



Eastern Michigan University

Program Handbook: Masters of Science in Psychology— Clinical Behavioral

Psychology Department

2025-2026 Academic Year
Updated: 8-27-2025

Contents

INTRODUCTION	1
Mission Statement	1
Program Faculty	2
Other Department Personnel	2
Advising	2
Placement of Graduates from EMU's Clinical Behavioral Program	2
Graduate School Handbook	3
PROGRAM REQUIREMENTS	4
Program Overview	4
Required Courses	4
ABAI Verified Course Sequence	5
Other Program Requirements	5
Practica	5
CB Forms for Placements	7
Clinical Science Capstone Project	9
Project Proposal	9
Project Investigation	10
Formal Written Report	11
Project Completion Determination	11
Optional Thesis	11
REGISTRATION	15
Transfer Credits	15
Academic Load	15
Full-Time Course Sequence	16
Recommended Credit Hours for Students	16
Overrides & Wait Lists	17
Auditing Courses	17
Practicing in States other than Michigan	17
STUDENT PERFORMANCE & CONDUCT EVALUATIONS	18
Evaluation of Students	18
Evaluation Process and Outcomes	19

Dismissal & Disciplinary Action	21
Academic Deficiencies Resulting in Disciplinary Action or Dismissal.....	21
Non-Academic Behavior Resulting in Disciplinary Action or Dismissal.....	21
Academic Misconduct (plagiarism, falsifying data)	21
Grade Grievance Policy	22
Appeal Process	22
Graduate School Requirements	23
Time to Degree.....	23
Incompletes.....	23
Withdrawal	23
Stop-Out Policy	23
Academic Probation.....	24
Continuous Enrollment	24
Program Requirements beyond Graduate School Requirements	24
GA/TA OPPORTUNITIES.....	25
STUDENT FELLOWSHIP & SCHOLARSHIP OPPORTUNITIES	25
Additional Student Supports at EMU	26
Student Professional Development	28
The EMU Psychology Department Caregiver Trainee Policy	29
“13 Rules of Success: A message for students” (Hayes)	46
STUDENT COMPETENCIES SELF-EVALUATION FORM	51

INTRODUCTION

This handbook provides current and prospective students with information on the Clinical Behavioral MS program. This handbook covers the program's mission, program requirements, registration procedures, the evaluation of student performance and conduct, requirements of the graduate school, GA/TA opportunities, general advice for obtaining a successful graduate school experience, and a self-evaluation tool for monitoring student progress through the competencies the program aims to foster. Where relevant there are hyperlinks to resources beyond this document such as the EMU Graduate School, the Behavior Analysis Certification Board, the American Psychological Association Ethics Code, and the Michigan Department of Licensing and Regulatory Affairs (LARA) site for licensure in psychology.

Mission Statement

The mission of the Clinical Behavioral (CB) program is to produce scientist-practitioners who use behavioral science to improve the wellbeing of individuals, families, organizations, and communities. The program's aims include preparing students for diverse employment opportunities using cognitive-behavior therapies and applied behavior analysis with diverse populations. All students receive coursework and practicum experiences that meet state requirements for licensure as a Master's Limited Psychologist. Students who elect to obtain the requisite supervision also are eligible for taking the Board Certification in Behavior Analysis (BCBA) exam and can apply for licensure as a behavior analyst in Michigan and many other states subsequent to obtaining BCBA certification.

The program provides trainees with the scientific and philosophical foundations necessary for a rich career and an integrated approach to lifelong learning and professional development grounded in behavior analysis. The concepts and principles of behavior analysis underlie the majority of [evidence-based](#) behavior and [cognitive-behavior therapies](#) used for a wide range of clinical presentations¹. The CB Program ensures students understand the behavioral science behind clinical interventions such as acceptance and commitment therapy, behavioral activation, dialectical behavior therapy, and early intensive behavioral interventions. Program graduates teach, innovate, and problem-solve to help individuals, families, organizations, and communities achieve their goals.

We Apply Behavior Analysis Everywhere!

Program students receive training in evidence-based behavioral and cognitive-behavioral therapies. This includes "third-wave" behavior therapies such as Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT). Training in Applied Behavior Analysis (ABA) occurs early in the training sequence as concepts and principles of behavior analysis, as well as their application represent the conceptual and practical foundations for implementing a wide variety of treatments across populations and settings.

Michigan is one of the few states with a *Masters Limited Psychologist (MLP)* license for appropriately trained master's level psychologists. The EMU Clinical Behavioral program was the first and is currently

¹ As noted in [Keplac et al. \(2013\)](#): These recommendations have been given strong support by the Board of Educational Affairs of the American Psychological Association, and formal endorsement by the Association for Behavioral and Cognitive Therapies (ABCT) Academic Training Committee, ABCT Board of Directors, ABCT Committee on Specializations and Affiliations, Academy of Cognitive Therapy, Academy of Psychological Clinical Science, American Board of Cognitive and Behavioral Psychology, American Board of Professional Psychology, Association for Behavior Analysis International, Association for Contextual Behavioral Science, Association of Psychology Postdoctoral and Internship Centers, Association of Psychology Training Clinics, Behavioral Psychology Specialty Council, Council of University Clinical Psychology Training Programs, Council of Specialties, and the International Society for the Improvement and Teaching of Dialectical Behavior Therapy.

the only program in the country where the program requirements include the course work and practicum support for students to be eligible for both the MLP and BCBA credentials at the Master's level. Furthermore, department faculty have consultant roles at the state and national level regarding the scope of practice for the BCBA credential, allowing the program to stay at the leading edge of practice developments in this area.

Program Faculty

Sydney Batchelder, Ph.D., BCBA-D	487-2240	sbatchel@emich.edu
Adam Briggs, Ph.D., BCBA-D	487-2156	abrigg11@emich.edu
Claudia Drossel, Ph.D., Ph.D., LP	487-0134	cdrossel@emich.edu
James Todd, Ph.D.	487-0376	jtodd@emich.edu
Tom Waltz*, Ph.D., Ph.D., LP	487-4852	twaltz1@emich.edu

Other Department Personnel

Interim Department Head:	Natalie Dove, Ph.D.	ndove@emich.edu
Department Secretary:	Rhonda Napier	
Department Phone:	487-1155	
Department Practicum Coordinator:	Eamonn Arble, Ph.D.	earble2@emich.edu

Advising

The CB coordinator is your faculty advisor initially. You will be assigned another faculty advisor at the program orientation. Your advisor will help you make decisions about coursework, career goals, research opportunities, professional issues, and practicum. As you develop in the program, you may find that you have interests in common with a different member of the CB faculty and may choose to change advisors. You may do so at any time. You should take care to discuss the change with your assigned advisor first, and then the CB Coordinator. This is not intended to be a formal procedure—this communication just helps ensure that you do not fall between the cracks in receiving advising. In addition, you may opt to work on a research project or thesis under the supervision any mentor. You should make regular contact with and consult your advisor about decisions affecting your program of study.

Placement of Graduates from EMU's Clinical Behavioral Program

As clinical psychology increasingly emphasizes analysis of behavior and behavior change, graduates from EMU's master's program in Clinical Behavioral Psychology are highly employable. Students of the CB Program are able to leverage their academic and practical training to tailor their scope of practice competencies to diverse needs in the behavioral healthcare marketplace. This unique skillset and training places our program graduates in high demand. The program has a strong commitment to maintaining its strong foundations in behavioral science while supporting diversity in practical training. This training supports the following types of interventions:

- Evidence-based behavioral and cognitive-behavioral therapies for outpatient and inpatient mental health presentations (e.g., anxiety, depression, trauma, BPD).
- Early intensive behavioral interventions for children with autism or other exceptional needs.
- Behavioral health interventions.
- Applied behavior analysis for a variety of vulnerable populations (e.g., geriatric, traumatic brain injury, serious mental illness)

Graduates of the program have obtained positions in the following settings:

Community Mental Health Agencies

Examples of titles and responsibilities of CB graduates in Community Mental Health settings include: Placement services psychologist, outpatient psychologist, day treatment psychologist, behavioral specialist, development center psychologist, and geriatric psychologist. Typical duties and responsibilities include activities such as; writing behavior treatment plans, developing goals and objectives, membership on a behavior management committee, training staff to carry out behavioral intervention procedures, monitoring progress of clients, parent training, assisting teachers with school-age clients, conducting social skills and assertiveness training groups, providing evidence-based behavioral and cognitive-behavioral therapies, helping persons with mental illness remain in the community, and developing plans to assist persons with developmental disabilities adapt to community living.

Outpatient Clinics

Outpatient clinics typically serve specific populations and provide specialized services. CB graduates currently work full- and part-time carrying out a wide variety of psychological services. Examples of work responsibilities include: providing rehabilitation and community re-entry services to brain injured patients, providing clinical services to obese patients providing evidence-based behavioral and cognitive-behavioral therapies, treating addiction, teaching parents how to set up contracts for poorly behaved children, working in the home with parents of autistic children, and administrative and supervisory activities.

Department of Mental Health (DMH Facilities)

Former CB students now work as psychologists in many state psychiatric hospitals and facilities for the developmentally disabled. Frequently they obtain the grade of a Psychologist VI and earn very competitive salaries.

Private Mental Health Contract Agencies

CB graduates now work at independent agencies that were established by the DMH. They provide an array of psychological services to persons with mental health presentations and mental retardation who live in group homes, semi-independent living situations, and apartment programs.

Doctoral Programs

Graduates have gone on to doctoral programs in applied behavior analysis and clinical psychology, including the doctoral program in clinical psychology in our department.

Graduate School Handbook

The [EMU Graduate School Handbook](#) has many policies beyond those covered in the program handbook. Updates to the Graduate School Handbook are implemented immediately unless otherwise noted in that document.

PROGRAM REQUIREMENTS

Program Overview

The program integrates basic behavioral science knowledge competencies within a clinical (health services) psychology training sequence. The first year focuses on quantitative reasoning, research methods and foundational concepts for conceptualizing behavior. These competencies provide a firm foundation for the clinically focused assessment and intervention courses that occur in the second year of the program. These courses target evidence-based assessment and intervention competencies applicable to a broad range of presenting concerns. The third year involves a community-based practicum, training in supervision, and discipline specific knowledge courses that provide contextual depth to the learning that occurs at practicum.

Required Courses

Area of Concentration

- PSY 585 Disseminating Psychological Science
- PSY 600 Psychological Statistics I
- PSY 605 Research Design
- PSY 613 Clinic Practicum Experience
- PSY 615 Design and Analysis in Small-n Research
- PSY 619 Behavioral Assessment
- PSY 620 Theoretical Foundations of Behavioral Science
- PSY 623 Concepts and Principles of Behavior Analysis
- PSY 625 Clinical Behavior Analysis
- PSY 636 Social, Cognitive, & Affective Processes of Behavior
- PSY 640 Developmental Psychology
- PSY 650 Basic Behavior Analysis
- PSY 670 Scientific and Professional Ethics
- PSY 701 Supervision and Management in Service Settings
- PSY 743 Psychopathology
- PSY 762 Cognitive Assessment

Biological Bases of Behavior (pick one)

- PSY 629 Physiological Psychology
- PSY 633 Cognitive Neuroscience

Evidence-Based Therapy (pick 1)

- PSY 627 Behavioral and Other Evidence-based Psychotherapies
- PSY 720 Evidence-Based Therapies for Children & Adolescents

External Practicum

- PSY 683 Field Practicum with Seminar (I)
- PSY 684 Field Practicum with Seminar (II)

Clinical Science Capstone Project

For a course to count toward the degree, students must receive a grade of B or better.

ABAI Verified Course Sequence

The Association for Behavior Analysis International (ABAI) has verified the CB MS program course sequence as meeting the 5th Edition, 315-hour coursework requirement for students taking the BCBA examination. The course sequence approval number for EMU is [51090](#). Although graduates of the CB MS program will still need to meet additional requirements (e.g., complete supervised field experience) before they can be deemed eligible to take the examination, applicants who provide verification that they have completed this Verified Course Sequence (VCS) will not have to provide coursework documentation.



ABAI is sunsetting the VCS process. Starting in 2032 only individuals graduating from Association for Behavior Analysis International Accreditation Board (ABAI-AB) accredited programs will have the academic background eligibility to qualify to take the BCBA exam. The ABAI-AB has recognized the program's eligibility for applying for recognition (Tier 2a-recognized degree program with experiential learning) as the first step in the program transitioning from the VCS system to program accreditation. ABAI-AB's Tiered Model system is essentially a transparent pathway for programs to transition from the VCS system to full accreditation in a stepwise process. The program is currently completing our self-study application and we anticipate meeting Tier 2a recognition status, and accreditation standards well in advance of the 2032 deadline.

Other Program Requirements

Practica

Student Conduct and Performance Reviews are conducted by the faculty at the end of each semester and cumulatively these reviews are used to determine a student's readiness for a practicum placement. Students apply for and obtain their own external placements; however, a fall practicum orientation and in-person or virtual fair is offered annually to facilitate placements beginning in the following academic year. The practicum coordinator has updated lists of placements in the region that meet training and licensure requirements, and are interested in receiving student applications. We maintain [files](#) for you to examine in your search for a placement. Additional materials are managed by the Psychology Department's Practicum Coordinator. The additional materials contain various kinds of information, some of which have been contributed by previous students who have completed practicum hours in the settings. You should be aware that not all practicum sites are particularly well-prepared to provide you with behavioral supervision. The CB program does not rule out placements in more eclectic settings if it seems appropriate for the individual student's training goals.

You are responsible for securing your practicum placement—placement will not happen without active effort on your part. You should discuss a possible practicum site with the Department Practicum Coordinator during the fall of your second year. There will be a practicum application orientation meeting and a fair where you can meet practicum representatives. It is important for all students to familiarize themselves with the supervisor requirements for all the credentials they are aiming to receive relevant supervised experience. Michigan MLP standards are posted and updated through the [Michigan Board of Psychology](#). BCBA supervision standards are posted and updated through the [Behavior Analysis Certification Board](#). Michigan Behavior Analyst licensure standards are posted and updated through the [Michigan Board of Behavior Analysts](#).

Students will need to develop application materials in accordance with guidelines offered in the orientation meeting. Most sites require an updated curriculum vitae (CV) and cover letter. Letters of recommendation or contact information are also typically required.

Before beginning a placement, students will need to communicate the match to the Practicum Coordinator to set in motion the affiliation agreement process between the university and the site. An affiliation agreement must be in place prior to a student starting a practicum experience or the university will not assume any liability for the training experience. Students then complete a Practicum Contract with their site supervisor(s) and submit it to their practicum course instructor within a week of beginning their training. Practicum site supervisors will complete a competency evaluation survey sent by the practicum instructor (one at 250 hours and one at 500 total hours and each 250 hours thereafter if applicable). These evaluations are provided to the supervisors each semester. These evaluations must be based in part on direct observation of the student.

You must enroll in our two field practicum courses (PSY 683/684) while you are completing the official practicum requirements for the degree in the second year of the program. With permission from the Department Practicum Coordinator you may complete a total of 40 practicum hours prior to the fall term in which you enroll in PSY 683. If you are pursuing the BCBA please read the detailed description for BCBA supervised experiences on page 7. Students seeking a BCBA practicum placement need to ensure they also secure supervision from a licensed psychologist (LP) while enrolled in PSY 683 & 684 so their practicum hours can also be eligible for the MLP credential in Michigan. Since the program is three years long, interested students may obtain BCBA experience hours their first two years of the program, and then complete an MLP-only focused practicum in the third year.

Students attending the program part-time should meet with the program coordinator to time their taking PSY 683 and PSY 684 during their final year in the program.

APPLYING FOR A PLACEMENT

Once you have identified a placement of interest, contact the appropriate practicum supervisor, usually with a vita and cover letter. The Practicum Coordinator will be able to guide you regarding what is required by each site. Sites vary in terms of requirements (e.g., letters of recommendation, transcripts, documentation of affiliation agreement with EMU, and how much they know about the CB program).

Your cover letter to the practicum site contact person should address your training and interests and how they match what the practicum site has to offer. Your vita should detail all basic personal information, your educational history, and degree programs. It should also include all behavioral health care-related experience, volunteer work, behavioral and clinical graduate courses completed or enrolled in currently, prepracticum courses, professional activity such as posters and presentations, and extracurricular activity such as for service organizations. List any awards and honors. Finally, list professional references; CB faculty are most recommended here.

If invited for an interview, preview the site's activities and know your vita. Follow your interview with a post-interview letter of thanks. If you receive offers from more than one site, notify those whom you are not accepting as soon as possible.

Program Policy Statement Regarding Working with Diverse Individuals

In our program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' behaviors, attitudes,

beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. Ultimately, to complete our program successfully trainees must be able to work with any client placed in their care (under supervision) in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public without exception. Consequently, students do not have the option to avoid working with particular populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values. Failure to effectively engage with one's professional development needs in this area is grounds for dismissal (see Student Performance & Conduct evaluation section).

CB Forms for Placements

To monitor placements and protect students, the CB program has specific forms you must complete in conjunction with your practicum.

1. Clinical Practicum Contract. The same instructor is responsible for having on file for you a completed contract.
2. Practicum Evaluation Forms. The same instructor is responsible for collecting completed progress report forms at the end of each 250 completed hours (up to and including 500 hours).

RELATED ISSUES

Minimum hours per week for 500-hour practicum. Students need to work 16-20 hours per week at their site toward the accumulation of the 500 practicum hours to be eligible for the temporary MLP license (MLP-T) after graduation.

Supervision of Practicum Hours. For each 20 hours of clinical work you complete, your site supervisor is required to provide you with two hours of supervision. They could include additional supervisees and may be in forms other than face to face individual supervision. Your supervisor must be a fully licensed doctoral level psychologist in the state of Michigan, or an approved experienced MS level person at a CMH [[Michigan Psychology Licensing Rules](#)]. You may choose to also pursue certification as a Behavior Analyst. You will need to choose a site with BCBA supervision as well as a fully licensed psychologist if you aim to obtain both the BCBA credential and the MLP. Some supervisees with practica at sites providing BCBA only supervision will need to make arrangements to contract for MLP supervision if the site is not able to do so on behalf of its practicum students.

Application for Michigan licensing. For application materials, visit the Michigan.gov [web site](#). You may also phone the Michigan licensing board at (517) 335-0918.

Certification of Psychology Education Form. To apply for licensure after graduation, you will need to submit a Certification of Psychology Education form. You will fill out I top section with your name and identifying information. You then email the form to the CB Coordinator to process with the Registrar's office which will send the completed form to the Board. You should also request a copy of your final transcripts to be sent at the same time following the email request instructions posted on the Office and Records and Registration [website](#).

Board Certification in Behavior Analysis. The BCBA certification application is completed online through the applicant's [BACB Account](#). After completing the online application, additional required documents must be submitted to the BACB in one complete packet. These supplemental documents include evidence that the applicant has completed (a) a MS degree, (b) ABAI VCS coursework, and (c)

supervised field experience. Because EMU's CB MS program is an [ABAI VCS](#), the applicant will simply need to submit their official transcripts to confirm their degree and coursework. [Final Experience Verification Form\(s\)](#) that follow the [acceptable signatures policy](#) will need to be submitted as well. Transcripts and Final Experience Verification Form(s) can either be submitted electronically (transcripts must be sent directly from institution) to application@bacb.com or via mail (transcripts must be an unopened envelope that is clearly from that institution) to **BACB – Applications, 7950 Shaffer Pkwy, Littleton, CO 80127 USA**. Applicants may pay the application fee online or choose to mail a check with their supplemental documents.

Complete applications received by the [application deadline](#) will be reviewed and responded to in advance of the following month's [testing window](#). Once an application is approved, the BACB will send an authorization to the test delivery company, [Pearson VUE](#), allowing the applicant to schedule an appointment and pay to take the examination at a Pearson Vue testing center. When studying for the exam, it is important to understand the [BCBA examination content and structure](#).

Please check the BACB [web site](#) for the most current information on the BCBA credential application and examination process.

BCBA SUPERVISED FIELDWORK HOURS

The Behavior Analysis Certification Board (BACB) is the national organization that regulates the requirements for the BCBA credential. The supervised fieldwork practices and standards differ in their timing from that used for the practicum timing leading to the limited license in psychology available in the state of Michigan. Specifically, trainees complete a year of course work before starting the supervised practicum that is a formal part of the Clinical Behavioral Psychology program. This formal practicum experience (with associated course enrollment) is the only time practicum/fieldwork experiences fall under EMU's student practice insurance umbrella.

The BACB, however, allows trainees to begin collecting supervised fieldwork hours the first day of the semester a student enters a graduate program. If a student is interested in accumulating BCBA supervised field work hours at the beginning of the program, they will need to independently seek out an employer who is willing to provide supervision and has completed the required supervision training modules from the BACB. In most cases, students entering the program seeking BCBA field supervision hours are already employed in service settings implementing behavioral interventions under the supervision of a BCBA. The program does not know a student well enough on the first day of classes to serve as a reference for a placement. The EMU Clinical Behavioral Psychology program does not facilitate placing incoming students into supervised fieldwork settings until the second year of the program. In general, collecting hours in the first year is not recommended. When students start supervised fieldwork in their first year the placement will not have a contract with EMU that holds them to supervision standards expected by the program. The BACB does have supervision standards and ethical requirements for supervision practices that should be followed, but EMU does not monitor compliance with those standards until a student is participating in the formal practicum process in the program. Fieldwork experiences should have increasing levels of responsibility that go above and beyond the direct provision of services as a technician. Students obtaining supervised fieldwork hours prior to starting the official practicum course sequence in the second year should have open discussions with their BCBA supervisor regarding how those hours are preparing them for increased levels of responsibility. Students interested in obtaining BCBA fieldwork experience are recommended to meet with faculty for advising regarding their professional development plans.

Clinical Science Capstone Project

Students must complete either a Clinical Science Capstone Project or a Thesis (see next section). International students should be familiar with thesis expectations of their home country given that this can impact the recognition of your degree in that setting. The project can be in any focus area of behavior analysis: applied, basic, or conceptual/philosophical.

The Clinical Science Capstone Project has three major components: a proposal, an investigation, and a formal written report. Most projects will be completed while on practicum and students should discuss ideas with their practicum supervisor during the first month of practicum.

Project Proposal

To develop a project proposal the student needs to identify two committee members for the project. The committee members will be, at minimum, the CB Program coordinator or a designated core program faculty member and one additional qualified supervisor for the work. In most cases involving an applied project, the additional qualified supervisor will be an individual at the student's practicum placement where the project takes place.

The proposal begins with a review of the relevant literature for the topic and a description of the methodology being used to address the problem being analyzed. Any topic that intersects with behavior analysis (e.g., basic, applied, philosophical/conceptual) may be considered, provided it is approved by the committee members.

Examples of types of projects include:

Experimental: These studies are designed to characterize the effect of the direct manipulation of at least one independent variable on at least one measured dependent variable. Examples may include experimental work with one participant (see study designs covered in PSY 615), direct replications, extensions, and new areas of study. With the right measurement procedures, studies looking at staff training and program/treatment implementation can fall under this category. For example, investigations involving the tailoring of programs/treatment to meet individual client's needs should involve additional measurement that goes beyond standardized program/treatment implementation.

Correlational: These projects usually do not demonstrate experimental control, yet still have the potential to produce meaningful data. Case studies serve as one common exemplar of a correlational study. A case study for a Capstone Project will involve some additional dimension of measurement or analysis that extends beyond what routinely occurs in the practicum setting. Survey research will fall short of expectations for this project unless it includes some manipulation of an independent variable or systematically looks at the contextual variables that impact participant responding (e.g., the discounting of outcomes, demand for an outcome or service, determinants of clinician, client, or other stakeholder choice related behaviors).

Systematic Literature Reviews: These must be substantial and systematic in addressing a problem to potentially yield new insights. Initiating a novel systematic literature review is a substantial undertaking and students considering this option need to work early with their committee members to identify whether a feasible scope for such a project can be achieved. Direct replications of systematic literature reviews are not permitted, though extensions of existing reviews could be. Examples of extensions include (a) updating a recent literature review with the past 3 years (or more) of newly published data and (b) using the studies identified in an existing review but providing a more detailed analysis of some topic within the review that was only covered at a more abstract level.

Philosophical/Conceptual Reviews: This type of project aims to concretely examine the corpus of theory that has accumulated about an issue, concept, theory, or phenomena. The theoretical literature review helps establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Often these reviews are used to help establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

Project Investigation

Students utilizing human or animal subjects must first determine whether their project meets the [federal definition of research](#). The following questions have been developed with EMU's Office of Research Compliance to guide you through the process²:

1. Is your project a systematic investigation? That is, do you have a research plan?
2. Is your project designed to develop or contribute to generalizable knowledge? Are you going to extend the interpretation of your results beyond the sample studied?
3. If you are a student and your project is for a class assignment or program requirement, do you plan to publish or present your results outside of the classroom or the practicum site where the project was conducted?

If you answered "no" to questions 1 **or** 2 above, your study does not meet the federal definition of research, and you do not need to submit a UHSRC application.

If you answered "yes" to questions 1 **and** 2 and "yes" or "not applicable" to question 3, then your project meets the federal definition of research. Please see Steps 2-4 of the [EMU Human Subjects Review Committee Process](#). Also contact your Program Coordinator (Dr. Waltz) for assistance in determining the type of review application you should complete for your project (i.e., [exempt](#), [expedited](#), [full-board](#)).

Note about question 3

Even if your project meets the federal definition of research (it's a systematic investigation and generalizable), you still do not need to seek IRB approval if it's for a class project or program requirement in which you do not intend to publish or present results. The evaluation of your capstone project document by your committee members does not qualify as publishing or presenting your results. Please read the excerpt below from our [UHSRC policy](#):

E. Course-Related Activities

Course-related activities that use human subjects do not require UHSRC review if the purpose of the activity is purely pedagogical and the results are intended solely for use within the classroom setting. If the results will be presented outside of the classroom (e.g., Undergraduate Symposium, Graduate Research Conference, professional conferences, journal articles, etc.), then UHSRC approval must be obtained prior to presentation.

² 1/24/2025 version of research compliance guidance; developed by [Dr. Thomas J. Waltz](#), EMU Department of Psychology and [Janet Lappala](#), Research Analyst, EMU Office of Research Compliance

When a project meets the definition of research, students must complete the relevant EMU Office of Research Development and Administration ([ORDA](#)) training and follow relevant IRB or IACUC procedures. While many projects meeting the definition for research are expected to fall under “exempt” status with the IRB, it is important to note that this status is determined by ORDA and not the student.

Students are expected to adhere to the methods and procedures that were approved in the project proposal. Students must bring adjustments to the methods and procedures to their committee for approval before making changes.

Formal Written Report

The formal written report for the project is expected to be a minimum of 10 pages and be formatted consistent with APA Style and APA Journal Article Reporting Standards ([JARS](#)) or similar reporting format for the type of project undertaken. The written report and any appendices are the only materials the committee uses to determine the successful completion of the project.

Project Completion Determination

The project is due by the third Friday of March in your final year of the program. The project is considered complete when the committee approves the final written report. The program’s Student Performance and Conduct Evaluation process will incorporate data from the student’s performance on this project.

Optional Thesis

Doing a thesis is optional for Clinical Behavioral students and has advantages and disadvantages. Advantages include the amount of learning that occurs with such a project and the excellent preparation the thesis affords for doctoral study. In addition, having completed a thesis is a concrete demonstration of your commitment to your field to prospective employers and doctoral programs. It is expected that the thesis will be a joint effort developed by the student, the Chair of the student’s thesis committee and the members of the thesis committee. A common disadvantage is that experimentation takes considerable time and effort. Students who do not start the thesis process early are at risk for needing additional time to complete their degree. Many students elect to get involved with research at EMU independent from (and sometimes in addition to) completing a formal thesis. This is especially true for students interested in applying to doctoral training programs. The optional thesis does require registering for thesis credits. These credits count as electives in your program of study and may result in your total credits to degree being greater than the minimum required for graduation.

Listed below are the procedures which should expedite the successful completion of the thesis.

Generating Thesis Ideas

1. Meet with various faculty who specialize in areas in which you might like to work and ask if it might be possible for you to do research with these faculty. You may find it useful to start attending lab meetings with potential faculty sponsors in the summer before you start classes. It is perfectly acceptable to attend lab meetings before classes start in the fall. Some labs meet less frequently over the summer, nevertheless, attending lab meetings can be very valuable in helping you start thinking through possible topic ideas.

2. Methods of generating thesis questions include keeping a journal of potential ideas as you read journal articles, discussing and critiquing various studies, making observations of behavior problems and brainstorming about methods that might be applied. It may be possible to contract with a faculty member to receive independent study credit for development of the thesis up through the proposal stage.
3. Discuss research ideas with faculty until it becomes clear to you that you will or will not be able to agree on a thesis question.
4. If you agree on a thesis question, ask the faculty member if he/she will serve as your thesis advisor, and ask for suggestions as to who might serve on your thesis committee.

Writing the Proposal

5. With your advisor's assistance, write up a draft of your thesis proposal which includes an introduction, method section (subject, apparatus, procedure, research design, measurement, and data recording techniques), references, and appendices (including data recording sheets, rapid assessment instruments, draft of informed consent, and Human Subjects Review Application).
6. Submit each draft of your proposal to the thesis advisor for comments and revision. Typically students go through several revisions based on ongoing input from the thesis advisor before a draft is considered acceptable by the thesis advisor. It is sole judgment of the thesis advisor to determine whether a proposal is adequate, ethical and feasible.
7. All thesis proposals must include an appendix that specifies summer semester thesis workload expectations for the student. Thesis projects can have different needs. Some can be suspended for the duration of the summer while others, due to either the nature of the study or the role of the study in an overall research program, require continuous progress over the summer. If the project does not require summer progress, then the appendix will simply state:

"This project does not require that the student make continuous progress over the summer and there is no requirement for continuous enrollment in thesis credits summer semesters. In the absence of continuous enrollment, the student is reminded that the EMU graduate school will only accept graduate credits that have been completed within six years of the date of graduation. Courses older than this will need to be repeated."

If the project does require summer progress, then this appendix shall state:

"This project requires that the student make continuous progress over the summer semester(s) and requires continuous enrollment via additional thesis credits over the summer(s).

[Add text describing summer workload expectations and thesis credit enrollment required (1, 2, or 3 credits) as appropriate for the project]

Failure to enroll in thesis credits will result in the project being turned over to the mentor and the thesis being terminated. Thesis credits enrolled in to date will be converted to Independent Study credits and grades will be assigned consistent with the quantity and quality of the work completed as evaluated by the thesis mentor."

Again, this appendix regarding the statement of summer workload is required even if the mentor and student anticipate that the project will be complete/defended prior to the summer semester.

8. Early in the process, discuss with your thesis advisor the faculty you would like to serve on your committee. At least two of the three committee members need to have clinical credentials (e.g., LP, BCBA). Three members must be faculty in the EMU Psychology Department. You can add a fourth member from outside the department or university if inclusion of this person makes sense for your project.
9. Once your advisor agrees that you have a good working draft, confirm with him/her two other persons to serve on your thesis committee. Ask these potential committee members whether or not they will serve, which is up to their discretion. The committee approval [form](#) must be completed and signed by the program coordinator and department chair prior to the proposal defense.

The Proposal Meeting

10. Once the proposal is ready for distribution, schedule a meeting for approximately two weeks later in which you and your committee (advisor and two other members) can discuss your proposal. The proposal meeting consists of an introduction by your advisor, a 30-minute presentation of your proposal (with visuals), and 45 minutes for questions, discussion and suggestions for improvement of the proposal. Two outcomes of the proposal meeting are possible.
 - a. The proposal is deemed satisfactory and the candidate may proceed.
 - b. The proposal is not satisfactory. If the proposal is not satisfactory (i.e., needs to be revised) then the committee provides a detailed description of these deficiencies and the actions needed to address these deficiencies. In some cases, the deficiencies may be small or easily addressed via text revisions to the proposal and will not require another oral proposal defense. In other cases, the revisions will be substantial enough for the committee to request another full review of an updated proposal document and an oral defense. Another oral defense is required if at least one member of the committee requests this.

(Note: It is up to the thesis committee to give the final determination as to whether a proposal is adequate, ethical and feasible). All revisions required by the committee must be completed to the committee's satisfaction prior to members signing the proposal approval. The signed form is then forwarded to the Master's Program Coordinator or Department Head for a signature before the department forwards the approval to the graduate school.

Human Subjects Review

11. Your advisor will assist you in submitting the thesis proposal and application which you have prepared together and submitted through the Institutional Review Board website.

Running Your Study

12. You may only begin the process of data collection and data analysis after approval of your thesis proposal by your thesis committee and the IRB.

Academic Credit for Thesis

You may only register for PSY 690, 691, or 692 (Thesis courses of 1, 2, and 3 credits, respectively) after you have obtained approval of your thesis proposal by your thesis committee. In some cases, it may be advisable to continue to register for independent study credit until it is certain that the thesis will be finished. If the thesis is not completed, any thesis credits will remain as incomplete. To document the thesis on your transcript you must register for a minimum of 1 thesis credit, with the option to register for up to 6 credits to count toward electives toward the degree.

The Oral Defense

13. You will receive credit for PSY 690/691/692 once you have developed a manuscript considered acceptable by your thesis committee, and have orally defended your thesis successfully (i.e., both the Thesis Oral Defense Approval and Thesis Document Approval [forms](#) have been signed by the committee). Oral examinations of theses are open to all faculty and students and are recommended for those students who are planning to do a thesis themselves. However, only the thesis committee determines the adequacy of the defense. Notice of the upcoming oral thesis defense must be posted in the department two weeks in advance (notify the department senior secretary) and copies of the completed thesis should be made available to interested parties prior to the defense. An oral defense is a formal presentation lasting about 30 minutes, complete with visual aids, which should consist of:
 - Review of key articles from the literature
 - Purpose of the study
 - Overview of methods

- Key results
- Discussion of results including strengths and limitations

in addition to a question and answer period and time for the committee to deliberate on the quality of the materials. The question and answer period may vary substantially from project to project but may range from 15 to 60+ minutes. Thesis defense meetings are scheduled for two hours to allow for adequate time for the defense process.

14. Approval of your thesis is indicated by the committee member's signatures on the Oral Defense of the Master's Thesis Approval Form. Two outcomes are possible on this form
 - a. The defense is deemed satisfactory and the candidate may take the steps necessary to secure final approval of the thesis document.
 - b. The defense is not satisfactory. If the defense is not satisfactory then the committee provides a detailed description of these deficiencies and the actions needed to address these deficiencies. In some cases, the deficiencies may be small or easily addressed via text revisions to the proposal and will not require another oral defense. In other cases, the revisions will be substantial enough for the committee to request another full review of the document and an oral defense. Another oral defense is required if at least one member of the committee requests this.

All revisions required by the committee must be completed to the committee's satisfaction prior to members signing the Oral Defense of the Master's Thesis Approval Form. The signed form is then forwarded to the Master's Program Coordinator or Department Head for a signature before the department forwards the approval to the graduate school. The thesis chair will take detailed notes regarding any changes required by the committee before the thesis document will be approved by the committee.

Thesis Document Approval

15. The thesis completion process IS NOT COMPLETE until the Master's Thesis Document Approval [Form](#) has been signed by the committee, the program coordinator, the department head, and the graduate school. Members of the thesis committee do not sign the Master's Thesis Document Approval Form until the document has been revised to the satisfaction of the committee. The signed form is then forwarded to the Master's Program Coordinator and Department Head for a signature before the department forwards the approval to the graduate school. Students need to be aware that the graduate school will not sign off on the document until the document meets all of the [requirements](#) of the graduate school which includes formatting and other details that can be quite time consuming. Review these requirements early in the thesis writing process so you will not need to revise the document at the very end of the process. Failure to complete these requirements can delay your graduation date.

Miscellaneous

16. In the event that there is a major change in the thesis or it is abandoned altogether, the student must inform the Clinical Behavioral Program Coordinator and the Graduate School so that specific thesis project can be documented as closed. A new thesis proposal will be required if the student still wishes to do a thesis. This documentation is also needed to address any "in progress" Thesis credits that may be outstanding that may negatively impact a graduation audit.

REGISTRATION

Graduate students must register online for main campus and off-campus courses using their my.emich.edu accounts. Registration will be blocked if students have past due accounts with the University. Instructions for registration are provided at:

<http://www.emich.edu/registrar/registration/index.php>

Tuition is assessed for all credit hours for which a student is registered. Tuition rates per credit hour are subject to review at each June Board of Regents meeting and may increase. The most current information regarding tuition and fees can be found online at:

<https://www.emich.edu/sbs/basics/calculator.php>

Transfer Credits

Graduate credit may be accepted from other accredited institutions to be used on a graduate degree program at EMU. Acceptable transfer credit(s) will be determined by the department, subject to the approval of the department head/school director and the Office of Records and Registration.

Transfer credit must meet the following requirements:

- The course content must be applicable to the CB Program
- Receive a grade of B or higher (grades of “pass,” “satisfactory,” or “credit” cannot be transferred unless noted on the transcript key as equivalent to a B or better grade)
- The credit cannot be out-of-date per the degree time limitation (all credits must be earned within six years of a student’s graduation date)
- The course must be approved by the CB Program Coordinator and approved by Office of Records and Registration
- Course credit must be documented as graduate credit on an official graduate transcript from an accredited institution
- The student must be in good standing at their previous university for transfer credits to be considered
- Follow EMU Graduate School *Time to Degree* policies (see section below) for any courses that will be at risk for being greater than 6-years old by the time of graduation

The required request forms can be found at: http://www.emich.edu/graduate/policies/trans_credit.php

EMU also participates in the [Michigan Intercollegiate Graduate Studies \(MIGS\) Program](#). Courses a student receives approval for while participating in the MIGS program will transfer as elective credits unless pre-approved by the CB Program faculty as a counting for a required course.

Academic Load

The overwhelming majority of students in the program attend full-time and graduate within 3 years. The program is designed for students to progress through the program as part of a cohort of students that start and finish at the same time. Students who take less than the recommended full-time course sequence provided below will need to take an additional year (or more) to graduate. Most of the

program courses are offered once a year and some courses have pre-requisites. You can review those prerequisites by looking up the courses in the current version of the [Graduate Catalog](#)³.

Full-Time Course Sequence

Year	Course	Credits
Fall Year 1	<i>PSY 600 Psychological Statistics I</i>	3
	<i>PSY 623 Concepts and Principles of Behavior</i>	3
	<i>PSY 650 Basic Behavior Analysis</i>	3
Winter Year 1	<i>PSY 585 Disseminating Psychological Science</i>	1
	<i>PSY 605 Research Design</i>	3
	<i>PSY 620 Theoretical Foundations of Behavioral Science</i>	3
	<i>PSY 670 Scientific and Professional Ethics</i>	3
Summer 1	<i>PSY 615 Design & Analysis in Small-n Research</i>	3
Fall 2nd Year	<i>PSY 619 Behavioral Assessment</i>	3
	<i>PSY 625 Clinical Behavior Analysis</i>	3
	<i>PSY 743 Psychopathology</i>	
Winter 2nd Year	<i>PSY 613 Clinic Practicum Experience</i>	3
	<i>PSY 627 Behavioral & Other EBTs</i>	3
	<i>PSY 762 Cognitive Assessment</i>	4
Summer 2	<i>Elective</i>	3
Fall 3rd Year	<i>PSY 636 Social, Cognitive, & Affective Processes of Behavior</i>	3
	<i>PSY 683 Field Practicum with Seminar (I)</i>	2†
	<i>PSY 701 Supervision & Management in Service Settings</i>	3
Winter 3rd Year	<i>PSY 633 Cognitive Neuroscience (or PSY 629 Physiological Psychology)</i>	3
	<i>PSY 640 Developmental Psychology</i>	3
	<i>PSY 684 Field Practicum with Seminar (II)</i>	2†

† Clinical Science Capstone Project: typically involving data collected at one's practicum site. Your written report must be signed by your committee before you are cleared for graduation.

Recommended Credit Hours for Students

As a rough guide, you can estimate that reading and preparation for each core course requires at least 9 hours per week (3-4 hours per credit hour). Guidelines for the number of courses you should take, given the number of hours you work, are provided below. These hours assume a maximum commitment to work and school of 70 hours per week. If you have a long commute, consider adding that time to your projected work hours when determining what level of workload is reasonable for you.

Hours working per week	Credit hours
20 hours or less	11-12
20-30 hours	8-10
30-40 hours	6-8
40+ hours	4-5

³ Note, as of 8/27/2025 EMU has not updated the Graduate Catalog to accurately reflect program requirements starting in the 2025-2026 academic year. Until that update is complete, use this handbook as the authoritative guide for your degree.

Overrides & Wait Lists

Students are encouraged to register at the opening of registration to secure their best schedule. All classes are capped to ensure small class size and best learning. Overrides are not routinely given and in some cases are not practical given the classroom space used. Students are encouraged to select the “waitlist” option for desired courses while still registering for an alternative section when their first choice is not available. The program coordinator will work with you to direct you to the schedule of the sequence of courses you will need to meet program requirements.

Auditing Courses

Required courses for the program cannot be audited. Electives may be audited provided the student submits a Request to Audit a Course [form](#) by the university deadline. An audited course does not count toward your degree.

Practicing in States other than Michigan

The MS in Clinical Behavioral Psychology program is designed to help students meet licensure requirements for master’s level practice of psychology in Michigan. Students obtaining the relevant experience hours can also be eligible for the BCBA credential. If you know you would like to practice in another state someday, it is in your interest to review the licensure requirements for master’s level practice in those states. While the BCBA credential is the foundation for becoming a licensed behavior analyst in most states, there is no similar basis for master’s level practice in psychology. There is no central website that provides up-to-date information on this across the United States. The program maintains a [spreadsheet](#) with links to each state’s psychology board to facilitate your research on whether specific states support master’s level practice and what the requirements are. The spreadsheet indicates the last time each state’s regulations were checked by the program. States post updates to their sites whenever updates occur. Thus, it is in your interest to visit the sites directly.

If you are having difficulty interpreting a state’s licensing criteria, schedule an appointment with the program coordinator.

STUDENT PERFORMANCE & CONDUCT EVALUATIONS

Evaluation of Students

Students will be evaluated at a minimum at the conclusion of each semester (Fall, Winter) by all faculty having regular contact with the student (e.g., courses, research, or other settings) using the following domains and ratings.

	No Concerns	Concerns	Significant Concerns	Not Observed
Written Expression				
Oral Expression				
Factual & Conceptual Knowledge				
Procedural Knowledge & Self-Evaluation Ability				
Critical/Abstract Thinking Skills & Reasoning,				
Professionalism, Interpersonal Skills, & Ethics				
Individual and Cultural Diversity				

Written Expression: This domain reflects the quality of a student's writing in all professional areas. This includes but is not limited to course assignments (e.g., term papers, essays, discussion posts), treatment documentation (e.g., assessment reports, progress notes, intake reports), and other correspondence (e.g., email, letters).

Oral Expression: This domain reflects the quality of a student's oral communication in all professional areas. This includes but is not limited to communication in the classroom (large or small groups), practicum experiences (e.g., communication with clients, supervisors, or other professionals), and in advising meetings with program faculty.

Factual & Conceptual Knowledge: This domain reflects the quality of a student's relationship with facts and the conceptualization of human behavior targeted in the program's curriculum. The factual and conceptual knowledge covered in one element of the curriculum (e.g., a class) are expected to be carried forward to other elements (i.e., other classes and practicum).

Procedural Knowledge & Self-Evaluation Ability: this domain reflect the quality of a student's abilities to comprehend and follow policies and procedures (e.g., program handbook, graduate school policies, Michigan Licensing and Regulatory Affairs, follow clinical placement policies and procedures) as well as the student's ability to self-evaluate their own levels of knowledge and skills.

Critical/Abstract Thinking Skills & Reasoning: this domain reflects the quality of a student's abilities to engage in abstract reasoning and critical thinking both in and beyond the classroom.

Professionalism, Interpersonal Skills, and Ethics: this domain reflects the quality of a student's abilities to behave professionally in terms of both ethical conduct and the interpersonal impact they have while fulfilling their roles across multiple settings (e.g., classroom, points of care, social settings relevant to their professional role or training) and persons (e.g., peers, instructors, supervisors, interprofessional collaborators). This includes upholding professional values related to issues of equity, diversity, and inclusion in applied and research settings and the program policy regarding working with diverse individuals.

Individual and Cultural Diversity: this domain reflects the student's development with respect to diversity and competence in addressing diversity in all professional activities including research, training, supervision/consultation, and service. This includes demonstrating cultural humility, knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal identities, background and characteristics. Additional indicators for this profession wide competency include:

- ongoing engagement through critical self-reflection of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
- knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service;
- the ability to integrate awareness and knowledge of individual, historical, and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose identities, group membership, demographic characteristics, and/or worldviews are different from their own.
- the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
- knowledge of factors that may impact equity and inclusion such as oppression, privilege, institutional prejudice, and intersectionality;
- knowledge of the role of social justice, including racial justice, in increasing equitable access to behavioral health care;
- the ability to function as an advocate to address social inequities and injustices impacting one's patient population;
- communicate in culturally responsive ways that respect the diversity of perspectives and communication styles of others (e.g., marginalized, privileged, individualist, collectivistic, generational)

Evaluation Process and Outcomes

Faculty raters will also have the opportunity to provide qualitative comments for each of the evaluated domains. If across all evaluators a particular domain has not been observed for a specific evaluation period, a student will be notified that this domain should be treated as involving some "concerns" as the faculty have not had the opportunity to observe the student in relation to this domain and these domains should be observable in one or more settings each semester. Evaluation forms completed by supervisors at practicum placements also serve as datapoints contributing to this evaluation process. Similarly, Clinical Science Capstone Project committee members' (or optional thesis committee members') observations will also serve as datapoints contributing to this evaluation process.

Students are notified of their evaluation within 1 week of the program meeting in which the evaluation is discussed (program faculty meetings are the first Thursdays of the month during the regular academic year). Program faculty may meet ad hoc, and virtually, to address emergent student evaluation needs. In all cases, a quorum of four faculty is sufficient for the evaluation summary to move forward. Students receive their evaluations in writing and copies of the student evaluation letters are retained by the

program to document the quality of student progress and to track whether there are persistent concerns.

The outcome of each evaluation will be one of the following:

- Satisfactory progress
- Generally satisfactory progress with some concerns noted that will not require a remediation plan or dismissal if the student adequately addresses these concerns.
- Less than satisfactory progress: this outcome may be accompanied by a remediation plan or dismissal. Students with less than satisfactory progress will not be supported in applying for practicum or for enrolling in the PSY 683/684 practicum seminars. Students will not be eligible for graduation until generally satisfactory progress or higher is demonstrated at the end of the training program.

In the final graduating semester, all sources of information (e.g., course activities, practicum evaluations, Clinical Science Capstone Project, all Student Performance and Conduct Evaluations, and professional activities in research labs and conferences/workshops) will be reviewed to provide a summative evaluation of whether a student's competencies meet the expectations for beginning Michigan's 2000 hours of supervised practice as a Masters Limited Psychologist-Temporary (MLP-T) credentialed provider. This final evaluation and its outcomes are as follows:

Evaluation	Outcome
Meets expectations to begin post-degree supervised hours as an MLP-T	The student meets expectations for graduation.
Remediable concerns identified	The student is placed on a remediation plan and their competency status is reevaluated at the conclusion of the plan.
Non-remediable concerns identified	Here the student demonstrates less than satisfactory progress in their overall Student Performance and Conduct Evaluation review and the relevant concerns are not considered remediable, given the training committee's collective judgment, due to the student's failure to benefit from the learning opportunities afforded in the classroom, practicum, and other relevant settings. The student is dismissed from the program for failing to meet essential competency standards for post-degree work as an MLP-T.

Note: Students can have a passing grade/GPA and still be dismissed from the program on the basis of this evaluation process. Courses have educational objectives that are separate from this evaluation process yet they serve as the basis for observing student performance and determining whether student performance in these evaluation domains meet program expectations. For example, a student may earn a grade of A in PSY 623 which focuses on concepts and principles of behavior yet fail to satisfactorily apply or extend that knowledge to PSY 625 or PSY 627 (i.e., clinical application courses), and thus receive an evaluation indicating either *concerns* or *significant concerns* in their Factual & Conceptual Knowledge. Similarly, a student may obtain the minimum number of "meets expectations" ratings during practicum to obtain a passing grade in PSY 683 or PSY 684 but be required to obtain additional supervised practicum experience to address key competencies that fell below expectations for beginning post-degree supervised practice in Michigan.

Dismissal & Disciplinary Action

Academic Deficiencies Resulting in Disciplinary Action or Dismissal

A grade of “B” or better is required for any courses to count toward graduation for the program. Thus, a B- or below demonstrates performance below the proficiency expectations of the program. A student will not be allowed to repeat a course more than once. If a student fails to pass a course with a “B” or better on the second attempt, they will be immediately dismissed from the program. If a student fails to pass a third course on their first attempt (even if they passed two other courses on their second attempt) the student will be immediately dismissed from the program.

Non-Academic Behavior Resulting in Disciplinary Action or Dismissal

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 [Code of Community Responsibility](#), the American Psychological Association [Ethical Principles of Psychologists and Code of Conduct](#), and the Behavior Analyst Certification Board [Professional and Ethical Compliance Code](#). Importantly, these ethical codes also cover a range of actions relevant to working on research projects at EMU as well as working at practicum placements. Students who refuse to work with particular groups of clients while under appropriate supervision on practicum will obtain a “significant concerns” rating for professionalism and ethics and be subject to dismissal. Note that both single episode violations or patterns of recurring behavior could result in termination as determined by the program faculty and/or by the Dean of the Graduate School.

Academic Misconduct (plagiarism, falsifying data)

Be honest. As a graduate student you are expected to have high levels of integrity. When in doubt, ask for clarification and give yourself time to take action before an assignment is due. Instances of dishonesty will be reported to Office of Student Conduct and Community Standards (OSCCS), the CB Program Coordinator, and the Director of the Graduate School. For more info on academic dishonesty see the EMU [Code of Community Responsibility](#).

There are a variety of artificial intelligence-based tools (AI) that will generate writing that can be used for assignments and other educational requirements. At the content level, these tools tend to perform poorly with graduate level assignments. More importantly, students are held responsible for the content of all assignments they submit. Students are held responsible for all academic misconduct whether such conduct was initiated directly by them or indirectly via an AI tool under their instruction. Ignorance of the content of the work you submit as your own is a form of academic dishonesty, demonstrates disregard for the skills and competencies targeted by the academic program, may result in plagiarism, violates [APA Ethics Code](#) Principle C-Integrity, and is grounds for dismissal from the program.

Any form of academic dishonesty may result in an “E” in the course and a referral for disciplinary action. This will be strictly enforced.

NOTE: All forms of plagiarism are not acceptable. The EMU library provides a general [tutorial on plagiarism](#). This section clarifies the programs stance on two specific types of plagiarism students may not be familiar with: patchworking and daisy-chaining. Patchworking is defined as taking sentences from a number of sources, patching them together with minor alterations in wording and providing a summary citation (rather than direct quote). This process becomes a “patchwork” when such minor alterations and summary quotes are used in series without any original synthesis or contribution by the student author. Daisy-chaining is the direct quotation version of patchworking where sentence after sentence represents a direct quote from references with little contribution or synthesis by the student.

Both patchworking and daisy-chaining will be treated as plagiarism in this program. As graduate students you are expected to be at a higher level of development in your academic writing than undergraduates. Thus, while patchworking may be considered a “grey area” of plagiarism for undergraduate writing, it is unacceptable at the graduate level. Patchworking and daisy-chaining represent failures to engage with and comprehend material at the graduate level and may be treated as academic misconduct. It is the student’s responsibility to complete written assignments early enough to obtain feedback from the [University Writing Center](#) or other feedback mechanisms made available by an instructor.

Grade Grievance Policy

EMU’s [Grade Grievance Procedure](#) provides each student with the opportunity to appeal formally a final grade in a course because they believe that the grade has been awarded capriciously or unfairly. Capricious or unfair-grading may include, but is not limited to, the assignment of a course grade to a student:

1. On some basis other than relevant performance in the course;
2. By resorting to standards different from those which were applied to other students in that course;
3. By an unreasonable and/or unannounced substantial departure from the instructor’s previously articulated standards.

Your written grievance must describe specifically what the perceived capricious or unfair action(s) are. You will need evidence/documentation to support this allegation. The instructor of the course with the grieved final grade must receive a copy of the written grievance petition as part of the Step 1 including the appended student supporting documentation at the time the Step 1 petition is submitted.

Importantly, the grade grievance procedure is not for situations in which a student does not like the final grade, just wants a few more points, or if they do not like the instructor’s grading standards that were applied fairly to all students in the class. If a student earns 399.4 points in a course and needs an even 400 for a B, the 0.6 points are not grieve-able no matter how much that tiny shortfall frustrates the student. The EMU student handbook specifically notes in the introductory section (Section A) of its Grade Review & Grievance Procedures: “This process does not allow for [d]isputes about the grading of individual exams or assignments during the semester. Where such disputes arise the student should contact the instructor immediately.”

The grade grievance procedure has specific timelines and steps that must be followed for the relevant procedures to be followed. Students in the program may not request a closed hearing of their grievance in Step 2 of the process. The hearings need to be open so the CB Program Coordinator and BACB VCS Coordinator can be present and be aware of any concerns that may impact program accreditation.

If you have difficulty determining whether you have adequate grounds for a grade grievance, please consult the EMU [Office of the Ombuds](#). They are there to be a resource for students navigating university policies and procedures and this office can give you guidance regarding whether you have adequate grounds for filing a grievance at the next step.

Appeal Process

A student whose progress has been found to be “less than satisfactory” and who has been either recommended for probation/remediation or dismissal by the program faculty may appeal. See the Graduate Catalog for complete EMU Academic Probation & Dismissal Policies.

Graduate School Requirements

Be sure to reference the EMU [Graduate School Academic Policies and Processes](#) for the current requirements. Graduate school requirements are implemented immediately unless otherwise noted in the policy manual.

Time to Degree

The CB Program is designed to be completed in five full-time semesters of study with practicum experience and the overwhelming majority of students complete the program in this time period. The EMU graduate school will only accept graduate credits that have been completed within six years of the date of graduation. Courses older than this will need to be repeated unless a petition is granted.

Petitioning Time to Degree Requirements

The *Time to Degree* restrictions on credits that can be applied toward graduation is petitionable using the graduate school's [policy waiver](#) form for a "time extension." The CB Program and Psychology Department Head will be involved in the review process for the petition. Be sure to talk with the program coordinator in advance of submitting a petition so you can get support in making a clear and compelling petition. Petitions will only be supported by the department when a student is able to demonstrate that they have maintained competencies in the content areas covered by the course(s) they are petitioning.

Incompletes

Please see the EMU [Graduate School Academic Policies and Processes](#). In most cases it is more appropriate for a student to withdraw (see below) from a course than request an incomplete when they have missed a substantial amount of the course due to illness, legal complications, family crisis, or mandatory changes in a work schedule after a semester started. Even when students meet university criteria for an incomplete request, instructors are not required to provide the option of "incomplete" to students. Thus, even if a student meets university criteria for an incomplete request, this request is granted at the instructor's discretion based on their judgment of what is appropriate for their course.

Withdrawal

Please see the EMU [Graduate School Academic Policies and Processes](#). As noted above, there are [Late Withdrawal Procedures](#) a student can file an appeal for when they have missed a substantial amount of the course due to illness, legal complications, family crisis, or mandatory changes in a work schedule after a semester started. Use the instructions linked to above and work with the Office of the Ombuds to complete a petition for late withdrawal request.

Stop-Out Policy

Students in good standing who have a minimum "B" and/ or 3.0 grade point average can request a leave of absence or "stop out" from the program. It is important to note that there are no automatic exceptions to the graduate school's rule that all courses counting toward the degree must be completed within six years of the date of graduation. A "stop-out" or leave of absence **does not** automatically provide a student an extension on this time limit. The graduate school's petition process (see above) must be used if courses will be more than 6-years old at the time of graduation.

Students who apply for a "stop-out" must provide the program coordinator with updated contact information to ensure they can be reached during their absence. Students must update the CB Program Coordinator of their enrollment status in advance of every subsequent semester (i.e., every four months).

The graduate school requires students who have “Stop-Out” status for two or more years to reapply to the graduate program. Students need to be prepared to pay for the application fee to reapply. The reapplication will be vetted in the admissions process like a new application. The program will also be considering the student’s Student Performance and Conduct evaluations when determining whether to grant readmission.

Note: If stopping out in the middle of a semester, students must follow university policies related to withdrawing and contact both their current instructors and the CB Program Coordinator.

Academic Probation

Students are placed on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate hours at EMU before being subject to academic probation. Students are notified in writing about their status each semester by the Graduate School. Once on probation, enrollment is permitted only on a semester-by-semester basis until the probation is removed. The Graduate School allows students to remain on probation for up to three enrollment periods (three semesters) before returning to good standing. However, **the CB Program requires students to achieve a cumulative graduate GPA of 3.0 within two concurrent enrollment periods (two semesters)**. Probationary students who do not return to good standing by the end of the second enrollment period will be dismissed from the CB Program and will be so notified in writing.

Continuous Enrollment

Students completing a master’s thesis are required to maintain continuous enrollment every semester of the normal academic year (Winter, Fall) until the requirements of the thesis are completed. Qualifying courses for continuous enrollment may involve either a minimum of one thesis credit hour (PSY 690) or a graduate level content course from the EMU Psychology Department. All thesis proposals (see above) must include an appendix that specifies summer semester thesis workload expectations for the student. If this appendix specifies that summer workload expectations for the thesis require continuous enrollment via additional thesis credits, failure to enroll in thesis credits will result in the project being turned over to the mentor and the thesis being terminated. See the [Optional Thesis](#) sub-section 7 of this handbook for further details.

For non-thesis students, students not enrolled continuously for Fall and Winter semesters should refer to the Stop-Out policy above.

Program Requirements beyond Graduate School Requirements

In situations where the Clinical Behavioral Program policy is more stringent than the EMU Graduate School policy, the program policy supersedes the Graduate School policy.

GA/TA OPPORTUNITIES

Graduate assistantships provide financial support (tuition scholarships and stipend) and experiential learning experiences. Consequently, these assistantships are highly competitive. They are typically available for up to two years (four enrollment periods), subject to the recommendation of an academic department and approval of the Graduate School. Full-time assistantships provide the following benefits:

- A. Up to 18 credit hours of tuition per fiscal year (Tuition benefits are prorated for part-time assistantships and for G.A.s beginning their appointments after the start of the semester).
- B. Library privileges and a 10% discount on purchases at the University bookstore.
- C. Stipend (about \$9000 per year).
- D. Valuable teaching and research experience.

While there are a limited number of graduate assistantships in the psychology department, additional EMU graduate assistantship opportunities can be found at:

http://www.emich.edu/graduate/financial_assistance/assistantships.php

These additional positions can be searched for at:

<https://www.governmentjobs.com/careers/emichedu>

STUDENT FELLOWSHIP & SCHOLARSHIP OPPORTUNITIES

EMU scholarship databases:

[Scholarships - College of Arts & Sciences \(emich.edu\)](#)

[Graduate School Scholarships - Graduate School \(emich.edu\)](#)

[Scholarships - Women's Association \(emich.edu\)](#)

APA Funding

[Interdisciplinary Minority Fellowship Program \(apa.org\)](#)

[Services for Transition Age Youth Fellowship \(apa.org\)](#)

[Graduate Student Ethics Writing Competition \(apa.org\)](#)

[Scholarships and Fellowships \(apa.org\)](#)

[Other local funding:](#)

[The LaMaurice Gardner Memorial Fund Scholarship](#) for Black graduate psychology students.

Additional Student Supports at EMU

University Writing Center (UWC): UWC offers writing resources and support to all undergraduate and graduate students and all EMU faculty and staff. Faculty use this resource as part of their ongoing professional development and you should too! <https://www.emich.edu/ccw/uwc/>

Office of Wellness and Community Responsibility (OWCR): The OWCR provides access to wellness resources and provides support for students reporting violations of EMU's Student Conduct Code: <https://www.emich.edu/responsibility/index.php>

Office of Diversity, Equity, & Inclusion (ODEI): ODEI hosts several centers, programs, and provides accesses to resources and supports to empower minoritized students and challenge systems and structures that perpetuate inequities: <https://www.emich.edu/dei/>

EMU Psychologists of Color (student group): This group aims to spark conversation about the professional and clinical issues unique to people of color within the field of psychology, as well as increase awareness about the multicultural aspects of our work. The group aims to build a community of students that support each other through graduate training and beyond!
[EMU Psychologists of Color | Facebook](#)

EMU Student Organizations: EMU hosts a large number of student organizations that provide opportunities for fellowship and service. These groups are coordinated through the EMU office of Campus Life.
[Student Orgs - Campus Life \(emich.edu\)](#)

Disability Resource Center: Students with disabilities can register with the Disability Resource Center (<http://www.emich.edu/drc/>) and receive course accommodations as appropriate.

Counseling and Psychological Services (CAPS): Students enrolled at least half time can receive free mental health services at EMU's Counseling and Psychological Services center: <https://www.emich.edu/caps/index.php>

Veteran Student Support Services and Resources: EMU is consistently rated among the top universities for military veterans. For a full list of services and resources please see: <https://www.emich.edu/veterans/resources.php>

Financial Aid: The Financial Aid office provides advisory services to students to help them navigate sources of funding (e.g., scholarships, loans) and make informed decisions: <https://www.emich.edu/finaid/index.php>

Office for International Students and Scholars (OISS): OISS assists and advises international students and scholars: <https://www.emich.edu/oiss/>

Swoop's Food Pantry: Our mission is to provide the EMU community with food assistance and additional resources to positively impact well-being and college success. <https://www.emich.edu/swoops-food-pantry/index.php>

Game Above (Alumni) Student Emergency Fund: This fund provides up to \$750 in one-time emergency assistance for qualified expenses. Please see the fund's web page for details:

<https://www.emich.edu/gameabove/forms/emergency-fund-form.php>

Sexual Misconduct Prevention and Response Office: This office is dedicated to promoting gender equality and inclusion, including the coordination of the University's efforts to prevent and effectively respond to all forms of gender discrimination and sexual misconduct, including sexual and relationship violence, that occurs within and impacts our university community including sexual harassment, sexual assault, domestic and dating violence, and stalking.

<https://www.emich.edu/title-nine/index.php>

Office of the Ombuds: This office assists students with the interpretation of policies and procedures. The role of the office is to ensure adherence to the EMU policy, confirm due process, and assist with resolution and prevention of both academic and non-academic concerns. This office is an informal and confidential resource.

<https://www.emich.edu/ombuds/index.php>

Student Eyes and Ears for University Safety (SEEUS): SEEUS provides escorts to persons walking alone to on-campus destinations such as classrooms, buildings, residence halls and parked cars. While campus is generally a safe environment, some people feel more comfortable walking on campus with SEEUS escorts, particularly at night after late evening classes. You simply call the number listed on their web page to schedule an escort.

[SEEUS - Police \(emich.edu\)](#)

Student Professional Development

An important area of professional development at the graduate level is finding your new peer group in professional organizations that focus on topics that will be part of your lifelong learning within the profession. Below is a tour of professional organizations you should consider. Student rates are always lower than those for graduated professionals. Many also have "new professional" rates for those who have recently graduated.

Practical advantages of participating in organizations:

- Keep up to date on the latest research and professional advocacy efforts
- Participate in a community of peers with similar interests
- Attend in-person conferences and build local, regional, national, or international friendships
- Many conferences have continuing education (CE) events that are either at conferences, live-streamed, or recorded (pay-per-view). Membership often provides access to a limited number of CE events at no additional charge.

The American Psychological Association ([APA](#)) is the largest organization in this list of resources and has over 50 [Divisions](#) which are groups of professionals organized around specific topics. One of the largest divisions, [Society of Clinical Psychology](#) (Division 12), even has subsections such as the [Society for a Science of Clinical Psychology](#). There is also a division for [Behavior Analysis](#) (Division 25). APA also keeps a compilation of [Ethnic Psychological Associations](#) which provide opportunity to network with people with shared identities. Membership in these organizations provides access to graduate student advocacy, a community of similar-interest peers, and opportunities for lifelong professional development. The American Psychological Association Graduate Student organization ([APAGS](#)) provides useful and important information and professional development resources specifically for students.

Other national and international professional organizations that may be of interest to students in the program include:

- Association for Behavior Analysis International ([ABAI](#))
- Association for Behavioral and Cognitive Therapies ([ABCT](#))
- Association for Contextual Behavioral Science ([ACBS](#))
- Association of Professional Behavior Analysts ([APBA](#))
- Association for Psychological Science ([APS](#))
- Black Applied Behavior Analysts ([BABA](#))
- Gerontological Society of America ([GSA](#))
- International Society for Traumatic Stress Studies ([ISTSS](#))
- Society of Behavioral Medicine ([SBM](#))
- Women in Behavior Analysis ([WIBA](#))

There are also more local and regional professional organizations and conferences that are excellent sources for professional development and building community:

- Behavior Analysis Association of Michigan ([BAAM](#))
- Metro Detroit Association of Black Psychologists ([Metro Detroit ABPsi](#))
- Michigan Autism Conference ([MAC](#))
- Michigan Psychological Association ([MPA](#))
- Mid-American Association for Behavior Analysis ([MABA](#))
- Upper Peninsula Association of Behavior Analysis ([UPABA](#))
- Washtenaw Psychological Society ([WPS](#))

The EMU Psychology Department Caregiver Trainee Policy

Policy

It is the policy of the EMU Psychology Department to provide a positive training environment that recognizes caregivers' responsibilities to their training activities and to their children. Specifically, it acknowledges that, when an infant is able to stay with a caregiver, this benefits the family, the training program, and society. The EMU Psychology Department Caregiver Trainee Policy encourages new caregivers to return to training activities sooner by allowing the new caregivers to bring their infant to the work environment with them until the child begins to crawl. The policy also recognizes that there are circumstances that may lead to a caregiver's desire or need to bring children beyond infancy to the training program environment.

Child Categories

Infancy: this category applies to children up to when the child begins to crawl/locomote (typically 7 to 12 months of age). Although unable to locomote, proximal and intensive supervision is assumed to be needed for children in this category due to their very frequent needs for co-regulation.

Proximal and intensive supervision needed (typically Early Childhood): this category applies to children who require proximal supervision and cannot independently keep themselves busy in a manner that is not disruptive to EMU Psychology Department training activities for at least 90 minutes. Included in this category are typically developing children between the ages of about 1 to 5 years.

Moderate supervision needed (typically Middle Childhood): this category applies to children who require monitoring, but do not require proximal supervision. These children can independently keep themselves busy in a manner that is not disruptive to EMU Psychology Department training activities for at least 90 minutes. Included in this category are typically developing children between the ages of about 6-12 years.

Minimal supervision needed (typically Adolescence): this category applies to children who do not require monitoring or proximal supervision. These children can go to public settings (e.g., mall, library, community event) independently and without adverse incident. Included in this category are typically developing adolescents between the ages of about 13-18 years.

Note: the above definitions define children in terms of their capabilities and how these capabilities interact with EMU Psychology Department training activities. Thus, these categories are behavior dependent and not dependent on typical age conventions.

Eligibility

EMU Psychology Department graduate trainees are eligible to participate in an Individualized Plan under this policy, subject to the specific responsibilities of the caregiver and subject to ensuring the physical safety of the child. Trainees with a dependent child may request temporary accommodations as

needed. The EMU Psychology Department will attempt to accommodate such requests based on available training and duty situations at the time of the request but is not required to meet said requests. Trainees should also review their program's leave of absence policy as this option may be the best fit for some trainees despite being eligible for crafting an Individualized Plan with the EMU Psychology Department Head.

A list of EMU resources to assist caregivers is available in Attachment 1. Graduate trainees are encouraged to review this attachment for helpful suggestions.

Alternate Care Providers – The caregiver must identify other on site individuals willing to provide back-up care for children who require more than “minimal supervision”. The number of alternate care providers identified should fit the training situation (e.g., class as a student, class as a TA, clinic, etc.).

Forms to Complete

The following forms are required for participation:

- Individualized Plan, which outlines the specifics of the child's care plan (Attachment 2)
- Caregiver Agreement, Consent & Waiver forms (Attachment 3)
- Alternate Care Provider Agreement (Attachment 4)

The caregiver will submit all completed and signed forms to the EMU Psychology Department Head, who will then schedule the Plan Development Meeting.

Plan Development Meeting

Before a child is brought into the training environment during the course of regular training related activities or duties, a meeting must take place between the caregiver and the head of the EMU Psychology Department. Both parties must review, discuss, and approve the proposed Individualized Plan. It is also strongly recommended that the caregiver's faculty mentor/advisor participate in the plan development meeting or, at minimum, be made aware of the final Individualized Plan.

Requirements for Care Providers

A caregiver utilizing an Individualized Plan may not leave the campus (not even for a short time) without taking the child with them unless the child is categorized as *minimal supervision needed* or unless an alternate care provider has consented to such an arrangement in advance.

The caregiver accepts complete responsibility for the safety of the child. If the caregiver's duties require that they leave their primary training location, the caregiver will take the child with them. The Individualized Plan must address any off-campus training activities and reflect the judgement of the supervisor for the off campus training activity as well as that of the EMU Psychology Department Head.

The caregiver must provide all supplies and equipment needed to care for the child at the training site and ensure that the area is kept in a clean and sanitary condition. Diapers must be changed on changing pads or in a designated restroom. Used cloth diapers must be stored in a closed container and taken home daily. Used disposable diapers must be wrapped appropriately and discarded appropriately such

that no smell from excrement creates a distraction. All supplies utilized by the caregiver must be maintained in a manner that is not disruptive to the activities of others at the training site.

There may be training or training related duties that require a caregiver's full attention such that it may be necessary for caregivers to make other arrangements for child care on site at the training environment. Caregivers are expected to work closely with their supervisors/professors and others they interact with on campus to ensure that all parties involved are aware of what duties can and cannot be reassigned and when caregivers are expected to make alternate child care arrangements.

In order for a Caregiver Trainee Policy to be effective, all parties need to be sensitive to the needs of others. The caregiver must maintain acceptable performance in their obligations and ensure that the child or caregiver-child dyad does not create any unreasonable disturbances. If problems arise that cannot be resolved, the caregiver understands that an alternative off site care arrangement may be required.

If a child is fussy for a prolonged period of time, causing a distraction in the training environment, or preventing the caregiver from accomplishing required duties, the caregiver shall remove the child from the training environment immediately. The caregiver is still responsible for meeting their training and related obligations as this policy does not allow for a reduced training or related activity workload.

The Michigan Breastfeeding Anti-Discrimination ACT of 2014 gives mothers the right to nurse their children in public settings. For mothers desiring more privacy, the EMU Human Resources office maintains a list of private nursing locations on their Lactation Support web page (<http://www.emich.edu/hr/benefits-wellness/family/lactation.php>). In the Department of Psychology, a sign is available to hang on door handles to allow for such privacy in designated rooms in the department; this sign can be obtained in the main office.

Child's Location During Training Activities and Duties

Primary Training Environments– Each caregiver shall make her/his primary training environments suitable and safe for the child and the child shall be located primarily at those locations specified in the Individualized Plan when on campus (see additional caveats regarding group work stations). This obligation extends to any setting where the caregiver places the child under the care of anyone else. Only *infants* are permitted at training locations that are closed to the general public (e.g., the clinic). Young children requiring ***proximal and intensive supervision*** are not suited for these particular training environments and alternative day care arrangements need to be made for these children while caregivers are working in such locations.

Quiet Room – In the event that a caregiver-child dyad becomes noticeably fussy, noisy, or otherwise causes a distraction in the training setting or prevents the caregiver or others from accomplishing training related duties, the caregiver must immediately take the child to a designated “Quiet Room” location (outside the classroom or common use area) specified in the Individualized Plan until the dyad can return to the location with reasonable decorum for that setting.

Alternate Care Providers - The caregiver shall identify Alternate Care Providers who will care for the child if the caregiver needs to attend a meeting, go to the restroom, or another situation in which the

caregiver is unable to effectively care for the child for a short time. Each Alternative Care Provider will have previously signed an Alternate Care Provider Agreement form (Attachment 3).

Other Trainees (Non-Alternate Care Providers) – The child may be in another trainee’s duty/training space for brief intervals if requested by the caregiver and approved by the other trainee. Consideration must be taken by the caregiver to ensure that the environment is safe for the child at all times and that other trainees are not disturbed. If a disturbance occurs, the non-alternate care provider follows the same “Quiet Room” procedure described above.

Non-University Affiliated Care Providers – The child may be in public spaces at the university with a non-university affiliated care provider (e.g., responsible family member, hired caregiver) so long as the presence of the child does not disturb other trainees or members of the university community. If a disturbance occurs, the non-university affiliated care provider follows the same “Quiet Room” procedure described above. Care providers not affiliated with EMU Psychology Department’s graduate programs are not permitted to be in locations closed to the public except for those designated in the approved Individualized Plan.

The Individualized Plan takes into consideration the specific and multiple locations training activities/duties may occur. The following sections outline considerations that should be reviewed when creating the Individualized Plan. As training activities may change from semester to semester, the plan should be updated to reflect the current training environment each semester (up to three times a year).

It is the caregiver’s responsibility to inform these individuals (i.e. alternative care providers, other trainees, and non-university affiliated care providers) of the details of the Individualized Plan, including Quiet Room procedures.

Mark Jefferson Science Complex

- Shared office space, lab space:
 - Use Quiet Room procedures as appropriate
 - Mild disruptions (e.g., low intensity/frequency) of 45 minutes or less are expected in shared social space. It is appropriate for others to request the caregiver and child utilize the Quiet Room if disruptions occur for more than 45 minutes. Consider letting other users of the space know your time line for being in the shared space so they understand how long mild disruptions (e.g., cooing, verbal interactions, diaper changes) may be present.
- Classrooms (and student teaching office hours)
 - Teaching a class: need an Alternative Care Provider (described below)
 - As a student in class:
 - Regular child attendance: *infants* only with permission of the instructor; use Quiet Room procedures as appropriate. Discuss with the instructor whether regular versus occasional *infant* attendance is appropriate for the course. The trainee will make adjustments as needed based on the course instructor’s determination of the needs of the training environment.
 - Emergent need: contact instructor if alternate care cannot be arranged to discuss options; use Quiet Room procedures as appropriate if child is permitted to attend class. Consider talking with instructors in advance of the semester regarding how to handle unexpected absences, as absence policies may vary

from course to course.

- Single-user rooms:
 - Use Quiet Room procedures as appropriate if the single use room is proximal to another room where the child or caregiver-child dyad creates a disturbance.

Psychology Clinic

Be sure to review the current version of the Psychology Clinic manual for any considerations that will need to be honored in the Individualized Plan.

- Operating hours
 - No socializing in open areas [per clinic policy] despite the urge to do this when children are involved. As caregiver, please redirect parties excited to meet the child to an available location in a non-open area.
 - Use Quiet Room procedures as appropriate. Be sure to consider the availability of Quiet Room space when constructing the Individualized Plan.
 - Administrative time/paperwork: call the clinic in advance and talk with the clinic director (Dr. Saules) or doctoral program administrator (Ariana Herrera-Wilder) to identify whether an appropriate room is available if a child will be present; in general there should be a minimum of 2 rooms available at the time of inquiry so that one room remains available for clinic operations. Additionally, there should not be a high level of client activity when children are present.
 - Co-directors—plan in advance for alternative care, in general, coverage of front desk takes priority (specifically address this with the clinic director).
 - *Infants*:
 - Make alternate care arrangements for seeing clients; discuss with supervisor regarding bringing infants to supervision, alternate care arrangement is ideal.
 - For students with phone duty assignments, handle phone duty arrangements within the Individualized Plan (e.g., make plans for front or back loading phone duty time if there will be missed phone duty).
 - *Non-infants*:
 - Alternate care should not be provided in the clinic during operating hours; consider MJ if alternative care can be arranged there.
 - Non-infants at emergency supervision should be discussed with supervisors and be a rare occurrence.
 - Non-infants should not be in the shared office space in the clinic where videos may be watched or at the front desk.
 - No friends and family are permitted beyond the lobby during operating hours outside of an alternative care arrangement approved in advance within the Individualized Plan.
- After hours
 - *Infants*: use Quiet Room procedures if others are present in the clinic.
 - *Non-infants*: if there is a need to bring a non-infant to the clinic after hours, have this specifically addressed in the approved Individualized Plan.
 - If the play room is used, anything consumed or broken needs to be replaced by caregiver; constant supervision must also be provided while the child is in this room.

Department events

- Business events (e.g., special speakers, meetings, presentations, defenses)
 - Use Quiet Room procedures as appropriate with *infants*.
 - Arrange for alternative care for children needing *proximal and intensive supervision*.
- Social events (holiday party, socials off campus, receptions, celebrations, etc.)
 - Children are welcome to attend departmental social events.
 - Use Quiet Room procedures as appropriate.

Network/Computing

- Follow EMU IT policies regarding computer access. Children must use their own devices and guest access to university WiFi. EMU and the Psychology Department cannot guarantee the availability of internet access. If the supervision needs of a child are dependent upon access to internet, the Individualized Plan should specify what actions will be taken if this resource is not available, reliable, or if there are problems with the relevant device(s).

Illness

A sick child should not be brought to campus. If the child becomes sick during the day, the child must be taken home by the caregiver. The guidelines set forth in Attachment 5 of this policy are hereby adopted by the EMU Psychology Department as a means for determining whether a child is sick.

Complaints

All complaints related to this policy should first be made directly to the caregiver in a respectful way, recognizing that this is a sensitive subject for all parties involved. If the complaint is not resolved (e.g., Quiet Room procedures are not utilized), then the complaint can be brought to the head of the EMU Psychology Department. The Psychology Department Head shall have final discretion to decide what should be done to resolve the complaint. (See Termination of Eligibility below).

Termination of Eligibility

Participating caregivers have the right to terminate their Individualized Plan at any time. The EMU Psychology Department Head has the right to terminate an Individualized Plan at any time if a caregiver's performance declines or if there are disruptions to the training environment that cannot be resolved to the department head's satisfaction. This agreement may also be terminated if the caregiver does not comply with the terms and conditions of their Individual Plan. Eligibility may also be terminated at the sole discretion of the EMU Psychology Department Head with written notice to the caregiver. The EMU Psychology Department will accommodate reasonable time needed for the caregiver to arrange external childcare.

Other

The EMU Psychology Department Caregiver Trainee Policy procedures are a voluntary option for caregiver trainees, subject to approval as outlined in this document, where it is compatible with training

requirements.

The EMU Psychology Department expressly reserves the right to change or revise this policy. Any changes will be conveyed to affected caregivers as soon as possible after any change or revision. All caregivers will be required to abide by the changed or revised policy.

RESOURCES AND SUGGESTIONS FOR GRADUATE STUDENT TRAINEE CAREGIVERS

Class:

-Ask departmental administrative assistants to videotape/record classes that you may need to miss due to sick child, etc. (They usually can just email you the lecture file).

Department/general (all of which would be discussed with your mentor and the DCT):

-Request a leave of absence.

-Option of taking a lower course load.

-Request adjustment to fellowship duties (including phone duty).

Child care:

-EMU Children's Institute (has discounts for EMU students, AND if you are low income you can apply for financial assistance to cover the costs):

<https://www.emich.edu/childrensinstitute/index.php>

-Highscope is an evidence-based preschool curriculum sold all over the world, and their "demonstration preschool" is right in Ypsilanti (a few blocks from campus). Because it is a demonstration preschool, small class sizes/low cost (some of our students have been able to pay zero tuition), and high-quality care. The downside is it is only in the mornings:

<https://highscope.org/about/demo-preschool>

-Link to Child Care Network (has scholarships available for childcare costs):

<http://www.childcarenetwork.org/family-support-scholarships/>

-The EMU resource page includes other links to local childcare places (including My Nanny Rocks, Great Start for Kids, etc., some of which are for low-income families): <http://www.emich.edu/wcen/resources.php>

Campus/Community general:

-Swoops Pantry (on campus food pantry) is great for low income or those that need assistance with food for their family

-The EMU resources page includes links that would be helpful if you are trying to find on-campus or local assistance for pregnancy (including birth support and doula references), breast feeding, pumping (including equipment), childbirth education, and postpartum support groups: <http://www.emich.edu/wcen/resources.php>

-Washtenaw Success By 6 has information on resources for affording childcare, dental care, medical care, housing, etc. (as well as just family friendly local activities): <http://www.washtenawsuccessby6.org/index.php?>

-There are several scholarships available to mothers/women/women over the age of 25 on campus that are listed here: <http://www.emich.edu/wcen/scholarships.php>

-the Women's Resource Center on campus has a page dedicated to parent resources (including support groups, informational groups, caregiver links, relevant university policies, and general resources): <http://www.emich.edu/wcen/studentswhoareparents.php>

-Pregnant on Campus: this is a national site, but with an EMU specific page. It includes links for information on finding housing, clothing/food assistance, child care, insurance, pregnancy and post pregnancy health information, financial aid for paying for school, counseling, etc.: <http://pregnantoncampus.studentsforlife.org/campus/emu/>

-EMU "Keys to Degrees" program is AMAZING, one of the best in the country for single parents.

-Multiple locations around campus (including in the department office and at the clinic) are designated as breastfeeding/pumping locations), information available on the Human Resources website.

The EMU Psychology Department
CAREGIVER TRAINEE POLICY
INDIVIDUALIZED PLAN

GENERAL INFORMATION

Name of Caregiver/Student: _____ Home Phone: _____

Mobile Phone: _____

Name of Child: _____ Child's Date of Birth: _____

Individual Plan Start Date: _____

Days and Times Child Will be Present in the Training Environment: _____

ALTERNATE CARE PROVIDERS

The following individuals have agreed to be Alternate Care Providers, who will provide care for my child on site when I am unavailable.

_____ (Name & Phone Number) [add more as needed]

SPECIFIC INFORMATION

Include other specific plan information or requirements in the space below:

IN CASE OF EMERGENCY, PLEASE CONTACT:

Name: _____

Relationship: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Name: _____

Relationship: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Child's Pediatrician:

I UNDERSTAND THAT THIS PLAN HAS NOT BEEN APPROVED UNTIL I HAVE MET WITH THE DEPARTMENT HEAD. I UNDERSTAND THAT, IF ANYTHING ABOUT MY PLAN CHANGES, I WILL NEED TO MEET ONCE AGAIN WITH THE DEPARTMENT HEAD TO DISCUSS THE CHANGES AND TO GET MY NEW PLAN APPROVED.

Submitted by:

Signature of Caregiver/Trainee

Date

Approved by:

Psychology Department Head

Date

PLEASE ATTACH YOUR SIGNED ALTERNATE CARE PROVIDER AGREEMENTS TO THIS INDIVIDUAL PLAN.

The EMU Psychology Department
CAREGIVER TRAINEE POLICY
CAREGIVER AGREEMENT, CONSENT, AND WAIVER

AGREEMENT

By signing this Agreement, I certify that I have read the Caregiver Trainee Policy document. I understand and agree to comply with the terms and conditions set forth in the policy and Individual Plan. I further understand and agree that, in the event I fail to comply with such terms and conditions or otherwise fail to meet any expectations currently in the policy or that may be added to the policy and conveyed to me in writing, my eligibility may be terminated, requiring me to remove my child from the training environment within a reasonable period of time.

I acknowledge that the EMU Psychology Department reserves the right to cancel or retire the Caregiver Trainee Policy in part or in its entirety at any time, thus requiring me to remove my child from the training environment within a reasonable period of time. In this event, I understand that the EMU Psychology Department will accommodate a reasonable period of time for me to make arrangements for a different childcare setting.

Signature of Caregiver/Trainee

Date

CONSENT AND WAIVER

In consideration of the EMU Psychology Department's permitting me to bring my child to the university with me in compliance with the Caregiver Trainee Policy, I hereby release, on my own behalf and on behalf of my child, _____: (i) the EMU Psychology Department; (ii) any entity affiliated with the EMU Psychology Department or EMU more broadly; and (iii) any Alternate Care Providers, if any, from any and all claims, liabilities, causes of action and demands of any kind or character, including negligence, whether vicarious, derivative or direct, that I, _____, or any of my child's family members, heirs, or assigns now have or may hereafter have or assert against the EMU Psychology Department growing out of, resulting from, or connected with this policy and/or with me bringing my child to the university or his/her presence at the university with me. This waiver does not preclude legal remedies for injury due to malice or egregious negligence.

Signature of Caregiver

Date

The EMU Psychology Department
CAREGIVER TRAINEE POLICY
ALTERNATE CARE PROVIDER AGREEMENT

As a care provider, I understand and agree to the following:

I understand that being a care provider does not relieve me of my responsibilities as a trainee of the EMU Psychology Department. By signing this Agreement, I certify that I have read the Caregiver Trainee Policy document. I understand and agree to comply with the terms and conditions set forth in the policy.

When necessary, I will provide care for _____ (child's name) when _____ (caregiver) is unavailable.

As a care provider, I know the care I provide does not relieve me from any of my training or related assigned training duties.

I understand that I must obtain my immediate supervisor's, as well as the Psychology Department Head's, approval to serve as an Alternate Care Provider.

If the child becomes disruptive to others in the training environment, I will take the child to a designated Quiet Room area.

I understand that the caregiver may not leave the child in my care if he/she is going to leave campus unless I have been notified of and have consented to this arrangement in advance.

I understand that there is another [are other] designated care provider(s), _____ [LIST NAMES], whom I may contact for assistance.

I understand that no other persons besides the caregiver, myself, and any other designated Alternate Care Providers are responsible for the child once the child has been placed in my care. If another individual asks to take care of or hold the child, I will first get the caregiver's approval. Eastern Michigan University assumes no responsibility for the care or wellbeing of the child.

If I should decide that I no longer wish to be an Alternative Care Provider, I will give the caregiver at least two weeks' notice.

I ACKNOWLEDGE THAT I HAVE READ, UNDERSTAND, AND AGREE TO THE TERMS OF THIS ALTERNATE CARE PROVIDER AGREEMENT.

Signature of Alternate Care Provider

Date

Signature of Department Head

Date

GUIDELINES FOR EXCLUSION OF SICK CHILDREN

From:

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs* (3rd ed.). Washington, DC: American Public Health Association. Available online at <http://nrckids.org>.

If the child has any of the following conditions and thus poses a risk of spread of harmful diseases to others, they shall not be brought to the university. If they develop these conditions during the day, the caregiver shall remove the child from the premises as soon as reasonably possible:

1. An acute change in behavior including lethargy/lack of responsiveness, irritability, persistent crying, difficulty breathing, uncontrolled coughing, noticeable (spreading) rash, or other signs or symptoms of illness until medical evaluation indicates non-contagious disease.
2. Fever (temperature above 101 degrees Fahrenheit orally, above 102 degrees Fahrenheit rectally, or 100 degrees or higher taken auxiliary (armpit) and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea).
3. Uncontrolled diarrhea, that is, increased number of stools, increased stool water, and/or decreased form that is not contained by the diaper until diarrhea stops; blood or mucus in the stools not explained by dietary change, medication, or hard stools.
3. Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines the illness to be non-communicable, and the child is not in danger of dehydration.
4. Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms of illness.
5. Mouth sores with drooling, unless a health care provider or health official determines the condition is noninfectious.
6. Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
7. Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge), until 24 hours after treatment has been initiated.

8. Untreated scabies, head lice, or other infestation.
9. Untreated tuberculosis, until a health care provider or health official states that the child can attend child care.
10. Known contagious diseases while still in the communicable stage (e.g., chicken pox, streptococcal pharyngitis, rubella, pertussis, mumps, measles, hepatitis A).

“13 Rules of Success: A message for students” (Hayes)

Reprint | Hayes, S.C. (1998). *The Behavior Therapist*, 21, 47-49.

Steven C. Hayes | University of Nevada

Recently a student I care about flunked out of graduate school. It is a relatively rare thing, especially in our program which bends over backwards to prevent that outcome. But it has made me think again about just what it is that distinguishes highly successful students from others. We all recognize that some students and some young professionals will "make it" while others who are equally bright will not. Why is this? What are they doing differently?

Let me admit before I start that success is a relative term, and a multidimensional one at that. Too many of us are workaholics and tend to define success too narrowly, downplaying success as a friend, success in enjoying life, success in personal growth, and the like. I secretly hope and suspect that the student who flunked out is in part responding to muses that will lead to success in other areas. The purpose of this short paper, however, is limited to the work habits and general approaches to tasks that characterize successful students in scientific training.

I've tried to distill my opinions down into thirteen "rules of success." None are absolute – I personally violate one or more of these rules almost every day – but I have noticed that when I keep them things work much better than when I don't. I've also noticed that students who keep more of them tend to be much more successful.

Rule 1. Care About the Process, Not Just the Outcome

Few of us will be projected into success suddenly. More probably we will nibble away, and pieces will fall together one by one. The small things can end up being crucial, as skills and knowledge combine in unexpected ways. We simply cannot always predict which of our actions at any given moment will advance our career.

This creates a problem. If success as an outcome is too important, we are likely to cut ourselves off from the processes that might produce it. For example, suppose a professor raises an interesting issue about an intellectual area outside your current interest. If the outcome pay-off is too dominant as a reason to behave there is a temptation to close down intellectually, and the opportunity to learn something that might later be important is missed.

Successful students have a richness about them that comes from an openness to such moments, and a consistency in quality that reveals a general tendency to care. The most successful professionals care about a wide variety of things in the field and emphasize the intrinsic value of the tasks. They are working toward outcomes all the time, but they don't forget the value of the process.

I have a preferred word for this: Play. I don't use this word to trivialize the tasks involved. I use it to point to the source of the consequences that maintain behavior and keep it high quality. The best reason to go to a journal discussion group, or attend a convention, or to do research is to play professionally. It is the "best" reason because playful engagement in a quality process is always immediately available. The concrete outcomes of these activities (e.g., jobs, money, reputation, praise), when and if they arrive, may be subtle and long-delayed. If you rely on such consequences to maintain the activities, they will almost surely drop away.

Stephen Jay Gould provides an example of what happens if you take intellectual play seriously. Yes, he is a paleontologist. But he also has written beautifully about psychology, baseball, architecture, and the human meaning of the millennium. It is obvious that he is entertained by his own scholarly play. Like any playful game, he follows the rules: he knows his evidence. The best students I have ever worked

with are those who do things like staying up until 3 a.m. perfecting a presentation to a local group just because the task itself seems important, even though in some larger view of reality it is not. Importantly, they will show the same care when they are writing a funny poem, or arguing an arcane point in philosophy of science. I suspect that Stephen Jay Gould was like that as a student.

Rule 2. Talk and Write – A Lot

Science is a largely verbal enterprise. Successful scientists must speak, write, persuade, and debate. The only way to become skilled at professional verbal behavior is to engage in it. Talk in class. Talk at conventions. Talk in the halls. Listen and respond. Propose and consider. Argue. Share thoughts. If you think you have something to say, say it. If you wonder if you have some time to say, and worry that it is not worthwhile, say it anyway. Chronic fearful silence is a young scientist's worst enemy, and it is shockingly common. At least half of the wonderfully bright students we recruit into our department rarely talk in class, and in my experience, that is a terrible predictor if it continues.

Now, it is true that occasional thoughtful silence is a good thing. You have to learn to discriminate when to talk and when to listen. But frankly it is much easier to quiet a loud mouth than to jump start a mute, so the discrimination is more easily learned from that end of the continuum.

The same thing applies to writing. Writing with ease comes with practice, but most students seem to think that this “practice” should consist of reading, thinking, outlining, or planning. Those are important, but to get facile with professional writing you also have to write. You have to put words on paper and put them in front of an audience. If you write a paper for a class, write it as if you would publish it. Then try to do just that.

Rule 3. Say "Yes" Easily and Mean It

Early in your career you should expose yourself to different things. You need to broaden your repertoire. When someone talks about a good project, say "let's do it." If someone asks for help with a project, say “yes.” Then deliver. Do *more* than is expected. If your part of the project is to design a computer program, have it done tomorrow instead of next week and add some bells and whistles to it. If you have agreed to organize the lab, do it elegantly.

Rule 4. Work with Others and Share Easily

You can learn a lot from others. They help you push you and they teach you new things. So collaborate. Form teams. Network. Give more than you ask to receive.

The thing that usually prevents collaboration is fear that someone else will get more than you. That is possible, but if you try too hard to prevent that, you kill the collaboration. Worry about order of authorship when the time comes and even then do so with ease. In the larger scheme of things whether you end up third author versus second doesn't matter much. Similarly, if someone else gets some credit for “your ideas,” well there should be plenty more where that one came from if you take advantage of all that others have to teach you.

Rule 5. Keep Your Commitments

This is the most important rule of all. This one rule separates the successful from the unsuccessful student more than any other, but its value cannot be known until you do it. So figure out a way. Set up a program, make it life or death, ransom your grandmother. Do it. Of course, no one always

does it. OK, so when you slip, go back and do it 100%. Then when you slip, go back and do it 100%. I violate this one nearly every day. Yet I continue to fight like a tiger to keep it.

Rule 6. Even Dogs Never Urinate in Their Own Beds

In one sense, the outcome of success is dominantly social: people think well of you and your work. But we are all afraid we will fail. Students have the extra burden of dependency combined with some degree of powerlessness. A horribly seductive way to deal with this fear and this burden is through cynicism, criticism, paranoia, gossip, and the like. For example, students can complain to one another about their program, or this or that instructor—but not openly where something might be done. You begin to gather together a group (e.g., fellow students) who will all agree that things are terrible, no one could achieve these standards, the instructors are dolts anyway, and so on. The effect is that a) you get a thin version of the social benefits of success (a supportive verbal community) but without achievement, b) control by the larger scientific verbal community and that of the program you are in diminishes, and c) you can feel righteously bad about where you are. You create a social community in which each person is supported in doing what does not work. It feels good but it goes nowhere.

I have seen this process destroy the training of many students. Sometimes they catch themselves after a year or so and pull out of it. Sometimes they leave the program. The most tragic are those to do their training in a half-hearted (but secretly righteously angry) way, and years later they realize that they wasted their opportunity. The solution is simply to refuse to do it, to walk away when others try to draw you in, and to take responsibility for your career. After all, even dogs never urinate in their own beds.

Rule 7. Acknowledge Your Own Power and Behave Accordingly

Let me tell you something incredible: you can make a huge difference in your discipline. We are not talking about fields that require a gazillion dollar superconducting supercollider to do good work. We are talking about fields that are young and accessible, in which even one person can make a big difference. The unsuccessful students will withdraw in fear from that statement (see Rule 6), or will mistake dreams for action. The successful student will acknowledge their own power, and will push on vigorously to make it manifest. Here is a quote from Nelson Mandela's inauguration speech that I particularly like on this general point:

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, "who am I to be brilliant, gorgeous, talented, fabulous?" Actually, who are you NOT to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are born to make manifest the glory of God that is within us. It is not just in some of us, it is in every one. And as we let our light shine, we give others permission to do the same. As we are liberated from our fears our presence liberates others.

Rule 8. Acknowledge Your Own Finitude and Behave Accordingly

You do not know how long you have on this planet. Regardless of how many years, the time is certainly short. I tell my students to be mindful of this in the area of research and to try to do work that is both entertaining and important. For example, sometimes weak students come up with research ideas

that are minor variations of what someone else has done in the literature. It is as if they think that is all they can aspire to (see Rule 7) or as if they think they have all the time in the world. My question to students in this circumstance is this: suppose unknown to you, you only have two or three research studies allotted to you before you die. Do you want to spend one on *that*? Successful students aspire to make a difference in the time they have.

Rule 9. Network With Your Betters

There is a tendency for students to think of experienced and highly successful professionals in two erroneous ways: as persons on a pedestal or as dinosaurs to be overthrown. Unsuccessful students gravitate toward the first error, somewhat more successful students toward the second. But the most useful reaction is to see them as people who have earned respect through their sweat and effort, from whom you can learn. With a few exceptions, well known professionals are likeable, hard-working, and smart. This is not surprising since they would not be well known if they were not. People try to make jerks fail, and dumb or lazy people rarely come up with ideas that withstand the test of time. Successful students want to know successful people – they want to talk with them, correspond with them, listen to them. They want a dialogue of ideas. Unsuccessful students are too afraid or uninterested, or they want only to show off.

Get to know the leaders of the field. Listen to their talks. Talk to them at cocktail parties. Write to them. Send them copies of your work if it seems appropriate. Nice, bright, hardworking people are just good people to learn from.

This networking will help you create a forum for your ideas. Successful students tend to use their intellectual contacts to create opportunities to play. For example, even fairly junior students can organize a symposium and participate in it. If you can get well known people to play on your stage it will elevate your own talk. Then all you have to do is to give a darn good one, which in turn will allow you to network with others about your ideas.

Rule 10. Guard Your Integrity

Anonymous self-reports tell us that a larger percentage of students have at some time cheated in school. Perhaps it was to pass a test or get a better grade on a paper. Students in training know that science is supposed to be above that sort of thing, but we spend little time dealing with the human realities that lead to cheating, preferring instead to moralize. It is very rare that cheating in science is even talked about, and as a result most students do not realize how pervasive the temptation is to cheat in science.

People who want to be successful are especially susceptible to the kind of shaping that can lead to biased data, or outright dishonesty. To order to publish that paper or get that grant, it is tempting to throw out a few outliers or change an exclusionary criterion post hoc. You can often even justify it, but shades of gray compromises can lead to black and white cheating. I've seen highly successful careers tragically destroyed by this shaping process.

Prophylactically, it helps to focus on the process, not the outcome (Rule 1). Watch out for things that might let to internal pressure to cut corners, especially a needless outcome orientation. For example, never do a study "to show x" and if you catch yourself using such a phrase, self-edit it immediately. Do it "to see if x is so." Wanting to be right is your enemy. Wanting a specific outcome is your enemy. Wanting to find out is your friend.

Focusing for the moment on the student scientists (and not the consumers of science—another

important matter), the most tragic human cost of scientific cheating is not the careers that are destroyed—after all, most cheaters will “get away with it.” The cost is this: If you violate your integrity, even in little ways, to achieve a particular outcome you will find the activity itself to be less intrinsically reinforcing. It always works that way. The playfulness disappears. It's now a means to some other end. Science is no longer fun.

Rule 11. Follow Your Bliss

Successful students are confident. I don't mean they necessarily *feel* confident. I mean that they follow their bliss: They are true to themselves. This is confidence-the-action (*con*: with; *fidence*: fidelity). Be true to yourself. If you have an odd mixture of interests, well maybe that mixture will lead to new and exciting things even though someone will tell you that you have to focus on something safer. Take the risk. If it worries you, build a little safety net. Do not, however, violate what seems important to you. You will pay very dearly for the violation because it will take away your compass for scientific entertainment. You can get lost without a compass.

Rule 12. Say “No” Easily and Mean It

As your career progresses, you will naturally focus. It is the only way to maintain your quality. As you focus, learn to say “no.” Set priorities. Stick to them. I'm still learning this rule (actually I do it more and more, but the distractions and requests go up too so it seems that I never have quite enough Rule 12 for Rule 5 to be 100%).

Rule 13. Open Your Mail, Return Your Phone Calls, and Keep Your Desk Clean

Oh well. Not every rule can be followed.

STUDENT COMPETENCIES SELF-EVALUATION FORM

Students are expected to master the following skills by the end of the program. Please use the following self-evaluation form to help guide your professional development. Use the first column next to each competency to enter a number from the following rating scale that indicates how confident you are concerning your present ability to adequately meet the competency.

1	2	3	4	5
Very unconfident	Unconfident	Neither unconfident nor confident	Confident	Very confident

Behavioral and Psychological Assessment

		CONFIDENCE	COURSE
1	Administer, score, and interpret a widely recognized IQ test or tests.		
2	Select, administer, score, and interpret a battery of rapid assessment instruments appropriate for particular presenting complaints.		
3	Classify a mental health client using DSM-V.		
4	Develop a fear hierarchy (SUDS).		
5	Write measurable goals and objectives.		
6	Write progress notes based on behavioral observations.		
7	Write a psychological evaluation based on the characteristics of a particular case.		
8	Graph effects of interventions on targeted problem behavior.		
9	Conduct a thorough clinical interview for assessment and treatment purposes.		
10	Measure an interaction between two or more persons.		
11	Compute interobserver agreement on coded observation data.		
12	Design and interpret single case outcome with research designs and methodology including reversal designs, multiple baseline designs, multi-element designs, and changing criterion designs.		

13	Use recording techniques to obtain accurate estimates of behavior. Methods include continuous recording, narrative recording, interval sampling, and product recording.		
14	Perform a clinical functional analysis.		
15	Identify a client's or system's strengths.		

Psychological and Behavioral Interventions -- Methods

		CONFIDENCE	COURSE
1	Teach successful relaxation with techniques such as progressive muscle relaxation & diaphragmatic breathing.		
2	Lead a social skills training group.		
3	Set up a behavior control program.		
4	Design a token economy that incorporates contemporary techniques.		
5	Show how shaping could be used to teach a client a skill.		
6	Design methods to make possible simple yes/no communication in a very low functioning individual.		
7	Carry out assertiveness training.		
8	Describe the steps involved in habit reversal procedures.		
9	Conduct role playing/modeling to improve problem-solving skills of children and adolescents.		
10	Identify range of applicability of, and apply traditional cognitive and behavioral therapies.		
11	Identify range of applicability of, and apply modern cognitive and behavioral therapies.		
12	Identify range of applicability of, and utilize applied behavior analysis interventions.		
13	Identify range of applicability of, and apply other current empirically supported treatments.		

Psychological and Behavioral Interventions – Presenting Complaints

		CONFIDENCE	COURSE
1	Design successful procedures to reduce or eliminate problems such as phobic behavior, panic attacks, depressed behavior, anxiety disorders, mood disorders, eating disorders, excessive behaviors, obsessive-compulsive behavior, chronic pain, headaches, and emotional dysregulation.		
2	Design interventions to improve performance.		
3	Enumerate self-control methods for persons who complain of problems caused by a lack of self-control.		
4	Design interventions to increase adherence to and compliance with necessary routines.		
5	Design interventions to improve daily functioning in children with externalizing behaviors.		
6	Design interventions to improve daily functioning in children with internalizing behaviors.		
7	Enumerate successful methods to improve medical setting outcomes.		

Consultation

		CONFIDENCE	COURSE
1	Develop measurable therapeutic goals based on an interview with a potential client.		
2	Develop a contract between two or more individuals such as a child and parent(s)		
3	Teach clients to use behavioral principles for themselves and others (e.g., their children).		
4	Train others in the appropriate application of time-out procedures.		

5	Design interventions to increase compliance with beneficial environmental programs.		
6	Break down complex tasks into small steps.		
7	Set up programs to increase adaptive behaviors of persons labeled psychotic, developmentally disabled, or traumatic brain injured.		

Practical Skills

		CONFIDENCE	COURSE
1	Complete a literature review of effective interventions for any designated problem behavior.		
2	Analyze data using statistical software.		
3	Construct useful and easily interpretable data sheets that provide immediate visual records of behavior trends.		
4	Write professionally utilizing APA style.		
5	Devise graphic representations of clinical data.		
6	Communicate orally in a professional and confidential manner		

Ethical, Legal, and Professional Issues

		CONFIDENCE	COURSE
1	The Ethical Principles of the American Psychological Association.		
2	The Behavior Management Committee Process in Mental Health		
3	The Office of Recipient Rights in Mental Health.		
4	Issues and guidelines for the use of aversive behavioral interventions.		

5	The Mental Health Code and Administrative Rules of the Department of Mental Health.		
6	Social validity versus therapeutic effectiveness.		
7	Comparative outcomes of various psychological interventions.		
8	Assessment and treatment issues that arise with multiculturally diverse clients.		
9	Licensing Rules for psychologists regulated by the Department of Commerce.		

Academic Skills – Learning Theory and Conceptual Foundation

		CONFIDENCE	COURSE
1	Positive reinforcer and reinforcement		
2	Negative reinforcer and reinforcement		
3	Primary reinforcer and reinforcement		
4	Secondary (conditioned) reinforcement		
5	Punisher/punishment: positive		
6	Punisher/punishment: negative (response cost; penalty)		
7	Extinction (extinction burst)		
8	Escape		
9	Avoidance		
10	Three-term contingency $S_d \rightarrow R \rightarrow S_r+$		
11	Generalization		
12	Discriminative stimulus (S_d)		
13	Stimulus control		
14	Establishing operation/setting event		
15	Chaining		
16	Adventitious reinforcement (superstitious behavior)		
17	Unconditional stimulus (UCS)		
18	Unconditional response (UCR)		

19	Conditional stimulus (CS)		
20	Conditional response (CR)		
21	Elicit/elicitation		
22	Habituation		
23	Spontaneous recovery		
24	Respondent extinction		
25	Frequency		
26	Duration		
27	Latency		
28	Magnitude		
29	Topography		
30	Probability		
31	Continuous reinforcement		
32	Fixed ratio schedules		
33	Variable ratio schedules		
34	Fixed interval schedules		
35	Variable interval schedules		
36	Differential reinforcement of other behavior (DRO)		
37	Differential reinforcement of low rates (DRL)		
38	Differential reinforcement of incompatible behavior (DRI)		

Academic Skills – Basic Techniques

		CONFIDENCE	COURSE
1	Shaping		
2	Time out (exclusionary and non-exclusionary)		
3	Errorless stimulus control		
4	Stimulus shaping		
5	Stimulus fading		

6	Stimulus change (stimulus control)		
7	Overcorrection (positive practice and restitution)		
8	Prompting (verbal, gestural, manual, physical)		
9	Hierarchical use of prompts and prompt fading		
10	Chaining (backward, forward, and total task)		
11	Premack principle		

Academic Skills - Theoretical Systems

		CONFIDENCE	COURSE
1	Radical Behaviorism		
2	Methodological Behaviorism		
3	Contextualism		
4	Interbehaviorism		
5	Control Systems Theory		
6	Functional Analysis		
7	Correlation Analysis		
8	Events vs. constructs and procedures vs. postulates		
9	Social validity		
10	Basic and applied behavior analysis		
11	Scientist-practitioner split in traditional psychology		
12	Aversive control vs. a constructional approach		
13	Intrapsychic vs. behavior analysis distinction		
14	Private events (covert events, inaccessible events)		
15	Mentalism		
16	Medical model		
17	Dualism		
18	Cognitive psychology		
19	Environmentalism		

20	Nativism		
21	Fundamentals of science		
22	Fundamentals of psychology as a science		
23	Cognitive therapy as a behavioral intervention		