Eastern Michigan University

Program Handbook: Masters of Science in Psychology—Clinical Behavioral

Psychology Department

2021-2022 Academic Year
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Contents

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. Experimental and philosophical foundations are essential for a rich career and an integrated approach to lifelong learning and professional development. 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 presentations[1]. 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 *Limited License Psychologist (LLP)* as a career option for appropriately trained master's level psychologists. The EMU Clinical Behavioral program is currently the only program in the country that provides the course work and practicum support for students to be eligible for both the LLP 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.

[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 Behavioral 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.

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Other Department Personnel

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Advising

The CB coordinator is your faculty mentor initially. You will be assigned another faculty mentor as soon as possible upon matriculating into the program. Your mentor will help you make decisions about course work, career goals, research opportunities, professional issues, practica, and your program of study. 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 mentors. You may do so at any time. You should take care to discuss the change with your assigned mentor 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 mentor 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 courses with a clinical sequence that includes prepracticum training. The foundations of the behavioral approach to clinical behavioral practice are covered in PSY 620: Learning and PSY 623/651 Experimental Analysis of Behavior. Students complete PSY 619 Behavioral Assessment, PSY 625 Clinical Behavior Analysis and PSY 627 Behavioral and Other Evidence-based Psychotherapies which all focus on how to apply foundational knowledge to a variety of clinical problems.

Required Courses

1. Core courses
    - PSY 600 Psychological Statistics I
    - PSY 615 Design and Analysis in Small-n Research
    - PSY 620 Theoretical Foundations of Behavioral Science
    - PSY 623 Concepts and Principles of Behavior Analysis/*PSY 651 Prepracticum
    - PSY 670 Scientific and Professional Ethics
    - PSY 701 Supervision and Management in Service Settings
    - PSY 743 Psychopathology

2. Assessment
    - PSY 619 Behavioral Assessment/*PSY 641 Prepracticum
    - PSY 762 Cognitive Assessment (required)

3. Treatment
    - PSY 625 Clinical Behavior Analysis/*PSY 661 Prepracticum
    - PSY 627 Behavioral and Other Evidence-based Psychotherapies/*PSY 671 Prepracticum

4. Practicum
    - PSY 683 Field Placement and Seminar I
    - PSY 684 Field Placement and Seminar II

5. Electives (3 credits)
    - Students take a minimum of 3 elective credits.

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.

Please see the VCS Summary Table below to review the 5th Edition Task List content hour allocation across the CB MS program core courses:

Content Areas and Courses	BACB Compliance Code and Disciplinary Systems; Professionalism	Philosophical Underpinnings	Concepts & Principles	Philosophical Underpinnings; Concepts & Principles (BCaBA use only)	Measurements, Data Display and Interpretation; Experimental Design	Behavior Assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Personnel Supervision and Management
BCBA (reference)	45	90			45	45	60	30
PSY 615					45			
PSY 619			4			37	2	
PSY 620		31	11					
PSY 623			45					
PSY 625	1	2	3		3	8	25	
PSY 627							42	
PSY 670	45							
PSY 701								45

Other Program Requirements

Practica & Prepractica

You must take four prepractica (e.g., PSY 641, 651, 661, 671) before you can commence field practicum courses (PSY 683/684). The full-time course sequence ensures you have all four prepractica that are required before you begin the external practicum. Hours accumulated in advance of completing the three prepracticum courses will not be counted toward your required 500 hours. With permission from the CB Practicum Coordinator (Dr. Loverich) 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 you may complete additional hours in the summer prior to the start of the course with permission as well. Students seeking a BCBA practicum placement need to ensure they also secure supervision from a licensed psychologist (LP) so their practicum hours can also be eligible for the LLP credential in Michigan.

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 CB Practicum Supervisor (Dr. Loverich) during the fall of your first year. There will be a practicum application orientation meeting and a fair at which to 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 LLP standards are posted and updated through the Michigan Board of Psychology. BCBA supervision standards are posted and updated through the Behavior Analysis Certification Board.

We maintain files for you to examine in your search for a placement. Currently, these files are located in the Practicum Coordinator's office. The files contain various kinds of information, some of which have been contributed by previous CB 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.

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.

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).
3. Site and Supervisor Evaluation. At the completion of your practicum experience you will be asked to submit an evaluation of the site and supervision received so that we may make improvement as needed.

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 needed for the TLLP as required by the licensing process in the State of Michigan.

***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 LLP. Some supervisees with practica at sites providing BCBA only supervision will need to make arrangements to contract for LLP 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, you will need to submit a Certification of Psychology Education form. You will fill out one side (Section I) will forward the form to the CB Coordinator to complete and send to the Board. Before giving the form to us, you should type in the information at the top of Section II of the form (top of back side): Educational Institution, your name, dates you attended graduate program, degree and discipline (Psychology). Supply the departmental representative to whom you forward the form with an envelope addressed to the Board. A stamp is not necessary.

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.

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 more than five semesters 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.

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.
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

date 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 require 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. You 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 require 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

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

Academic Load

The overwhelming majority of students in the program attend full time and graduate within 2 years.

Example Full-Time Course Sequence

Year	Course	Credits
Fall	*PSY 619/641 Behavioral Assessment / Prepracticum I*	3+1
Year 1	*PSY 623/651 Concepts and Principles of Behavior / Prepracticum II*	3+1
	PSY 743 Psychopathology	3
Winter	*PSY 625/661 Clinical Behavior Analysis / Prepracticum III*	3+1
Year 1	*PSY 627/671 Behavioral & Other EBTs / Prepracticum IV*	3+1
	PSY 670 Scientific and Professional Ethics or PSY 762 Cognitive Assessment	[3 or 4]
Summer	*PSY 670 Scientific and Professional Ethics or PSY 762 Cognitive Assessment*	[3 or 4]
1st Year	*PSY 615 Design & Analysis in Small-n Research*	3
Fall	*PSY 600 Psychological Statistics I*	3
2nd Year	*PSY 701 Supervision & Management in Service Settings*	3
	PSY 683 Field Practicum	2
Winter	*PSY 684 Field Practicum*	2
2nd Year	*PSY 620 Theoretical Foundations of Behavioral Science*	3
	Elective	3

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). In addition, pre-prepracticum corequisites require an estimated 3-4 hours per week for preparation and implementation. 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

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.

STUDENT PERFORMANCE & CONDUCT

Evaluation of Students

Students will be evaluated at a minimum at the conclusion of each semester 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				

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.

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 4 faculty is sufficient for the evaluation summary to move forward.

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

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.

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. 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 dishonestly 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 Student Conduct Code.

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. 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 contemplating decisions like this 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 Unsatisfactory 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.

Incompletes

Please see the EMU Graduate School Academic Policies and Processes. In most cases it is more appropriate for a student to withdrawal (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 dicretion 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.

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 exceptions to the graduate schools 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** provide a student an extension on this time limit.

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).

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 3.0 in 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

“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 that 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 gazzilion 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 Sd--->R--->Sr+		
11	Generalization		
12	Discriminative stimulus (Sd)		
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	Hierarchal 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		