

EASTERN MICHIGAN UNIVERSITY

STUDENT HANDBOOK & ADMISSIONS POLICIES

General Clinical MS Program



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EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
MASTER OF SCIENCE IN GENERAL CLINICAL PSYCHOLOGY

Introduction

This handbook is designed to provide both prospective and current students critical information about the program. For prospective students, this handbook contains information on admissions standards, admissions policies, financial support, and an overview of the curriculum offered in the General Clinical MS program. For those who have been accepted to the program, this manual was designed to facilitate your progress through the program. It is a mixture of official policies, recommendations for making your life easier, and the accumulated wisdom of your peers and faculty mentors. The manual supplements (but does not replace) other published material that appears in the *Graduate School Catalogue* and the *American Psychological Association's Ethical Principles of Psychologists and Code of Conduct*. In this manual, we periodically reference relevant portions of these sources and relevant websites, but you should become familiar with them to facilitate your progress through the Program.

For those of you who have been accepted, we would like to welcome you to our program. You are one of a highly select group who are beginning a journey toward the development of specialized competencies as a clinician conducting therapy and/or assessments. Graduate training in clinical psychology is intellectually and emotionally challenging. The classes you will be taking are more demanding than those you may have had as undergraduates and your classmates are highly qualified. You will find the faculty and the more advanced students ready to provide compassionate and wise assistance as you progress through the program.

The policies and recommendations contained in the documents referenced throughout this manual are considered to be in effect the moment you start the Program. We urge you to become familiar with all current degree requirements and revisions of those policies. The University, the Psychology Department, and professional organizations reserve the right to make periodic changes to policies to clarify or improve program procedures. Please review these documents throughout your academic career to ensure compliance.

Physical Facility

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

The University is comprised of five colleges, the Graduate School, and a diverse student population of nearly 22,000 students. The Psychology Department is part of the College of Arts and Sciences and is housed in the Mark Jefferson Science Complex, which underwent a major renovation that was completed in 2012. There are approximately 20 full-time faculty in our department, 12 of whom are clinical faculty. Most faculty have private offices located on the third floor of the Science Complex.

Purpose and Goals of the Program

The primary purpose of the General Clinical Master's Program is to prepare individuals to apply for a "limited license" and to practice as a Michigan Limited License Psychologist. Applications are made through the Board of Examiners, Psychology Licensing Board, in Lansing, Michigan. Since the licensing requirements change periodically, you should contact the Board of Examiners to find out the specific requirements you must meet at the time you expect to graduate. It will also be important that you familiarize yourselves with the Administrative Rules of the Board of Psychology. Of particular note is that, starting in 2010, all individuals seeking a limited license to practice psychology in the state of Michigan are required to pass the Examination for Practice of Professional Psychology (EPPP). This exam is the same one used to provide full licensure for

doctoral-level psychologists. Information about licensure can be found at the following websites:

http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_27552-42786--.00.html

http://www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27552---.00.html

For those with interests in continuing their graduate education, the program can prepare students for entry into a PhD or PsyD program in clinical psychology. This program requires 45 semester hours of study, including four credit hours (500 clock hours) of supervised practicum experience in an approved mental health or rehabilitation facility. In this program, you will study statistics, psychopathology, personality and cognitive assessment, personality processes, and clinical approaches to intervention, among other topics relevant to clinical psychology. Furthermore, you will hone your research skills through classroom assignments, and if you wish, by completing either a master's thesis or research project in a faculty member's research lab. The thesis involves conducting, and successfully defending, an original piece of research. It is done with the close supervision of a faculty mentor under the direction of a three-member thesis committee. The thesis committee consists of the advisor and two other faculty members in the department. At least two members of the committee must be Clinical faculty. Outside faculty, adjunct faculty, and other psychologists outside the university may also be on the committee in addition to the three departmental faculty members.

Upon completion of this program, you will be prepared for positions such as a Michigan Limited License Psychologist, a psychological assistant, a psychometrician, or mental health worker (depending on current certification and licensing laws in the state where you practice) in a variety of public and private agencies. Your ability to apply for such positions in other states will depend upon the current certification and licensing laws in the state where you plan to practice. If you know you will be leaving Michigan upon the completion of your degree, you should find out the licensing requirements (if any) of your target state or country of residence and discuss such information with your advisor as soon as possible so that you can maximize your academic experiences to be consistent with such requirements.

You may enroll in the General Clinical MS program as a full- or part-time student, though in recent years most students have been enrolled full-time. As a full-time student, you will be able to complete the program in 2 years. As a part-time student, the time to completion is highly variable, depending upon many factors, including course load, practicum completion, and course sequencing. Completion of the practicum experience usually occurs during the daytime hours, although not necessarily on a full-time basis.

The following is a listing of the skills taught in the General Clinical MS program. They are incorporated into the program to provide you with the requisite skills and competencies of the profession. These will serve as professional building blocks.

Practical clinical skills

1. Learn assessment techniques using multimodal and multi-method approaches.
2. Learn diagnostic techniques and procedures.
3. Understand the importance of the therapeutic relationship and develop skills to enhance the therapeutic alliance.
4. Write professional evaluations, treatment plans, progress notes, and other reports.
5. Develop and implement treatment programs.
6. Develop and deliver case presentations.
7. Implement psychotherapeutic practice that is consistent with theoretical and empirical literature in conjunction with the direction and experience of a licensed clinical psychologist.
8. Develop skills in choosing and implementing treatments.

9. Demonstrate sensitivity to issues of cultural and individual diversity.
10. Demonstrate knowledge of and correct use of the APA Ethics Code for clinical practice.

General scholarly skills

1. Develop critical analysis of assessment and treatment research literature.
2. Demonstrate the ability to write about scholarly topics in clear, concise ways.

Research skills

1. Demonstrate knowledge of research in clinical assessment and treatment.
2. Demonstrate knowledge of treatment outcome research.
3. Demonstrate the ability to participate in a research project and become part of a presentation (e.g., EMU Graduate Research Conference) or publication.

Student opportunities

1. Practice assessment and treatment skills in highly supervised pre-practicum and practicum experiences. The majority of clinical supervision is provided by psychologists in community-based settings.
2. Work with and be supervised by faculty who have expertise in a variety of assessment and treatment modalities. This supervision will most often occur during pre-practicum experiences.
3. Participate in a collegial atmosphere that is accepting of diverse opinions and prepares you to analyze the current literature critically.

Admissions Criteria

Students applying to the General Clinical MS program must meet the admissions criteria for both the Graduate School and the Psychology Department. ***Acceptance by the Graduate School does not guarantee admission into the General Clinical MS program as the criteria for the latter are much more rigorous.*** To qualify for consideration for admission you must:

- Meet the academic requirements for admission to the Graduate School:
<https://www.emich.edu/graduate/prospective-students/admissions/index.php>
- Present evidence of having completed a minimum of 20 semester hours in psychology ***including a course in statistics and one in research methods/experimental psychology.*** While not a prerequisite, a course in history and systems of psychology is highly desirable.
- Present an undergraduate record with a grade point average of at least a “B” (3.0 on a 4.0 scale).
- Present three letters of recommendation from professors, employers, or others who can testify to your suitability for graduate study in psychology.
- Present a transcript of scores on the Graduate Record Examination. Scores above the 50th percentile on the Verbal and Quantitative tests are preferable.
 - The requirement of GRE scores was lifted during the COVID-19 pandemic. Their use in the future is under deliberation.

Please note that these are minimum requirements and the majority of students accepted into the program far exceed these minimums.

Other Considerations

- Although you are not required to have access to reliable transportation, not having regular access to a vehicle can make completing this program difficult. Specifically, most of the required practicum locations are off-campus and are only accessible to students by car (i.e., public transportation does not provide ready access to many of these locations).

- Because funding is very limited for MS students, we encourage students to regularly check the EMU Human Resources webpage for potential graduate assistantships (<https://www.emich.edu/graduate/scholarships-aid/graduate-assistantships/index.php>). We cannot guarantee that you will find funding through this website, but some students have found paid positions using this resource.

Non-degree (self-improvement) students

EMU has a student status known as “non-degree student,” which is usually for individuals who have completed their undergraduate degree requirements and wish to return to the classroom. The Psychology Department is committed to providing excellent academic experiences to non-degree students. Many non-degree students enroll in graduate courses with the hope of demonstrating competence and enhancing their prospect of gaining admission to one of the graduate programs. From the outset, a number of features of the admission process should be made clear.

Admission to the General Clinical MS program is based on a combination of factors including outstanding undergraduate academic performance, scores on the Graduate Record Examination, practical experience in research or clinical settings, ability to make a unique contribution to the graduate milieu, interpersonal and social skills, and overall fit to the program. Excellence in all areas is a prerequisite to admission. The goal of the admissions standard is to set the stage for a dynamic, interactive educational experience that optimizes the learning experiences of the graduate students. This is often referred to as a cohort model. The cohort model is significantly compromised when non-degree students attempt to complete substantial numbers of courses before seeking admission. *Successful completion of the General Clinical MS program is more than simply accruing the requisite number of credit hours.*

To ensure the integrity of the cohort model and guarantee that non-degree students have sufficient information to make informed decisions, the department has developed a specific in-house policy regarding the transfer of graduate credit hours earned while a non-degree student. While non-degree students are eligible to seek admission into any non-clinical classes, they will only be permitted to transfer up to 9 credit hours.

Non-degree students are not eligible to enroll in classes that focus on clinical or assessment issues, which include all courses involving psychological assessment, psychotherapy, or behavior therapy, and their corresponding pre-practicums. *Non-degree students should also be advised that while successful completion of graduate classes might enhance the prospect of admission into a graduate program, it is not a guarantee of admission.*

Conditional admission and alternative admission

If you do not meet the requirements for Degree-Admission, you may request consideration for Conditional or Alternative Admission status. This permits you to enroll, on a provisional or probationary basis, with specified course and grade attainment requirements. When admission and the specified graduate courses have been taken, Conditional or Alternative status will be applied to your 45 semester hour requirement. It should be noted that in recent years, no students have been admitted under any of these conditions due to the highly competitive nature of the GC program.

There are four types of conditional admission that are outlined in the graduate catalogue. Briefly, they are as follows:

Condition 1 – curriculum deficiencies – applies to applicants who meet the Graduate School’s

admission requirements, but have curricular deficiencies or do not meet other department requirements.

Condition 2 – senior status – applies to applicants completing an undergraduate degree at the time of application. It is valid for one semester only and is removed upon submission of an official degree posted transcript to the Office of Admission.

Condition 3 – English as a second language (ESL) applies to applicants who are non-native speakers of English and whose score on the required language-proficiency tests was below the required minimum. Students admitted with ESL condition must successfully complete ESL courses assigned.

Condition 4 – academic deficiencies – applies to certificate program applicants who do not meet the minimum undergraduate GPA requirement of the Graduate School or the Psychology Department, whichever is higher. Students must complete a minimum of 6 graduate hours as specified by the Psychology Department while maintaining a good academic standing (3.0 GPA or above).

Overview of the Curriculum

The General Clinical MS program provides a theoretical perspective that emphasizes intra- and interpersonal processes of human functioning within a developmental context. Coursework and clinical training on psychological disorders, assessment, diagnosis, and treatment occurs from this perspective, though opportunities for training from other perspectives are available for interested students. The program requires the completion of 45 hours of work distributed among required core courses, assessment courses, professional practice/treatment courses, practicum courses, and elective courses. Below is a listing of courses in each category. *Psychology Department graduate courses are offered on a rotating basis. Not every course is offered each semester, so you must take this into consideration when planning your schedule.*

You will need to discuss your program of study with your mentor prior to registering each semester.

Required Core Courses	12 hours
PSY 600 Psychological Statistics	3
PSY 646 Personality: Theory and Research	3
PSY 743 Psychopathology	3
PSY 888 Diversity Issues in Clinical Populations	3
Required Assessment Courses	8 hours
PSY 762 Cognitive Assessment	4
<u>One course from the following:</u>	
PSY 770 Self-Report Assessment of Personality	4
PSY 771 Performance-Based Assessment of Personality	4
Required Professional Practice/Treatment	9 hours
PSY 751 Interpersonal Processes in Psychotherapy	3
PSY 752 Evidence Based Psychodynamic Psychotherapy	3
PSY 670 Scientific and Professional Ethics	3
Practicum	4 hours
PSY 683 Practicum in Clinical Psychology I	2
PSY 684 Practicum in Clinical Psychology II	2

Elective Courses

12 hours

12 hours selected from psychology courses within the department in consultation with your graduate advisor. Please note that you may take up to 6 hours of coursework outside the Psychology Department, but these courses must be approved by your advisor.

This must total 45 hours or more

Elective courses

With the approval of your advisor, any Psychology graduate course may be selected, if you meet the course prerequisites. The following is a list of recommended courses:

Child Emphasis

- 744 Child and Adolescent Psychopathology
- 640 Developmental Psychology
- 720 Child and Family Therapy

Research Emphasis

- 601 Psychological Statistics II
- 605 Research Design
- 7xx Independent Study
- 6xx Thesis

Assessment Emphasis

- 633 Cognitive Neuroscience
- 610 Clinical Neuropsychology
- 710 Neuropsychological Assessment
- 619 Behavioral Assessment

NOTES:

Certain 500-level courses are essentially “introductory” courses that are offered as cognate courses to students in other departments. These courses may *not* be applied as graduate credit to the General Clinical MS degree. Generally, these courses can be identified by their minimal prerequisite requirement. Typically, these courses only require one course in psychology. Currently, these include: PSY 520, PSY 532*, PSY 540, PSY 542*, PSY 543, PSY 550, PSY 551*. However, the starred courses may be acceptable, if your program and special needs can justify it. The General Clinical faculty must approve such courses.

Suggested curriculum

A strength of the program is that you are given the freedom to select courses that will best fit your professional needs and interests. Of the 45 credit hours required to complete the degree, 33 credit hours are filled by required courses. This means that you have 12 credit hours that can be filled with electives. As outlined in the GC Program of Study (see Appendix A), recommended electives are organized into “Emphasis” areas, covering specific topics, including “Child Emphasis,” “Research Emphasis,” and “Assessment Emphasis.” You can choose multiple electives within an area of Emphasis to deepen your

understanding of the topic, or you can select electives across the areas of Emphasis to gain a greater breadth of knowledge.

Provided below are some common electives, as well as the semester they are typically offered:

Common Fall semester electives:

- 619 (Behavioral Assessment)
- 633 (Cognitive Neuroscience)
- 640 (Developmental Psychology)

Common Winter semester electives

- 601 (Statistics II)
- 605 (Research Design)
- 710 (Neuropsychological Assessment)
- 720 (Child and Family Therapy)
- 744 (Child and Adolescent Psychopathology)

Also note that up to 6 credits in electives can be taken in departments outside of Psychology. These elective courses must be relevant to your training, are generally 600 level or above, and must be approved by your faculty advisor.

Because of the flexibility of the program, your course sequence may look different than the course sequence of another student. Please keep this in mind as you review the Suggested Course Sequence below.

The Suggested Course Sequence is a walkthrough of how to complete the program in 2 years. In the column “Recommended Courses,” you are provided with our recommendation of which courses to take in each semester. You will see that the schedule begins with your first semester in the program (“Fall 1st year”) and continues until your final semester (assuming that you are completing the program in 2 years). In the column “Things to Consider,” we outline some aspects of the course schedule that you might want to ponder as you build your schedule. Of course, as you plan things out, you will want to talk to your faculty advisor.

Please keep in mind that the following sequence is only a general recommendation; things may change in a given semester year due to a variety of circumstances. And if administrative changes disrupt your plans, don’t worry! The GC faculty will always work with you to ensure that you receive excellent training and can graduate on time.

Suggested Course Sequence

General Clinical 45 hours		
	<i>Recommended Courses</i>	<i>Things to Consider</i>
Fall <i>1st Year</i>	646 – Personality Theories 743 – Psychopathology 751 – Interpersonal Processes	The course sequence of 646, 743, and 751 is demanding. If you think you can manage another course, 600 (Statistics I) may be a good choice. This is particularly true if you are interested in conducting research. In their first year, some research-focused students like to take 600 (Stats I) in the Fall, then take 601 (Statistics II) and 605 (Research Design) in the Winter. This leaves them well prepared for research activities.
Winter <i>1st Year</i>	670 – Ethics 762 – Cognitive Assessment 720 – Child and Adolescent Therapy 752 – Evidence Based Psychodynamic Or 770/771 – Personality Assessment Electives	Many students choose to take 670 (Ethics) and/or 762 (Cognitive Assessment) in Summer; these courses are available every Summer, whereas most courses are only available in the Fall or Winter. If there is a Winter course that you are interested in, you might consider taking it and leaving 670 and/or 762 for the Summer semester. For those interested in working with children, 720 (Child & Adolescent Therapy) is an important Winter (<i>1st Year</i>) option. It will give you critical training that you will use on practicum in the Fall (<i>2nd Year</i>). Every Winter, either Psychodynamic Therapy (752) or a Personality Assessment course (770 & 771) will be offered. Whichever one you don't take this semester, you will need to take the following Winter semester.
Summer <i>1st Year</i>	670 – Ethics 762 – Cognitive Assessment 888 – Diversity Issues	Diversity Issues (888) is only offered in the Summer, so you should prioritize it. If you have already completed 670 (Ethics) and 762 (Cognitive Assessment), focus on Electives.
Fall <i>2nd Year</i>	600 – Statistics I 683 – Clinical Practicum I Electives	Keep in mind that beginning in your second year, you will be on practicum (16-20 per week of clinical training). As you register for your final semester (Winter <i>2nd Year</i>), carefully consult the Program of Study to make sure that you have met all the program requirements.
Winter <i>2nd Year</i>	684 – Clinical Practicum II 752 – Evidence Based Psychodynamic Or 770/771 – Personality Assessment Electives	At this point, you should have taken either 752 (Psychodynamic) or one of the Personality Assessment courses (770 or 771). Whichever one you did not take previously, take this semester.

* *Note:* You should discuss a possible practicum site with Dr. Arble or Dr. Loverich at the end of your first semester. Field practica are not offered during the Spring/Summer semesters.

Grades and Remediation

The General Clinical Program requires a grade of “B” or higher to pass a course (i.e., grades of “B-” or lower are not considered passing grades). You must obtain a B or better grade in all the required core, assessment, and professional practice/treatment courses; core courses include: PSY 646, 670, 743, 751, 752, 762, 770/771, and 888. Failure to obtain a “B” or better in any of the required core, assessment, and professional practice/treatment courses will result in the student being required to retake the course and being placed immediately on academic probation. In addition, students who do not pass a core course will not be approved for practicum placement until the course is retaken and a passing grade (i.e., “B” or higher) is earned. If a student obtains a grade of “B-” or lower two times in one (or more) of the required core courses, they will be dismissed from the program. Obtaining a “B-” or lower in any other course will also require that the student retake the course and be placed on probation.

Unless it is an extraordinary circumstance, students will not be allowed to remediate a course in any other university except at EMU. Students must make a compelling case for an exception to this rule, and any deviation from this policy must be approved by a majority vote of the General Clinical Faculty.

Students must also seek and obtain permission from the Program Coordinator to apply for an external practicum. Failure to do so could lead to immediate dismissal from the program.

Assistantships

Graduate assistantships provide financial support (tuition scholarships and stipend) and experiential learning experiences. Consequently, these assistantships are highly competitive. They are normally available for up to two years (four enrollment periods), subject to the recommendation of an academic department and approval of the Graduate School. Some years, the Psychology Department has offered one or two GA positions per admitted GC MS class. The number or availability of these Psychology GA positions is not guaranteed. As part of the 20 hour per week commitment, Graduate Assistants are required to teach three sections of the Introductory Psychology Lab each semester. The Labs are managed by a full-time faculty member, and the curriculum and materials for the course have been developed previously; students will not need to develop their own materials. GAs will also be assigned to a faculty mentor to complete the 20 hour per week requirement for the GA-ship. Some GC students who do not receive a GA may be offered a Teaching Assistant position, in which they teach 1-3 lab sections. TAs get paid only for the sections they teach; there is no tuition scholarship. In addition to the assistantships offered within the Psychology Department, admitted students can apply for positions in other departments ([Graduate Assistantships - Graduate School \(emich.edu\)](http://emich.edu)). Eligibility criteria are outlined in the Graduate catalogue. In summary, you must:

- A. Be fully or conditionally admitted to a degree program.
- B. Have a cumulative GPA equal to the average of students already admitted to the college’s degree programs (usually 3.0 or above).
- C. (US citizens only) For need-based and work/study GAs, you must complete the required Financial Aid Forms. The FAFSA must be submitted by February 15th for full consideration for the Fall semester.

Full-time GAs are provided the following benefits:

- A. Up to 18 credit hours of tuition per fiscal year (Tuition benefits are prorated for part-time assistantships and for GAs beginning their appointments after the start of the semester).
- B. Stipend (average university wide is \$9,000 per year).

C. Valuable experience.

For Departmental GA-ships, students will be assigned to 1-2 faculty members, preferably in their area of research interest. Assistantships require 20 hours per week of professional obligations to the Department during the award period. A portion of that time will be devoted to serving as a teaching assistant for 3 sections of Introduction to Psychology Lab. The Psychology Department Secretary and the faculty lab supervisor will contact students directly to discuss assignments. Students must register for no less than 6 hours each Fall and Winter semesters; the Department does not have any summer GA positions, but we do often hire GAs to teach the sections during the summer sessions, with a flat rate pay for each section taught. Continued support and renewal requires maintenance of a 3.0 or higher GPA, satisfactory progress toward degree completion, and adequate performance evaluations.

The main intent of the assistantships is to provide the time and support essential for the professional development of students. Since such training involves classroom instruction, research endeavors, and the development of management skills, duties of the assistantship are designed to provide relevant training and experiences in all these areas. For example, assistants may be asked to help with class preparations and assist in data collection, data analysis, and manuscript preparation.

Transfer Credits and Waivers of Requirements

It is possible to transfer up to 9 graduate credit hours. All transfer credits must be approved by the General Clinical Faculty. Only a limited number of transfer credits will be approved. It is the student's responsibility to demonstrate that the waiver is warranted, including getting confirmation from an EMU professor that the curriculum of the course and the quality of the student's work was equivalent to that offered in the General Clinical MS program.

Practica Experiences

Students will be given ample opportunities to practice clinical assessment and treatment skills through in-house experiences and the formal practicum. Fully licensed psychologists who are either part of the faculty or who are supervisors at the treatment facility will supervise all clinical and practica experiences. In a few instances, students may be supervised by students in the 3rd and 4th years of the Ph.D. program. However, fully licensed psychologists will supervise these students on their supervision. This practice is in keeping with state licensing laws and APA accreditation policies.

As part of the master's level requirements, several clinical experiences are required with specific classes. Depending on the specific courses, students may be required to do psychological assessments, treat "mock" clients with specific problems, develop and conduct a psycho-educational workshop, or run a parent workshop.

Finally, students will be required to secure one, 500-hour (minimum) practicum experience at an agency, hospital, or treatment facility. Before seeking an external practicum, each student must obtain approval from the Program Coordinator. Students may not begin an external practicum until they have successfully completed and passed *all* core courses (PSY 646, 670, 762, 743, 751, and 752 or 720) in which they have been enrolled prior to practicum (note that students will not typically take *all* of these core courses in their first year, thus, students need to successfully pass *whichever core courses they have taken during their first year*). Practicum placements have become more competitive, and students are required to attend the Practicum Fair hosted in the Fall semester of their first year. They should work with faculty to develop their applications and statements for practica. It should be noted that some practica have required letters of recommendation.

The external practicum can be at a facility associated with the University (e.g., EMU Counseling and

Psychological Services, CAPS) or an agency outside of the university. This “externship” is part of the licensing requirement for Michigan. Students typically begin their practicum in the fall of the second year. Students obtain their own placements with the help/guidance of faculty. The practicum coordinator (currently Dr. Loverich) has lists of placements where previous students have been placed.

When applying for a practicum, students will need to write a cover letter and send their vitae to the practicum site contact person. Before beginning a placement, students will need to obtain a Practicum Contract Form from the Practicum Instructor and have it completed and signed in consultation with the site. Also, Practicum site supervisors will need to fill out an evaluation form on the student after the Fall and Winter semesters. These can be obtained from the Practicum Instructor as well. Students should be able to document their hours and the amount of time devoted to assessment, treatment, supervision, and other clinical tasks. Many states require this information for licensing. Once the practicum is completed and the Master’s degree has been conferred, graduates may obtain a Temporary Limited License from the State of Michigan, if desired. The application for licensing has a Certification of Psychology Education form. The Program Coordinator can fill out part of this form.

Academic Advising

At the beginning of the program, you will be assigned a faculty member as your academic advisor and mentor. This individual needs to sign off on your program of study each semester.

As students proceed through the program, they may find that another faculty member is a better match to their clinical, research, and professional interests. If this is the case, students may switch advisors/mentors provided that they: 1) speak with their current mentor about the change; 2) speak with the new mentor about the change; 3) have both agree to this switch, and 4) have the change approved by the Program Coordinator. In some cases, the General Clinical faculty may be asked to approve this change. Meetings with one’s mentor are ideal times to let him/her know how you are doing and to discuss needs, concerns, and ideas about one’s training and professional development.

If a student chooses to complete a Master’s Thesis, s/he will choose a faculty member who will serve as a research mentor and chair of the thesis committee. This process will be described in greater detail later in this document. Generally the faculty member with whom one is conducting research or who has clinical skills in an area of interest to you will become the mentor. *This being the case, however, it is ultimately each student’s responsibility to be aware of program requirements, the state of their matriculation throughout the program, and to make timely progress toward the completion of his/her degree. Faculty are here to help in many ways, but academic success and progress ultimately are the responsibility of the student.*

Annual Evaluation of Students

At the end of each year of the program, students should meet with their mentor to review their progress in the program. Faculty evaluations are conducted at a General Clinical Faculty meeting where faculty have access to the student’s complete file including recent transcripts and practica evaluations. Clinical students are evaluated on personal, professional, and academic skills. Generally, students in the MS program are found to be at or above all necessary levels of expected competencies. However, in the occasional instance that deficits are identified, quick and decisive action will be taken by the General Clinical Faculty to address this situation. While the thought of being evaluated may seem like an anxiety-provoking reality, faculty have the role of being “gatekeepers” to the profession, making sure that qualified individuals are matriculated and graduated through programs and are ready to enter into the responsibility of practicing professional psychology. Feedback, verbal and written warnings, formal remediation plans (including recommendations for personal psychotherapy), and program dismissal are all options that have been utilized by faculty to manage students who are unsatisfactorily

struggling with some aspect of their professional competency. Although dismissal from the program may not initially seem like a helpful outcome, the General Clinical Faculty views such events as potentially positive because they protect mental health consumers from a practitioner whom the faculty view as ill-suited to provide ethical and effective psychological services, as well as allowing dismissed students the opportunity to find a more appropriate career. Thus, you need to be aware that part of your evaluation in this program is based upon the faculty's evaluation of your "professional competency" (see Kaslow et al., 2007), which includes an evaluation of requisite professional and interpersonal skills that are necessary to function effectively as a master's level clinician. In fact, courts have consistently ruled that interpersonal skills and intrapersonal characteristics are considered part of academic credentials for psychology. Forrest, Elman, and Gizara (1997) report that "Court rulings have given 'great deference' to the judgment of faculty in evaluating and terminating students if it can be shown that the student has been evaluated fairly, given feedback, and the opportunity to remediate the deficiencies" (p. 34).

The following two ethical principles from the American Psychological Association's Ethics Code (2017: <https://www.apa.org/ethics/code>) guide deliberations. Principle A: Beneficence and Non-maleficence, requires psychologists to balance the welfare and rights of patients, clients, supervisees, and students. This includes concern for harm that may derive from impaired or incompetent students. Principle B: Fidelity and Responsibility, expresses concern for the community and society in which psychologists work. This includes the responsibility to ensure adequate interpersonal and professional skills in all graduates. Impairment refers to diminished functioning whereas incompetence refers to insufficient skills to provide adequate professional care. Impairment and incompetence can stem from interpersonal and intrapersonal problems as well as inadequate theoretical understanding and insufficient clinical proficiency regarding testing and treatment.

Interpersonal skills and intrapersonal characteristics are considered essential to functioning as a clinical psychologist; therefore, deficiencies in these areas will result in disciplinary action. When a student's behavior or performance raises concerns about the student's ability to perform satisfactorily as a clinical psychologist, that behavior or performance will be considered grounds for academic discipline or dismissal from the program.

Thus, it is important to be aware that academic performance alone does not guarantee a favorable review or good standing in the program.

Students whose performance in any professional or personal domain are subject to remediation, probation, and/or dismissal from the program. Remediation of deficiencies includes, but is not limited to: repeating coursework, repeating practica experiences, increasing supervision by the same or different supervisor, being tutored, or taking a leave of absence. A remediation plan is developed by the mentor and Program Coordinator to address the problem area(s). In a meeting with the mentor and the Coordinator, the student is told what specific behaviors and problems need to be addressed and how the student needs to address these issues. The student's progress will be closely monitored and re-evaluated based on the timelines identified in the remediation plan. If the student complies with the plan and is able to effectively address the problem area(s), s/he will be removed from the remediation plan. If problems continue, the student may be placed on a second remediation plan and program probation. Additionally, failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or formal termination. If the problems persist after the second plan, the student will be terminated from the program. Students may be terminated from the program immediately following serious ethical violations. Any student who, in the judgment of the clinical faculty is having psychological problems that interfere with effective service delivery and/or progress through the program will be advised orally and in writing as to the necessary remediation required. Fortunately, these unpleasant events are rather rare.

Students are also reviewed for their clinical performance while on practicum. Student practicum evaluations

are based on competencies assessed by relevant faculty and practicum supervisors. Students are also expected to evaluate their practicum experience including the practicum site and supervisors; the latter is only reviewed by the GC faculty and the departmental practicum coordinators. These evaluation forms may be found here, under the “Practicum Forms” tab: <https://www.emich.edu/psychology/programs/forms.php> .

If a student receives a rating of “Below Expectations” in one or more of the noted domains while on practicum, s/he may be subject to remediation, probation, and/or dismissal from the program as described above.

Additional reasons for termination from the program

The University and the Psychology Department expect conduct of all students that is consistent with the law and all relevant University policies (<https://www.emich.edu/studenthandbook/index.php>), and the American Psychological Association Ethical Principles of Psychologists ([Ethical principles of psychologists and code of conduct \(apa.org\)](https://www.apa.org/ethics)). Single episode violations or patterns of recurring behavior could result in termination as determined by the General Clinical Faculty and/or by the Dean of the Graduate School. The conditions under which a student may be terminated from the program include, but are not limited to:

- 1) Having a cumulative GPA of less than 3.0.
- 2) A student will not be allowed to repeat more than two courses; the student will be immediately dismissed from the program if a 3rd course is not passed (i.e., the student receives a grade of “B-” or lower).
- 3) Engaging in unethical, unprofessional, threatening, or criminal behavior (plagiarism, cheating, violation of APA ethical guidelines, or University policies or governmental law, including harassment), or consistent inability or unwillingness to carry out academic or practicum responsibilities (e.g., refusing to work with a particular group of clients; missing classes, departmental activities, or client appointments; failing to complete clinical paperwork or class assignments when due, etc.).
- 4) Experiencing psychological problems that affect the student's functioning in the program, including performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others or form an appropriate therapeutic relationship with clients; lack of insight into negative consequences of own behavior; frequent blame of others or external factors for failures or difficulties; and inability to tolerate different points of view, constructive feedback or supervision.
- 5) Failing to make timely and satisfactory progress on program requirements (including academic work, clinical work, clinical competencies, and professional development), responsibilities, and activities.
- 6) Demonstrating conduct that is a violation of the University Student Conduct Code (such a violation will also result in a referral to Student Judicial Services for campus disciplinary action, including possible dismissal from the University as well as possible action by the General Clinical faculty). Conduct violations by a student off-campus in university related activities (e.g., external practicum) will be handled the same as if the violation occurred on-campus.
- 7) Failing to respond to a remediation plan or failure to make adequate progress while under remediation.

Although it is expected that initial attempts to resolve issues will occur between the faculty advisor and student, a formal remediation plan will specifically outline requirements for successful completion. Inability to resolve and complete the remediation plan satisfactorily will be followed by counseling toward voluntary withdrawal from the program or formal termination.

Grievance Policies and Procedures

The EMU Board of Regents outlines grievance procedures for grades and student employment. The grade grievance procedure can be found within the Graduate Catalog at: <http://catalog.emich.edu/index.php>. The student employment grievance policy can be found at https://www.emich.edu/registrar/formslibrary/forms/Grade_Grievance.pdf. When the complaint pertains to grades or student employment, these policies must be followed.

The following policy and procedures are provided by the EMU General Clinical program for investigating and resolving cases of alleged violation or complaints by graduate students that do not involve grades or employment issues. While the program fosters open communication and resolution between parties, we recognize that in some instances this is not possible and formal procedures need to be followed. In most instances, a complaint may be resolved to everyone's satisfaction informally between the individuals involved. The informal process involves only those people directly impacted; there is no written complaint filed, and the resolution of the problem is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and to protect the rights and needs of each individual.

Step I. To initiate formal procedures, the complainant submits a written complaint (within 20 working days following the decision in question) with a full and concise statement of the facts (as perceived by him or her) to all parties involved, the Department Head, and the Program Coordinator (PC). The notice must state: (1) that a grievance is being initiated, and (2) the nature of the complaint. The written complaint and any subsequent documents, including meeting notes, will be kept in a locked file in the Department Head's office. The PC (if the complaint does not involve the PC) and the Department Head attempt to resolve the issue by meeting with each party. If the complaint is related to a committee decision (e.g., thesis committee), the student will provide his/her written complaint to the PC to be distributed to the General Clinical faculty in advance of the next scheduled faculty meeting. The student will be allowed to address the entire committee, and General Clinical faculty members may ask questions of the student to gather additional information. The student is then dismissed from the meeting, and a formal vote is taken to determine the outcome of the grievance.

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

A detailed record shall be kept of the hearing, preferably a taped sound recording. If a written record is kept,

that record shall be signed by the Grievance Committee asserting that the written record is a true record of the hearing proceedings. The written complaint and any subsequent documents, including meeting notes and audiotapes, will be kept in a locked file in the Department Head office. At any step, the parties may mutually agree to extend the time limits.

The Grievance Committee will determine the grounds for the complaint. Typically, this will include determining if the previous decision involved a lack of due process, was arbitrary and capricious, or contributed to unfair treatment of the student. Note that the Grievance Committee is not charged with resolving the problem that lead to the complaint, but will hear the grievance and determine the grounds. The Grievance Committee can then make one of three determinations:

1. The complaint is not supported, and the previous decision by the faculty member or committee stands.
2. The complaint is supported, and the previous decision by the faculty member or committee is overturned.
3. Portions of the complaint were supported while others were not. The Grievance Committee makes recommendations to all parties involved in relation to the complaint.

Step III. If the grievance is not settled, the student may appeal in writing to the Dean of the Graduate School within 10 regular working days after receipt of the Step II decision. A Step III grievance will only be heard if one of the following conditions is met:

1. The Graduate School Dean determines that there is evidence that established procedures for Step II were violated; or
2. There was at least one dissenting vote at the Step II level; or
3. New evidence or new witnesses not previously considered or heard at Step II become available.

The notice to appeal must include: (1) the action grieved; (2) the desired outcome; (3) a summary of proceedings thus far; and (4) copies of the written response from Step II. A meeting with the grievant, individuals involved, PC, Department Head, and others if requested, will be held and a decision rendered within 10 regular working days after all the information has been gathered and interviews conducted. This decision shall be final; no further appeal is possible.

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

Research Involvement

The primary purpose of the GC MS program is to train practitioners for work in mental health settings. However, some students in the GC MS program express an interest in conducting psychological research. What is the best mechanism for gaining valuable research experience? There are two options. The first is to complete a master's thesis, and the procedures for completing a thesis are in the section that follows. The second option is to work as a volunteer research assistant helping either a faculty member or a more advanced graduate student complete one or more research projects.

So, what are the relative advantages and disadvantages associated with each option? The primary advantage to completing a thesis is that a student will demonstrate the ability to conduct an independent research project. Students will see the project from inception to completion, and it is truly "your project." Graduate programs to which students apply will recognize it as an independent project and weigh it accordingly. In addition, doctoral programs may accept this project as a thesis. However, there are a number of challenges inherent in completing

a thesis. First, it can be difficult to identify a faculty member with similar interests who also has sufficient time to supervise a project. Second, due to the competing demands placed on students in graduate school, it is likely that completion of a thesis project will delay one's graduation date by at least one semester. Finally, a number of students have started a thesis only to abandon the project before it is completed, knowing that it is not a requirement for graduation. Consequently, they may have worked very hard and ultimately have no tangible product to show for their time and effort. For this reason, by comparison, working as a volunteer research assistant holds a number of advantages.

One major advantage to working as a volunteer research assistant is that students have the prospect of having multiple tangible products including presentations and publications. This is important because employers and PhD graduate programs will look more favorably on an applicant with one publication and three presentations, for example, than someone with a thesis and no other tangible products. Additionally, faculty members are more inclined to accept volunteer research assistants over thesis students for a couple of reasons. First, such research activity is more easily incorporated into the faculty member's existing research stream (i.e., the student works to advance projects that the faculty member is already doing rather than a student working to advance his/her own research agenda by completing a thesis under the mentor's guidance). Second, because the administrative demands are significantly less with such efforts (i.e., there is no Thesis Committee to satisfy, and the IRB process is streamlined), the student and the faculty member can focus their efforts more efficiently on producing a quality research project from which both parties are more likely to reap material benefit. Please also note that students may take up to 6 credits of Independent Study/Research credits (PSY 697, 698, and 699) with faculty mentors to conduct their research, which count toward the 45 credit hours required for the program.

So, what are the challenges associated with this option? It is possible to join a project in its middle stages, and consequently, it may take additional time and effort to familiarize oneself with the background material. There is also the possibility that a student will feel less invested in a project that s/he was not responsible for creating. In many ways, students' contributions to the project are directly related to their level of initiative and drive, which can become a challenge when there are multiple academic demands with pressing deadlines. However, for those who are seriously considering applying to research-oriented jobs or doctoral programs, *the faculty would strongly encourage you to consider actively pursuing this option.*

Master's Thesis

A master's thesis is an original piece of research that tends to be less extensive than those conducted for a dissertation. *Completion of a master's thesis is not a requirement of the program.* While a thesis is not a requirement of the program, it is one option for those who plan to apply to doctoral programs, as noted above. It is suggested that students make the decision about a thesis as quickly as possible (i.e., in the first semester of your first year). Listed below are the guidelines for successful completion of the thesis.

Generating thesis ideas

1. Familiarize yourself with the various faculty who specialize in areas in which you might like to work. It is your responsibility to approach the faculty member and see if they are willing to work with you.
2. Methods for generating thesis questions include keeping a journal of potential thesis ideas while reading journal articles, discussing and critiquing various studies, making observations of behavior problems, and brainstorming about methods that might be applied.
3. Students are advised to comb the research literature to see what else has been done in a particular area of interest. Also, you should discuss research ideas with faculty.
4. Once settled on a thesis topic, you should ask your thesis advisor for suggestions as to who might

serve on the Thesis Committee. The thesis committee consists of the advisor and two other faculty members in the department. At least two members of the committee must be Clinical faculty. Outside faculty, adjunct faculty, and other psychologists outside the university may also be on the committee in addition to the three departmental faculty members.

Writing the proposal

1. Ideally, your proposal should be completed before the summer of your first year. The first step is to write a draft of the proposal, which includes an introduction, method section (subjects, procedures, research design, measures), references, and appendices (including all measures used in the study, draft of informed consent, and Human Subjects Review Application). Proposals vary in length depending upon a number of factors, but they tend to average about 15-30 pages in length, excluding references and appendices.
2. Students submit a draft of the proposal to the thesis advisor for comments and revision. Students typically have *several* revisions based on ongoing input from their thesis advisor before a draft is considered acceptable. It is the sole judgment of the thesis advisor to determine whether your proposal is adequate, ethical, and feasible.
3. Once your advisor agrees that the proposal is in good form, you distribute the proposal to the two other committee members and any outside people. You should give faculty at least two weeks to read the thesis proposal prior to the proposal meeting. You should contact committee members to confirm that the proposal is sufficiently detailed to schedule a proposal meeting.

The proposal meeting

Once the proposal is ready for distribution, you will schedule a proposal meeting with committee members. It is your responsibility to coordinate faculty schedules. The proposal meeting consists of an introduction by the student's advisor, a 15-20 minute presentation by the student of the proposal (with power point slides), and about 45 minutes for questions, discussion, and suggestions for improvement of the proposal. If all goes well, the committee will approve the proposal. The thesis chair and all committee members will sign Section A of the Thesis Contract Form.

Human subjects review

You will prepare and submit the thesis proposal and application to the Human Subjects Review Committee (HSRC)/Institutional Review Board (IRB). Please note that student researchers and their faculty mentors must complete and provide proof of human subjects training through the CITI website (see this website for IRB training workshops and for information on CITI certification: <http://www.emich.edu/research/compliance/human-subjects/training.php>) as part of their submission process. The central IRB office will determine if the study can be considered "minimal risk"; if so, it will be sent through as an "expedited" review. If not, the

University IRB will give it a full review. Students and faculty mentors should plan ahead and leave plenty of time for review and revision of materials before a study is planned to begin. Expect at least 1 month for IRB review & revisions to be completed.

Note: "Minimal risk" is defined as "the risks of harm anticipated by the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests." This definition acknowledges that most people's daily lives include challenges and stresses. For details on these policies, submission instructions, and all required forms, visit the Office of Research Development and IRB website at:

<http://www.emich.edu/research/compliance/human-subjects/index.php>

Once the thesis project is approved by the IRB, Section B of the Thesis Contract Form should be signed by the thesis advisor. This form should then be given to the graduate secretary for placement in the student's file. *Students may not begin to collect data until they have obtained IRB approval and the thesis contract form is on file in the graduate office.* All required thesis forms can be found at:

https://www.emich.edu/psychology/programs/grad_form.php

Academic credit for the thesis

Students may register for Thesis credits (PSY 690/691/692) after they have obtained approval of their thesis proposal. Students must register for a minimum of 1 master's thesis credit. Students should obtain a Thesis Manual from the Graduate School. The thesis must comply with these guidelines.

The oral defense

Students will receive 'Credit' for their thesis credits once they have developed the thesis and have had a successful oral defense. Oral examinations of theses are open to all faculty and students. However, only the thesis committee determines the adequacy of the defense. *Notice of the upcoming defense must be posted in the department two weeks in advance and copies of the completed thesis should be made available through the department office to interested parties prior to the defense.* An oral defense is a formal presentation, complete with visual aides, lasting about 20 minutes, which should consist of:

- A. Review of key research found in the literature
- B. Purpose of the study
- C. Overview of methods
- D. Key results
- E. Discussion of results including strengths and weaknesses of the study

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

All thesis forms, including the Committee Approval form, the Proposal Approval form, the Oral Defense form, and the Thesis Document Approval form are available at the department website (https://www.emich.edu/psychology/programs/grad_form.php). A final copy of the thesis is to be submitted to the Graduate School for electronic publication. Please be aware that the Graduate School needs to receive the final copy of the thesis well before the day of graduation; be aware of the deadlines related to your particular graduation date.

Malpractice Insurance during Practicum

During the two years of the program, you are covered under the liability insurance of Eastern Michigan University. Coverage is also provided for the time you are in a departmentally-sanctioned practicum placement offsite. You are indemnified by the university liability policy for any malpractice lawsuits that arise out of work you do as part of program expectations (including practicum). However, you are advised to obtain your own malpractice insurance as an additional safety. The APA offers discounted graduate student rates, as do other professional malpractice insurance agencies (see: <https://www.trustinsurance.com/>).

Licensing

Students may wish to obtain a license as a psychologist from the State of Michigan. Michigan has several levels of licensure. Individuals who complete a master's degree in Clinical Psychology from an institution that meets the standards outlined by the licensing board, including the 500-hour practicum, can apply for licensure as a Temporary Limited License Psychologist (T.L.L.P.). Application materials are available from the State. The State licensing board website is: http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27552---,00.html. After completing 2,000 hours (one year working full time, but not less than 16 hours per week) of supervised clinical work in an "organized health care setting" and successfully (i.e., attaining a score of 450 or better) completing the Examination for Professional Practice of Psychology (EPPP), you may apply for licensure as a Michigan Limited Licensed Psychologist (L.L.P.). Master's level clinicians with this license may practice in a public or private setting as long as they are supervised by a fully licensed, Ph.D. psychologist.

When you are ready to take the EPPP (see <http://www.asppb.net/?page=EPPPSignup>), you are expected to notify the Michigan Board of Psychology by e-mail at bhphelp@michigan.gov. Approximately 2-3 weeks later, you will receive an e-mail from the testing company with information about how to register for the EPPP examination. More information about the EPPP examination can be found at www.asppb.net. The Board of Examiners of Psychologists of each state, through licensing law and regulations, establishes requirements for sitting for the professional examination in psychology. Some state boards require that specific courses appear on the transcript. If such courses do not appear on a transcript *by title*, the applicant for licensure is required to document that a course or courses with suitable content were completed as part of training. If that is not possible, the Board may deny an applicant the privilege of taking the licensing examination.

The documentation is typically in the form of the syllabus from the course(s). Sometimes a letter from the faculty member who taught the course can be substituted, but Boards may require documentary evidence. ***Therefore, be sure to keep the syllabi for all of your courses in the Psychology Department (not just clinical program courses) forever. Some states do not have reciprocity for licensure. You may need this information many years from now.***

Professional Development

Students are encouraged to join relevant professional organizations upon entry to graduate training. Examples of these organizations include: the American Psychological Association (APA), the Association for Psychological Science (APS), the American Psychoanalytic Association, Society for Research in Child Development (SRCD), and the Association for Behavioral and Cognitive Therapies (ABCT). Membership to these organizations provides access to graduate student advocacy and opportunities for research and clinical training.

Students must be members of APA to receive student liability insurance. The American Psychological Association Graduate Student organization (APAGS) provides useful and important information for students. Students may also consider receiving memberships in specialty organizations (e.g., International Society for Traumatic Stress Studies, Society for Research in Child Development, Society for Personality Assessment, International Society for the Study of Personality Disorders) and specialty areas of APA (e.g., Society for Clinical Psychology, Society for Pediatric Psychology, Division of Child and Adolescent Clinical Psychology, Division of Adult Development and Aging, and Psychoanalytic Psychology). Membership information may be found at the following websites:

www.apa.org

www.psychologicalscience.org

American Psychological Association

Association for Psychological Science

Attendance at professional conferences is also highly recommended. You are expected (though not required) to submit poster and/or paper presentations at relevant conferences and participate in the Graduate Research Conference here at EMU. Travel money for graduate student presenters may be available through the Graduate School, the College of Arts and Sciences, and the Psychology Department. For more information on funding sources, see: <http://www.emich.edu/psychology/forms/tips-guidelines-for-travel-funding.pdf>.

General Policies and Procedures Not Covered Elsewhere

It is imperative that you inform the program of any changes in your address and telephone number. We must be able to find you in case of a problem or emergency. You will also need to inform the GC MS Coordinator how we can contact you if you are going on an extended vacation.

The American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (See <https://www.apa.org/ethics/code>) guide our policies and practices in the EMU GC MS Clinical Psychology program. Students should familiarize themselves with this code of ethics and use it as a guide in their professional and educational practices. The following are areas that often raise ethical dilemmas for students.

Emotional problems of students

Just as are our clients, we are human beings with our own unique histories, strengths, and limitations. We are subject to similar stressors and reactions, and sometimes our difficulties weigh heavily on our minds. The important issue is how to manage such problems. Recently, the issue of how to manage problems with professional competency has been discussed in the professional literature, and policies and procedures have been evolving (see Kaslow et al., 2007, *Professional Psychology: Research and Practice* as a good reference for this issue). As such, students need to be aware that this issue is a significant part of one's professional development and should be taken seriously. As stated in Standard 1.13 of the APA Ethics Code, it is the individual's responsibility to be alert for and to recognize if personal problems are interfering with his/her effectiveness. This means that it is your responsibility to refrain from activities if your performance is impaired and patients/colleagues/students may be harmed. As a trainee, a first step would be to discuss the possible impact of your personal problems with your clinical supervisor and/or your program advisor. There are a variety of avenues to explore to obtain assistance with your personal problems, including suspending/postponing your training in direct service, taking a leave of absence from the program, and/or seeking personal mental health treatment.

We (faculty and students) collectively share a responsibility to take action if we believe that a person's personal problems may be harmful to patients, clients, or colleagues. As a first step in managing such concerns, the appropriate action would be to bring your concern to the attention of the person whom you believe to be impaired. This is dictated in the APA Ethics Code. If this action does not result in a corrective response, and you still perceive that an individual could not be professionally effective, it would be appropriate to consult with a member of the faculty to determine how to proceed further.

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

Leave of absence

If a student takes a leave of absence from the program, the GC faculty will help the student navigate their

potential return to the program in several ways. First, the faculty will evaluate the appropriateness of the student's return to graduate-level clinical and academic work. This determination will be contingent upon the events preceding the leave of absence and will help to ensure that the student is practically and emotionally able to successfully resume their studies and upcoming clinical responsibilities. Second, the GC faculty will help the student to develop a revised timeline and plan to advance towards graduation. Third, practicum experiences may be deferred. Following the student's return, the GC faculty will likely need to observe two consecutive semesters (typically, Fall and Winter) of capable performance in the program before approving the student to apply for a practicum position.

Graduate student relationships with undergraduates

When students serve as a teaching or research assistant, they are in a position of authority with the undergraduate students. Graduate Assistants are governed by the same standards of conduct in the performance of their academic responsibilities as are members of the faculty. For purposes of emphasis, the university considers it inappropriate conduct for a teaching assistant or assistant lecturer to have a dating relationship with one of his/her students. All graduate assistants shall respect the rights and opinions of students and uphold all academic standards of the university in the classroom, clinic, or laboratory setting. University policies on sexual harassment are available at: [About Our Work - Sexual Misconduct Prevention & Response Office \(emich.edu\)](http://emich.edu) .

Graduate student relationships with faculty

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

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

Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards: <https://www.apa.org/ethics/code> .

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

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

APPENDICES

Appendix A: Program of Study form

Program of Study
Eastern Michigan University
Graduate Program in **General Clinical Psychology**

Student Name: _____

EID: _____

Date of Approval: _____

Mentor: _____

Degree: M.S. in General Clinical Psychology | 45 Semester Hours Total

Required Courses (33 hours)	Credit Hours	Semester Completed	Grade Received	Transfer Credit
PSY 600 Psych Statistics I	3			
PSY 646 Personality	3			
PSY 743 Psychopathology	3			
PSY 670 Scientific and Professional Ethics	3			
PSY 751 Interpersonal Processes	3			
PSY 752 Evidence-Based Psychodynamic Therapy	3			
PSY 762 Cognitive Assessment	4			
PSY 683 Clinical Practicum I	2			
PSY 684 Clinical Practicum II	2			
PSY 770/771 Personality Assessment	4			
PSY 888 Diversity Issues in Clinical Populations	3			

**Electives in areas of interest | (When courses are available; Students may choose courses across areas of interest)
You Need at Least 12 Credits of Electives**

Child Emphasis: Electives	Credits	Semester Completed	Grade Received	Transfer Credit
Elective PSY 744 Child and Adol Psychopathology	3			
Elective PSY 640 Developmental Psychology	3			
Elective PSY 720 Child and Adolescent Therapy	3			
Research Emphasis: Electives	Credits	Semester Completed	Grade Received	Transfer Credit
Elective PSY 601 Psych Statistics II	3			
Elective PSY 605 Research Design	3			
Elective PSY 7xx Independent Study	1-3			
Elective PSY 6xx Thesis	1-3			
Assessment Emphasis: Electives	Credits	Semester Completed	Grade Received	Transfer Credit
Elective PSY 633 Cognitive Neuroscience	3			
Elective PSY 610 Clinical Neuropsychology	3			
Elective PSY 710 Neuropsychological Assessment	3			
Elective PSY 619 Behavioral Assessment	3			
List the course number and name of 600 or 700 level (or approved 500 level) courses not listed above:	Credits	Semester Completed	Grade Received	Transfer Credit

Total Hours Accumulated (You need 45 to graduate; Update this total every semester!): _____

Advisor Signature: _____

Date: _____

Program Coordinator Signature: _____

Date: _____