a Ph.D. degree in clinical psychology must include, “. . . an integrated, organized sequence of study which includes instruction in research design and methodology, statistics, psychometrics, and scientific and professional ethics and standards.” The minimum requirements include a graduate course in 3 of the 4 following bases of behavior: Biological, Cognitive-Affective, Social, and Individual Differences, and courses in assessment and treatment. The national licensing exam covers all four subfields, as well as expertise in assessment and treatment. Licensure information for Michigan can be found at: http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27552---,00.html. Note that licensure requirements are regulated by each state and students should review the requirements where they expect to practice.

APA accreditation. The program is currently APA accredited until 2010. To become APA accredited, clinical Ph.D. programs must comply with several standards (see Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2008). The accrediting body can be contacted via:

American Psychological Association
Office of Program Consultation and Accreditation
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979

Along with the knowledge base outlined by the state, APA Guidelines require clinical Ph.D. programs to provide students with, “. . .adequate and appropriate practicum experiences” that provide supervision in a “wide range of training and educational experiences through applications of empirically supported intervention procedures,” and that prepracticum experience be integrated into the education program. In keeping with these guidelines, we provide extensive training in an on-site clinic, staffed and supervised by our faculty. We also require off-site clinical practica to diversify clinical training and fulfill requirements for master’s-level licensing (in Michigan) enroute to the Ph.D.

Integration of M.S. and Ph.D. curricula. The doctoral program builds on our current clinical M.S. programs, which offer two different clinical approaches. The Clinical Behavioral (CB) MS program provides training in state-of-the-art behavioral assessment and empirically validated treatment techniques, encompassing applied behavioral analysis, behavior therapy, and cognitive-behavior therapy. The General Clinical (GC) MS program provides a multitheoretical view of psychological disorders that emphasizes assessment, diagnosis, and treatment from various perspectives. A unique feature of our doctoral program is the opportunity for students to acquire specialization in applied behavior analysis and behavior therapy and assessment, or to sample from a menu of courses from multitheoretical orientations.

Competent M.S. and Ph.D. clinicians must learn a complex of specialized assessment and treatment strategies. Our two M.S. programs concentrate on training effective therapists. Well-prepared Ph.D. clinicians need this skill-based training, as well as broad knowledge of the empirical, theoretical, and philosophical underpinnings of the profession. Our doctoral program includes a series of Ph.D. seminars that serve as links between concurrently taught M.S. level courses, the Ph.D. knowledge base, and prepracticum training. For each 2-credit course, students are required to spend 2 hours per week in scholarly discussions relevant to treatment, assessment, and clinical practice.

The topics in the seminars will directly link material taught in the M.S. courses to the skills outlined above. After mastering M.S. level skills, Ph.D. students will learn to train and supervise master's level clinicians. Doctoral students will also take a course designed to teach them the skills necessary to manage, supervise, and evaluate healthcare systems, including courses in organizational healthcare systems management and existing courses in the Human Resource Management (MGMT) and Health Administration (HLAD) at EMU. The curriculum is the only one of its kind in Michigan and one of very few in the nation.

Practica experiences: In the first year of the program, doctoral students spend 3-5 hours per week at the on-site clinic, answering phones, doing intakes, shadowing therapists, and participating in supervision. In the second year of the program, students participate in a full 500-hour practicum experience, seeing clients and conducting assessments at our on-site community clinic. It is expected that students will have 100 hours of direct contact, 100 hours of supervision, and 300 hours of support activities during this first internal practicum. Students attend group and individual supervision provided by our licensed faculty. In the 3rd and 4th years of the program, students continue to see 2-3 therapy and/or assessment clients at our onsite clinic and continue to participate in group and individual supervision. Third and fourth year students also secure offsite practica at numerous community agencies in our area. As a result of the various clinical experiences, students should have a minimum of 600 hours of direct client contact prior to applying for internship. At least 80% of these hours should be from therapy sessions with the other 20% from formal assessments (unless a student is specializing their training in psychological assessment where the numbers can be reversed).

Physical facility

Eastern Michigan University was founded in 1849. The University is located in Ypsilanti, which is a 45-minute drive to Detroit and Toledo and 10 minutes from Ann Arbor.

The University comprises five colleges, the Graduate School, and a diverse student population of nearly 24,000 students. The Psychology Department is part of the College of Arts and Sciences and is housed primarily in the science building, Mark Jefferson. There are approximately 25 full-time faculty in our department, 12 of whom are core clinical faculty. Most faculty have private offices located on the fifth floor of Mark Jefferson. Faculty biographies and contact information can be found at: <http://www.emich.edu/psychology/facultylist.php>.

The clinical program also maintains a psychology clinic located at 611 W. Cross Street. The clinic has 6 individual therapy rooms, a play therapy room, a family therapy room, and several student offices. Psychological services are provided to the EMU community, as well as the Ypsilanti community at large. This Psychology Clinic provides an excellent training opportunity for beginning therapists to be supervised by licensed EMU faculty as well as provide low cost services for individuals with mental health needs.

Curriculum Components

The Clinical Doctoral program requires the completion of 90 graduate credit hours. The Master's degree is earned en route to the doctoral degree (see Appendix A for MS program of study and Appendix B for the doctoral program of study). Students in the doctoral program must complete a master's thesis. Students may choose to specialize in behavior analysis/behavior therapy (see required courses). All students will specialize in Healthcare Systems Management; there is no cognate or minor requirement.

** denotes courses recommended for Clinical Behavioral emphasis

Assessment	8 hours
<u>Required:</u>	
PSY 762 Intellectual Assessment	4
<u>Restricted electives</u> (choose at least one):	
PSY 770 Personality Evaluation I	4
PSY 771 Projective Techniques	4
**PSY 619/PSY 641: Behavioral Assessment and Prepracticum (3/1)	4
PSY 763 Individual Testing II	4

Treatment	8 hours
<u>Required</u>	
PSY 751/PSY 731 Psychotherapy (3/1)	4
Or	
**PSY 625/PSY 661 Behavior Change I: Applied Behavior Analysis (3/1)	4
Or	
**PSY 627/671 Behavior Change II: Behavior Therapy (3/1)	4
<u>Restricted electives</u> (choose at least one other; you may also take 751/731 or 625/661 or 627/671 or 627/671 as a second treatment course):	
PSY 720/PSY 791 Psychotherapy with Children and Families (3/1)	4
PSY 630/PSY 621 Behavioral Medicine (3/1)	4

Note: Students will take an additional assessment OR treatment course for 4 additional credit hours.

Individual Differences	9-10 hours
<u>Required</u>	
PSY 743 Psychopathology	3
PSY 640 Developmental Psychology	3
<u>Elective</u>	
PSY 646 Personality: Theory and Research	3
**PSY 623/PSY 651 Experimental Analysis of Behavior and Prepracticum (3/1)	4

Cognitive-Affective Bases of Behavior (choose 1)	3 hours
PSY 626 Motivation and Emotion	3
PSY 635 Cognitive Processes	3
**PSY 620 Learning	3

Biological Bases of Behavior (choose 1)	3 hours
PSY 629 Physiological Psychology	3
PSY 610 Clinical Neuropsychology	3
PSY 632 Sensation and Perception	3

Social Bases of Behavior (choose 1)	3 hours
PSY 637 Social Psychology	3

Research:	16 hours
<u>Required</u>	
PSY 600 Psychological Statistics I	3
PSY 601 Psychological Statistics II	3
PSY 605 Research Design Methods	3
PSY 690/691/692 Master's thesis	1/2/3
Minimum of 1 master's thesis credit required.	
PSY 896/897/898/899 Dissertation	1/2/4/8
Minimum of 6 dissertation credits required.	

Professional Practice/Teaching	15 hours
<u>Required</u>	
PSY 807 Methods of Teaching, Clinical Supervision and Training in Psychology	2
PSY 777 Advanced History and Systems	3
PSY 670 Scientific and Professional Ethics	3
PSY 888 Assessment and Treatment of Diverse Clinical Populations	3
PSY 894 Doctoral Clinical Internship	1
Minimum of 4 internship credits required.	

Practicum	4 hours
<u>Required</u>	
PSY 683 Practicum in Clinical Psychology I	2
PSY 684 Practicum in Clinical Psychology II	2
(Note: taken during external practicum – typically in the 3 rd year of the program)	

Doctoral Seminars and Doctoral Prepractica	6 hours
<u>Required</u>	
PSY 881 Assessment and Diagnosis	2
PSY 882 Assessment and Treatment	2
PSY 885 Models of Service Delivery, Training, and Supervision	2

Healthcare Systems Electives	9 hours
<u>Required:</u>	
PSY 703 Clinical Organizational Management	3
<u>Electives</u> (Choose two)	
MGMT 505 Organizational Theory and Behavior	3
MGMT 509 Human Resource Management	3
MGMT 570 New Venture Creation	3
MGMT 602 Theory and Techniques of Organizational Development	3
MGMT 603 Corporate Entrepreneurship: Innovation and Technology	3
MGMT 614 Growth Strategies	3
MGMT 615 Organizing Design and Strategy	3
MGMT 618 Staffing Organizations	3
MGMT 628 Human Resource Development	3
MGMT 636 Current topics in Entrepreneurship	3
MGMT 638 Continuous Improvement Teams	3
MGMT 648 Communication and Organizational Development	3
HLAD 510 Medical Care Organization	3
HLAD 511 Health Law	3
HLAD 512 Reimbursement for Health Care Services	3
HLAD 520 Principles and Theories of Health Care Management	3
HLAD 523 Managing Managed Care in the Medical Practice	3
PSY 701 Organizational Systems Theory	3
PSY 705 Clinical Ecological Psychology	3
PSY 707 Practicum in Clinical Systems	3
PSY 801 Program Evaluation in Clinical Psychology	3

Students must obtain a B or better grade in the following core clinical classes: PSY 619, PSY 620, PSY 623, PSY 625, PSY 627, PSY 743, PSY 762, PSY 751, as well as in the following prepractica: PSY 731, 661, 671, 791, 631, 621.

Other Program Requirements

1. Master's Prepracticum (onsite; completed in conjunction with master's courses)

2. Doctoral Prepracticum (onsite; approximately 5 hours per week for the first year) students answer phones, do intakes, and do some clerical work; doctoral prepracticum is part of 20 hours/week doctoral assistantship
3. Internal Practicum over the course of the program – 800-1000 hours total (direct and indirect). Starting spring of first year, doctoral students begin to see 1-2 clients and build to 5-6 client contact hours per week to accumulate at least 500 hours; in years 3 and 4, doctoral students will continue to see 2-3 clients at the onsite clinic. The expectation is that students will have a minimum of 100 direct contact hours during year 2; 75 contact hours during year 3; and 50 during year 4 at the Psychology Clinic. However, students are encouraged to exceed these minimum requirements.
4. External Practicum 1-2 500 hours (offsite; Ph.D. students typically complete 1000 hours, working 20 hours per week for a year)
5. Master's thesis – required for all doctoral students. Incoming students who completed a thesis project at another institution can apply for a waiver of this requirement. If the waiver is granted, a first year research project/contract with the research mentor is required.
6. Qualifying paper (completed after all prerequisite requirements have been met)
7. M.S. clinical supervision and undergraduate teaching (in 3rd and 4th years of program), Fourth year students prepare an educational workshop for 1st year students that will be presented during Spring or Summer session.
8. Doctoral dissertation – typically dissertation proposal follows successfully completing the qualifying paper; however, under special circumstances (e.g., extended time needed for data collection) a student may appeal to the Doctoral Training Committee (DTC) to complete the dissertation proposal prior to the qualifying paper. Under this situation, the qualifying paper must be successfully completed prior to the dissertation oral defense.
9. Clinical Predoctoral Internship (2000 hours) – attending an APA accredited internship is highly recommended, but at a minimum the internship must be an APPIC member program. Passing the qualifying paper and successfully proposing the dissertation are requirements to apply for internship.

Scope and Sequence

To help students understand the doctoral psychology program better, we have prepared the following outline of the course of study. You may want to refer to this program guide as you register for classes each semester. Note that course offerings can vary throughout the year. Students should plan out their schedules with their mentors to make sure they fulfill all the course requirements in a timely manner.

Suggested sequence of courses

Year 1:

1st Semester
PSY 600 Statistics I (3)
PSY 743 Psychopathology (3)
PSY 646 Personality (3) OR PSY619/641 Behavioral Assessment (3/1) OR PSY 640 Developmental (3)
PSY 881 Doctoral Seminar: Assessment and Diagnosis (2)
2nd Semester
PSY 601, Statistics II (3)
PSY 605 Research Design (3)
PSY 751/731 Psychotherapy & Prepracticum (3/1) OR PSY 625/661 Behavior Change I & Prepracticum (Behavior Analysis) (3/1)
PSY 882 Doctoral Seminar: Assessment and Treatment (2)

Spring and Summer:

PSY 670 Scientific & Professional Ethics (3)
PSY 637 Social Psychology (3) OR Cognitive-Affective or Biological bases of behavior course

Year 2:

1st Semester
PSY 762 Intellectual Assessment (4)
PSY 640 Developmental (3) OR Child Psychopathology (3)
PSY 720/791 Child and Family Therapy & Prepracticum (3/1) OR PSY 627/671 Behavior Change II: Behavior Therapy (3/1)
PSY 620 Learning (3)
2nd Semester
PSY 888 Assessment and Treatment of Diverse Populations (3)
PSY 770 Personality Assessment Cognitive-Affective bases of behavior or Biological bases of behavior course
PSY 630/621 Behavioral Medicine or another therapy course (3/1) OR PSY 623/651 Experimental Analysis of Behavior (4)

Spring and Summer:

PSY 690/691/692 Masters' Thesis
PSY 637 Social Psychology (3)
OR
Cognitive-Affective or Biological bases of behavior course

Year 3:

1st Semester
PSY 683 Practicum I (2)
Cognitive-Affective bases of behavior (3); Biological bases of behavior (3); an additional assessment or therapy course; a management course (MGMT, HLAD, or PSY)
PSY 807 Methods of Teaching, Clinical Supervision, and Training in Psychology(2)
PSY 885 Models of Service Delivery, Training, and Supervision (2) (Taken with 807)
2nd Semester
PSY 684 Practicum II (2)
PSY 703 Clinical Organizational Management (3)
Cognitive-Affective bases of behavior (3); Biological bases of behavior; an additional assessment or therapy course; a management course (MGMT, HLAD, or PSY)

Year 4:

1st Semester
Dissertation credits (1/2/4/8)
2nd Semester
PSY 896/897/898/899 Dissertation credits (1/2/4/8)

NOTE: You MUST be registered EVERY SEMESTER for which you have a fellowship. When you do not have classes to take (common in spring and summer semesters and later in the program), you must register for PSY 767 (Continuous Enrollment credit) or research credits. Obtain the appropriate form from the Graduate Secretary. Being registered allows you to see clients in the clinic throughout your training with liability coverage.

Fellowships

To help ensure the success of our students in the program, every student receives a 4-year doctoral fellowship while they are enrolled in the program full time. The fellowship covers tuition and fees (up to 36 credits the first year, 27 during years 2 and 3, and 12 during year 4) and includes a stipend. Students will be matched with a faculty member. Fellowships require 20 hours per week of professional obligations to the Department during the fellowship award period. Students must register for no less than 4 hours each Fall and Winter semesters and 2 hours during the Spring and Summer terms. While on fellowship, dropping below these amounts requires a low enrollment form to be completed for each semester and submitted to the Director

of Clinical Training (DCT). Continued support and renewal requires maintenance of a 3.6 or higher GPA, satisfactory progress toward degree completion, and adequate performance evaluations. The fellowship is a 12 month position. Students are permitted up to 4 weeks of vacation each year. Students should submit requests for vacations to their mentors at least one month in advance of the vacation to ensure it fits with the mentor's schedule. Students should *not* make travel plans without first consulting with their advisors.

The main intent of the fellowship is to provide the time and support essential for the professional development of the Fellow into a well-trained doctoral level psychologist. Since such training involves classroom instruction, research endeavors, and clinical experiences, duties of the fellowship are designed to provide relevant training and experiences in all these areas. Fellows may be asked to help with class preparations, as well as assist in data collection, preparation, and analysis. These tasks constitute 75% of the fellowship time for 10-15 hours per week. Fellows will also be responsible for providing clinical services at the EMU Psychology Clinic for 25% of the fellowship time or 5 hours per week during the first year. For years 2 and 3, students continue to complete 10-15 hours per week of fellowship responsibilities for their mentor. While teaching a course (typically in the fourth year), students do not have additional fellowship responsibilities outside of their instructional duties; however, they are expected to continue to progress on their dissertation projects.

The fellowship advisor will serve as a mentor, training and guiding the student in developing their own research plans for master's thesis and dissertation work. Students are matched with a faculty mentor based on research interests upon admission and ideally the student will stay with their mentor throughout their academic career. However, students may request a change in mentor as they matriculate through the program. We encourage students to stay with a mentor for a minimum of two years to provide continuity in the training program. Every effort will be made to accommodate student requests within reason. If students wish to request a change in mentor, they should talk with their current mentor as well as the mentor to whom they wish to switch. Students must notify the DCT of their desire to switch mentors and complete the Change of Mentor form (see Appendix C). Changes in mentors will occur in the fall of the academic year unless special arrangements have been made with the mentors. A faculty member may choose to end the mentoring relationship for a variety of reasons, e.g., change in research interests, poor fit with research mentor. If this occurs, the student will be responsible for finding another research mentor/fellowship advisor with the help of the DCT. Until the switch is completed, arrangements need to be made for fellowship responsibilities. If a suitable mentor-mentee match cannot be found within three months, the student may be dismissed from the program.

In the Fall and Winter of the fourth year (or Winter of the third year and Fall of the fourth year), doctoral students will be required to teach an undergraduate class at EMU as part of their fellowship. Prior to teaching, students will take a course (PSY 807) addressing teaching at the university level. Additionally, students will be assigned to a teaching mentor who has had successful experiences teaching the course the student has been assigned to teach. The student will meet with the teaching mentor to review the course syllabus, lecture material, teaching strategies, tests, and other relevant information. The fellowship mentor will observe and evaluate the teaching performance of the student at least once each semester. The student will obtain a written evaluation of their teaching performance that will be placed in their student file. The

evaluation form is the same as the one utilized for the teaching course (PSY 807) and its prepracticum requirements.

Admission to the EMU Ph.D. program in Clinical Psychology and the award of full-time, year-long fellowship is considered a full time endeavor requiring 100% of a Fellow's time and effort. Outside employment is not advisable while a student is in our program and may lead to withdrawal of the fellowship. Clinical training programs are challenging and time-consuming. Successful completion of the program in a timely fashion will demand the student's full attention. Students may be paid for external practicum if available. This is acceptable as long as it is clear that the student is supervised by a PhD.-licensed psychologist and that the purpose of the experience is to accumulate practicum hours. All outside employment needs to be approved by the DCT and the Department Head.

Transfer Credits and Waivers of Requirements

Students without master's degrees may transfer up to 12 graduate credit hours, including thesis credit. Students with a clinical master's degree prior to admission may exceed this limit. All transfer credits must be approved by the DTC. The doctoral committee will only approve a limited number of transfer credits. It will be the student's responsibility to demonstrate that the waiver is warranted, including providing course syllabi and getting confirmation from an EMU professor that the curriculum of the course and the quality of the student's work was equivalent to doctoral level standards.

We accept a limited number of master's level students to our program. We accept some of the master's level work if it was completed within the last 5 years and the degree was obtained from a regionally accredited institution. Please be advised that you may be asked to repeat courses completed previously because the content of the course has been updated or because the depth and/or breadth of the course does not meet doctoral-level standards.

If a master's level student is accepted, the requirement for the thesis may be waived. If the thesis is acceptable, the master's level student must complete a project/contract with their fellowship mentor by the end of their second year. Examples of tasks include: a paper reviewing a body of literature, a pilot study for the dissertation work, a small research project, a presentation at a national conference, or a journal publication of a current or previous study. A copy of the contract will be placed in the student's file.

Practica and Prepractica Experiences

Students will be given ample opportunities to practice clinical assessment and treatment skills in our Psychology Clinic. Fully licensed psychologists who are either part of the faculty or who are adjunct supervisors will supervise all prepractica and practica experiences. Occasionally, first and second year students may be supervised by students in the 3rd and 4th years of the program. However, fully licensed psychologists will supervise these students on their supervision. This practice is in keeping with state licensing laws and APA accreditation policies.

Students are responsible to record their practicum hours accurately and in accordance with the Association of Psychology Postdoctoral and Internship Centers (APPIC) application standards. In order to assist with this process, the Psychology Clinic has a tracking form available on the

server. Additionally, if funds are available, the Department will cover the annual cost of a web-based hour recording system. Students are encouraged to become familiar with the recording requirements prior to starting the internal practicum. Students will submit their accumulated clinical hours each May for the annual evaluation.

As part of the master's level requirements, several prepractica experiences are required concurrent with specific classes. Depending on the specific course associated with the prepractica, students may be required to do traditional and behavioral assessments, treat individual clients with specific problems, develop and conduct a psychoeducational workshop, and run a parent workshop. First year students must document that they have completed the first year clinical competencies requirements prior to starting internal practicum. The First Year Clinical Competencies form with all requisite signatures is submitted to the Clinic Director.

In addition, as part of the fellowship, doctoral students will be required to assist at the EMU Psychology Clinic. In the first year of the program, students will assist with client intakes and assessments and answer phones at the clinic. In the second year of the program, students will be assigned 5-6 clients for internal practicum (500 hours). Students will be responsible for maintaining all paperwork on clients, scheduling appointments, identifying treatment goals, and obtaining supervision (See Clinic Manual for details of student responsibilities at the clinic). In the third and fourth years of the program, students will continue to maintain a caseload of approximately 1-2 clients. In addition, students will be assigned to supervise first year masters or doctoral level students. Third and fourth year students will be supervised on their supervision by licensed clinical faculty. Both individual and group supervision will be provided on a regular basis. Student supervisors, supervising faculty, and the Clinic Director will conduct evaluations of students' clinical work. Students should complete a minimum of 225 direct contact practica hours at the Clinic over the 4 years they are in residence. Fifth year students (and beyond) may see clients at the clinic, but will need to provide documentation of their own liability insurance, and the Temporary Limited License (TLLP) in Michigan. Advanced enrolled students (beyond the 4th year) in good standing may choose to continue seeing clients in the clinic with the above documentation.

Finally, students in the third and fourth years of the program will be required to secure at least one 500-hour (minimum) practica experiences at an agency, hospital, or treatment facility outside of the department. Students may not obtain an external practicum until they have completed a 500-hour practicum at our clinic. Students obtain their own external placements. The practicum instructors have lists of placements that previous students have used. Students will need to write a cover letter and send their vita to the practicum site contact person.

Before beginning a placement, students will need to obtain a Practicum Information Form from their respective Practicum instructor. Also, Practicum site supervisors will need to fill out an evaluation form on the student. These can be obtained from the Practicum instructor as well. There is no hard and fast rule about how many hours of practica experiences doctoral students need to appear competitive either for internship sites or for clinical jobs. Generally, doctoral students have between 600-750 direct contact hours. Given this range, we recommend that students obtain a minimum of 800-1000 hours (direct and indirect hours) of practica experiences outside the EMU Psychology Clinic. Students should be able to document their hours and the

amount of time devoted to assessment, treatment, supervision, and other clinical tasks. Many states require this information for licensing.

Once the internal practicum and master's degree is completed, the student may obtain a TLLP from the State of Michigan if they so desire via: http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27552---,00.html. The application for licensing has a Certification of Psychology Education form. The DCT can complete this form. Some external practicum sites require the TLLP.

Academic Advising

Students are matched with a faculty mentor who assists with advising on course selection and progress through the program. Your mentor or the DCT needs to sign off on your course plan each semester. This is an ideal time to update your mentor on your progress and if the program is meeting your needs. Mentors are also responsible for keeping track of your research progress. Remember that you may choose to do research with someone other than your fellowship mentor. Consequently, your fellowship mentor needs to be informed of your progress.

Annual Evaluation of Students

After completing each year of the program, students meet with their mentor during Spring term to review their progress in the program. Formal evaluations are conducted at a DTC meeting where faculty has access to the student's complete file including recent transcripts and evaluations (based on clinical work and teaching duties). Clinical students are evaluated on personal, professional, and academic skills. To assist with the evaluation process, students complete the Annual Evaluation form and submit an updated copy of their vita and accumulated practicum hours to the DCT by the deadline (typically mid-May). Evaluations will be conducted at least annually (during the spring) with competency ratings completed by the research mentor (see Appendix D for form). The student will receive feedback from their mentor that incorporates the strengths and limitations identified during the evaluation meeting of the DTC.

The progress of students completing their internal practicum will be reviewed during the Fall semester of their second year and continuously thereafter. At any time serious concerns regarding clinical competence will result in a remediation plan. Such concerns among the clinical faculty could lead to immediate removal of clinical cases, a possible leave of absence to address the concerns, and/or immediate termination. Note that the program has adopted The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs (see Appendix E) model policy in relation to evaluating performance.

The following two ethical principles from the American Psychological Association Ethical Principles of Psychologists (2002: <http://www.apa.org/ethics/code2002.html>) guide deliberations. **Principle A: Beneficence and Nonmaleficence**, requires psychologists to balance the welfare and rights of patients, clients, supervisees, and students. This includes concern for harm that may derive from impaired or incompetent students. **Principle B: Fidelity and Responsibility**, expresses concern for the community and society in which psychologists work. This includes the responsibility to insure adequate interpersonal and professional skills in all graduates. Additionally consistent with the ethical guidelines [2.03, 2.06(b), and 10.10(a)], and in the interest of client safety, students are required to take steps to maintain their own physical

and mental health. Impairment refers to diminished functioning whereas incompetence refers to insufficient skills to provide adequate professional care. Impairment and incompetence can stem from interpersonal and intrapersonal problems as well as inadequate theoretical understanding and insufficient clinical proficiency regarding testing and treatment. If, at any time, a student comes to believe that he or she is not able to serve effectively in a clinical setting, he or she must immediately suspend his or her clinical, research, or teaching activities (with the help of their clinical supervisor, research mentor, or the Department Head) and provide immediate disclosure of such belief to the DCT. If the DTC discovers or suspects a student has personal problems of any kind (including but not limited to social, situational, physical or psychological problems) that may be impairing clinical competence or professionalism, the DTC reserves all rights to initiate a dialogue with such student and make reasonable inquiries to ascertain the student's competence or ability to practice. During such a dialogue, students are expected to be forthright about any condition interfering with the successful execution of their clinical work. The DTC does not discriminate against any disability and will provide reasonable accommodations where appropriate.

Interpersonal skills and intrapersonal characteristics are considered essential to functioning as a clinical psychologist; therefore, deficiencies in these areas will result in disciplinary action. When a student's behavior or performance raises concerns about the student's ability to perform satisfactorily as a clinical psychologist, that behavior or performance will be considered as grounds for academic discipline and/or removal from clinical, research, or teaching responsibilities. Students must adhere to the laws and regulations relating to the practice of psychology in whichever jurisdiction they are working. Given that students work in clinical settings, they will be held to the same ethical and professional standards of conduct within professional psychology environments.

We (faculty and students) collectively share a responsibility to take action if we believe that a person's personal problems may be harmful to patients, clients, or colleagues. The appropriate action would be to bring your concern to the attention of the person whom you believe to be impaired. If that does not result in a corrective response and you still perceive a risk, it would be appropriate to consult with a member of the faculty.

If there is sufficient evidence supporting a student's impairment due to an emotional, neuropsychological, or substance abuse condition, the faculty may (a) recommend that the student take a leave of absence until the student no longer is impaired or (b) recommend that the student discontinue work in the program.

Remediation of deficiencies includes but is not limited to: repeating coursework, repeating the qualifying paper, repeating practica experiences, increasing supervision by the same or different supervisor, being tutored, or taking a leave of absence. Failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or formal termination. Any student who, in the judgment of the clinical faculty lacks the competencies necessary for effective service delivery and/or progress through the program will be advised orally and in writing as to the necessary remediation required if the DTC expects that remediation would be beneficial. Fortunately, these unpleasant events are rather rare. The national average appears to be one student every two or three years that is terminated (Forrest, Elman, & Gizara, 1997).

Student evaluations are based on competencies assessed by relevant faculty (see Appendix D). Faculty rate students as Exceeding, Meeting, or Below Expectations in various domains. If a student receives a “Below Expectations” rating on any item, a remediation plan is developed by the mentor and DCT to address the problem area(s). In a meeting with the mentor and the DCT, the student is told what specific behaviors need to be addressed and how the student needs to address these issues. The student’s progress will be closely monitored and reevaluated based on the timelines identified in the remediation plan. If the student complies with the plan and is able to effectively address the problem area(s), he/she will be removed from the remediation plan. Students may be terminated from the program immediately following serious ethical violations.

Reasons for Termination from the Program

The University and the Psychology Department expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (<http://www.emich.edu/policies/chapter8/8-1.html>), and the American Psychological Association Ethical Principles of Psychologists (2002) (<http://www.apa.org/ethics/code2002.html>). Single episode violations or patterns of recurring behavior could result in termination as determined by the DTC and/or by the Dean of the Graduate School. The conditions under which a student may be terminated from the program include, but are not limited to:

- 1) Having a cumulative GPA of less than 3.0 (Fellowship may be terminated if GPA falls below 3.6 for two consecutive semesters)
- 2) Obtaining less than a B grade in any core clinical courses (including associated prepracticum) listed in Program Requirements after taking the course for the second time.
- 3) Failing the Qualifying Paper twice.
- 4) Engaging in unethical, unprofessional, threatening, criminal behavior (plagiarism, cheating, violation of APA ethical guidelines, or University policies or governmental law, including harassment) or consistent inability or unwillingness to carry out academic or practicum responsibilities (refusing to work with a particular group of clients; missing classes, departmental activities, or client appointments; failing to complete clinical paperwork or class assignments when due, etc.).
- 5) Experiencing problems that affect the student's functioning in the program, including performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others or form an appropriate therapeutic relationship with clients; lack of insight into negative consequences of own behavior; frequent blame of others or external factors for failures or difficulties; and inability to tolerate different points of view, constructive feedback or supervision.
- 6) Failing to make timely and satisfactory progress on program requirements (including clinical work, clinical competencies, thesis and dissertation research, qualifying paper, professional development, internship, etc.), responsibilities, and activities.
- 7) Demonstrating conduct that is a violation of the University Student Conduct Code (such a violation will also result in a referral to the office for Student Conduct and Community

Standards for campus disciplinary action, including possible dismissal from the University as well as possible action by the DTC). Conduct violations by a student off-campus in university related activities (e.g., external practicum, internship, etc.) will be handled the same as if the violation occurred on-campus.

- 8) Failing to respond to a remediation plan or failure to make adequate progress while under remediation.

Although it is expected that initial attempts to resolve issues will occur between the faculty advisor and student, a formal remediation plan will specifically outline requirements for successful completion. Inability to resolve and complete the remediation plan satisfactorily will be followed by counseling toward voluntary withdrawal from the program or formal termination. Students who are dismissed from the program are not eligible to reapply or return.

Dropping Classes and Terminating Fellowship

If you choose to drop classes or withdraw from the program, please note the following policies adopted by the Graduate school:

- **Drop/withdraw from courses after the 100% refund time period:** Course schedule adjustments must be made before the end of the 100% refund period, early-on in the semester – check schedule-book calendar for exact date. The University does not recoup any funds – similar to a student losing his/her money when a late drop or withdrawal occurs; so too does the Graduate School. **If you make this change, you pay for it. The amount is billed to your student account.**

Another option instead of course withdrawal at the end of a semester would be to negotiate an incomplete with the faculty member. This will save the tuition and enable continued work at a later time without subsequent course re-enrollment.

- **Termination of position:** if you resign or are terminated from a doctoral fellowship position, your stipend/income will stop as of the date of termination noted on the Personnel Action Form or date of your letter of resignation. You may resign/be terminated yet finish the course work for the semester with prorated tuition/fee expenses (based on the number of weeks remaining in the semester/term) charged to your student account since the position no longer covers the tuition award. This way you pay for course(s) that appear completed on your transcript.

If resignation/termination occurs and you also withdraw from all courses, then not only is the stipend discontinued but also the student must repay a tuition/fee prorated amount with W-grades appearing on the transcript for all enrolled courses.

Grievance Policies and Procedures

The EMU Board of Regents outlines grievance procedures for grades and student employment. The grade grievance procedure can be found in the Graduate Catalog and at <http://catalog.emich.edu/content.php?catoid=5&navoid=298#6>. The student employment grievance policy can be found at <http://www.emich.edu/studentconduct/segrievance.html>. When the grievance pertains to grades or student employment, these policies must be followed.

The following policy and procedures are provided by the EMU Clinical Psychology program for investigating and resolving cases of alleged violation or grievances by doctoral students that do not involve grades or employment issues. While the Program fosters open communication and resolution between parties, we recognize that in some instances this is not possible and formal procedures need to be followed.

In most instances, a grievance may be resolved to everyone's satisfaction informally between the individuals involved. The informal process involves only those people directly impacted; there is no written grievance filed, and the resolution of the problem is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and to protect the rights and needs of each individual.

Step I. To initiate formal procedures, the student submits a written grievance (within 20 working days following the decision in question) with a full and concise statement of the facts (as perceived by him or her) to all parties involved, the Department Head, and the DCT. The notice must state: (1) that a grievance is being initiated and (2) the nature of the grievance. The written grievance and any subsequent documents, including meeting notes, will be kept in a locked file in the Department Head office. The DCT (if the grievance does not involve the DCT) and the Department Head attempt to resolve the issue by meeting with each party.

If the grievance is related to a committee decision (e.g., thesis, qualifying paper, or dissertation committee; the DTC; or the Clinic Supervisors), the student will provide their written grievance to the DCT to be distributed to the DTC in advance of the regularly scheduled meeting. The student will be allowed to address the entire committee and DTC members may ask questions of the student to gather additional information. The student is then dismissed from the meeting and a formal vote is taken to determine the outcome of the grievance.

Step II. If there is a failure to resolve the issue, the student can submit a written appeal of the previous decision to the Department Head within 10 working days of receiving the Step I response. In this document the student identifies an EMU faculty member to represent him or her on the Grievance Committee, at which time the DCT asks the faculty member involved in the grievance to select a faculty member to sit on a Grievance Committee. If the grievance is related to a committee decision, the DCT selects one faculty member to represent the committee. The DCT directs the two committee members (one chosen by the faculty involved; one chosen by the student) to arrange a meeting. At that meeting, the two members select a third member to complete the Grievance Committee (no more than two Grievance Committee members can be from the Psychology Department). The Grievance Committee members must have no prior involvement in the case, must be impartial and able to render a just and fair decision. A member not able to do so should disqualify him or herself from the grievance review. The three representatives meet with those involved separately or collectively to resolve the grievance and render a decision in writing within 10 working days after all the information has been collected and the necessary parties interviewed. At a minimum, the committee must interview the student and may choose to interview others as needed (either side may suggest witnesses). Note that the student may be accompanied by an advocate who is a member in good standing of the University community (i.e., an EMU student, faculty or staff) during the Grievance Committee meetings. Attorneys are not allowed to be present during the Grievance Committee meetings.

A detailed record shall be kept of the hearing, preferably a taped sound recording. If a written record is kept, that record shall be signed by the Grievance Committee attesting to the fact that the written record is a true record of the hearing proceedings. The written grievance and any subsequent documents, including meeting notes and audiotapes, will be kept in a locked file in the Department Head office. At any step, the parties may mutually agree to extend the time limits.

The grievance committee will determine the grounds for the grievance. Typically this will include determining if the previous decision involved a lack of due process, was arbitrary and capricious, or contributed to unfair treatment of the student. Note that the grievance committee is not charged with resolving the problem that led to the grievance, but will determine if there are grounds to support it. The grievance committee shall make recommendations if they find there are grounds to support the grievance.

Step III. The student may appeal the Grievance Committee decision in writing to both the Dean of the Graduate School and the Dean of the College of Arts and Sciences within 10 regular working days after receipt of the Step II decision if the student claims that established procedures for Step II were violated.

The notice to appeal must include the (1) grounds for the appeal; (2) original grievance; and (3) Grievance Committee's report from Step II. The Graduate School Dean or the Dean of the College of Arts and Sciences may call witnesses or request other documentation to make a determination if the established procedures for Step II were violated. A decision will be rendered within 10 regular working days after all the information has been gathered and any necessary interviews conducted. This decision shall be final; no further appeal is possible.

Note - It is a violation of University policy to take action as a reprisal against a student for filing a grievance.

Time Limit for Program Completion

The University time limit for completion of the doctoral program in clinical psychology is 7 years. Students who have not completed their dissertation, internship, and all other requirements for the degree within 7 years will be terminated from the program unless they initiate a formal appeal process. If a student is actively involved in completing his or her dissertation or internship in the 7th year, his or her faculty advisor may appeal to the Graduate Dean for an extension of one calendar year. Note that the Graduate School requires courses to be repeated after 10 years.

Leave of Absence

A student initiated leave of absence can range from one semester to one year. Only one personal leave is allowed while in the program and an extension beyond one year will not be permitted. Students with a documented disability/illness or a University imposed leave may receive additional time. If a student has taken a leave of absence from the program for health or other personal reasons the period of the leave is not counted as part of the 7-year time limit; however, students forfeit their fellowship and tuition remission during a voluntary leave of absence. If students are on a disability or University imposed leave of absence, fellowship and tuition

remission replacement is at the discretion of the Graduate Dean. Students should submit a written request for a leave of absence to the DCT and the Graduate School at least one month before it will take effect. Return to the program is based on approval by the DTC. Upon return to the program, the student will receive the most recent version of the handbook and will utilize that version for the remainder of their training.

Master's Thesis Requirements

All doctoral students are required to complete a master's thesis unless specifically granted a waiver of this requirement (see Waivers of requirements, above). A master's thesis is an original piece of research that tends to be less extensive than those conducted for the dissertation. Listed below are the procedures for successful completion of the thesis. Detailed information is also available in the Graduate School thesis manual (http://www.gradschool.emich.edu/downloads/downloads_subdir/thesisdissert/thesis/Thesis_MA_NUAL.pdf). Note that both the Departmental and Graduate School requirements must be met in the completion of the thesis.

Generating thesis ideas/forming a committee

During the spring of the first year of the program, students should have an idea of the research area they wish to pursue. Students should meet regularly with their mentor to discuss research ideas throughout the first year.

Once settled on a thesis topic, students should ask their thesis advisor for suggestions as to who might serve on the thesis committee. The thesis committee consists of the advisor and two other faculty members in the department. At least two members of the committee must be Clinical faculty. Outside faculty, adjunct faculty, and other psychologists outside the university may also be on the committee in addition to the three department faculty.

Writing the proposal

Students must write a thesis proposal and defend the proposal. This should be completed by the summer of your first year. The first step is to write a draft of the proposal which includes an introduction, method section (subjects, procedures, research design, and measures), references, and appendices (including all measures used in the study). Students submit a draft of the proposal to the thesis advisor for comments and revision. Students typically have several revisions based on ongoing input from the thesis advisor before a draft is considered acceptable. It is the sole judgment of the thesis advisor to determine whether a proposal is adequate, ethical, and feasible. Faculty have up to two weeks to review each draft. However, students should be aware that faculty are not on 12 month appointments and therefore may require additional time when not officially working for the Department. Students should negotiate their proposed timeline with their faculty mentor in order to clarify expectation regarding document reviews. Additionally, due to dissertation proposal deadlines for internship and the impact on faculty availability, students should anticipate that scheduling a thesis proposal meeting between 8/15 and 10/15 will be difficult and may requiring planning in advance.

Once the advisor agrees that the proposal is in good form and ready to be submitted to the thesis committee, the student distributes the proposal to the two other committee members and any outside people. Committee members have two weeks to review the proposal before stating if it is

ready to be formally proposed. Students may contact committee members to schedule a tentative proposal meeting prior to distributing the document as long as the tentative meeting is at least 2 weeks after receipt of the document. Faculty will confirm that the proposal is sufficiently detailed and that they may go ahead and schedule the proposal meeting after the two week review period.

The proposal meeting

Once the proposal document is approved by the committee members, the student schedules a proposal meeting. It is the student's responsibility to coordinate faculty schedules. The proposal meeting consists of an introduction by the student's advisor, a 20-30 minute presentation by the student of the proposal (with overheads/PowerPoint), and 45 minutes for questions, discussion, and suggestions for improvement of the proposal. If all goes well, the committee will approve the proposal. The Thesis Chair and all committee members will sign the Thesis Proposal Approval Form (see the Graduate School thesis manual). Students should give this completed form to the Graduate Secretary to place in their student file.

Human subjects review

All master's research involving human subjects must have approval from the College of Arts and Sciences Human Subjects Review Committee (see http://www.ord.emich.edu/federal/federal_comp_subdir/humansubjects/human.html for forms). This is a committee comprised of faculty within our college. Students submit proposals to this committee only when the research using human subjects poses no more than "minimal risk." Minimal risk is defined as "the risks of harm anticipated by the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests." This definition acknowledges that most people's daily lives include challenges and stresses. Any research that may involve more than this level of minimal risk must be approved by the University's Human Subjects Review Committee. For details on these policies and procedures, visit the Graduate School website.

STUDENTS MAY NOT BEGIN TO COLLECT DATA UNTIL THEY HAVE OBTAINED CAS HSRC APPROVAL.

Academic credit for the thesis

Students may register for PSY 690/691/692 (1/2/3 thesis credits) after they have obtained approval of their thesis proposal, although we recommend that you register for this credit the semester you have completed your final thesis defense. Students must register for a minimum of 1 master's thesis credit. Students should obtain a Thesis Manual from the Graduate School website (http://www.gradschool.emich.edu/downloads/downloads_subdir/thesisdissert/thesis/Thesis_MANUAL.pdf). The thesis must comply with these guidelines.

Students will receive a grade change for the thesis once they have orally defended it successfully (the grade will remain IP, incomplete in progress, until the successful defense).

The oral defense

The student and the chair work closely developing the final thesis document. Students typically have several revisions based on ongoing input from the thesis advisor before a draft is deemed acceptable. It is the sole judgment of the advisor to determine whether a thesis is adequate, ethical, and feasible. The style of the thesis must follow APA Style Manual, while the format of the manuscript must conform to the requirements of the Graduate School. Once the advisor agrees that the thesis is in good form, the student distributes the thesis to the other committee members. The committee must have at least two weeks to review and comment on the manuscript before setting the date of the defense. Students should contact committee members to confirm that the thesis is sufficient before scheduling the oral defense.

Oral examinations of theses are open to the public. . However, only the thesis committee determines the adequacy of the defense. Notice of the upcoming defense must be posted in the department and announced to the EMU community two weeks in advance, so student should anticipate that it will take at least 4 weeks between distributing the document to the committee and actually having the defense meeting. . An oral defense is a formal presentation, complete with visual aids, lasting about 20-40 minutes, which should consist of:

1. Review of key research found in the literature
2. Purpose of the study
3. Overview of methods
4. Results
5. Discussion of results including strengths and weaknesses

After the student has presented, there will be a 30-45 minute question/answer session. This is part of the defense is open to the public. The student, and any public attendees, will then be excused, and the Thesis committee will decide if the thesis is approved in executive session.

Students should create the Thesis Approval Form (see Thesis Manual) prior to the defense. Approval of the thesis is indicated by each committee member's signatures on this form. The student must bring one copy of the signed Thesis Approval Form to the Department Head. The student will take a copy of the thesis to the Graduate School, Office of the Dean, along with a completed copy of the Thesis Approval Form and the Thesis Information Sheet. Students provide the Graduate Secretary with an electronic copy of their approved thesis proposal and final document (approved by the Graduate School) for their student file.

Qualifying Paper

Minimum classes required before writing the qualifying paper:

2 assessment courses

2 treatment courses

Stats and research design (600, 601, and 605)

Ethics (670)

Diversity course (888)

2 Individual differences courses (Developmental, Psychopathology, Personality, Experimental Analysis of Behavior)

2 out of the 3 core bases of behavior areas (cognitive-affective, biological, social)

2 seminars (881, 882)

Master's thesis

500 clinical (internal practicum) hours
30 graduate credits completed at EMU

Note: *If you plan on writing a Systems section for your Qualifying paper, you should also take PSY 703 before writing the qualifying paper.*

You are required to complete a Qualifying paper that demonstrates your knowledge of basic psychological concepts relevant to clinical intervention and research methodology, as well as your ability to integrate that knowledge. The qualifying paper also is designed to facilitate your thinking about your dissertation. You must demonstrate adequate knowledge in the substantive area you have chosen, as well as broad knowledge of concepts relevant to clinical psychology. Passing all elements of this paper is a requirement of the program.

To prepare for this paper, the student will choose a broad area in psychology that is of the student's choosing in consultation with his/her advisor. Then, the student will prepare a **3-4 page outline** that details how the following areas will be addressed: Research Design and 3 out of following 4 areas: Assessment, Psychotherapy, Psychopathology/Learning, and Healthcare Systems/Management. Students must address the theory and application of these 4 areas of clinical psychology to their stated area of interest. Include a prose paragraph that gives some information about your topic and then an outline for each of the 4 chosen areas. The outline should include a brief explanation of how the topic is relevant, as well as some key citations. For example:

Topic: Development of Child Anxiety;

- I. Research Design
 - A. Threats to validity
 1. Retrospective vs. prospective studies (Kazdin, 1994; Rutter, 1986)
 2. Reporter bias
 - a. Parents as reporters (Davidson, 1975)
 - b. Children as reporters (Bell-Dolan, 1996)

Please note: This is only an example; consult with your advisor and committee for level of detail needed for your topic. **Your prospectus serves as the table of contents for your Qualifying paper. Significant deviations from the prospectus should be explained in the paper.**

The prospectus must be approved by three faculty members: one who has expertise in your chosen area (this could be your dissertation advisor), and two other faculty. Two faculty on the committee must be core clinical faculty.

When you and your advisor think you are ready to propose your Qualifying paper, you will find two faculty who are willing to serve on the committee. All committee members must be full time faculty in the department. You will choose a date to begin the qualifying process. On that date, you will submit the prospectus to your committee members. They have 2 weeks to give you feedback. During this time, faculty may give you suggestions, guidance, etc. If there is disagreement among the 3 faculty about the depth or breadth of coverage in any clinical area or the broad area selected, then the 3 faculty will meet with each other to come to some agreement.

Your advisor will consult with the other two committee members and have them sign the attached form.

At the end of the two weeks, if approved, you will then have six weeks to complete your Qualifying paper. The paper must be turned in electronically to faculty by 5:00 p.m. on the date indicated on the Qualifying Paper Approval Form. Hard copies should be placed in committee members' boxes before the next business day.

Many portions of the Qualifying paper will be incorporated into the introductory section of your dissertation. However, some areas will be broader than you will need. This is to ensure breadth of coverage in the clinical areas. The following outline should serve as a guide in deciding how to cover the clinical area:

Research Design

- Designs used to answer research question(s)
- Why these designs
- Assumptions of these designs
- How is power evaluated
- Threats to validity of these designs.
- What experimenter/subject biases might be present
- Problems in generalizability of findings based on these designs

Assessment

- psychometrics
- clinical judgment vs. statistical prediction
- diversity issues in assessment
- ethical issues in assessment
- diagnosing and labeling

Psychotherapy

- Multicultural issues
- Diversity
- Research
- Empirically supported treatments
- Efficacy/effectiveness meta-analysis
- Philosophy: What is psychotherapy in context of this disorder
- Process/Therapist variables
- Ethical problems
- Units of intervention: Individuals, couples, families, etc.
- Case conceptualization, treatment planning
- Goals: Approaches, short term, long term etc.
- Conceptualization of change

Psychopathology/Learning

- historical context of pathology
- diagnostic problems

- Multicultural issues
- comorbid diagnoses (why)
- environmental vs. biological explanations for etiology of disorder
- symptom features
- physiological, cognitive, behavioral, and social-interaction theories of psychopathology
- learning history of disorder
- antecedents/consequences of behavior
- factors that interfere with new learning
- alternative behaviors to be learned

Systems/Management

- implementation of a treatment or preventative program
- program evaluation
- problems of professionals in this area
- disciplines of people who are responsible for this area
- financial considerations
- supervision issues

The Qualifying Paper is **due by 5:00 p.m.** of the date indicated on the Qualifying Paper Approval Form. However, you may turn in the paper to faculty whenever it is completed. All papers must be typed, double-spaced, 10-12 point (APA acceptable) fonts, 1-inch margins.

Papers must be in APA format. The four areas should be covered in about 8-12 pages each. The entire paper should be **no longer than 50 pages, including tables, graphs, and figures, but excluding references.** Faculty will return papers that fail to meet this page limit. You may ask faculty for help/suggestions while preparing your prospectus. However, **faculty will not provide help once the prospectus is approved.** The evaluation form faculty will use follows this explanation. **Please read it carefully before writing your paper to understand how you are going to be evaluated.** Faculty will have two weeks to review the prospectus. The timeline for completion begins once the prospectus is approved by the committee (see Appendix F for form and Appendix G for faculty score sheet). The student will receive feedback on their final paper within 4 weeks after submission. The Qualifying Paper Committee Chair will be responsible to make sure timely feedback is received by the committee members and will schedule a committee meeting if necessary before providing feedback to the student. The Chair will coordinate the paperwork and provide feedback to you.

In order to pass the qualifying paper:

- Students must pass all content sections.
- Students can fail 1 content section (e.g., Assessment) and take the section over again, resubmitting the section 4 weeks after meeting with the committee or the chair. Faculty will have 2 weeks to read the section, meet, and come to a final decision. If the student passes the section on the second try, they pass the qualifying paper.

If a student fails 2 or more content sections, they fail the qualifying paper and must redo the entire paper over again, including submitting a new prospectus. There is an 8 week minimum time lag between feedback of failure on the first paper and resubmitting the new prospectus.

The Qualifying Paper Approval Form is signed when the prospectus is approved and again when the final qualifying paper is accepted by the committee. This form is given to the Graduate Secretary to place in the student's file. Additionally, students provide the Graduate Secretary with an electronic copy of their approved prospectus and final qualifying paper document (including all rewrites) for their student file.

NOTE: If you plan to go on Internship, you must successfully complete your qualifying paper and dissertation proposal by October 15th the year you plan to apply.

Dissertation Requirements

Ideally, the dissertation represents the student's original contribution to research and scholarship prior to completing the Ph.D. In the tradition of psychology, this has usually implied an empirical approach (broadly defined) and a contribution of new knowledge or understanding.

During the Summer of the third year of the program, the student will develop a proposal for their dissertation. During the fourth year, the student will register for 6 Dissertation Research credits.

The dissertation manual

(http://www.gradschool.emich.edu/downloads/downloads_subdir/thesisdissert/dissertation/diss_manual.pdf) is available at the Graduate School website. This manual provides detailed instructions for completing the dissertation. Note that both the Departmental and Graduate School requirements must be met in the completion of the dissertation.

Committee Composition

There are two principles that inform the program's thinking about this matter. First, the student needs a primary mentor who has the expertise to aid the student in carrying out the dissertation research and writing. Second, the dissertation should pass the scrutiny of and be comprehensible to a broader community of scholars.

The following composition of a dissertation committee is true to those principles and represents a practical arrangement. The dissertation committee must have at least four voting members (and not more than 6) and be composed of:

1. A chairperson, who is a member of the psychology department faculty.
(Note: A faculty member from a department at Eastern Michigan University other than Psychology or a person outside the EMU community may co-chair the dissertation, along with a Psychology department faculty, if the individual is judged by the dissertation committee to be the most appropriate mentor for the student. This decision must be approved by the DCT, the Department Head, and the Graduate Dean (send vita).
2. Two other departmental faculty members;

NOTE: Your committee must have at least two clinical faculty (faculty whose training was in a clinical program; they need not be a licensed clinician) and one nonclinical faculty. Utilization of three clinical faculty may be permitted with approval by the DTC.

3. At least one faculty member from outside the Psychology Department; this person is the Graduate School representative. He/She should have an “arm’s length” relationship to the student and the clinical program and serves to improve the quality of the research experience through his/her academic expertise. This person can be a member of the EMU community OR someone from outside the university. Such an individual must hold a Ph.D., have expertise relevant to the particular dissertation, and be approved by the Dissertation Committee Chair, the Department Head, and the Graduate Dean (send vita).

The role of the chairperson of the dissertation committee is to provide the primary guidance of the student's work throughout the project. The role of the other members is to supplement this guidance with feedback and suggestions; the members also participate by scrutinizing the research design, evaluating the quality of the research, and approving the proposal and the dissertation. Once the dissertation committee is formed, the Dissertation Committee Approval Form should be submitted to the DCT and the Graduate Dean for their records.

Dissertation Proposal

A doctoral student will formally choose a faculty member to serve as chair of the dissertation committee. In consultation with the chair of the committee, the student will choose other members of the committee. The committee roster must be approved by the DCT and the Graduate Dean.

The student will work on drafts of the proposal with the dissertation chair and once approved to send to committee by the chair, the document will be distributed to all committee members similar to the procedure for the thesis. Note that the dissertation chair will have two weeks to review each draft of the proposal. However, students should be aware that faculty are not on 12 month appointments and therefore may require additional time when not officially working for the Department. Students should negotiate their proposed timeline with their faculty mentor in order to clarify expectation regarding document reviews. Dissertation committee members have two weeks to review the document before stating if it is ready to be formally proposed. Students may contact committee members to schedule a tentative proposal meeting prior to distributing the document as long as the tentative meeting is at least 2 weeks after receipt of the document. Faculty will confirm that the proposal is sufficiently detailed and that they may go ahead and schedule the proposal meeting after the two week review period. Members of the committee may give feedback and suggestions to the student prior to this formal meeting. After an oral presentation and defense of the proposal and when all members of the committee are satisfied with the purpose, significance, and methodology of the project, the committee members will sign the Approval of Dissertation Proposal form. Copies of the form and the proposal will be given to the Graduate Secretary to be placed in the student’s file. Students submit the approved proposal electronically to the Graduate Secretary for their student file.

All doctoral research involving human subjects must have approval from the University’s Human Subjects Review Committee. This is a committee comprised of faculty across the university community. Students submit proposals and the Human Subjects Review forms to this committee. For details on the forms and policies, visit the Graduate School website (http://www.ord.emich.edu/federal/federal_comp_subdir/humansubjects/human.html).

STUDENTS MAY NOT BEGIN TO COLLECT DATA UNTIL THEY HAVE OBTAINED UHSRC APPROVAL.

Academic credit for the dissertation

Students may register for PSY 896/897/898/899 (1/2/4/8 dissertation credits) after they have successfully completed their master's thesis. Six dissertation credits are required and these are typically taken during the fourth year of the program. Students will receive a grade change for these dissertation credits once they have orally defended the dissertation successfully (the grade will remain IP, incomplete in progress, until the successful defense).

Dissertation Defense

The student and the dissertation chair work closely developing the final dissertation document. Students typically have several revisions based on ongoing input from the dissertation advisor before a draft is deemed acceptable. It is the sole judgment of the advisor to determine whether a dissertation is adequate, ethical, and feasible. The style of the dissertation must follow APA Style Manual, while the format of the manuscript must conform to the requirements of the Graduate School. Once the advisor agrees that the dissertation is in good form, the student distributes the dissertation to the other committee members. The committee must have at least two weeks to review and comment on the manuscript before setting the date of the defense. Students should contact committee members to confirm that the dissertation is sufficient before scheduling the oral defense.

Oral examinations of dissertations are open to the public. However, only the dissertation committee determines the adequacy of the defense. Notice of the upcoming defense must be posted in the department and announced to the EMU community two weeks in advance, so student should anticipate that it will take at least 4 weeks between distributing the document to the committee and actually having the defense meeting.

The student has the responsibility of scheduling a formal defense of the completed dissertation and to inform the DCT and the Graduate Secretary. The Graduate Secretary will notify the University community of the date and time of the oral defense. The final defense of the dissertation will be a meeting open to the public.

After a 30-45 minute overview of the study, there will be a 30-45 minute question/answer session. This part of the defense is open to the public. The student, and any public attendees, will then be excused, and the Dissertation Committee will decide if the dissertation is approved in executive session. Only the committee members will vote on the dissertation. If the dissertation is not approved, a discussion of needed changes and a timetable for completing them will be held before adjourning the meeting. If approved, the committee will sign the Approval Page of the dissertation, and the Oral Defense of the Dissertation Approval form. The student must bring one copy of the signed dissertation approval page to the Department Head. Once this process is completed, the student will submit one copy of the dissertation to the Graduate School, Office of the Dean, along with a completed copy of the approval page, Oral Defense of the Dissertation Approval form, and Dissertation Information Sheet.

Students should create the Oral Defense of the Dissertation Approval form and the approval page prior to the defense. Approval of the dissertation is indicated by each committee member's signatures on these forms.

Students provide the Graduate Secretary with an electronic copy of their approved dissertation proposal and final document (accepted by the Graduate School) for their student file.

Applying for Internship

After approval of the dissertation proposal and successfully completing the qualifying paper, prior to graduation, a year of internship in an APA accredited or APPIC-approved program is required of all students. Internship normally takes place in the fifth year and is an academic requirement of the program. An internship is a 2,000 hour (1 year full time) placement at a multidisciplinary treatment facility. Students will receive in-depth clinical experiences in assessment and treatment, working with specific treatment populations. There are several APA accredited internships available in the greater Detroit area, but, given the highly competitive nature of these internships, it is highly recommended that students plan to apply to internships all over the country. A list of internship sites can be obtained from the APPIC website (www.appic.org). Also, many psychological associations (APA, ABCT, ABA, SRCD, APS, and SBM) sponsor program events at their meetings to bring together internship sites and potential applicants. Students should consider attending one of these meetings in the 2nd or 3rd year of their program.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is the organization that provides access to accredited and APPIC member internship and postdoctoral training programs in professional psychology (i.e., Clinical, Counseling, and School Psychology). APPIC also offers a professional psychology internship placement "clearinghouse" which provides information about internship positions. Students apply for the internship through APPIC. Then, APPIC attempts to "match" students to placement sites across the country. This matching process occurs in February of each year. The internship application form is available via the internet at the APPIC Web site. The Match Policy is on the APPIC Web site's MATCHING PROGRAM page (http://appic.org/match/5_2_match_about.html).

Students must have passed their qualifying paper and successfully completed their dissertation proposal meeting by October 15th of the year before they plan to go on internship. Many internship programs have application deadlines as early as November 1st, and most all are due by mid December. The DCT must fill out APPIC's "Verification of Internship Eligibility and Readiness", which certifies the student's amount of clinical experience and verifies the readiness to apply to internship. The internship application is fully online beginning with the 2010-2011 internship application year.

The process of applying for an internship is a very demanding one and it helps to get started during the summer of the year you plan to apply. Students should review the APPIC online directory that describes programs and visit program websites for additional information the summer before applying. It helps to be very organized and to approach the application process much as students approached applying to graduate school. The DCT will have several meetings with prospective internship students beginning in July before the application process begins. The

meetings will help students write a vitae, choose internship sites, write the required essays, and understand the match process. Junior faculty who have done internships relatively recently are more than willing to talk with students about specific internship programs and the application process. You will need to plan for travel expenses to interview at the sites. Most sites will not make offers to students without first going through an interview process. Interviews typically take place during the end of December and all of January.

Here is a typical internship application timeline:

May of first year – review requirements for recording clinical hours and begin tracking these hours

Second and third year – review APPIC online directory for potential internships and the requirements of the sites that are of interest

July – August of the year applying – attend internship meetings to: finalize vitae, complete first draft of essays, select sites, and obtain information about the application, letters of recommendation, and DCT verification.

September of year applying – begin to fill in the APPI online (if not already completed) and submit official transcripts.

September – October 15th of application year – finalize any remaining program requirements (dissertation proposal or qualifying paper)

November 1 – December 15th – submit applications to selected sites

Mid-December – get notified about interviews

Late December – January – conduct interviews

Early February – submit ranking list

Late February – be notified of match (on a Friday and place of match the following Monday)

Malpractice Insurance During Internship and Practicum

During the first four years of the program, students are covered under the liability insurance of EMU (see Clinic Handbook). Coverage is also provided for the time students are in a practicum placement offsite. However, this coverage is rather limited and does not cover all allegations that could be made against you. In addition, when students leave for the internship or matriculate beyond the 4 years, both university and clinic malpractice coverage cease. Consequently, all students must purchase liability insurance through APA. Proof of liability insurance coverage may be required in order to see clients in the Psychology Clinic after the 4th year in the program.

Licensing

Students may wish to obtain a license as a psychologist from the State of Michigan before beginning their internship. Michigan has several levels of licensure. Individuals who complete a master's degree in Clinical Psychology from an institution that meets the standards outlined by the licensing board, as well as a 500-hour practicum, can apply for licensing as a Temporary Limited License Psychologist (TLLP). Application materials are available from the state. The website is: http://www.michigan.gov/documents/mdch_psyc_full_app_pkt_92012_7.pdf. In order to see clients in the Psychology Clinic beyond the 4th year in the program, documentation of the TLLP may be required.

After completing 2000 hours (one year, working full time, but not less than 16 hours per week) of supervised clinical work in an “organized health care setting,” and passing the national psychologist’s licensing exam (EPPP) students may apply for licensure as a Limited Licensed Psychologist (LLP). The passing score for the EPPP at the LLP level is 450. Master’s level clinicians with this license may practice in a public or private setting as long as they are supervised by a fully licensed, Ph.D. psychologist. Ph.D.-level psychologists can apply for the TLLP prior to the internship if they wish. After completing all program requirements, including the internship, students apply for a Doctoral Limited License Psychologist (DLLP). To obtain full licensure, students must complete 2000 hours (one year working full time, but not less than 16 hours per week) of supervised clinical work in an “organized health care setting” and pass the national psychologist’s licensing exam (EPPP). Criteria for passing the licensing exam are determined by individual states and for Michigan this includes a score of at least 500.

The Board of Examiners of Psychologists of each state, through licensing law and regulations, establishes requirements for sitting for the professional examination in psychology. Some state boards require that specific courses appear on the transcript. If such courses do not appear on a transcript by title, the applicant for licensure is required to document that a course or courses with suitable content were completed as part of training. If that is not possible, the Board may deny an applicant the privilege of taking the licensing examination.

The documentation is typically in the form of the syllabus from the course(s). Sometimes a letter from the faculty member who taught the course can be substituted, but Boards may require documentary evidence. ***SO, BE SURE TO KEEP THE SYLLABI FOR ALL OF YOUR COURSES IN THE PSYCHOLOGY DEPARTMENT (NOT JUST CLINICAL PROGRAM COURSES) FOREVER. SOME STATES DO NOT HAVE RECIPROCITY FOR LICENSURE. YOU MAY NEED THIS INFORMATION MANY YEARS FROM NOW.***

Professional Development

Students are encouraged to join the American Psychological Association (APA), the American Psychological Society (APS), the Association for Behavioral and Cognitive Therapies (ABCT), and/or the Association for Behavior Analysis International (ABA) upon entry to graduate training. Membership to these organizations provides access to graduate student advocacy and opportunities for research and clinical training. Students must be members of APA to receive student liability insurance. The American Psychological Association Graduate Student organization (APAGS) provides useful and important information for students. Students may also consider receiving memberships in specialty organizations (e.g., Society for Research in Child Development, Society of Behavioral Medicine, and Gerontological Society of America) and specialty areas of APA (e.g., Society for Pediatric Psychology, Division of Adult Development and Aging). Membership information may be found at the following websites:

APA - www.apa.org

APS - www.psychologicalscience.org

Students are also encouraged to attend professional conferences. Students are expected to submit poster and/or paper presentations at relevant conferences and participate in the Graduate Student Research Symposium here at EMU. EMU sponsors the annual conference of the Behavior Analysis Association of Michigan (BAAM). Students are also encouraged to participate in this

conference. Travel money for graduate student presenters may be available through the Graduate School, the College of Arts and Sciences Dean's Office, and the Psychology Department (students should seek funding in this order). The department also provides professional development opportunities in the form of guest lecturers, brown bag lunch topics, and support for local clinical training workshops as funds are available.

Yearly Information Needed From Students

It is imperative that students inform the Graduate Secretary of their address and telephone number. We must be able to find you in case of a problem or emergency. You will also need to inform the Clinic Director how we can contact you if you are going on an extended vacation.

Each year in May the Department is required to report student accomplishments to the American Psychological Association. The six questions routinely asked are:

1. Are you a member of a professional/research society (including student affiliate)?
2. Are you an author/co-author of papers or workshops presented at professional meetings?
3. Are you an author/co-author of articles in professional and/or scientific journals?
4. Are you involved in grant-supported research (including working as a Research Assistant)?
5. Are you involved in teaching (on an ongoing basis such as a Teaching Assistant)?
6. Are you involved part-time in the delivery of professional services on or off campus (including externship and practicum placements; excluding internship)?

Students will be sent this questionnaire (along with other questions relevant for the APA report and to update the student database) online in mid-May and required to return it to the DCT. Students should begin thinking about involvement in the various scholarly activities and organizations early in the program.

Policy Regarding Web Pages and Blogs

It has become increasingly more popular for people to have personal web pages and/or to communicate over the web via blogs. The purpose of this policy is to provide some guidelines about any public representation of you or the program over the web. Although this policy applies to individual's web pages and/or blogs, nothing here is intended to limit it to only these public presentations.

Obviously if your webpage/blog does not include any mention or indication of the fact that you are a clinical psychology doctoral student, what you put on it and how you represent yourself personally is none of the program's business. However, increasingly, universities, internship sites, and even clients are seeking out information about people on the web before they make faculty offers, final match decisions, or even decide to see someone clinically. There are now numerous anecdotes of well-qualified Ph.D. graduates not getting post-doc or faculty offers because someone viewed something that was considered to be inappropriate or objectionable on the candidate's webpage; similar stories about internship sites deciding not to match someone also exist. It is in your own best interest to seriously consider how material that you make public may be viewed by future employers, internship sites, or clients.

If your web page/blog does identify you as a clinical psychology graduate student, then the program does indeed have some responsibility for how you are portrayed. Your webpage/blog must meet all legal and ethical guidelines from the Board of Psychology and the American Psychological Association (e.g., you cannot represent yourself as a “psychologist” in the State of Michigan); your website/blog must be professional in its content and must not contain objectionable material. We will not actively search out students’ web pages. However if we become aware of a page or blog that identifies you as a clinical psychology student and that page or blog is considered by the DTC to be unethical, illegal, or in violation of any relevant EMU, APA, or Michigan licensing policy, we will ask you to modify or remove the problem material. Should you choose not to modify or remove the material; the DTC will follow the existing procedures for dealing with student misconduct and/or unethical behavior including possible termination from the program.

General Policies and Procedures not Covered Elsewhere

Student Input

Students should have ready access to program decisions and a way to have input into the policy developments of the program. Toward that end, an elected student representative will attend all meetings of the DTC each month. The student representative will not be present for the discussion of issues pertaining to specific students or other sensitive matters. Two student representatives (one person representing the first two years of the program and the other representing the advanced students) will be elected by the students in the Fall of each year.

The American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct (provided during orientation) guide our policies and practices in the EMU doctoral Clinical Psychology program. Students should familiarize themselves with this code of ethics and use it as a guide in their professional and educational practices. The following are areas that often raise ethical dilemmas for students.

Graduate student relationships with undergraduates

When students serve as a teaching assistant, they are in a position of authority with the undergraduate students. Graduate Assistants are governed by the same standards of conduct in the performance of their academic responsibilities as are members of the faculty. For purposes of emphasis, the university considers it inappropriate conduct for a teaching assistant or assistant lecturer to have a dating relationship with one of his/her students. All graduate assistants shall respect the rights and opinions of students and uphold all academic standards of the university in the classroom, clinic, or laboratory setting. University policies on sexual harassment are available on the EMU Human Resources website.

Graduate student relationships with faculty

We aim for collegial, mutually respectful relationships between faculty and students in the clinical psychology program. This applies among faculty and among students as well. Maintaining this ambiance requires a high level of professionalism and integrity on the part of everyone.

In collaborative research: (a) faculty and student should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of his/her role; and (b) faculty and student should publicly acknowledge one another's contributions at conferences, in written work etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards.

A dual relationship between a faculty member and student exists when the individuals fill roles beyond what is typical in faculty-student relationships and/or the relationship is exclusionary from other faculty-student relationships (see Ethical Standard 3.05 Multiple Relationships). Examples of dual relationships include, but are not limited to, romantic/sexual involvement, financial partnerships, long-time personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved but potentially affect many persons in the program. Ideally, dual relationships should be avoided. In the event that a dual relationship arises, however, it is important that these relationships become known to others in the program rather than be kept a secret. Psychotherapeutic relations between faculty and student must be avoided altogether.

The Ethical Principles of Psychologists explicitly state that, "Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative" (Ethical Standard 3.08 Exploitative Relationships). Should an intimate or multiple role relationship with a faculty member exist, the guidelines are as follows: a faculty member involved in a dual relationship should not be: (a) instructing or supervising that student, (b) participating in the research or clinical guidance of the student, or (c) participating in the evaluation process of the student. Depending upon the nature of the dual relationship, these guidelines may also be applied even if the dual relationship is terminated.

APPENDIX A

Pre-Doctoral Master's Program of Study

Eastern Michigan University
PROGRAM OF STUDY
Pre-Doctoral Master's in Clinical Psychology - 45 Credits

Student Name _____ E number _____

Areas of Concentration

Assessment (8 hours)	Credits	Semester	Grade	Transfer
PSY 762 Intellectual Assessment+	4			
Restricted Electives (Choose at least 1)				
PSY 770 Personality Evaluation I	4			
PSY 771 Projective Techniques	4			
PSY 619 AND 641 Behavioral Assessment+	4			
Treatment (8 hours)				
PSY 751 AND 731 Psychotherapy+	4			
PSY 625 AND 661 Behavior Change I: Applied Behavior Analysis+	4			
PSY 627 AND 671 Behavior Change II: Behavior Therapy+	4			
PSY 720 AND 791 Psychotherapy with Children and Families	4			
PSY 630 AND 621 Behavioral Medicine	4			
Individual Differences (6 hours)				
PSY 743 Psychopathology+	3			
PSY 640 Developmental Psychology	3			
PSY 646 Personality: Theory and Research	3			
PSY 623 AND 651 Experimental Analysis of Behavior+	4			
Research (10 hours)				
PSY 600 Psychological Statistics I	3			
PSY 601 Psychological Statistics II	3			
PSY 605 Research Design Methods	3			
PSY 690/691/692 Master's Thesis (1 credit minimum)	1 2 3			
Professional Practice (6 hours)				
PSY 670 Scientific and Professional Ethics	3			
PSY 888 Assessment and Treatment of Diverse Clinical Populations	3			
Doctoral Seminars (4 hours)				
PSY 881 Assessment and Diagnosis	2			
PSY 882 Assessment and Treatment	2			
Other Psychology Courses (3 hours)				
Elective				
Elective				

Master's Thesis Title _____ Defense Date _____

Completed 500 hours of supervised clinical practicum: Yes No

Approved for Graduation by Director of Clinical Training _____ Date _____

NOTE: Doctoral student applying for their master's, do not terminate from the doctoral program.

APPENDIX B

Doctoral Program of Study

Eastern Michigan University
PROGRAM OF STUDY
Doctoral Program in Clinical Psychology
90 credit hours

Student Name _____

E number _____

DCT Graduation Approval

Date _____

Assessment (8 hours)	Credits	Semester	Grade	Transfer
PSY 762 Intellectual Assessment+	4			
Restricted Electives (Choose at least 1)				
PSY 770 Personality Evaluation I	4			
PSY 771 Projective Techniques	4			
PSY 619/641 Behavioral Assessment and Prepracticum*+	4			
Treatment (8 hours)				
PSY 751/731 Psychotherapy+	4			
PSY 625/661 Behavior Change I: Applied Behavior Analysis*+	4			
PSY 627/671 Behavior Change II: Behavior Therapy*+	4			
Restricted Electives (Choose 1 if not 2 courses from above)				
PSY 720/791 Psychotherapy with Children and Families	4			
PSY 630/621 Behavioral Medicine	4			
Note: An additional assessment OR treatment course is required (4 hours)				
Individual Differences (9-10 hours)				
PSY 743 Psychopathology+	3			
PSY 640 Developmental Psychology	3			
Restricted Electives (choose 1)				
PSY 646 Personality: Theory and Research	3			
PSY 623/651 Experimental Analysis of Behavior and Prepracticum*+	4			
Cognitive-Affective Bases of Behavior (3 hours)				
PSY 626 Motivation and Emotion	3			
PSY 635 Cognitive Processes	3			
PSY 620 Learning*+	3			
Biological Bases of Behavior (3 hours)				
PSY 629 Physiological Psychology	3			
PSY 610 Clinical Neuropsychology	3			
PSY 632 Sensation and Perception	3			
Social Bases of Behavior (3 hours)				
PSY 637 Social Psychology	3			
Research (16 hours)				
PSY 600 Psychological Statistics I	3			
PSY 601 Psychological Statistics II	3			
PSY 605 Research Design Methods	3			
PSY 690/691/692 Master's Thesis (Minimum 1 credit required)	1 2 3			
PSY 896/897/898/899 Dissertation (Minimum 6 credits required)	1 2 4 8			

Practicum (4 hours)				
PSY 683 Practicum in Clinical Psychology I	2			
PSY 684 Practicum in Clinical Psychology II	2			
Professional Practice/Teaching (15 Hours)				
PSY 807 Methods of Teaching, Clinical Supervision and Training in Psychology	2			
PSY 777 Advanced History and Systems	3			
PSY 670 Scientific and Professional Ethics	3			
PSY 888 Assessment and Treatment of Diverse Clinical Populations	3			
PSY 894 Doctoral Clinical Internship (Minimum 4 credits required)	1			
Doctoral Seminars and Prepractica (6 hours)				
PSY 881 Assessment and Diagnosis	2			
PSY 882 Assessment and Treatment	2			
PSY 885 Models of Service Delivery, Training and Supervision	2			
Healthcare Systems Electives (9 hours)				
PSY 703 Clinical Organization Management	3			
Restricted Electives (choose 2)				
MGMT 505 Organizational Theory and Behavior and Business Communication	3			
MGMT 509 Strategic Human Resource Management	3			
MGMT 570 New Venture Creation	3			
MGMT 602 Theory and Techniques of Organizational Development	3			
MGMT 603 Corporate Entrepreneurship: Innovation and Technology	3			
MGMT 614 Growth Strategies for Entrepreneurial Ventures	3			
MGMT 615 Organizing Design and Strategy	3			
MGMT 618 Staffing Organizations	3			
MGMT 628 Human Resource Development	3			
MGMT 636 Current Topics in Entrepreneurship	3			
MGMT 638 Building Continuous Improvement Teams	3			
MGMT 648 Communication and Organizational Development	3			
HLAD 510 Medical Care Organization	3			
HLAD 511 Health Law	3			
HLAD 512 Reimbursement for Health Care Services	3			
HLAD 520 Healthcare Management Theory	3			
HLAD 523 Medical Practice Management Care	3			
PSY 701 Organizational Systems Theory	3			
PSY 705 Clinical Ecological Psychology	3			
PSY 707 Practicum in Clinical Systems	3			
PSY 801 Program Evaluation in Clinical Psychology	3			
Other Psychology Courses				
Elective				
Elective				
Elective				

+Students MUST obtain a B or higher in these courses

*Denotes courses required for behavioral emphasis

APPENDIX C

Change of Mentor Form

**Clinical Psychology Doctoral Program
Change of Mentor Form**

Student Name: _____ E number: _____

Previous Mentor: _____

New Mentor: _____

Date when switch will occur: _____

List any remaining fellowship responsibilities that need to be completed before or after the switch:

List any lingering projects to be completed including authorship plans:

Any other comments or issues to be addressed:

Signature of Student

Date

Signature of Previous Mentor

Date

Signature of New Mentor

Date

Signature of DCT

Date

APPENDIX D

Student Annual Evaluation Form

Date: _____

Student's name _____ Year in program: _____ Mentor: _____

Ratings of student. Check the appropriate box:

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

(Note to rater: Rate person at the level expected by their training)

I. Baseline Competencies: Skills, attitudes, and knowledge students should possess at the Novice level <u>prior to their practicum training experience.</u>	UJ	NA	B	M	E
A. Personality Characteristics, Intellectual and Personal Skills (assessed by mentor, supervisor, and faculty with whom you have contact)					
1) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.					
2) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
3) Affective skills: affect tolerance, tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.					
4) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.					
5) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.					
6) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others.					
7) Personal skills: personal organization, personal hygiene, appropriate dress.					
8) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills.					

Comments (include initials after comment):

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

II. Competencies: Skills, attitudes, and knowledge students should meet while progressing through the training program.	UJ	NA	B	M	E
A. Knowledge from classroom experience (Courses listed indicate where these competencies may have been attained; consider the number of courses the student has had to determine competency)					
1) Assessment and Clinical Interviewing					
a) Knowledge regarding psychopathology (PSY 743, 884)					
b) Knowledge of scientific, theoretical, empirical, and contextual bases of psychological assessment. (PSY 762, 770, 771, 619/641, 881)					
c) Knowledge of test construction, validity, score reliability, and related assessment psychometrics. (PSY 762, 770, 771, 619/641, 881)					
d) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome. (PSY 762, 770, 771, 619/641, 881, 882)					
e) Training in the models and techniques of clinical interviewing. (PSY 751, 625, 627, 720, 630, 882, 884)					
2) Intervention					
a) Knowledge of scientific, theoretical, empirical, and contextual bases of intervention. (PSY 751, 625, 627, 720, 630, 884)					
b) Training in basic clinical skills, such as empathic listening, framing problems, etc.(PSY 731, 661, 671, 791, 621)					
c) Training in assessment of treatment progress and outcome. (PSY 731, 661, 671, 791, 621, 882, practicum)					
3) Ethical and Legal					
a) Principles of ethical practice and decision making (APA, 2002; PSY 670, 881, 882, all treatment courses).					
b) Legal knowledge related to the practice of psychology [Federal (e.g., HIPAA), State law] (PSY 670, 881, 882, all treatment courses).					

4) Individual and Cultural Difference (ICD)					
a) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology. (PSY 762, all treatment courses, 881, 882, 884, 888)					
b) Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability, etc.). (PSY 881, 882, 884, 888)					
c) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, relationships with colleagues, etc.). (all treatment courses, 881, 882, 884, 888, practica)					

Comments:

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

	UJ	NA	B	M	E
B. Skills in application of research (Consider coursework in PSY 600, 601, and 605, as well as research work)					
1) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to the practice of psychology in the clinical setting, including accessing and applying scientific data bases.					
2) Understanding and application of theoretical and research knowledge related to diagnosis, assessment and intervention, diversity, supervision, ethics, etc.					
3) Knowledge of how to search for relevant literature (databases, library resources, on line journals, etc.)					
4) Ability to write a literature review, including professional writing skills, ability to compare/contrast methodological approaches and research findings, and ability to evaluate research in terms of design, methodological rigor, study implications, etc.					
5) Ability to use literature as guide in hypothesis generation and defining research questions and methodology					
6) Has made satisfactory progress on research projects (i.e., thesis, Qualls, etc, whatever goals are for the year).					
7) Collaborative/cooperative approach to working within laboratory					
8) Preparing for dissemination of research findings in a professional and timely manner.					
9) Ability to create and conduct an effective presentation.					
C. Diversity – Individual and Cultural Differences					
1) Knowledge of self in the context of diversity (one’s own attitudes, stimulus value, and related strengths / limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world). (PSY 881, 882, 888, practica)					
2) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations). (PSY 881, 882, 888, practica)					
3) Ability to work effectively with diverse others in assessment, treatment, and consultation. (practica, general work habits)					

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

D. Metaknowledge/metacompetencies/Professional development – (assessed by mentor, supervisor, and faculty with whom you have contact)	UJ	NA	B	M	E
1) Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills.					
2) The ability to use supervision, consultation, and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors).					
3) Using resources to promote effective practice (e.g., journals, colleagues, resources).					
4) Commitment to life-long learning and quality improvement. Career development and professional identity (aided, for example, by attending professional development seminars, career development courses, practice job talks and interviews, etc.).					
5) Awareness of one’s identity as a psychologist: an aspect and reflection of metaknowledge that is role-specific, knowing what one knows and can do (and should do) as a psychologist.					

Comments:

Mentor signature

Student signature

Date

Date

APPENDIX E

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Program: Model Policy

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs¹

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight,

¹ This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—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.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

APPENDIX F

Qualifying Paper Approval Form

QUALIFYING PAPER APPROVAL FORM

Name of Student _____

Area to cover in Quals: _____

Date Prospectus submitted: _____

Date Prospectus approved _____

Qualifying Paper due date _____

Qualifying Paper feedback
date _____

Prospectus approval:

<u>Members of Quals Committee:</u> (fill in names)	Research Design Methods (Initial approval)	Area:	Area:	Area:
Chair:				

Qualifying Paper approval:

<u>Members of Quals Committee:</u> (fill in names)	Research Design Methods (Initial approval)	Area:	Area:	Area:
Chair:				

APPENDIX G

Score Sheet for Qualifying Papers

SCORE SHEET FOR QUALIFYING PAPERS

STUDENT NAME: _____ **QUALS. CONTENT AREA:** _____

RATER: _____

TOPIC AREA #1 _____

TOPIC AREA #2 _____

TOPIC AREA #3 _____

TOPIC AREA #4 _____

<p>RATING ANCHORS</p> <p>5 Excellent Answer With Regard To Measured Facet</p> <p>4 Very Good Answer With Regard To Measured Facet</p> <p>3 Satisfactory Answer With Regard To Measured Facet</p> <p>2 Not Satisfactory Answer With Regard To Measured Facet</p> <p>1 Poor Answer With Regard To Measured Facet</p>	<p><u>Scoring for Quals.</u></p> <ul style="list-style-type: none"> • A mean score of 9 or higher across raters = pass Quals. area. • A mean score below 9 across raters = fail Quals. area. <p><u>In order to pass an exam</u></p> <ul style="list-style-type: none"> • Students must pass <u>all</u> areas. • Students can fail 1 area (e.g., Assessment) and rewrite the section over again. If the student passes the section on the second try, they pass Quals. <p>If a student fails 2 or more areas, they fail Quals. and must renegotiate their prospectus.</p>
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MEASURED FACET	RATING			
	Area 1	Area 2	Area 3	Area 4
<p>COMPREHENSIVENESS</p> <p><i>Comprehensiveness</i> refers to the thoroughness of the response. <i>Indicators include:</i> consideration of multiple sources of information; inclusion of most recent research findings on topic to date; relevant and important citations; evidence that student identified major points/sources, etc., with few if any glaring omissions.</p>				
<p>PROFESSIONALISM</p> <p><i>Professionalism</i> refers to the overall quality of the essay presentation. <i>Indicators include:</i> excellent <u>organization</u> of response (e.g., strong introductory paragraph outlining points, accurate topic sentences that encompass gist of subsequent paragraph, a clear conclusion supported by essay); excellent <u>writing, grammar, syntax, and term definition/usage</u>; excellent <u>scholarly tone</u> with accurate citation of relevant empirical studies and theoretical concepts; avoidance of responses that are devoid of scholarly reference or are redundant.</p>				
<p>CONCEPTUALIZATION</p> <p><i>Conceptualization</i> refers to the sophistication of the argument and understanding of concepts evidenced in the essay. An essay that is conceptually strong clearly delineates difficult topics, shows an understanding of nuances, and is critical in its approach to concept formation and evaluation. <i>Indicators include:</i> overall essay sophistication; an effort to engage topic material at the highest level; novel and abstract arguments supported by empirical or theoretical rationale; recognition of problems in one's own argument or arguments presented by others.</p>				
TOTAL				

