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.

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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.

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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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.

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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

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

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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

(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

professional setting, i.e. the

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

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

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

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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

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 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 – open

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

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.

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 circum

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-

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

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

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 Maste

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.

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

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 nce 7i(s)-1 (t)-2 (ha)-1 (t)-2 Remtt conseDomm-1 (t)3 (e)4 (n3 (a)-1)4 (e

Committee may be appealed to the Dean's office and then to the office of the

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

_____ _____
Has the student received a grade of less than a 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 Proposal/Defense			

Completion of 2nd p 27

_____

Student Signature Date

_____

Faculty Signature Date

APPENDIX II

Practicum Evaluation Form

Date of Evaluation: _____ Practicum Placement: _____

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.

INSTRUCTIONS: The rating form provides a list re f*l.9 (ioMC /P <]TJ /TT2 l)-21 (va)-1 re f*M2c *(e r

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 usc-5 ( )6.5 (u)-6 441.36 Tm [(or)0.70.5 orief0hpe1.1 (s)-2 441.36 (o)2 (r)tpe1	

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.	

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 e(	

1	2	3	4	5	NA

O. **Overall Intervention Rating**

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 superirTmo.5 (s)-1.2 (a)22rTmf1.6 (i),A, (a)2244(Tw 260, (a)22) 4003 T-anag Tw n (s)d[p5 (.9 (e)3.t)2gnee508.74 574.02

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.	

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: _____

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

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 _____

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 05, Fisher Administrative Center."

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 pastyears 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.

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 records and transcripts. The area of specialization may be shown in

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

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 separatefrom the text.

3. Formulae: Mathematical formulae may be typed, hand

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 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)

PRESENTEDBY: (TYPE YOUR NAME HERE)

ACCEPTED BY: _____ _____
Major Professor Date

_____ _____

APPENDIX XIII

ABSTRACT

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:

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 –

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

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):

APPENDIX XX

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

Name: _____ Student Number: _____

Address: _____

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

_____