PROGRAM MANUAL

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

UNIVERSITY OF DETROIT MERCY

ACADEMIC YEAR 2018-2019

This manual is designed to assist students with their progress through the Program and contains official policies as well as recommendations accumulated through the experience of our faculty members, current students, and alumni. It is to be considered supplemental to the published material appearing in the Graduate Catalog (available online at udmercy.edu/catalog) and each student should make him/herself familiar with the policies contained within each. The policies and recommendations appearing in both are applicable from the time a student enters the Program and remain in effect throughout his or her inclusion in it. In addition to this manual, you can find relevant information about university services including student support services, student life, and the CLAE graduate catalog by selecting the links.

The Doctoral Program in Clinical Psychology at the University of Detroit Mercy is accredited by the Committee on Accreditation, American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242, (202)336-5979.

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INTRODUCTION

The Detroit Mercy doctoral program in clinical psychology is based on a practice-oriented scientist-practitioner model. The program is aimed at training students to provide psychological services to the public based on sound ethical standards and on a thorough and current understanding of psychological principles as tested by research. Professional practice is, therefore, conducted on a scientific base of knowledge, informed by research. The clinical context also provides an important guide to scholarly inquiry and hypothesis generation. The curriculum is designed to give the student simultaneous access to theory, research, and practice in the conviction that this simultaneous exposure not only potentiates the learning process, but also demonstrates the inseparability of theory and practice. Opportunities will be presented throughout the curriculum to allow students to participate in ongoing research projects, both theoretical and applied, as well as opportunities for clinical contact.

The content of the courses and their sequence provides the student with in-depth knowledge of psychology and its application to clinical practice resting upon a broad-based theoretical perspective with significant emphasis on a psychoanalytic viewpoint, including both classical and contemporary approaches. The choice of this viewpoint is grounded in the conviction that such a theoretical perspective provides a firm foundation for effective practice in any area of application and a base from which to understand other viewpoints. In their training, students are encouraged to draw upon the resources and areas of expertise of the entire departmental faculty. The curriculum is also designed to fulfill another essential goal: namely, that the student be exposed to a variety of problems, populations, issues, and techniques of assessment and intervention. These serve as a basis for further development and innovation as students' interests and the demands of their professional situations dictate.

Based on this model, our training goals emphasize professional ethics, scholarship, social justice and cultural diversity, professional adaptability, and a commitment to lifelong learning.

PROGRAM PHILOSOPHY, OBJECTIVES, AND CURRICULUM

The site of our doctoral level training program in Clinical Psychology is the University of Detroit Mercy, "an independent Catholic institution of higher education which exists primarily for teaching, learning, and research. It is sponsored by the Religious Sisters of Mercy and the Society of Jesus. The University takes its mission from its educational traditions which emphasize concern for the dignity of the person and for the common good of the world community. This education seeks to integrate intellectual, spiritual, moral, and social development." (Detroit Mercy Graduate Catalog)

TRAINING MODEL AND GOALS

The doctoral program in Clinical Psychology at the University of Detroit Mercy follows the scientist-practitioner model of clinical training, which includes the integration of science and practice. Consistent with the model suggested at the National Conference on Scientist-Practitioner Education and Training (January, 1990), the program emphasizes the development of interlocking skills in scientific methodology and professional practice. The program functions to train students to provide psychological services to the community based on sound ethical standards and on a thorough and current understanding of psychological principles as tested by research. Additionally, the program provides students with training in the development and execution of scientific research. Through a sequential, gradual, and cumulative set of training experiences, the program strives to provide broad and general preparation for the practice of Clinical Psychology.

In training, emphasis is placed on the inter-relationships among theory, research, and clinical practice. Effective and ethical clinical practice is viewed as practice conducted based on a scientific base of knowledge, informed by research. Clinical practice and observation are seen as providing an important guide to scholarly inquiry and hypothesis generation. The curriculum is designed to give students simultaneous exposure to theory, research and practice. Opportunities are presented throughout the curriculum to allow students to participate in ongoing research projects, both theoretical and applied, as well as opportunities for substantive clinical contact.

The content of the courses and their sequence provides students with in-depth knowledge of psychology and its application to ethical clinical practice resting upon a broad-based theoretical perspective with significant emphasis on the psychoanalytic viewpoint, including both classical and contemporary approaches. This viewpoint provides a thorough understanding of the human person that includes both conscious and unconscious processes, personality and motivational factors, and relational dynamics, which then serves as a basis for psychotherapeutic interventions. There is a growing body of theoretical and empirical literature directed at the examination of various aspects of psychoanalytic theory, which has contributed to a better understanding of the DSM-IV Axis II personality disorders in particular, and to the development of more effective treatment models. An example of a meta-analysis of the effectiveness of psychodynamic therapy can be found in Shelder, J. (2010). The Efficacy of Psychodynamic

Psychotherapy. ***American Psychologist, 63 (2)***, 98-109. There is also a growing interest in both personality issues and unconscious processes in other areas of psychology, such as social, cognitive, and developmental psychology. The theoretical focus of the program provides a model for learning other theoretical perspectives in the field, as well as a foundation for applied learning. The curriculum is also designed to fulfill another essential goal: namely, that students be exposed to a variety of problems, populations, issues, and techniques of assessment and intervention. These serve as a basis for further development, professional growth, and innovation as students' interests and the demands of their professional situations dictate.

It is expected that our graduates will make contributions to the local community and to the wider society through their clinical work and through their scholarly contributions to the evolving body of scientific and professional knowledge that serves as the basis of their practice. We hope to train professionals who are committed to a lifetime of learning, pertaining both to professional issues and to major questions of human existence. Our graduates are employed in a variety of settings including independent practice, clinical and administrative positions in community mental health centers and social agencies, hospital practice, forensic work, research positions, and higher education. They also occupy positions of leadership in professional organizations and are involved in a broad range of professional activities.

The overall long-range goals of the program emanate from our training model and are directed toward the training of professional clinical psychologists who demonstrate and practice:

1. professional competence and adaptability
2. ethical standards and sensitivity to social justice issues
3. scholarly contributions to the field of psychology
4. service to the community

The long-range goals of the program are operationally defined through the identification of their related objectives and competencies. The successful completion of specific activities ensures that the goals of the training model will be achieved by all students.

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4. service to the community

For the Goals, Objectives, and Competencies under which the program operated for *The Guidelines and Principles for Accreditation in Professional Psychology (G&P)* prior to the implementation of the *Standards of Accreditation for Health Service Psychology (SoA),* see Appendix XIX.

The long-range goals of the program are operationally defined through the Profession Wide Competencies and Program Specific Competencies. The successful completion of specific activities ensures that the goals of the training model will be achieved by all students.

The Detroit Mercy Doctoral Program in Clinical Psychology provides training in Health Service Psychology, as defined by the Commission on Accreditation (CoA) or APA. All accredited programs provide training for the **Profession Wide Competencies (PWC)**. From the Standards of Accreditation for Health Service Psychology (2016) American Psychological Association.

> Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology. The specific requirements for each competency are articulated in Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence base when training students in the following competency areas. Students must demonstrate competence in:
>
> (i) Research
> (ii) Ethical and legal standards
> (iii) Individual and cultural diversity
> (iv) Professional values, attitudes, and behaviors
> (v) Communication and interpersonal skills
> (vi) Assessment
> (vii) Intervention
> (viii) Supervision
> (ix) Consultation and interprofessional/interdisciplinary skills

Profession Wide Competencies are developed across multiple courses and practice experiences, and single courses and practice experiences can contribute to the development of more than one competency. The program provides primary instructional activities, contributing activities, and practice activities aimed at developing Profession Wide Competencies in the following ways.

PROFESSION WIDE COMPETENCIES

(i) Research

Required Courses (Primary Instructional Activity: PIA): Students are required to take the following courses in support of the development of the research competency. All research methodologies are covered in PYC 5040 and PYC 6630. All major univariate and multivariate statistics are covered in PYC 6600 and PYC 6610.
PYC 5040 – Basic Research Design
PYC 6630 – Research Seminar
PYC 6600 – Statistics I
PYC 6610 – Statistics II
Required Research: All students are required to complete a second year research project, to be declared by the end of the first year and completed by November of the third year. The culmination of the project is a research report equivalent in quality to an article submitted to a refereed journal. The project is supervised by a faculty advisor and reviewed by a second reader. To support this work, students sign up for up to three credit hours of independent study (PYC 7980) under the supervision of a faculty advisor. The second year project must be an original empirical research project and is an essential component of preparation for further scholarly work and especially for the independent effort entailed in the dissertation.
All students who are candidates for the doctoral degree in Clinical Psychology at the University of Detroit Mercy fulfill the requirements for dissertation and competence in the area of research by conducting "an original, independent scientific investigation that furthers psychological knowledge." [Belar & Perry (1992) National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology. American Psychologist, 47, 74.] This is interpreted to mean the development and successful execution of a research project that involves the collection of data, its analysis and interpretation. The dissertation is viewed as a contribution to the body of knowledge in psychology. All dissertation defenses are announced to the university community and are open to all members of the university community and invited guests.
PYC 7980—Directed Studies (2nd year project)
PYC 7990 – Dissertation

Required Contributing Courses/Activities (CA):
Comprehensive Exam Research Question.

Brown Bag Seminar – This is an informal monthly meeting in which faculty and psychologists from the community present their ongoing research projects to our clinical students. These meetings are required for first year students and highly recommended for everyone else. The purposes of this seminar include the following: to provide students with first-hand information about research being conducted by the psychology faculty and psychologists in the community in order to aid student selection of individuals to chair or assist in dissertation and second-year project research and/or direct other student research projects; to provide students with opportunities to take part in ongoing research projects in order to aid in further development of

research skills and encourage publication efforts; and to further the development of model/mentor student/faculty relationships.
PYC 6890 Theories of Therapy

(ii) Ethical and Legal Standards

Required Courses (Primary Instructional Activities: PIA)
PYC 6930 Ethics.
Required Courses/Activities (Contributing Activities: CA)
PYC 5040 Basic Research Design. The course covers ethical principles related to research. Students must complete Collaborative Institutional Training Initiative (CITI) and provide certificate of successful completion.
PYC 6630 Research Seminar. The course covers Ethics of Research with Human Subjects in addition to research methodologies.
PYC 7956 Introduction to Clinical Practice. Course objectives include - Students will acquire basic understanding of community resources and outreach activities in the context of social justice principles. Course Modules: General Ethical Principles and Confidentiality; HIPPA - Students will be introduced to the importance of self-awareness in personal and professional development
Required Practica (Practice Activities: PA). Students complete several clinical training activities which require the knowledge of ethical principles and demonstration of ethical behavior. Students cannot pass any of these activities unless they have demonstrated satisfactory levels of competence in ethical behavior.
PYC 7500 Psychotherapy Practicum (6 terms)
PYC 6730 Assessment III
PYC 7530 Clinical Practicum
PYC 7540 Clinical Internship

(iii) Individual and Cultural Diversity

Required Courses (Primary Instructional Activities: PIA)
PYC 7750 – Multicultural Issues in Clinical Psychology.
PYC 6540– Personality.
Required Courses/Activities (Contributing Activities: CA)
PYC 6880 Principles of Psychotherapy. The course covers psychoanalytic principles in working with diverse populations
PYC 6850 Psychopathology I. Course objectives include students to identify and discuss cultural variations in psychopathology and the importance of considering cultural factors in diagnosis and treatment recommendations. Demonstrate knowledge, awareness, and understanding of one's own diversity as well as that of others as cultural beings.
PYC 6860 Psychopathology II. Course objectives include students to acquire knowledge of working with individuals of varying personality disorders and the impact of individual differences on psychopathology.
Comprehensive Exam in Psychopathology
Required Practica (Practice Activities: PA).

PYC 7500 Psychotherapy Practicum (6 terms)
PYC 6730 Assessment III
PYC 7530 Clinical Practicum
PYC 7540 Clinical Internship

(iv) Professional values, attitudes, and behaviors

Required Courses (Primary Instructional Activities: PIA)
PYC 6930 - Ethics.
PYC 7956 – Introduction to Clinical Practice First year doctoral students in clinical psychology will become familiar with professional behavior and basic ethical principles in a clinical setting. Students are introduced to the importance of self-awareness in personal and professional development. Students acquire basic understanding of community resources and outreach activities in the context of social justice principles.
Required Courses/Activities (Contributing Activities: CA)
Brown Bag Seminar. This is an informal monthly meeting in which faculty and psychologists from the community present their ongoing research projects to our clinical students. These meetings are required for first year students and highly recommended for everyone else. The purposes of this seminar include the following: to provide students with first-hand information about research being conducted by the psychology faculty and psychologists in the community in order to aid student selection of individuals to chair or assist in dissertation and second-year project research and/or direct other student research projects; to provide students with opportunities to take part in ongoing research projects in order to aid in further development of research skills and encourage publication efforts; and to further the development of model/mentor student/faculty relationships.
PYC 6700 - Assessment I. Students engage in self-assessment exercises during the course to Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
PYC 6880– Principles of Psychotherapy. Students engage in self and practice reflection exercises for countertransference and activities to promote ongoing education and professional development.
Required Practica (Practice Activities: PA).
PYC 6730 Assessment III (3 terms). This practicum contribute to the development of a professional identity which encompasses standards of professional practice, ethics, intellectual rigor, personal integrity; and an appreciation and understanding of human diversity. The practicum introduces students to the various roles and relationships inherent in the evaluation process, such as clinician/patient, supervisory, consultative, and their respective responsibilities in each.
PYC 7500 Psychotherapy Practicum (6 terms). Practicum objectives include the following- Students will increase their understanding of clinical judgment and clinical effectiveness based on empirical findings and research perspectives. -Students will enhance the development of a professional identity through focused consideration of ethical and professional issues as they unfold in the treatment situation, and through examination of issues of human diversity. - Students will demonstrate mastery of basic policies and procedures of working in an organized

professional setting, i.e. the Detroit Mercy Psychology Clinic; and will demonstrate familiarity with principles of supervision and consultation.
PYC 7530 Clinical Practicum.
PYC 7540 Clinical Internship.

(v) Communications and interpersonal skills

Required Courses (Primary Instructional Activities: PIA and Practice Activity: PA)
PYC 7500 Psychotherapy Practicum (6 terms). Students see psychotherapy patients through the Detroit Mercy Psychology Clinic and conduct intake assessments for 6 terms. Students meet with assigned supervisors and attend Case Conference. Students must present intake and clinical case material during each term of PYC 7500, with expectations geared to year in program (2nd and 3rd year students).
PYC 7956 Introduction to Clinical Practice (2 terms). See syllabus. Five hours per week desk duty in the clinic, which includes administrative duties of opening and closing the clinic; monitoring the business office and conducting telephone intake assessments. Answering calls to the clinic including telephone intakes, crisis intervention, providing general information to the public and taking messages for clinic staff and student therapists. Participate in outreach activities as assigned.
PYC 6730 Assessment III (3 terms). Course goal includes: To introduce students to the various roles and relationships inherent in the evaluation process, such as clinician/patient, supervisory, consultative, and their respective responsibilities in each. Students must conduct assessments of patients, communicate effectively with other professionals, organizations and supervisor, write reports tailored to the appropriate audience, and orally communicate feedback to patients. They must also engage in one formal consultation each term.
Required Courses/Activities (Contributing Activities: CA)
PYC 6040-Learning. Students must present to the class on an article that integrates cognitive and affective aspects of behavior.
PYC 6700 Assessment I. Students must present an integrated report to classmates and respond to questions.
PYC 6850 Psychopathology I. Students are required to present one journal article and lead a class discussion on the topic.
PYC 6890 Theories of Therapy. Students are required to complete a publication/presentation-worthy paper described elsewhere in the syllabus. Papers will be presented to the class toward the end of the term in a conference-style format.
Required Courses/Activities (Practice Activity: PA)
PYC 7530 Clinical Practicum.
PYC 7540 Clinical Internship.

(vi) Assessment

Required Courses (Primary Instructional Activities: PIA)
PYC 6700 Assessment I
PYC 6710 Assessment II

PYC 5230 Child Assessment
Required Courses/Activities (Practice Activity: PA)
PYC 6730 Assessment III
PYC 6850 Psychopathology I
PYC 6860 Psychopathology II
In order to interpret assessment results, gather relevant data and communicate findings, it is necessary for students to demonstrate competency in diagnostic categories, including personality disorders, and understand models of etiology.
PYC 7530 Practicum
Required Courses/Activities (Contributing Activities: CA)
Comprehensive Exams Assessment Question

(vii) Intervention

Required Courses (Primary Instructional Activities: PIA)
PYC 6880 Principles of Psychotherapy.
PYC 6890 Theories of Therapy
Required Courses/Activities (Practice Activity: PA)
PYC 7500 Psychotherapy Practicum
PYC 7530 Clinical Practicum
Required Courses/Activities (Contributing Activities: CA)
Comprehensive Exams Psychotherapy Questions

(viii) Supervision

Required Courses/Activities (Primary Instructional Activity: PIA/Practice Activity: PA)
PYC 7500 Psychotherapy Practicum. Readings in supervision are included in the syllabi for the terms of PYC 7500. PYC 7500 includes Case Conference for all terms. Case conference involves case presentations and discussion of clinical issues including psychotherapy process, supervisory process and consultative processes. All students present case material and must also provide feedback to case presenters. Students meet with external supervisors (who are different from the instructor leading case conference and responsible for PYC 7500) for psychotherapy supervision.
PYC 6730 Assessment III provides didactic coverage of supervisory issues and supervision of assessments.
PYC 7530 Clinical Practicum.

(ix) Consultation and interprofessional/interdisciplinary skills

Required Courses/Activities (Primary Instructional Activity: PIA/Practice Activity: PA)
PYC 6730 Assessment III (see syllabi). Students receive didactic coverage of consultation models and practices during the 3 terms and schedule one formal consultation session for each term of Assessment III.
PYC 7530 Clinical Practicum

Program Specific Competency

In addition, the Detroit Mercy doctoral program in clinical psychology trains students in the Program Specific Competency of Psychoanalytic Theory, Assessment, Intervention, and Research.

Psychoanalytic Theory, Assessment, Intervention and Research Elements

A. Recognize, assess and utilize knowledge of levels of personality functioning in service delivery to patients.
B. Ability to identify, assess, and utilize understanding of psychological defenses in service delivery to patients.
C. Ability to identify, assess, and utilize understanding of object relations in service delivery to patients.
D. Ability to identify, assess and utilize understanding of attachment style or issues in service delivery to patients
E. Ability to identify, assess and utilize understanding of transference in service delivery to patients.
F. Ability to identify, assess and utilize understanding of countertransference in service delivery to patients.
G. Ability to identify assessment findings that are relevant to understanding unconscious influences on behavior, functioning, and psychopathology.
H. Demonstrate knowledge of empirical and clinical literature in psychoanalytic psychology relevant to their work in this setting.
I. Demonstrate ethical practice in the application of psychoanalytic theory, assessment, intervention and research

Primary Instructional Activities: PIA

PYC 6540–Personality (Elements A-H)
PYC 6550–Psychoanalytic Concepts (Elements A-H)
PYC 6730 Assessment III (Elements A-I)
PYC 6800-Psychopathology II (Elements A-H)
PYC 6880 –Principles of Psychotherapy (Elements A- I)
PYC 6930 – Ethics (Element I)

Practice Activity: PA

PYC 7500 Psychotherapy Practicum (6 terms). (Elements A-I)

CURRICULUM FOR DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

FALL OF YEAR 1	**CREDITS**
PYC 6540–Personality	3
PYC 6550–Psychoanalytic Concepts	3
PYC 6600-Statistics I	3
PYC 6700-Assessment I	3
PYC 7956-Intro Clinical Practice	0
CREDIT HOURS	12

WINTER OF YEAR 1	
PYC 5040-Research Design	3
PYC 6610-Statistics II	3
PYC 6710-Assessment II	3
PYC 6850-Psychopathology I	3
PYC 6880-Principles of Therapy	3
PYC 7956-Intro Clinical Practice	0
CREDIT HOURS	15

SUMMER OF YEAR 1	
PYC 5230-Child Assessment	3
PYC 6500-History & Systems*	3
PYC 6860-Psychopathology II	3
CREDIT HOURS	9

FALL OF YEAR 2	
PYC 6040-Learning	3
PYC 6730-Assessment III	0
PYC 6890-Theories of Therapy	3
PYC 7500-Psychotherapy Practicum	3
PYC 7750-Cultural Diversity	3
CREDIT HOURS	12

WINTER OF YEAR 2	
PYC 6730-Assessment III	0
PYC 6740-Developmental	3
PYC 6930-Ethics	3
PYC 7500-Psychotherapy Practicum	3
CREDIT HOURS	9

SUMMER OF YEAR 2	
PYC 5000-Social Psychology	3
PYC 6730-Assessment III	0
PYC 7500-Psychotherapy Practicum	0
CREDIT HOURS	3

FALL OF YEAR 3	**CREDITS**
PYC 6630-Research Seminar	3
PYC 7500-Psychotherapy Practicum	3
PYC 7530-Practicum	0
CREDIT HOURS	6

WINTER OF YEAR 3	
PYC 6510-Physiological Psych	3
PYC 7500-Psychotherapy Practicum	3
PYC 7530- Practicum	0
CREDIT HOURS	6

SUMMER OF YEAR 3	
PYC 7500-Psychotherapy Practicum	0
PYC 7530- Practicum	0
CREDIT HOURS	0

* Course is offered every other year

** In addition, students take 15 hours of elective courses.

YEAR 4

Comprehensive exams, dissertation work (9 hours), additional practicum.
Students register for dissertation hours (7990) and additional psychotherapy (7520) here.

YEAR 5

Internship year; register for 7540 for three (3) semesters (0 credit hours).

ELECTIVES

In keeping with the student-focused mission of the University, each student is encouraged to take responsibility for the development of his/her elective program in consultation with a faculty advisor. Students may select elective courses in areas of relevance to Clinical Psychology--offered in Psychology and throughout the University. In addition, new psychology courses may be developed reflecting the changing issues in the field of Clinical Psychology. The purposes of the elective sequence include the following:

a.) To develop one's knowledge in a specific area of professional interest, e.g. work with children, addiction studies, organizational psychology, etc.

b.) To broaden or diversify one's knowledge base.

The following psychology elective courses will be offered every other year. These courses represent areas of importance for clinical psychology and/or are required for psychology licensing in some states. Further, they support our training goal of professional adaptability.

Topics in Psychology

PYC 6770	Child Therapy
PYC 6900	Group Psychotherapy
PYV 7650	Cognitive Therapy
PYC 7690	Human Sexuality
PYC 7740	Behavioral Treatment
PYC 7951	Clinical Research
PYC 7670	Human Neuropsychology
PYC 7953	Psychopharmacology
PYC 7954	Supervision and Consultation
PYC 7955	Psychology in the Hospital Setting

PYC 7950, listed as Topics in Psychology in the Detroit Mercy Graduate Catalog, will also be used for new courses which focus on changing issues in the field of Clinical Psychology. See the Schedule of Courses for course listings for each semester

TRAINING METHODS

The goals, objectives and competencies listed above reflect the integration of theory, research, and practice in our training model. The curriculum is designed to provide a sequential, gradual, and cumulative set of experiences to allow students to acquire and demonstrate understanding and competence in the areas necessary for the practice of clinical psychology. The entire program including course work, clinical experience, internship and dissertation totals **96 credit hours**.

The program has specific requirements that students must meet in order to maintain good standing and to ensure that satisfactory progress is made toward completion.

COURSEWORK

The content, sequence, and timing of coursework are designed to maximize attainment and mastery of the various program educational goals. The program requires three years of full-time study onsite, with 87 credit hours of work distributed over the first three years. Elective courses and clinical practica are typically taken during years two and three. Years four and five are devoted to dissertation work and a full-time clinical internship. The completion of the dissertation requires nine additional credit hours, for a total of 96 hours of scheduled course work. Students may not graduate until the internship and dissertation are completed. Students who have prior clinical/graduate experience (most commonly a master's degree in Clinical Psychology or its equivalent) may be eligible for advanced standing in particular courses which are judged to be equivalent to current required courses. Also, students may transfer up to 12 credit hours from other institutions. With these exceptions, students must complete all of their course work while in residence at the University.

Discipline Specific Knowledge in Psychology

Because discipline-specific knowledge serves as the foundation to further training in health service psychology, the program includes the following required courses. Relevant Discipline specific knowledge can be contained in more than one course:

<u>Biological Aspects of Behavior</u>
PYC 6510 – Physiological Psychology

<u>Cognitive and Aspects of Behavior</u>
PYC 6040 – Learning and Memory
PYC 6740 – Developmental Psychology
PYC 6700 – Assessment I

<u>Affective Aspects of Behavior</u>
PYC 6040 – Learning and Memory

PYC 6510 – Physiological Psychology
PYC 6740 – Developmental Psychology

Social Aspects of Behavior
PYC 5000– Social Psychology

Developmental Aspects of Behavior
PYC 6740 – Developmental Psychology

History and Systems of Psychology
PYC 6500 – History and Systems of Psychology
PYC 6550 – Basic Psychoanalytic Concepts

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas
PYC 6040 – Learning and Memory: Integrative presentation in course
PYC 6740 – Developmental Psychology: Integrative Essay Assignment

Research Methods
PYC 5040 – Basic Research Design
PYC 6630 – Research Seminar
PYC 7980 – Directed Studies (2nd year project)
PYC 7990 - Dissertation

Quantitative Methods
PYC 6600– Statistics I
PYC 6610 – Statistics II
PYC 7980 – Directed Studies (2nd year project)
PYC 7990 - Dissertation

Psychometrics
PYC 5040 – Basic Research Design
PYC 6630 – Research Seminar
PYC 6700 – Assessment I
PYC 7980 – Directed Studies (2nd year project)
PYC 7990 - Dissertation

Courses in statistics and research will be taken during the first and third years of study. These courses include the statistics sequence (PYC 6600, Statistics I, and PYC 6610, Statistics II), as well as courses which focus more specifically on research methods and design (PYC 5040, Research Design, and PYC 6630, Research Seminar).

The Research Seminar (PYC 6630) provides an important context for demonstration of pre-dissertation research competence. A requirement of this seminar is the preparation of two

research proposals. Students may choose to follow through on one of these projects to completion prior to conducting their dissertation research.

Brown Bag Seminar – This is an informal monthly meeting in which faculty and psychologists from the community present their ongoing research projects to our clinical students. These meetings are required for first year students and highly recommended for everyone else. The purposes of this seminar include the following: to provide students with first-hand information about research being conducted by the psychology faculty and psychologists in the community in order to aid student selection of individuals to chair or assist in dissertation and second-year project research and/or direct other student research projects; to provide students with opportunities to take part in ongoing research projects in order to aid in further development of research skills and encourage publication efforts; and to further the development of model/mentor student/faculty relationships.

Second Year Project – All students are required to complete a second year research project, to be declared by the end of the first year and completed by November of the third year. The culmination of the project is a research report equivalent in quality to an article submitted to a refereed journal. The project is supervised by a faculty advisor and reviewed by a second reader. To support this work, **students may sign up for up to three credit hours of independent study (PYC 7980)** under the supervision of a faculty advisor. Students are strongly encouraged to choose a research project that is integrated into the ongoing research program of a faculty member.

The second year project must be an original empirical research project and is an essential component of preparation for further scholarly work and especially for the independent effort entailed in the dissertation. The project is expected to serve as a foundation for a research apprenticeship experience, working under the close supervision of a faculty member on a subproject within the mentor's ongoing research program. The second-year project is not expected to represent independent accomplishment in research conceptualization and design; rather, it involves collecting new data or conducting a unique analysis of existing data. The final product should be a research report, prepared by the student, which presents a set of empirical findings in the format of a journal article. That is, quantitative data must be analyzed statistically. The report may be based on qualitative data, as long as data are coded numerically and analyzed statistically.

Planning for the project should occur as students progress through the statistics sequence and research methods class, during the first year. Independent study with a faculty member is expected to provide structure for conducting the project during the first two years. Students should negotiate specific objectives, scope and product with the faculty members who will advise on the project (two faculty members, an advisor and a reader). The report must be submitted by November 1 of the third year.

Typically, students will engage in a review of the relevant literature, write a prospectus, collect and/or analyze data, and prepare a written report following certain guidelines. The research may

involve any standard empirical strategy (e.g., descriptive, quasi-experimental). Students may elect to use data already collected by a faculty member for secondary data analysis.

In addition to the written document described above, all students must attend at least one dissertation proposal meeting and one dissertation defense to complete the requirements of the second year project.

Psychology Clinic-- The University Psychology Clinic, in addition to its mission to provide psychological services and training, serves as a site for research on treatment and assessment. Information about treatment-related variables is collected from student therapists and patients seeking treatment at the clinic and is coded anonymously and entered into a data base for the use of clinical students and/or faculty members for research on treatment process and outcome. Archival research is also conducted at the clinic using data from assessment files.

Apprenticeships with Faculty – Graduate students receive 18 hours of tuition remission for the first two years as remuneration for acting as assistants to faculty in academic endeavors (teaching, research, and service). Most students gain direct experience in conducting research under close supervision of their faculty mentor. Apprenticeship in ongoing research programs of faculty is an invaluable part of research training. The assistantship can provide experience with all aspects of conducting research and provide conceptual and methodological context for dissertation projects.

Research Training in Off-Site Collaborative Programs – Detroit Mercy faculty have long-standing collaborative relationships with several clinical settings, through clinical work, consultative relationships, or through program alumni. Several students have benefited from these associations and have participated in research projects at Children's Hospital of Michigan, the Wayne State Medical School, the Center for Forensic Psychiatry, and the University of Michigan Institute for Social Research.

Foundations of Clinical Practice

To ensure that students are exposed to the current body of knowledge which comprise the scientific, methodological, and theoretical foundations of practice, the program includes several required and elective courses which address issues in the following areas:

<u>Individual Differences</u>
PYC 6540 – Personality
PYC 7750 – Cultural Diversity

<u>Human Development</u>
PYC 6740 – Developmental Psychology
PYC 7690 – Human Sexuality (elective)

<u>Psychopathology</u>

PYC 6850 – Psychopathology I
PYC 6860 – Psychopathology II
PYC 6760 – Child Psychopathology (elective)

Professional Standards and Ethics
PYC 6930 – Ethics
PYC 7500 – Case Conference
PYC 7530 – Clinical Practicum
PYC 7540 – Clinical Internship

Defining Problems and Implementing Interventions

To ensure that students are exposed to the current body of knowledge which addresses assessment, diagnosis, and treatment, the program includes the following required and elective courses:

Theories and Methods of Assessment and Diagnosis
PYC 6850 - Psychopathology I
PYC 6860– Psychopathology II
PYC 7500– Case Conference (6 semesters – required)
PYC 6700 - Assessment I
PYC 6710 – Assessment II
PYC 5230 – Child Assessment
PYC 6730 – Assessment III

Effective Intervention
In keeping with the psychoanalytic emphasis of our program, students are trained in both the classical and contemporary approaches to psychoanalytic theory. Training in this particular conceptual framework also provides a model for learning other theoretical perspectives.

PYC 6550 – Basic Psychoanalytic Concepts
PYC 6770 – Child Therapy (elective)
PYC 6880 – Psychoanalytic Principles of Therapy
PYC 7500 – Case Conference (6 semesters – required)
PYC 7950 – Dream Interpretation (elective)

Furthermore, students are exposed to other empirically validated treatment approaches in a number of other classes and in their practicum and internship experiences.

PYC 6890 – Theories of Therapy (required)
PYC 6900 – Group Psychotherapy (elective)
PYC 7650 – Cognitive Therapy (elective)
PYC 7740 – Behavioral Treatment (elective)
PYC 7950 – Topics in Psychology (elective)

Consultation and Supervision
PYC 6930 – Ethics
PYC 7500 – Case Conference (6 semesters – required)
PYC 7950 – Consultation and Supervision (elective)

Students' participation in practica and internships also provide opportunities for applied experience in consultation and supervision. In addition, some students have opportunities to provide basic level supervision through their TA positions for the assessment sequence. The supervision they provide includes observation of test administration and review of report writing by students in the school psychology, masters clinical, and doctoral programs and is directed by the faculty member teaching those courses. Finally, advanced graduate students provide supervision for PYC 6730 – Assessment III under the direction of the course instructor.

Evaluation of Intervention Effectiveness
All courses covering assessment and intervention methods incorporate attention to the empirical evaluation of intervention effectiveness. This is further examined during the in-house and outside practica and during the clinical internship experience.

PRACTICAL TRAINING EXPERIENCES

Nature of Settings and Integration into the Training Program. Training experiences which emphasize the development of clinical skills include an in-house practicum in psychotherapy and psychological assessment at the University Psychology Clinic and off-site practica in the community. In both environments, students are provided with expert supervision in a wide range of assessment and intervention procedures.

In-house Practicum: University Psychology Clinic – In the first year of training, students work approximately five hours each week in the University Psychology Clinic doing telephone intakes, responding to crisis situations as needed, and learning the basic components of clinic operations. They are supervised in these activities by the Clinic Director.

In the second year of training, students' first assessment and psychotherapy practicum experiences are in-house, based in the University Psychology Clinic, which provides psychological services to students, staff, and the metropolitan community. Services provided at the clinic include individual, marital, and group psychotherapy, and psychological assessment of children, adolescents, and adults. The clinic also provides important outreach services to the Detroit metropolitan community in the form of consultation, staff training, intake assessment, and group therapy in settings which have included: a center for refugees, a residential substance abuse treatment center, and a shelter for homeless women. All of these services are provided by doctoral students who work under the supervision of qualified and licensed psychologists from the faculty and from the community. The Detroit Mercy clinic serves to expose students to culturally diverse populations and to assist them in examining the human dyad within the context of the relationship between therapist and patient.

The assessment practicum is required for all students and is taken for three consecutive terms, beginning in the second year. Students register for PYC 6730 (Assessment III) for each of these terms. The course includes lecture, individual supervision of assessment cases (by the instructor for this course) and case conference. Students are expected to complete 6 to 9 evaluations during the course of the year.

The psychotherapy practicum is required for all students and is taken for six consecutive terms, beginning in the second year. Students register for PYC 7500 (Case Conference) for each of these terms. The course involves patient contact, individual supervision of psychotherapy cases, guided reflection, and case conference. Students are expected to maintain a caseload of three psychotherapy patients during the six terms they are enrolled in PYC 7500. Additional supervised psychotherapy experience at the Detroit Mercy clinic is offered through PYC 7520 (Advanced Psychotherapy Practicum). This course is taken by permission of the instructor and may be taken by students who want to continue treatment with patients they have begun working with at the clinic and/or wish additional psychotherapy experience. This course involves patient contact and individual supervision of psychotherapy cases. Students taking PYC 7520 are also encouraged to continue their participation in the weekly case conference held at the clinic.

Psychotherapy supervision is provided by qualified psychologists from the community or the psychology faculty. Clinical supervisors and faculty are invited periodically to participate in the weekly case conference at the clinic. Treatment cases are also monitored by the Clinic Director (who teaches PYC 7500) through the weekly case conference and written reviews of patient treatment needs and progress, which are part of the standard operating procedures of the clinic. The Clinic Director also conducts a weekly group psychotherapy supervision session, attended by students who are running group treatment in the clinic. Student therapist evaluations are completed by clinical supervisors each term and submitted to the Clinic Director.

Off-Site Clinical Practicum – Beginning in the third year of training, students participate in an off-site practicum in one of the community settings in the metropolitan Detroit area. This practicum is done at a multi-disciplinary, off-campus agency or hospital chosen by the student and approved by the Director of Clinical Training. Students register for PYC 7530 (Clinical Practicum) each term that they are involved in an off-site practicum. While students work with a variety of mental health and human service professionals in our program's off-site practica, the student's primary supervisor is always a fully-licensed doctoral level psychologist who has completed at least two years of supervised post-doctoral experience in an organized health care setting.

Students are required to complete a minimum of 500 hours of off-site practicum training. However, the majority of our students (more than 95%) complete at least 1000 hours of experience in off-site practica. The most typical pattern is for students to complete two off-site practica of approximately 1000 hours each, in both the third and fourth years of study, for a total of approximately 2000 hours of off-site practicum experience. In general, the student's first outside practicum focuses on psychodiagnostic testing and report writing, which is done under

the supervision of a fully licensed psychologist. Students may also receive some therapeutic training during their first off-site practicum. For their second outside practicum, students are strongly encouraged to seek practicum training programs that will vary their previous experience in either psychotherapy or psychological assessment, by working with new populations, supervisors of different orientations, or new techniques/procedures/treatment modalities. The majority of our practicum sites in the community provide stipend support to our students ranging from $3,000 to $12,000 per year. Undertaking a practicum during 4th year is contingent upon completion of 2nd year research project.

Practicum sites have included a variety of training settings: inpatient psychiatric hospitals, general hospitals, forensic settings, outpatient clinics, and a university counseling center. In these settings, our students have opportunities to work with diverse groups of children, adolescents, and adults. They have, further, chosen training in specialized techniques such as neuropsychological assessment, consultation, and short-term treatment models.

Psychodynamic Research Symposium- The Detroit Mercy Psychology Clinic has co-sponsored the Psychodynamic Research Symposium with other local universities. Each year a prominent psychodynamic researcher makes a presentation to the doctoral students and psychology faculty. It has been held in the fall starting in 2010.

Visiting Professor Presentation – Together with other local doctoral programs and the Michigan Psychoanalytic Institute, the program co-sponsors an annual series of seminars in which a prominent psychoanalyst is invited to lecture and participate in case conferences. The program at Detroit Mercy hosts a case conference in which one of our clinical students presents a case for consultation and supervision by the visiting professor. The conference is attended by all students and clinical faculty and provides a rich opportunity for clinical experience and learning.

Internship Preparation - As noted in the philosophy of training, our program is designed to provide students with a sequential, gradual, and cumulative set of training experiences with the ultimate goal of preparing students for the practice of professional psychology. We strive to help students integrate science and practice through coursework, research, and applied training experiences. Although the minimal level of practical experience required in the program is the 500-hour in-house practicum and one 500-hour off-site practicum, it is much more common for our students to amass 2,500 to 3,000 hours of practicum experience when they apply for internships.

Predoctoral Clinical Internship

The clinical internship is done at a multi-disciplinary, off-campus agency chosen by the student and approved by the Director of Clinical Training in accordance with the guidelines for accreditation established by the American Psychological Association. Students apply for APA accredited pre-doctoral internships through the APPIC match system and typically complete their internships during the fifth or sixth year of training. Students must make at least two good faith efforts to apply for APA accredited internships before consideration will be given to non-accredited internships. During the internship year, students receive regular evaluations of their

performance and progress from training directors on-site. Copies of these evaluations are sent to the Director of Clinical Training.

The internship is for one full year, or 2000 hours, to be completed in no less than 12 months and no more than 24 months. Students register for PYC 7540 (0 credit hours) each term that they are involved in an internship. In accord with the guidelines for accreditation set by the American Psychological Association, the internship "is an organized professional training program with the goal of providing high quality training in professional psychology." (APA Guidelines and Principles for Accreditation, 1996)

Students will select internship sites with a focus of training which is consistent with their professional goals for the practice of psychology. Clinical supervision for student interns must be provided by a fully licensed psychologist on site. Students are encouraged to apply nationally for clinical internship, if they are able to do so.

All required coursework must be completed prior to beginning the internship. Students are required to complete comprehensive examinations and are strongly advised to propose their dissertation research prior to applying for the internship. The "Selection, Approval, and Completion of the Clinical Internship Site" form must be completed by the student and signed by the Director of Clinical Training or his/her designee.

DISSERTATION RESEARCH

All students who are candidates for the doctoral degree in Clinical Psychology at the University of Detroit Mercy fulfill the requirements for dissertation and competence in the area of research by conducting "an original, independent scientific investigation that furthers psychological knowledge." [Belar & Perry (1992) National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology. American Psychologist, 47, 74.] This is interpreted to mean the development and successful execution of a research project that involves the collection of data, its analysis and interpretation. The dissertation is viewed as a contribution to the body of knowledge in psychology. In keeping with our practice-oriented scientist-practitioner model, students are encouraged to conceptualize clinical practice as an important guide to scholarly inquiry and a source of hypotheses generation, with formal research seen as providing a context for verification.

In order to afford students a firm base with which to make informed choices regarding the composition of the dissertation committee and selection of an appropriate professional model as chair of that committee, information regarding the scholarly and professional activities of the faculty is provided and updated on a regular basis. Members of the tenured and tenure track psychology faculty remain committed to making active efforts to stay current and visible in the professional arena through activities such as publication in refereed journals, specialty certification, professionally relevant presentations, and continuing education.

Eligibility for Beginning the Dissertation

After the comprehensive examinations have been passed, students are considered

doctoral candidates and may register for PYC 7990, Dissertation. The student must be registered for at least one hour of PYC 7990 during each term they are working with their doctoral chairperson. The total number of credits for PYC 7990 should be at least nine.

Students are strongly encouraged to propose their dissertation research before applying for a predoctoral internship. This is typically done during the fourth year of the program.

The Dissertation Committee

The dissertation committee shall be organized by the student and chaired by a member of the tenured or tenure track faculty. The committee shall consist of no less than four members, three of which must be tenure track faculty. Once approved, any changes in the dissertation committee are to be made only with the approval of the Director of Clinical Training. After the dissertation committee is established, a proposal meeting must be scheduled.

Students must give the committee copies of the draft of their dissertation proposal and/or final dissertation document a **minimum of 3 weeks before** the scheduled proposal or defense meeting.

The results of the dissertation proposal meeting shall produce an agreement that the student will complete the research project to the standards and expectations agreed upon by the committee, and that all substantive alterations to the agreed upon proposal shall be agreed to by a majority of the committee. The student and/or any member of the committee may request a meeting of the committee to resolve disagreements about requested changes and, if necessary, the student may grieve through approved department channels for redress.

After completion of the dissertation research and writing, an oral dissertation defense hearing is scheduled. The dissertation defense is a public meeting, to be held at the University. Consequently, the student must inform the Director of Clinical Training and the Department Chair of the time and place of the oral defense so that the University community can be informed. A completed copy of the dissertation must be filed with the Psychology Department Chair and the Dean of the College of Liberal Arts and Education at least two weeks prior to the defense. This will allow interested members of the University community to read the dissertation prior to the defense.

Defense meetings for the winter term must be scheduled prior to **April 15**. Dissertation chairs will sign the *Results of Oral Defense of the Dissertation* form only when any required changes have been made to the final document. The dissertation chairperson must submit the change of grade form to the CLAE office by April 30 for a student to participate in spring commencement.

All proposed dissertation research involving human subjects must be approved by the University Institutional Review Board. IRB Forms may be obtained online at the Detroit Mercy website.

ACHIEVEMENT LEVELS AND SATSIFACTORY PROGRESS

Course Grades/Good Standing

Students must be continuously registered and maintain a minimum GPA of 3.0 to be considered in good standing in the Doctoral Program in Clinical Psychology. The Dean of the College of Liberal Arts and Education will dismiss students who earn two grades of C+ or lower unless the student can demonstrate unusual or extraordinary circumstances which resulted in deficient performance. A grade below a B in any practicum course or internship is also considered grounds for dismissal from the program. Upon successful completion of coursework, students are awarded a Master's Degree in Clinical Psychology.

The continuous registration also applies to students who have completed all program requirements except for the dissertation. That is, they must be registered for either PYC 7980 or PYC 7990 three terms per year (Terms I, II and III). Provisions can be made for individuals who wish to petition for a leave of absence for a specified time. Such requests should be made in writing and will be considered on an individual basis by Clinical Training Committee and the Dean of the College of Liberal Arts and Education. Students are required to advise the Program Director of any change of address or employment status.

Comprehensive Examinations

Students who have successfully completed all coursework may sit for comprehensive examinations. These exams are administered in September and in May of each academic year. Students must register with the Director of Clinical Training to take the examinations. The examinations take place over two days, and students will be required to write answers to questions in the following four areas: Psychopathology, Research, Assessment, and Psychotherapy.

The purposes of these examinations include the following:

- Demonstration of competence in the attainment of stated program educational goals.
- Integration of knowledge from different areas of psychology in general (e.g. developmental and clinical) and/or areas of application (e.g. assessment and research).

Students must successfully pass their comprehensive examinations in order to be considered a doctoral candidate and will be given only two opportunities to pass. In practice, this means that students may not register for PYC 7990, Dissertation, until they have passed the comprehensive examinations. Following the successful completion of comprehensive examinations, students may propose their dissertations.

Annual Student Evaluations

Evaluations of student performance are requested on a regular basis from clinical

supervisors and training faculty. A variety of methods are used including:

a. Evaluation by clinical supervisors each term for in-house practicum and annually for off-site practica and internship placements.

b. Annual in-person evaluation of student performance by the Director of Clinical Training (or designee) for each of the first three years of the clinical training program, including review of course grades. These evaluations are reviewed by the Clinical Training Committee.

c. Annual evaluation by faculty mentor/supervisor for tuition remission work.

d. Evaluation by dissertation chairperson and committee members for students involved in the dissertation process.

f. Written status reports for students who are in the fourth year and beyond are sent out annually by the Director of Clinical Training. In-person interviews are scheduled as necessary.

GENERAL POLICIES AND PROCEDURES

Student Responsibilities

The policies and regulations in this document supplement those contained in the University's Graduate Catalog. Graduate students at the University of Detroit Mercy are responsible and accountable for knowledge of the University and program requirements, policies, procedures, and regulations set forth in the Graduate Catalog and in information distributed by the program. Program directors, advisors, faculty, and administrative staff may assist students by explaining requirements and procedures in individual instances. However, the ultimate responsibility for compliance with procedures and regulations remains with the students.

It is also the student's responsibility to assure that his or her current address, phone number(s), and email address are on file at the University Psychology Clinic office in Reno Hall and in the Dean's Office in the College of Liberal Arts and Education.

Tuition Remission Grants

Financial assistance is offered to students in the Clinical Ph.D. program in the form of tuition remission in an amount determined by available University resources. Every effort is made to ensure that tuition remission credits are distributed equitably with preference given to students in the first and second years of the program. That is the time when most of the required coursework is done and, therefore, most of the cost incurred. Students receiving tuition remission grants are given work assignments such as teaching or research assistantships for the duration of each grant, usually for an entire academic year. Work assignments do not exceed fifteen hours per week. Assignments are made by the Director of Clinical Training on a yearly basis, in consultation with the Department Chair and psychology faculty.

Academic Advisors

The Director of Clinical Training acts as the students' academic advisor until they choose a dissertation chair. Advisors have access to students' advising folders and provide the signatures necessary for registration and other administrative documents. Academic advisors will help students select courses for each term and will keep track of students' progress in the program. Students are encouraged to contact their advisor at the first indication of academic or other difficulties. The advisor will provide advice regarding administrative aspects of the program. When students select a dissertation chairperson, that person becomes their academic advisor.

Policy for Required Credit Hours in Ph.D. Program

The Clinical Training Committee has approved the following guidelines for immediate implementation as of January 21, 2003:

1. Students entering the Doctoral Program following the completion of a BA/BS degree must complete a minimum of **96 credit hours** within the Ph.D. program at Detroit Mercy.

2. Students entering the Doctoral Program following the completion of a MA/MS in Clinical Psychology must complete a minimum of **72 credit hours** within the Ph.D. program at Detroit Mercy.

    a. Students entering the Doctoral Program following the completion of a MA in Clinical Psychology from the University of Detroit Mercy will receive advanced standing for overlapping courses up to 24 credit hours.

    b. Students entering the Doctoral Program following the completion of MA/MS in Clinical Psychology at an institution other than Detroit Mercy may transfer in up to 12 credit hours for comparable courses. Transferred courses will appear on the students' Detroit Mercy transcripts. Acceptance of transferred credits is contingent upon written approval by the faculty member teaching the course in question and review by the Director of Clinical Training.

    c. Students entering the Doctoral Program following the completion of a MA/MS from another institution may waive courses that duplicate courses in the Detroit Mercy program. Waived courses do not appear on the students' Detroit Mercy transcripts. Waiver of courses is contingent upon written approval by the faculty member teaching the course in question and review of the Director of Clinical Training.

3. Students entering the Doctoral Program following the completion of Ph.D. in another area of Psychology must complete a minimum of **60 credit hours** within the Ph.D. program at Detroit Mercy. Michigan licensing requirements may require that additional courses be taken. Since Michigan licensing policy requires that an individual must receive their training from the institution that grants their Ph.D., students must complete at least one 500-hour outside practicum, comprehensive examinations, a pre-doctoral internship, and defend a dissertation (registering for a minimum of 3 credit hours of PYC 7990).

4. While enrolled in Detroit Mercy's Doctoral Program, all students must complete a minimum of 15 credit hours of approved electives.

5. All students in the Doctoral Program must complete at least 90 hours of in-house

practicum experience and at least one 500 hour outside practicum, regardless of previous experience. All students must complete comprehensive examinations in Assessment, Psychotherapy, Psychopathology, and Research. All students must complete a 2000 hour pre-doctoral internship.

6. Upon recommendation by the Director of Clinical Training, an Ad Hoc Committee selected from the Clinical Training Committee can review requests for transfer and/or waiver of courses to accommodate any special circumstances that may arise that may not have been addressed in these guidelines.

Prior Graduate Degrees/Advanced Standing

The curriculum for students with prior clinical/graduate expertise (most commonly a Master's Degree in clinical psychology or its equivalent) is identical to that of those students without prior clinical/ graduate experience, with the following exception: If a student believes that he or she has had an equivalent course, the current instructor will determine if the previous course constitutes an equivalent learning experience. If the instructor agrees, the credits for the course can be transferred in (up to 12 credit hours), the student may be given advanced standing, or the course may be waived.

Listed below are the guidelines and procedures for students requesting advanced standing in particular courses based on prior course work and experience:

a. The student contacts the instructor of the course he or she wants to waive based on prior graduate work.

b. The student must provide information and documentation that is as complete as possible to enable the instructor to evaluate the adequacy of prior course work and experience. This should include, though not necessarily be limited to, the following:
   1. Where and when prior course work was taken.
   2. The course name, number, final grade, and instructor.
   3. A copy of the course syllabus, including the topics covered, readings, lab topics, and/or practical experience.
   4. Copies of any papers written by the student.

c. In addition to the information included above, the course instructor who is evaluating the request for advanced standing may at his or her discretion require additional demonstrations of competence such as : (1) an oral exam, (2) the writing of a course paper, (3) taking the course final examination, or (4) the demonstration of course skills.

d. On the basis of the information available to the instructor, the instructor recommends to the Program Director whether or not the student should be granted advanced standing and be allowed to waive the instructor's course. The final decision with regard to granting advanced standing rests with the Program Director.

Masters Degrees

There is no terminal Master's Degree in the Clinical Psychology Ph.D. Program at the University of Detroit Mercy. However, students may apply for a Master's Degree in Clinical Psychology after completing the requirements listed below. All **required courses (including electives) and the practica** must be completed before the degree will be awarded.

COURSES IN PSYCHOLOGY FOUNDATIONS

PYC 5000 Social Psychology
PYC 6040 Learning and Memory
PYC 6500 History and Systems
PYC 6510 Physiological Psychology
PYC 6550 Psychoanalytic Concepts
PYC 6740 Developmental Psychology
PYC 6930 Ethics

PYC 7750 Cultural Diversity

ASSESSMENT

PYC 5230 Child Assessment
PYC 6700 Psychological Assessment I
PYC 6710 Psychological Assessment II
PYC 6730 Psychological Assessment III
PYC 7530 Clinical Practicum

THERAPY

PYC 6880 Principles of Therapy

PYC 6890 Theories of Psychotherapy

PYC 7500 Therapy Practicum (Case Conference)

STATISTICS AND RESEARCH DESIGN

PYC 5040 Basic Research Design
PYC 6600 Statistics Methods I

PYC 6610 Statistics Methods II
PYC 6630 Research Seminar

PERSONALITY AND PSYCHOPATHOLOGY

PYC 6540 Theories of Personality
PYC 6850 Psychopathology I
PYC 6860 Psychopathology II

Five (5) elective courses totaling 15 credit hours

Incomplete Work

The University policy on incomplete grades will be followed: the requirements of the course must be completed by the end of the following term. In rare and unusual cases, the student may petition the Dean for an extension of the deadline for removal of an “I” grade. A letter should be sent to the Dean of the College of Liberal Arts and Education requesting the extension, stating the reason for the request, and specifying the new deadline requested. This letter should be accompanied by a recommendation from the Program Director or the Department Chairperson.

1. It is the student's responsibility to initiate the request for an "I" grade. The grade of "I" should **not** be assigned by the instructor unless requested by the student.
2. The petition for an "I" must be filed **after** the instructor has approved the request for an "I" grade.
3. Students have 8 weeks from the end of the semester from which the "I" was issued to complete their required work.
4. The "I" can be extended at the discretion of the instructor.
5. Unless the instructor submits a completed "I" Grade Extension Petition, "I" grades will convert to "I/F".
6. There is a one calendar year limit on "I" grade extensions dating from the end of the term the "I" was issued.
7. With the exception of Theses, Dissertations and Practicum courses the time limit is the same for graduate or undergraduate students: one calendar year.
8. Students with "I" grades are **not** allowed to sit in courses again. "I" grades should be negotiated between the student and instructor at the conclusion of the course.

Time Limits

Students must complete the program **within seven (7) years** of their initial enrollment. Students not completing the program by that time may be required to retake certain courses and/or to retake comprehensive examinations. Upon occasion a one-year extension will be granted. Petition for the extension must be made by submitting a written request to the Program Director. All petitions for an extension of the seven-year limit will be reviewed by the Clinical Training Committee and must be approved by the Dean of the College of Liberal Arts and Education.

Policy for Readmission

If a student fails to register for six consecutive terms (two years) without securing a Leave of Absence, the University considers it to be a voluntary termination from the program. Requests for readmission must be submitted to the Program Director. Decisions about readmission will be made by the Clinical Training Committee and will be based upon the student’s academic record (e.g. currency of coursework, status of Comprehensive Examinations, etc.). Conditions for readmission may include additional coursework and/or retaking of the

Comprehensive Examinations. If it is decided that the student shall be readmitted, the policies of the University dictate that a copy of the student's request for readmission be submitted to the Dean's office together with the standard application fee set by the University. If this procedure is not followed, the student will not be allowed to register.

PROCEDURES FOR HANDLING STUDENT IMPAIRMENT

Personal and/or interpersonal problems may arise during the course of the clinical training program. We recognize that students are likely to experience stress related to the demands of a graduate school program, in addition to stress related to such issues as change in employment status, family difficulties, health-related matters, etc. Some of the demands of graduate work in the context of a clinical training program include involvement in difficult and challenging clinical work, and close working relationships with course instructors, advisors, and clinical supervisors which may increase students' sense of personal and professional vulnerability. Thus, while the training program presents important opportunities for personal and professional development, it is also an occasion for increased stress and vulnerability.

Activities, procedures, and opportunities to facilitate growth and minimize stress which are provided by the program include (but are not limited to) the following: orientation meetings, individualized program planning, clear and timely evaluations which include suggestions for positive change, contact with individuals who may provide support (e.g. student and/or faculty mentors), program faculty attention to student work assignments and the demands of clinical work, and student meetings with the Director of Clinical Training to address issues of general concern as they occur. In addition, students may choose to seek out personal psychotherapy during the course of their clinical training program, both as a means of addressing personal problems which may arise and also as an important educational experience.

The issue of student impairment related to personal and/or interpersonal problems arising during the course of training is a matter of serious concern for our training program because of its potential to interfere with personal and professional development and/or to have a negative impact on a student's clinical or academic work. Impairment is generally viewed as interference with functioning judged to be excessive and not expected for professionals in training. The following procedures have been developed to address the issue of impairment when it occurs in clinical students during the course of the training program. These procedures represent an attempt to balance the rights of students with the program's ethical responsibilities to the profession of clinical psychology and to the public.

I. <u>Training Program's Expectations for Clinical Students</u>

A. **Professional Standards**

Students are expected to know and to abide by the APA Ethical Principles and

Standards for Providers of Psychological Services, the laws and statutes that regulate professional practice in this state, and the guidelines and standards of the clinical settings in which they may be working (including the University Psychology Clinic as well as placements in the community).

B. **Professional Competency**

Students are expected to demonstrate competency *appropriate for their level of training* in the areas of psychotherapy and psychological assessment. This includes sensitivity to patient issues and effectiveness in managing interactions with patients, their family members, and/or other interested parties. In addition, students are expected to demonstrate mastery of coursework, evidenced by a grade point average of 3.0 or above. More specific expectations are detailed in the following: Program Manual, University Psychology Clinic Procedures, and course syllabi.

C. **Personal Functioning**

The nature of the role of the professional psychologist involves close working relationships with people, necessitating awareness and management of one's presentation and personal issues. Students are expected:

1. to recognize and to deal appropriately with personal issues as they affect professional functioning;
2. to manage personal stress;
3. to demonstrate appropriate interaction with peers, colleagues, staff, patients, etc., as well as awareness of one's impact on others.
4. to show appropriate manifestation of professional identity (attire, behavior, etc.)
5. to take initiative in developing knowledge and skill and to show appropriate involvement in professional development activities (e.g. professional associations);
6. to take full advantage of learning opportunities provided by supervision, which includes: appropriate preparation, openness to feedback, application of learning to practice, willingness to acknowledge personal issues which may be affecting professional functioning, and *appropriately* self-critical and self-reliant behavior.

II. <u>Student Evaluations</u>

A. Methods

1. Course grades/other feedback from instructors as needed

2. Evaluation by clinical supervisors: each term for in-house practica; annually for outside practica and internship placements.

3. Annual evaluation of student performance by the Director of Clinical Training for each of the first 3 years of the clinical training program.

4. Annual evaluation by faculty supervisor for tuition remission work assignments.

5. Annual review of students in years four through seven (mail in.)

B. **Process**

The content of these evaluations is discussed with the student by the evaluator. Students may request a copy of their evaluations.

III. **Student Impairment**

A. Definition:

For purposes of this document, clinical student impairment is defined as an interference in professional functioning which is reflected in one or more of the following ways:

1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
2) an inability to acquire professional skills in order to reach an acceptable level of competency,
3) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with professional functioning, and/or
4) substance abuse.

Problems typically become identified as impairments when they include one or more of the following characteristics:

1) the student does not acknowledge, understand, or address the problem when it is identified,
2) the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
3) the quality of clinical services and/or academic performance by the student is sufficiently negatively affected,
4) the problem is not restricted to one area of professional functioning,
5) a disproportionate amount of attention by faculty and/or clinical supervisors is required and/or
6) the student's behavior does not change as a function of feedback, remediation efforts, and/or time.

From: Lamb, et. all., (1987) Confronting professional impairment during the internship: Identification, due process, and remediation. Professional Psychology: Research and Practice, 18 (6), 597-603.

B. **Identification**

When problems are noted in any of the evaluative procedures described in the

preceding, actions directed at remediation will be taken, as described in the following procedures. Problems identified by persons such as clinic patients, other students, or university staff will be verified by the training director or designee and discussed with the student.

C. **Procedures**

1. Informal discussion between student and individual who is identifying a problem. Recommendations for remediation are made verbally.
2. If the problem persists, or if it is observed in more than one setting, individual(s) reporting the problem will submit a written statement of the problem together with written recommendations for remediation, appropriate outcomes and a time line to the training director. The student will be provided with a copy of the written complaint, and a copy will be placed in the student's file. The training director will monitor efforts at remediation.

3. When recommended remediation is not followed or is unsuccessful, a review hearing will be held - to be attended by the individual reporting the problem, the student, a faculty advocate (who is not involved in the situation, to be selected by the student) and training director - for the purpose of reviewing the problem and remediation plan and identifying appropriate courses of action. An outside evaluation (at University expense) may be requested as a result of this hearing to aid in determining appropriate outcomes.

4. The matter will be presented to the Clinical Training Committee by the training director for a decision about outcome for cases in which requirement of additional coursework, leave of absence from the program, or termination are recommended.

5. Upon successful resolution of the problem, a letter will be sent to the student and a copy placed in the file.

D. **Courses of Action**

Several possible courses of action designed to remediate student problems include (but are not limited to) the following:

1. Increased clinical supervision
2. Reduction in clinical and/or academic workload
3. Recommendation for personal treatment
4. Requiring specific (additional) coursework

When the student seems unwilling or unable to alter the behavior, the program may take more formal actions such as:

1. Recommend a leave of absence from the program
2. Recommend and assist in implementing a career shift for the student
3. Termination from the program

Any such action taken by the training program will be documented in ways that are consistent with due process procedures. Decisions by the Clinical Training

Committee may be appealed to the Dean's office and then to the office of the Academic Vice President.

STUDENT GRIEVANCE PROCEDURES

COLLEGE OF LIBERAL ARTS AND EDUCATION
ACADEMIC GRIEVANCE POLICY

(Approved April 22, 2003 by the CLAE CAP)

The moral center of a university is the relationship between teacher and student. The expertise of each faculty member is evaluated by peers in his or her discipline and that peer review forms the basis of the faculty member's moral authority to assign grades. It is the responsibility of the university to protect the integrity this academic evaluation process. At the same time, the University recognizes its responsibility to protect and promote student rights and freedoms in the classroom:

> *The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.*
>
> *A. Protection of Freedom of Expression*
>
> *Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
>
> *B. Protection Against Improper Academic Evaluation*
>
> *Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled* (AAUP, 1995; p. 228).

It is the policy of the College of Liberal Arts and Education that instructors are solely responsible for assessing and evaluating student work. Instructors have the authority to create grading criteria. Nevertheless, students have the right to appeal faculty decisions where they believe they find evidence of capricious academic evaluation.

The instructors' criteria may contain objective standards for grades (i.e., accumulation of points, deductions for absences, etc.). However, the grading of essays and research papers are necessarily based on subjective standards (i.e., quality is judged by the instructor's standard of quality rather than the student's). Other academic evaluations are also based upon faculty judgement, such as thesis or dissertation acceptance, or a decision about the readiness of a student to begin internship experience. ***Capricious*** academic evaluation is defined only as the following:

1. The assignment of a grade to a particular student on some basis other than

performance in the course;
2. The assignment of a grade or evaluation to a particular student by resort to more exacting or demanding standards than were applied to other students in a course or program;
3. The assignment of a grade or evaluation by a substantial departure from the instructor's or program's previously announced standards.

When charges such as these arise, discussion and investigation can bring out the facts to ascertain whether an error occurred. Such procedures in no way dispute the instructor's right to evaluate a student's work. The burden of proof in any grievance rests with the person filing the grievance, and must be met by presenting clear and substantive evidence of capricious evaluation. The following guidelines serve to advise students, faculty, and administration as to the CLAE grade grievance procedure.

Steps in the Grade Grievance Procedure

A student who disputes an assigned grade or evaluation must follow the listed procedures in order.

1. The student must discuss the grievance with the faculty member involved. Every effort should be made to resolve the disagreement with the faculty member. The student may seek advice and counsel from the academic advisor or another faculty member about how to approach this discussion.

2. If no agreement can be reached, the student must obtain the CLAE Academic Grievance Petition Form and, following its instructions, file a written grievance within 30 days of the beginning of the Fall or Winter term following the term in which the disputed grade was awarded. This written grievance should contain the reasons for the grievance as well as a description of the outcome from Step 1, including all appropriate documentation. The written grievance must be delivered to the Department Chair and the Dean of the College of Liberal Arts and Education.

3. The Department Chair, or designate[1], will attempt to facilitate a resolution between the instructor and the student. The Chair will request a written response from the faculty member upon giving the faculty member a complete copy of the grievance materials submitted by the student. Investigation by the department chair typically would entail meeting with the student and with the instructor to review the circumstances and/or materials submitted by the student and the faculty member. Within thirty (30) days of receiving the student's written complaint, the Department Chair will submit his/her recommendation to the Dean's office with copies to the student and the faculty member being grieved.

4. The student may request an appeal to the CLAE Academic Grievance Committee. To appeal, the student should notify the Dean's office in writing, within fifteen (15) days of

the Department Chair's written report.

5. A standing CLAE Academic Grievance Committee will review all formal submissions in the case and may meet with the student and faculty member to review relevant issues. The committee will hold a grievance hearing within thirty (30) days following receipt of the written grievance. There may be a separate meeting with the student and faculty member, unless both parties agree to a joint meeting.

6. The committee will prepare a written recommendation, which shall be regarded as the final resolution of the matter within the college[2]. This recommendation will be communicated by letter to the Dean, the student and the faculty member within fifteen (15) days of the conclusion of the committee's hearing(s). The communication to the student will be by certified letter.

CLAE Academic Grievance Committee

The committee will be comprised of tenured faculty and students (3 faculty and 2 students—1 graduate, 1 undergraduate). Faculty will be elected from within the CLAE faculty. The undergraduate student member (with a major within the CLAE) will be selected by the Detroit Mercy Student Senate. The graduate student member will be selected from among the graduate student organizations of the CLAE graduate programs. The faculty members will serve staggered three-year terms; students will serve one-year terms. A chair and a secretary (to serve as record-keeper for meetings) will be elected by the committee members; the chair will be a faculty member. The committee will be a standing committee, with scheduled meetings every month of the Fall and Winter terms (meetings may be cancelled by the chair if there are no pending grievances).

Notes

[1]If the Department Chair is grieved and the department does not have a procedure in place for reviewing grievances against the chair, the Dean selects a faculty member (designate) for the Department.

[2]Because of the faculty's moral accountability and contractual responsibility for academic evaluation, the Grievance Committee may recommend but cannot compel a change of grade.

Reference

American Association of University Professors (1995). Policy Documents and Reports. Washington, DC: AAUP.

Forms

Forms have been developed to note certain major milestones in the program. These forms, appropriately filled out and signed, document the student's progress toward the achievement of the doctoral degree. Each form, after it is completed, should be submitted to the Director of Clinical Training for signature. It should then be signed by the Dean and filed in the Liberal Arts and Education office.

The forms are:

1. Selection, Approval, and Completion of Clinical Practicum Site.
2. Eligibility for the Master's Degree in Clinical Psychology.
3. Application to take Comprehensive Examination.
4. Selection, Approval, and Completion of Internship Site.
5. Selection of Person to Chair Dissertation Committee.
6. Selection of Dissertation committee.
7. Acceptance of the Dissertation Proposal.
8. Results of the Oral Defense of the Dissertation.

The following evaluation forms are utilized to monitor student progress:

1. Yearly Evaluation Form (first through third year of study)
2. Student Therapist Evaluation Form (in-house practicum)
3. Off-site Placement Evaluation Form
4. Status Letters (four through seventh year of study)

APPENDICES

APPENDIX I

Student's Yearly Evaluation Form
Ph.D. Program in Clinical Psychology

Please rate the student's file. Ratings would be based upon review of transcript, CVs, 2nd year project proposal and/or completed project, comprehensive exam results, Therapist Evaluation Form (Psychology Clinic Supervisor form), Student Evaluation Form (External Practicum Form), dissertation plan and/or proposal, additional evaluation information in student file (such as letters of recommendation, participation in additional program activities, etc.), feedback from faculty, and direct meeting with student.
Rating scale: **meets expectations** based upon student's year in program; **not enough information** based upon student has not yet taken a program activity related to competency or insufficient degree of experience to rate the competency at this time.
Student Name: _____
Date of Evaluation: _____
Faculty Evaluator: _____

I. Discipline Specific Knowledge: In review of the student's transcript and evaluations, please rate the student's attainment of expectations for acquisition of Discipline Specific Knowledge

SAMPLE

	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Not enough information for assessment
History and Systems of Psychology				
Affective Aspects of Behavior				
Biological Aspects of Behavior				
Cognitive Aspects of Behavior				
Social Aspects of Behavior				
Developmental Aspects of Behavior				
Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas				

Research Methods				
Quantitative Methods				
Psychometrics				

II. Profession Wide Competencies: In review of the student's transcript and evaluations, please rate the student's attainment of expectations for acquisition of Profession Wide Competencies

	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Not enough information for assessment
Assessment				
Intervention				
Research				
Ethical and Legal Standards				
Individual and cultural Diversity				
Professional Values and Attitudes				
Communication and Interpersonal Skills				
Supervision				
Consultation and Interprofessional/Interdisciplinary Skills				
Management-Administration				
Advocacy				

III. Program Specific competency: In review of the student's transcript and evaluations, please rate the student's attainment of expectations for acquisition of Program Specific competency

	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Not enough information for assessment
Psychoanalytic Theory, Assessment, Intervention and Research				

Does the student have any incompletes? Yes _____ No _____
If yes, please list course number and date of original incomplete:
Course Number Date
_____ _____

SAMPLE

_____ _____

Has the student received a grade of less than B- in any course? Yes _____ No _____

If yes, which course(s)

Course Number Date

_____ _____

_____ _____

Student's cumulative GPA: _____

Has Student Taken Comprehensive Exams? Yes_____ No _____

If yes, date taken: _____

Exam	Pass	Fail
Assessment		
Psychopathology		
Psychotherapy		
Research		

IV. Teaching Assistantship

Has the student held a teaching assistantship and/or a Psychology Clinic Position? Yes __ No __

If yes, years? _____

Summarize the student's evaluations from their professors or attach feedback:

Did the student assist with curriculum development? Yes __ No __

Did student meet expectations of TA or Psychology Clinic Position? Yes ___ No ___

V. Research

Describe the student's research activities in the program to date:

Has the student made sufficient research progress, given length of time in program?

Yes ____ No_____

If no, indicate actions that the student should take to improve his/her level of research activity and competency.

Activity	Yes	No	Working on
Attended Dissertation Proposa//Defense			
Completion of 2nd year project			
Submitted research to conference			
Presented research to conference			

SAMPLE

(poster/paper)			
Submitted research for publication			
Published research in peer review journal, book chapter or book			

VI. Practicum Experience

Completed all three terms of PYC 6730 (Assessment III) with a grade of B or better?
Yes _____ No _____
Completed all six terms of PYC 7500 (Psychotherapy Practicum) with a grade of B or better?
Yes _____ No _____
Does the student have any ratings below "meets expectations" on the Practicum Evaluation Form for the Psychology Clinic?
Yes _____ (indicate areas) No_____ N/A _____

Number of hours that the student has completed toward the required number of patient contact hours at Detroit Mercy Psychology clinic: _____ Hours
Number of Hours of external practicum work student has competed: _____Hours ___ N/A
Does the student have any ratings below "meets expectations" on the Practicum Evaluation Form for the External Practicum Site?
Yes _____ (indicate areas) No _____ N/A _____

Attach written evaluations from practicum supervisors in past year. Use evaluations to assist in competency ratings above.

VII. Other

Please indicate any special accomplishments by the student below:

VIII. Summary

Please indicate the student's overall performance:
Rating (circle one) Satisfactory Unsatisfactory

IX. **Student Self Evaluation** (Student is asked to prepare. Attach to form)

I have reviewed this evaluation with either the Director of Training or a faculty representative. I wish to add the following comments (optional):

SAMPLE

Student Signature Date

Faculty Signature Date

APPENDIX II

Practicum Evaluation Form

Date of Evaluation: _____ Practicum Placement: _____

Student Name: _____

Supervisor Name: _____

SAMPLE

PLEASE NOTE: Accreditation now requires at least a portion of the student's evaluation be based on direct observation (i.e., live or video-audio recording) during each evaluation period. Please indicate *how you* directly observed the student, as well as *how much* (e.g., number of sessions) and *types of sessions* (e.g., assessment or therapy) you observed during this evaluation period.

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please utilize the scale below and select the rating most applicable to each aspect. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

Please include written comments at the end of the evaluation. This information is extremely helpful in the assessment of a student's performance and in communicating readiness for internship.

The Standards of Accreditation (SoA) require all accredited programs to assess **Profession Wide Competencies** (Areas I-XI below). The SoA enables programs to have **Program Specific Competencies** (Area XII).

1	2	3	4	5	NA
Significantly below expectations	Slightly below expectations	Meets expectations	Slightly above expectations	Significantly above expectations	

I. Assessment	
A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; administer and score psychological measures in accordance with test protocols; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
B. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective, and taking into account factors that affect or invalidate administration and scoring.	
C. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences including limitations of assessment instruments and potential bias in use with diverse groups as well as appropriately identify impairments and potential diagnoses.	
D. Conduct effective clinical interviews that demonstrates knowledge of psychopathology, involves an accurate diagnosis based on assessment information, and incorporates a comprehensive understanding of the presenting issues.	
E. Assess and effectively manage risk of harm; identify, and assess the nature of risk; consult with supervisor when risk is assessed as moderate or high; implement effective and appropriate risk management measures; and engage and/or transfer care to appropriate services to maximize safety.	
F. Overall Assessment Rating	
II. Intervention	
A. Establish and maintain effective relationships with the recipients of psychological services utilizing empathetic listening, framing problems, etc.	
B. Knowledge of interventions including the scientific, theoretical, empirical, and contextual bases of intervention, including theory, research, and practice.	
C. Develop evidence-based intervention plans specific to the service delivery goals and case conceptualization.	
D. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
E. Demonstrate the ability to apply the relevant research literature to clinical decision making.	

SAMPLE

F. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	
G. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	
Overall Intervention Rating	

III. Research	
A. Utilize empirical literature for assessments and interventions including considering empirical data regarding psychometrics for assessments and evidence-based interventions and select appropriate intervention based on published empirical evidence and diversity characteristics of service recipient.	
B. Contribute to ongoing research studies (if applicable) including making significant contributions and following through with research commitments.	
C. Overall Research Rating	

IV. Ethical and Legal Standards	
A. Knowledgeable of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting; and relevant professional standards and guidelines.	
B. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	
C. Conduct self in an ethical manner in all professional activities and consistent with work involving diverse service recipients.	
D. Institute procedures to protect privacy and confidentiality, explain limits of confidentiality, and identify own professional limitations and refer to another professional when appropriate.	
E. Overall Ethical and Legal Standards Rating	

SAMPLE

V. Individual and Cultural Diversity	
A. Demonstrate understanding of their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	
B. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
C. Ability to integrate awareness and knowledge of individual 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 group membership, demographic characteristics, or worldviews create conflict with their own.	
D. Demonstrate 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.	
E. Overall Individual and Cultural Diversity Rating	

VI. Professional Values and Attitudes	
A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others including respectful of support staff and diverse service recipients; collegial with peers; maintains appropriate professional boundaries; and manages conflict/disagreement with supervisors, peers, and staff.	
B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.	
D. Respond professionally in increasingly complex situations with a greater degree of independence.	
E. Completion of professional tasks (e.g., timely paperwork, keeping appointments, collecting fees, etc.).	
F. **Overall Communication and Interpersonal Skills Rating**	
VII. Communication and Interpersonal Skills	
A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	
C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well including use of core communication skills (e.g., engages in active listening, uses empathetic language, responds to nonverbal cues and behaviors, and uses language appropriate to service recipients age and level of understanding).	
D. Communicate effectively with service recipients from diverse backgrounds.	
E. Overall Communication and Interpersonal Skills Rating	

VIII. Supervision	
A. Value guidance, learning, and reflection through the professional supervision process including regularly participates in supervision, engages in reflection of limitations, recognizes and accepts supervisor's input and authority.	

SAMPLE

B. Awareness of factors affecting quality including the impact of diversity on all professional settings and supervision participants including self as defined by APA policy.	
C. Seeks assistance for high risk situations or when challenged by complex or difficult circumstances including work with diverse individuals.	
D. Overall Supervision Rating	

IX. Consultation and Interprofessional/Interdisciplinary Skills	
A. Demonstrate knowledge and respect for the roles and perspectives of other professions.	
B. Collaborate with other professionals for benefit of service recipient including analyzing relevant opinions and integrating them into assessment and intervention where appropriate and incorporating information related to diversity.	
C. Functions effectively in multidisciplinary and interdisciplinary contexts.	
D. Respectful and productive relationships with individuals from other professions.	
E. Identifies one's role as a consultant, addresses referral question, and appropriate applies consultation methods.	
F. Overall Consultation and Interprofessional/Interdisciplinary Skills Rating	

X. Management-Administration	
A. Participates in management of direct delivery of professional services and responds appropriately to management hierarchy.	
B. Knowledge of and ability to function within professional settings and organizations, including compliance with policies and procedures.	
C. Recognition of own role in creating policy, participation in system change, and management structure.	
D. Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of the organization.	
E. Overall Management-Administration rating.	

XI. Advocacy	
A. Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.	
B. Promotes institutional change to enhance the functioning of individuals.	
C. Overall Advocacy rating.	

XII. Program-Specific Competencies: Psychoanalytic Theory, Assessment, Intervention and Research.	

SAMPLE

A. Recognize, assess and utilize knowledge of levels of personality functioning in service delivery to patients.	
B. Ability to identify, assess, and utilize understanding of psychological defenses in service delivery to patients.	
C. Ability to identify, assess, and utilize understanding of object relations in service delivery to patients.	
D. Ability to identify, assess and utilize understanding of attachment style or issues in service delivery to patients	
E. Ability to identify, assess and utilize understanding of transference in service delivery to patients.	
F. Ability to identify, assess and utilize understanding of countertransference in service delivery to patients.	
G. Ability to identify assessment findings that are relevant to understanding unconscious influences on behavior, functioning, and psychopathology.	
H. Demonstrate knowledge of empirical and clinical literature in psychoanalytic psychology relevant to their work in this setting.	
I. Overall Psychoanalytic Theory, Assessment, Intervention and Research.	

Additional Comments of the student's performance:

SAMPLE

Student Signature_____ Date:_____

Supervisor Signature_____ Date: _____

APPENDIX III

Practicum Evaluation Form

Psychotherapy Practicum PYC 7500 Psychology Clinic

Date of Evaluation: _____

Student Name: _____

Supervisor Name: _____

PLEASE NOTE: Accreditation now requires at least a portion of the student's evaluation be based on direct observation (i.e., live or video-audio recording) during each evaluation period. Please indicate *how you* directly observed the student, as well as *how much* (e.g., number of sessions) and *types of sessions* (e.g., assessment or therapy) you observed during this evaluation period.

SAMPLE

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please utilize the scale below and select the rating most applicable to each aspect. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

Please include written comments at the end of the evaluation. This information is extremely helpful in the assessment of a student's performance and in communicating readiness for internship.

The Standards of Accreditation (SoA) require all accredited programs to assess **Profession Wide Competencies** (Areas I-XI below). The SoA enables programs to have **Program Specific Competencies** (Area XII).

1	2	3	4	5	NA
Significantly below expectations	Slightly below expectations	Meets expectations	Slightly above expectations	Significantly above expectations	

I. Assessment	
G. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; administer and score psychological measures in accordance with test protocols; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
H. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective, and taking into account factors that affect or invalidate administration and scoring.	
I. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences including limitations of assessment instruments and potential bias in use with diverse groups as well as appropriately identify impairments and potential diagnoses.	
J. Conduct effective clinical interviews that demonstrates knowledge of psychopathology, involves an accurate diagnosis based on assessment information, and incorporates a comprehensive understanding of the presenting issues.	
K. Assess and effectively manage risk of harm; identify, and assess the nature of risk; consult with supervisor when risk is assessed as moderate or high; implement effective and appropriate risk management measures, and engage and/or transfer care to appropriate services to maximize safety.	
L. Overall Assessment Rating	
II. Intervention	
H. Establish and maintain effective relationships with the recipients of psychological services utilizing empathetic listening, framing problems, etc.	
I. Knowledge of interventions including the scientific, theoretical, empirical, and contextual bases of intervention, including theory, research, and practice.	
J. Develop evidence-based intervention plans specific to the service delivery goals and case conceptualization.	
K. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
L. Demonstrate the ability to apply the relevant research literature to clinical decision making.	
M. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	
N. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	

SAMPLE

O. Overall Intervention Rating	

III. Research	
D. Utilize empirical literature for assessments and interventions including considering empirical data regarding psychometrics for assessments and evidence-based interventions and select appropriate intervention based on published empirical evidence and diversity characteristics of service recipient.	
E. Contribute to ongoing research studies (if applicable) including making significant contributions and following through with research commitments.	
F. Overall Research Rating	

IV. Ethical and Legal Standards	
F. Knowledgeable of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting; and relevant professional standards and guidelines.	
G. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	
H. Conduct self in an ethical manner in all professional activities and consistent with work involving diverse service recipients.	
I. Institute procedures to protect privacy and confidentiality, explain limits of confidentiality, and identify own professional limitations and refer to another professional when appropriate.	
J. Overall Ethical and Legal Standards Rating	

SAMPLE

V. Individual and Cultural Diversity	
F. Demonstrate understanding of their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	
G. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
H. Ability to integrate awareness and knowledge of individual 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 group membership, demographic characteristics, or worldviews create conflict with their own.	

I. Demonstrate 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.	
J. Overall Individual and Cultural Diversity Rating	

VI. Professional Values and Attitudes	
G. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others including respectful of support staff and diverse service recipients; collegial with peers; maintains appropriate professional boundaries; and manages conflict/disagreement with supervisors, peers, and staff.	
H. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
I. Actively seek and demonstrate openness and responsiveness to feedback and supervision.	
J. Respond professionally in increasingly complex situations with a greater degree of independence.	
K. Completion of professional tasks (e.g., timely paperwork, keeping appointments, collecting fees, etc.).	
L. **Overall Communication and Interpersonal Skills Rating**	

VII. Communication and Interpersonal Skills	
F. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
G. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	
H. Demonstrate effective interpersonal skills and the ability to manage difficult communication well including use of core communication skills (e.g., engages in active listening, uses empathetic language, responds to nonverbal cues and behaviors, and uses language appropriate to service recipients age and level of understanding).	
I. Communicate effectively with service recipients from diverse backgrounds.	
J. Overall Communication and Interpersonal Skills Rating	

VIII. Supervision	

SAMPLE

E. Value guidance, learning, and reflection through the professional supervision process including regularly participates in supervision, engages in reflection of limitations, recognizes and accepts supervisor's input and authority.	
F. Awareness of factors affecting quality including the impact of diversity on all professional settings and supervision participants including self as defined by APA policy.	
G. Seeks assistance for high risk situations or when challenged by complex or difficult circumstances including work with diverse individuals.	
H. Overall Supervision Rating	

IX. Consultation and Interprofessional/Interdisciplinary Skills	
G. Demonstrate knowledge and respect for the roles and perspectives of other professions.	
H. Collaborate with other professionals for benefit of service recipient including analyzing relevant opinions and integrating them into assessment and intervention where appropriate and incorporating information related to diversity.	
I. Functions effectively in multidisciplinary and interdisciplinary contexts.	
J. Respectful and productive relationships with individuals from other professions.	
K. Identifies one's role as a consultant, addresses referral question, and appropriate applies consultation methods.	
L. Overall Consultation and Interprofessional/Interdisciplinary Skills Rating	

X. Management-Administration	
F. Participates in management of direct delivery of professional services and responds appropriately to management hierarchy.	
G. Knowledge of and ability to function within professional settings and organizations, including compliance with policies and procedures.	
H. Recognition of own role in creating policy, participation in system change, and management structure.	
I. Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of the organization.	
J. Overall Management-Administration rating.	

XI. Advocacy	
D. Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.	
E. Promotes institutional change to enhance the functioning of individuals.	
F. Overall Advocacy rating.	

XII. Program-Specific Competencies: Psychoanalytic Theory, Assessment, Intervention and	

SAMPLE

Research.	
J. Recognize, assess and utilize knowledge of levels of personality functioning in service delivery to patients.	
K. Ability to identify, assess, and utilize understanding of psychological defenses in service delivery to patients.	
L. Ability to identify, assess, and utilize understanding of object relations in service delivery to patients.	
M. Ability to identify, assess and utilize understanding of attachment style or issues in service delivery to patients	
N. Ability to identify, assess and utilize understanding of transference in service delivery to patients.	
O. Ability to identify, assess and utilize understanding of countertransference in service delivery to patients.	
P. Ability to identify assessment findings that are relevant to understanding unconscious influences on behavior, functioning, and psychopathology.	
Q. Demonstrate knowledge of empirical and clinical literature in psychoanalytic psychology relevant to their work in this setting.	
R. Overall Psychoanalytic Theory, Assessment, Intervention and Research.	

Additional Comments of the student's performance:

SAMPLE

Student Signature_____ Date:_____

Supervisor Signature_____ Date: _____

APPENDIX IV

PRACTICUM MATCH GUIDELINES

For many years, practicum sites in the metro-Detroit area have abided by the guidelines listed below. These guidelines have been endorsed by local practicum sites and by local doctoral training programs. By respecting these procedures, the practicum match is an organized, fair process.

All students at Detroit Mercy are required to abide by these guidelines.

- An Internship/Practicum Meeting will be held each fall at University of Detroit Mercy. Representatives from practicum and internship sites are invited to meet with students to discuss their training programs. Tables are set up for each site to distribute materials and to meet with individual students. Light refreshments are served. This year the event will be on **Tuesday, October 24, 2017 from 11:00 a.m. to 12:30 p.m.**

- Practicum sites will inform student-applicants of the required application materials and due dates (e.g. letter of interest, sample of assessment report, letters of recommendation).

- Typically, practicum sites conduct applicant interviews in January and February.

- Practicum Match Day coincides with the APPIC Internship Match Day. **For 2018, Match Day will be on Friday, February 23.**

- **Beginning at 10:00 a.m. EST on Match Day**, practicum sites will telephone applicants to make position offers. All sites have agreed not to make offers before this time.

- To help practicum sites fill their positions in a timely manner, students should be prepared to accept or decline offers as soon as possible.

Any questions about this process should be directed to Barry Dauphin, Ph.D. at dauphivb@udmercy.edu or at 313-993-1650.

APPENDIX V

Request for Extension
University of Detroit Mercy Ph.D. Clinical Psychology Program

Date: _____

Name: _____
Student Number: _____
Date Admitted to Program: _____

Reason for request of extension:
_____
_____
_____
_____
_____
_____
_____

Length of Request: From _____ To: _____

Plan of Work:

Comprehensive Exams: Completed: _____
Not Completed: _____

Internship: Completed: _____
Not Completed: _____

Dissertation Plan (if applicable):

_____
_____
_____
_____
_____

Dissertation Chair:
_____

Anticipated Date to Present Proposal: _____

Anticipated Date of Dissertation Defense: _____

SAMPLE

I request an extension in the PhD Clinical Psychology Program.

_____ _____

Student Signature Date

I have reviewed the student's plan for dissertation and find it satisfactory (if applicable):

_____ _____

Dissertation Chair signature Date

Action taken by CTC:

Approved _____

Amended _____

Specific modifications

Not Approved _____

Reason:

SAMPLE

APPENDIX VI

Reimbursement Request Form
Ph.D. Clinical Psychology Program Fund

Name: _____

Date of request: _____

Dissertation Chair: _____

Dissertation Title: _____

Date of Dissertation completion: _____

Amount of Request: _____

Purpose of Funds:

- **Printing:**
  Approximate # of copies: _____
  Purpose of copies (ex: copying surveys, dissertation copies, etc.):
  _____
- **Postage:**
  Approximate # of mailings: _____
  Purpose of mailings (ex: mailing surveys to participants): _____
  _____
- **Other:**
  Other costs you have incurred from dissertation preparation (please provide a detailed description of item purchased and what it was used for): _____
  _____
  _____
  _____
  _____

Student Signature

Approval by Director of Clinical Training
Date: _____

SAMPLE

APPENDIX VII

Pamela J. Hartmann, Ph.D. Professional Development Fund
Clinical Psychology Doctoral Program

Pamela J. Hartmann, Ph.D. (Clinical Psychology), established the Pamela J. Hartmann, Ph.D. Professional Development Fund at the University of Detroit Mercy in support of the overall long-range goals of the program which emanate from our training model and are directed toward the training of professional clinical psychologists who demonstrate and practice: 1) professional competence and adaptability; 2) ethical standards and sensitivity to social justice; 3) scholarly contributions to the field of psychology; and 4) provide service to the community.

The Pamela J. Hartmann, Ph.D. Professional Development Fund promotes students' professional development in their quest to make scholarly contributions to the field. Funds may be used to cover expenses such as, but not limited to, conference registration fees, travel, lodging, and production of necessary materials (i.e., posters) for scholarly presentations.

Dr. Pamela J. Hartmann earned a MAA in 1995 and a Ph.D. in 1997 in Clinical Psychology at the University of Detroit Mercy and is dedicated to offering high-quality mental health care to the Detroit metropolitan area. She specializes in the treatment of autistic spectrum disorders, eating disorders, as well as depression, anxiety, postpartum depression, dyslexia and attention deficit hyperactivity disorder (ADHD) in children and adults. She has worked with children, teens and adults using a combination of methods, including play therapy, psychodynamic, cognitivebehavioral and interpersonal psychotherapy; has counseled couples, families and groups; and is professionally licensed to administer psychological testing.

With a heartfelt commitment to ensuring Detroit Mercy's Clinical Psychology Doctoral Program students have access to professional development opportunities and make meaningful scholarly contributions to the field, Dr. Hartmann established this fund to offset expenses associated with such opportunities. The typical funding level is determined by the Program Director based on the needs of the students and funds available. Others may contribute to the fund.

STUDENT RECIPIENT CRITERIA & APPLICATION GUIDELINES

- Students must be enrolled and in good standing in the Clinical Psychology Doctoral Program in the term in which the expenses incurred.
- To request funds, students in the Clinical Psychology Doctoral Program may submit a proposal to the Program Chair. The proposal must include documentation of the acceptance of their research/scholarly proposal by the professional organization, including title of the work and the presentation date and location.

- Students must provide documentation (i.e., receipts) for requested appropriate expenses incurred for the presentation and must follow all guidelines for expenditure of University funds established the University's Office of Finance.
- Students are eligible to receive the award once per academic year.
- Students receiving the award must include a statement on their poster or in their presentation acknowledging the support of the Hartmann Professional Development Fund, in concert with the Clinical Psychology Program at the University of Detroit Mercy. A brief (500 words or less) impact statement is required following the presentation/professional development opportunity.

Revised 1/18 CTC

APPENDIX VIII

REQUEST for Pamela J Hartmann Professional Development Fund

Name: _____

Professional Educational Organization: _____

Event (e.g., conference and year): _____

Date of Event: _____

Poster or Paper Presentation Yes _____ No _____

Attending Conference Yes _____

Please attach documentation of presentation acceptance or conference registration along with receipts (such as conference fee, travel, lodging, poster printing, etc.).

_____ _____

Signature Date

Approved by Director of Clinical Training:

_____ _____

Signature Date

APPENDIX IX

Guide for Preparing Theses and Dissertations

College of Liberal Arts and Education
University of Detroit Mercy

APPROVAL FOR RESEARCH INVOLVING HUMAN SUBJECTS

The following information has been taken from the University of Detroit Mercy Graduate Catalog.

"All research which involves human subjects must be submitted to the Institutional Review Board before research can begin. Information about regulations governing research involving human subjects may be obtained from the Office of Academic Affairs, Room 500, Fisher Administrative Center."

GENERAL INFORMATION

College of Liberal Arts and Education Requirements:

The College of Liberal Arts and Education is responsible for maintaining the requirements established by the College of Liberal Arts and Education Graduate Council, the University Library, and the University for the processing, microfilming, binding, and storing of theses and dissertations. The minimum required standards are described in this booklet, and the College of Liberal Arts and Education cannot accept any typescript which fails to meet these standards. The final

decision regarding the acceptability of a typescript rests with the Dean's Office of the College of Liberal Arts and Education. Theses and dissertations written in past years and now in the library were not uniformly prepared according to these standards and should not be used as models for typescript preparation.

The style to be followed for footnotes, bibliographies, tables, chapter headings, etc. is the responsibility of the student's major department. It is the thesis/dissertation advisor's responsibility to supervise the editing of typescripts for spelling, grammar, organization, stylistic consistency, correct sequence of pages, and agreement between the table of contents and the contents.

Application for Graduation:

Applications for Graduation can be filed on line through your TitanConnect portal. In general, applications for a degree should be filed by **October 1st** for December graduation; and **December 1st** for May graduation. Please see the program administrative assistant for further details.

Degrees are formally awarded only at the annual commencement exercises of the University in May. Student who have completed their degree requirements at any point in the preceding academic year are invited to participate.

Thesis and Dissertation submissions:

The thesis/dissertation must be completed, in accordance with all regulations, not later than two years after course requirements have been fulfilled. Master's theses and Ph.D. dissertations must be presented and approved by the thesis/dissertation advisor, faculty committee, program director or department Chair, and the Office of the Dean. Cover sheets which become a permanent part of the document may be obtained from the program office or the College of Liberal Arts and

Education. Theses require two (2) signed cover sheets; dissertations require four (4) cover sheets. Additional authorization and forms may be required by the individual departments or programs.

ONE COPY of Master's theses or Ph.D. dissertation must be submitted to program administrative assistant prior to the end of the semester during which the student intends to complete degree requirements for review. A student wishing to participate in May commencement exercises must submit the thesis/dissertation on or before May 1st.

Copies

Upon final approval from the program administrative assistant, the copy will be return to the student with or without corrections. Hard bound copies of the dissertation can be ordered from the library of through ProQuest. Binding costs are the responsibility of the student. For Ph.D. dissertations, one bound copy will be stored electronically on the library's special collections website.

TYPING

Mechanics

Theses, projects and dissertations must be typewritten. Standard type fonts should be used, and the same type font and size must be used consistently for the entire text. This includes the title page, all headings and subheadings, foot and end notes and page numbering. Inking must be uniform and of a relatively even blackness throughout the manuscript. There should be no smudges, letters filled in or fallen out, no smeared, shadowed, or fuzzy type. **RUNNING HEADERS ARE NOT ACCEPTABLE.**

Paper

The paper must be white, of one kind throughout, of a weight no less than 20 pound bond, and of letter size (8.5 x 11 inches). Tractor-fed paper is not acceptable.

Margins

The following margins must be maintained throughout the document to facilitate binding: 1.25 inches on the left, 1 inch on top, right, and bottom margins. **Narrower or wider margins are not acceptable.** The bottom margin may be wider if illustrations or tables larger than half the page cannot be placed with the text and have to be placed on a separate page. Other elements separated from the text (e.g., tables or graphs) must conform to the left margin and as closely as possible to the other margins. However, a minimum of 1 inch left margin and 1 inch top, right, and bottom margins must be maintained. Authors should be aware that the binder **will not** trim from the sides.

Spacing

All preliminary pages and the body of text must be double-spaced, including between paragraphs. Paragraphs are indented five spaces. Quotations exceeding four lines are single-spaced and indented (right and left). Captions for tables and figures are single-spaced. **The reference materials are single-spaced within each reference and double spaced between references.**

Pagination

The copyright page (if applicable) **is not** numbered. The dedication, acknowledgements, preface, table of contents, and lists of tables or figures are numbered consecutively in lower case Roman numerals at the bottom center of each page, starting with 'ii'.

Use Arabic numbers beginning with '1' on the first page of the text

and continuing throughout the typescript, including the appendices, reference material, abstract, and autobiographical statement. **ALL** page numbering must be in the upper right hand corner. **ALL** page numbers must be within the top margin,

approximately 1 inch from the edge of the paper (*except for the roman numerals which are to be place bottom center of each page).*

Proofreading

Proofreading is the sole responsibility of the author at all stages of the preparation of a thesis, project or dissertation. The transcript in final form should be carefully proofread and corrected before it is submitted to the College of Liberal Arts and Education. The sequence of pages should also be carefully checked.

FORMAT

Order of Parts

The thesis, project or dissertation typescript has three main parts: the preliminary pages, the text, and the reference materials. Parts of some of these sections are optional, but the required order is as follows:

Preliminary pages

1. Two Title pages (CLAE page and committee page)
2. Copyright page
3. Dedication, Acknowledgements, Preface or

Foreword

4. Table of Contents
5. List of Tables
6. List of Figures, Map, Charts, and Diagrams

Text

7. Text, including the introduction and all chapters

Reference

8. Appendix
9. Bibliography or References
10. Abstract
11. Autobiographical Statement

Two Required Title Pages

1. **CLAE title page** – please follow template included in this manual. This title page must include the name of the university, the name of the college, the title of the typescript (capitalized), your name (capitalized) and the signature of your chairperson, the program director, and the program administrative assistant.

2. **APA title page** – please follow template included in this manual. The title of the typescript must be capitalized and single-spaced. The author's name, also in all capital letters, must appear as it does on all records and transcripts. The area of specialization may be shown in

parentheses following the major where such breakdowns exist [e.g. PROGRAM: PSYCHOLOGY (Clinical)]. See sample pages for format.

Copyright Page

This page **is not** numbered. (Please see sample.)

Dedication, Acknowledgements, Preface, or Forward

These items are optional and, if included, should appear on separate pages in the order shown. The dedication, as the name suggests, is a personal dedication of one's work. An acknowledgement is a brief note of appreciation for assistance given to the candidate in the research and preparation of the thesis or dissertation. A preface or foreword may contain the author's statement of the purpose of the study or special notes to the reader.

Table of Contents

Each thesis or dissertation must have a descriptive table of contents which show the principal divisions of the work and the page numbers on which they are found. List all the preliminary pages included except for the title, copyright, and table of contents pages. In cases where there are two or more appendices, list each appendix and its contents separately. The table of contents must also list reference, abstract and autobiographical statement pages and the page numbers on which they are found.

List of Tables, Figure, or Illustrations

When tables, figures, or charts have been placed in the body of the typescript (not in the appendix), separate lists must be included and should follow the table of contents page in the order indicated. Each entry on the list should carry the same caption or title as shown on the

corresponding figure in the text and show the pages on which they may be found.

Text

The text is the main body of the thesis or dissertation. In it the problem is stated; the methods described; the results of the investigation presented, analyzed and discussed; and the findings are summarized and interpreted. The detailed organization of the text will vary from subject to subject, but regardless, the mode of presentation should be consistent throughout the manuscript.

Only major divisions or chapters should begin with a new page, and every effort should be made to avoid having partially filled pages except at the end of a chapter. Even the last page of a chapter should have more than a single line of text.

In many cases, the main body of the thesis or dissertation will include materials other than ordinary text, such as illustrations, tables, figures, and formulae. In such cases, the following guidelines should be observed.

1. **Illustrations :** All illustrations used in the typescript must appear in all copies. Illustrative materials may be drawings, charts, maps, diagrams, photographs, or photostats. Illustrations may be inserted wherever appropriate, however, as a general rule, they should appear as near as possible to the part of the text relating to them and should be consecutively numbered throughout. All illustrations should be prepared on paper of the same size and weight as the rest of the typescript and ideally should be designed so that the designated number and captions can be placed within the prescribed margins. Lines on graphs or other differentiations should be identified by labels or symbols rather than colors or shading. Color photos should not be used in theses or dissertations.

2. **Tables:** It is essential that tables be fully legible. Half-page

or shorter tables may be placed on the page with text above and/or below it. Tables larger than a half page are best placed on a page separate from the text.

3. **Formulae:** Mathematical formulae may be typed, hand lettered, or both. Complex formulae of two or more lines should not be included in the text lines but should be centered on the page between lines of text.

4. **Footnotes:** Notes documenting the text and corresponding to reference numbers in the text are called "footnotes" when they are printed at the foot of the pages, and are called "notes" when they are printed at the back of the typescript or at the end of a chapter. Both are single-spaced within the notes and double-spaced between each note. If placed at the bottom of each page, the footnotes must be separated from the text by a partial line one space above the first line of footnotes. Arabic numbers should be used for footnotes and notes.

Reference Material

1. **Appendix:** In some theses or dissertations, it may be desirable to include materials (e.g. test forms, tables, surveys, raw data, etc.) which are not immediately essential to an understanding of the text. Such materials should be included in the appendix. The appendix may be divided into Appendix A, Appendix B, etc., depending on the types and amounts of material included. Each appendix must have its own cover sheet which is included in the consecutive pagination. The page number of the appendix cover sheet should be in the upper right corner.

2. **Notes and Bibliographic Statement:** The College of Liberal Arts and Education does not require a specific style for notes or bibliography, however, a style may be recommended/required by the

major department. The College does require that the notes and bibliography be in a single, consistent style throughout the document.

Abstract

All theses and dissertations must contain an abstract. An abstract is a succinct account of the thesis, projects or dissertation containing a statement of the problem, procedure or method, findings, and conclusion. The abstract is placed in the back of the thesis, project/dissertation. The abstract must be typewritten, double-spaced, and may not exceed 350 words (approximately 1.5 pages).

Autobiographical Statement

An autobiographical statement is required for all theses, projects and dissertations. This is a one-page summary of personal information, educational experience, honors, titles of publications, and research pursued. The autobiographical statement may be in vita or essay format and must be cited in the table of contents. It may be single-spaced.

Special Note: Publication Style adapted primarily from APA

APPENDIX X

TITLE OF DISSERTATION
(ALL IN CAPS, SINGLE-SPACED IF MORE THAN ONE LINE)

By

JANE DOE

DISSERTATION

Submitted to the

University of Detroit Mercy,

Detroit, Michigan

In partial fulfillment of the requirements

For the degree of

DOCTOR OF PHILOSOPHY

(Year)

PROGRAM: PSYCHOLOGY (Major)

Approved by:

_____
Committee Chairperson Date

_____

_____

_____

APPENDIX XI

UNIVERSITY OF DETROIT MERCY
COLLEGE OF LIBERAL ARTS AND EDUCATION
GRADUATE PROGRAM

DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

TITLE: (TYPE YOUR TITLE HERE)

PRESENTED BY: (TYPE YOUR NAME HERE)

ACCEPTED BY: _____ _____
Major Professor Date

_____ _____
Program Director Date

_____ _____
College of Liberal Arts and Education Date

APPENDIX XII

Sample Copyright Page

@ COPYRIGHT BY

JANE DOE

2011

All Rights Reserved

APPENDIX XIII

ABSTRACT

TITLE OF DISSERTATION

(ALL IN CAPS, SINGLE-SPACED IF MORE THAN ONE LINE)

By

JANE DOE

May 2011
(Month and year of commencement)

Advisor: Dr. John Smith

Major: Psychology (Clinical)

Degree: Doctor of Philosophy (do not use abbreviations)

Body of abstract (**double spaced throughout, must not exceed 350 words, approximately 1-1.5 pages).**

Revised: 11/2011
CLAE

APPENDIX XIV

APPROVAL FORM

SECOND-YEAR PROJECT
CLINICAL PSYCHOLOGY Ph.D. PROGRAM

Student Name: _____

Title of Proposed Project: _____

Responsibilities of student on this project:

Advisor: _____

Responsibilities of Advisor on this project:

Reader: _____

Responsibilities of Reader on this project:

What resources are required for the project? How will these resources be obtained?

Timelines for completion of project phases:

Is it anticipated that a joint manuscript will be submitted to a journal? _____. If so, what is the authorship agreement? _____

(List authors in the order in which they would appear in a published journal article; see APA guidelines.)

Signatures:

_____	_____	_____
Student	Advisor	Reader

Prospectus must be attached to this form when submitted.

APPENDIX XV

UNIVERSITY OF DETROIT MERCY
COLLGE OF LIBERAL ARTS AND EDUCATION
GRADUATE PROGRAM

SECOND YEAR PROJECT

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

TITLE:

PRESENTED BY:

ACCEPTED BY: _____ _____
Major Professor Date

_____ _____
Program Director Date

APPENDIX XVI

PSYCHOLOGY FACULTY

Core Clinical Faculty:

V. Barry Dauphin, Ph.D., ABPP Director of Clinical Training

John Porcerelli, Ph.D., ABPP Clinic Director

Steven Abell, Ph.D., ABPP

Kristen Abraham, Ph.D.

Elizabeth Hill, Ph.D.

Steven Huprich, Ph.D.

Judy A. McCown, Ph.D.

Cheryl Munday, Ph.D.

Linda Slowik, Ph.D., Department Chairperson

Margaret Stack, Ph.D., ABPP

Psychology Faculty:

Libby Balter Blume, Ph.D.

Sharla Fasko, Ph.D.

Harold Greene, Ph.D.

Erin Henze, Ph.D.

Rachel Lee, Ph.D.

Carol Cronin Weisfeld, Ph.D.

Kathleen Zimmerman-Oster, Ph.D.

APPENDIX XVII

UNIVERSITY OF DETROIT MERCY Helpful links:

Detroit Mercy home page: http://www.udmercy.edu
WEBLINK and registration information: http://www.udmercy.edu/weblink/
Detroit Mercy Graduate Catalog: http://www.udmercy.edu/catalog/
Library and online database access: http://research.udmercy.edu/
Online phone directory for faculty and staff: http://my.udmercy.edu/index.html
Detroit Mercy Health Center: http://www.udmercy.edu/healthcenter/
Institutional Review Board (IRB): http://www.udmercy.edu/academicaffairs/ospra/irb/
Campus maps: http://www.udmercy.edu/about/campus/locations/
Campus computer labs: http://it.udmercy.edu/lab_services.html
Knowledge course server (Blackboard): http://knowledge.udmercy.edu/
Detroit Mercy Sexual Harassment Policy: http://www.udmercy.edu/hr/shpolicy.htm
Etc…: http://www.udmercy.edu/current_students/

APPENDIX XVIII

PROFESSIONAL PSYCHOLOGY LINKS:

American Psychological Association: http://www.apa.org/

APA student page: http://www.apa.org/students/

APAGS: http://www.apa.org/apags/

APA – Gradpsych: http://gradpsych.apags.org/

American Psychological Association Ethical Principles: http://www.apa.org/ethics/code2002.html

Michigan Psychological Association: http://www.michpsych.org/index.cfm?location=11&CFID=1411832&CFTOKEN=49470203

Licensing regulations for states, territories, and Canadian provinces: http://www.uky.edu/Education/EDP/psyinfo2.html

State of Michigan Board of Psychology Licensing Rules: http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=33802501&Dpt=CH&RngHigh=

APPENDIX XIX

GOALS, OBJECTIVES AND COMPETENCIES

GOAL #1: The program will train professional clinical psychologists who demonstrate and practice professional competence and adaptability.

Objective 1a: Students will acquire a broad base of knowledge in scientific psychology.

Competency 1a(1): Students will gain a foundation of knowledge in the areas of biological, cognitive, and social bases of behavior.

Activities: Students will successfully complete the following required courses:

PYC 6510 – Physiological Psychology
PYC 6040 – Learning and Memory
PYC 5000 – Social Psychology
PYC 7690 – Human Sexuality (elective)

Competency 1a(2): Students will gain a foundation of knowledge of the history of psychology and the development of the major theoretical systems of thought.

Activities: Students will successfully complete the following required course:

PYC 6500 – History and Systems of Psychology

Competency 1a(3): Students will gain a foundation of knowledge in the areas of life-span development and behavioral genetics.

Activities: Students will successfully complete the following required course:

PYC 6740 – Developmental Psychology

Competency 1a(4): Students will gain a foundation of knowledge in the area of personality theory.

Activities: Students will successfully complete the following required course:

PYC 6540– Personality

Objective 1b: Students will acquire and demonstrate understanding and competence in a variety of approaches to assessment and treatment.

Competency 1b(1): Students will gain entry level skills necessary to conduct psychological assessments.

Activities:

a. Students will successfully complete a sequence of courses focusing on the theory, research and techniques involved in the assessment of psychopathology, intelligence, and personality functioning in adults and children. Required courses include:

PYC 6850 - Psychopathology I
PYC 6860 – Psychopathology II
PYC 7500 – Case Conference (6 semesters)

PYC 6700 - Assessment I
PYC 6710 – Assessment II
PYC 5730 – Child Assessment
PYC 6730 – Assessment III

b. Students will complete 6 to 9 psychological assessments including written evaluations and client feedback as part of the 500-hour in-house practicum at the Detroit Mercy Psychology Clinic. Supervision of these assessments will be provided via a weekly case conference conducted by a core clinical faculty member and by weekly meetings with a faculty member supervisor who is a fully licensed clinical psychologist.
c. Students will complete one 500-hour community-based practicum that focuses on the development of diagnostic and assessment skills.
d. Students will successfully complete comprehensive examinations in the areas of assessment and psychopathology.

Competency 1b(2): Students will gain entry level skills necessary to conduct psychological treatment from the psychodynamic perspective as well as from a variety of other perspectives.

Activities:

a. Students will successfully complete a sequence of courses focusing on the classical and contemporary approaches to psychodynamic theory. Psychoanalytic concepts are addressed in other content area courses, such as Personality and Psychopathology, as appropriate. Special topic courses typically include various elective topics pertaining to psychoanalytic theory. Required courses in this area include:
   PYC 6550 – Basic Psychoanalytic Concepts
   PYC 6880 – Psychoanalytic Principles of Therapy
   PYC 7500 – Case Conference (6 semesters)
b. Students will successfully complete required and elective courses focusing on the theory, research, and techniques of intervention from a variety of perspectives. Courses include:
   PYC 6770 – Child Therapy
   PYC 6890 – Theories of Therapy (required)
   PYC 6900 – Group Psychotherapy
   PYC 7650 – Cognitive Therapy
   PYC 7740 – Behavioral Treatment
   PYC 7950 – Topics in Psychology

c. Students will carry a minimum therapy caseload of three cases per week as part of their 500-hour in-house practicum during the second and third years in the program. Supervision of these cases will be provided via a weekly case conference conducted by a core clinical faculty member and by weekly meetings with an outside supervisor who is a fully licensed clinical psychologist.
d. Students will be encouraged to complete a 500-hour community-based practicum which focuses on the development of intervention skills.
e. Students will successfully complete a comprehensive examination in the area of psychotherapy.

Objective 1c: Students will be exposed to the theory and practices in supervision and consultation.

Competency 1c(1): Students will acquire a basic knowledge of the principles and techniques relevant to the supervision of clinical practice.

Activities:

a. Students may take the following elective course:
   PYC 7950 – Consultation and Supervision
b. Students will discuss issues related to clinical supervision and will participate in peer supervision in Case Conference.
c. Students will develop a thorough understanding of the ethical issues and expected practices related to clinical supervision in PYC 693 – Ethics.

Competency 1c(2): Students will acquire basic knowledge and skills of the principles and techniques relevant to clinical consultation.

Activities:

a. Students may take the following elective course:
   PYC 7950 – Consultation and Supervision
b. Students will discuss issues related to clinical consultation in Case Conference and Assessment III.
c. Students will develop a thorough understanding of the ethical issues and expected practices related to clinical consultation in PYC 6930 – Ethics.

GOAL #2: The program will train professional clinical psychologists who demonstrate and practice ethical standards and sensitivity to social justice issues.

Objective 2a: Students will receive formal training in ethical and professional principles, as well as specific application to professional practice.

Competency 2a(1): Students will acquire a foundation of knowledge of ethical principles and practices.

Activities:

a. Students will successfully complete the following required courses:
   PYC 6930 – Ethics
   PYC 7500 – Case Conference (6 semesters)
   PYC 7530 – Clinical Practicum (at least 3 semesters)
   PYC 7540 – Clinical Internship (3 semesters)
b. Discussions of ethical issues are infused throughout the curriculum, particularly in courses focusing on diagnosis, assessment, treatment, and research.

Competency 2a(2): Students will demonstrate ethical sensitivity and decision making in their professional activities.

Activities: Students will develop sensitivity to ethical issues through participation in the in-house practicum, outside practica, internship, and research projects.

Objective 2b: Students will develop an understanding of diversity issues and their relationship to the practice of professional psychology.

Competency 2b(1): Students will acquire a foundation of knowledge of diversity issues as they relate to the practice of professional psychology.

Activities:

a. Students will successfully complete the following required course:
   PYC 7750 – Multicultural Issues in Clinical Psychology
b. Discussions of diversity issues are infused throughout the curriculum, particularly in courses focusing on diagnosis, assessment, treatment, and research. This objective will be addressed in detail in Domain D.

Competency 2b(2): Students will demonstrate sensitivity to diversity issues in their professional activities.

Activities: Students will develop sensitivity to diversity issues through participation in the in-house practicum, outside practica, internship, and research projects.

GOAL #3: The program will train professional clinical psychologists who make scholarly contributions to the field of psychology.

Objective 3a: Students will acquire and demonstrate knowledge and skills to conduct and evaluate empirical research.

Competency 3a(1): Students will demonstrate skill in critical review and evaluation of current literature.

Activities:

a. Across the curriculum, students will regularly read and develop written critiques of published research studies.
b. Students will successfully complete a second year project and dissertation.
c. Students will successfully complete the comprehensive examination questions that require a demonstration of an understanding and critical review of relevant literature.

Competency 3a(2): Students will demonstrate competence in statistics and research methods.

Activities:

a. Students will successfully complete the following required courses in statistical theory and research methodology:
   PYC 5040 – Basic Research Design
   PYC 6600 – Statistics I
   PYC 6610 – Statistics II
   PYC 6630 – Research Seminar
b. First-year students will participate in the monthly brown bag research seminar.
c. Students will successfully complete a comprehensive examination in the area of

research design and methodology.

Competency 3a(3): Students will demonstrate skill in planning and conducting research.

Activities:

a. Students will successfully complete an empirical study for the second year project.
b. Students will successfully complete an independent, empirical study for the dissertation.
c. Students are encouraged to collaborate with clinical and non-clinical faculty on additional research projects as the opportunities arise. Furthermore, students are encourage to participate in off-site collaborative research programs in the community.

Objective 3b: Students are encouraged to disseminate the findings of their empirical and theoretical work to the community and to the profession.

Competency 3b(1): Students will be encouraged to submit their work to state, regional, and national conferences for presentation.

Activities: Students will submit and present papers and posters at the annual meetings of the Michigan Psychological Association, the Midwestern Psychological Association, and the American Psychological Association as well as other interest-specific conferences.

Competency 3b(2): Students will be encouraged to submit their work for publication in professional publications.

Activities: Students will refine their required empirical and theoretical work into suitable formats for publication.

GOAL #4: The program will train professional psychologists who demonstrate and practice service to the community.

Objective 4a: Students will develop skills that will enable them to contribute to the betterment of the community.

Competency 4a(1): As part of their training, students will provide psychological services to a diverse population from within the University and from the surrounding community in the metropolitan area.

Activities:

a. Students will participate in the in-house practicum in the Detroit Mercy Psychology Clinic.
b. Students will complete at least one outside practicum in one of the community sites.
c. Students will complete a one-year internship.
d. Students will be encouraged to participate community-based volunteer programs as time allows.

Competency 4a(2): Students will be encouraged to participate in research programs that benefit the University and surrounding community.

Activities:

a. Students will be given information about ongoing research projects that target the various underserved populations in the metropolitan area.
b. Mentor relationships with faculty members and researchers in the community will be facilitated.

Objective 4b: Students will maintain membership and participation in professional associations.

Competency 4b(1): Students will maintain memberships in professional associations.

Activities:

a. Students will be members of the American Psychological Association and the Michigan Psychological Association.
b. Students will be encouraged to become members of relevant divisions of APA as well as other professional associations in each student's particular areas of interest.

Competency 4b(2): Students will maintain active participation in professional activities.

Activities:

a. Students will attend conferences and workshops of local, state, regional, and national professional associations.
b. Students will be encouraged to participate on professional committees as time permits.
c. Students will submit and present empirical and theoretical work at professional events.

APPENDIX XX

University of Detroit Mercy - Clinical Psychology Ph.D. Program
Plan of Work

Name: _____ Student Number: _____

Address: _____

Telephone number: ( )_____ Date of Admission: _____

Projected Date of Graduation: _____ Degree Granted: _____

COURSEWORK

Term & Year	Course Number	Course Title	Detroit Mercy Credit	Detroit Mercy Grade	Transfer Credit	Transfer Grade
Year One I ____	PYC 6540	Personality	3			
I ____	PYC 6550	Psychoanalytic Concepts	3			
I ____	PYC 6600	Statistics I	3			
I ____	PYC 6700	Assessment I	3			
I ____	PYC 7956	Intro. To Clinical Practice	0			
II ____	PYC 5040	Basic Research Design	3			
II ____	PYC 6610	Statistics II	3			
II ____	PYC 6710	Assessment II	3			
II ____	PYC 6850	Psychopathology I	3			
II ____	PYC 6880	Principles of Therapy	3			
II ____	PYC 7956	Intro. To Clinical Practice	0			
S ____	PYC 5230	Child Assessment	3			
S ____	PYC 6500	History & Systems (to be taken in yr. 1 or 2)	3			

S _____	PYC 6860	Psychopathology II	3			
Year Two I _____	PYC 6040	Learning	3			
I _____	PYC 6730	Assessment III	0			
I _____	PYC 6890	Theories of Therapy	3			
I _____	PYC 7500	Psychotherapy Practicum/Case Conference	3			
I _____	PYC 7750	Cultural Diversity	3			
II _____	PYC 6730	Assessment III	0			
II _____	PYC 6740	Developmental	3			

II _____	PYC 6931	Ethics	3			
II _____	PYC 7500	Psychotherapy Practicum/Case Conference	3			
S _____	PYC 5000	Social Psychology	3			
S _____	PYC 6730	Assessment III	0			
S _____	PYC 7500	Psychotherapy Practicum/Case Conference	0			
Year Three I _____	PYC 6630	Research Seminar	3			
I _____	PYC 7500	Psychotherapy Practicum/Case Conference	3			
I _____	PYC 7530	Clinical Practicum	0			
II _____	PYC 6510	Physiological	3			
II _____	PYC 7500	Psychotherapy Practicum/Case Conference	3			
II _____	PYC 7530	Clinical Practicum	0			
III _____	PYC 7500	Psychotherapy Practicum/Case Conference	0			

III _____	PYC 7530	Clinical Practicum	0			
Electives 15 Hours _____	PYC 7980	Directed Studies-2nd yr project	3			
_____						
_____						
_____						
_____						

Term **Credit** **Grade**

Additional Psychotherapy hours: (PYC 7520) _____ _____ _____

_____ _____ _____

_____ _____ _____

Comprehensive Exams: (Date Passed) _____

Practicum Sites:_____

_____

Term **Grade**

Clinical Internship: (PYC 7540) _____ _____ Clinical Internship Site: _____

Dissertation Hours: (PYC 7990) _____ _____

(Date Completed) (# of Hours – Minimum of 9)

Total Credits: _____