



PROGRAM MANUAL

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

UNIVERSITY OF DETROIT MERCY

ACADEMIC YEAR 2017-18

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 www.udmercy.edu) 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.

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

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INTRODUCTION

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

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

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

PROGRAM PHILOSOPHY, OBJECTIVES, AND CURRICULUM

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

TRAINING MODEL AND GOALS

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

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

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

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

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

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

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

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

GOALS, OBJECTIVES AND COMPETENCIES

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

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

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

Activities: Students will successfully complete the following required courses:

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

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

Activities: Students will successfully complete the following required course:

- PYC 6500 – History and Systems of Psychology

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

Activities: Students will successfully complete the following required course:

- PYC 6740 – Developmental Psychology

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

Activities: Students will successfully complete the following required course:

- PYC 6540– Personality

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

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

Activities:

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

- PYC 6850 - Psychopathology I
- PYC 6860 – Psychopathology II
- PYC 7500 – Case Conference (6 semesters)
- PYC 6700 - Assessment I
- PYC 6710 – Assessment II

PYC 5730 – Child Assessment

PYC 6730 – Assessment III

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

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

Activities:

- a. Students will successfully complete a sequence of courses focusing on the classical and contemporary approaches to psychodynamic theory. Psychoanalytic concepts are addressed in other content area courses, such as Personality and Psychopathology, as appropriate. Special topic courses typically include various elective topics pertaining to psychoanalytic theory. Required courses in this area include:
 - PYC 6550 – Basic Psychoanalytic Concepts
 - PYC 6880 – Psychoanalytic Principles of Therapy
 - PYC 7500 – Case Conference (6 semesters)
- b. Students will successfully complete required and elective courses focusing on the theory, research, and techniques of intervention from a variety of perspectives. Courses include:
 - PYC 6770 – Child Therapy
 - PYC 6890 – Theories of Therapy (required)
 - PYC 6900 – Group Psychotherapy
 - PYC 7650 – Cognitive Therapy
 - PYC 7740 – Behavioral Treatment
 - PYC 7950 – Topics in Psychology
- c. Students will carry a minimum therapy caseload of three cases per week as part of their 500-hour in-house practicum during the second and third years in the program. Supervision of these cases will be provided via a weekly case conference conducted by a core clinical faculty member and by weekly meetings with an outside supervisor who is a fully licensed clinical psychologist.
- d. Students will be encouraged to complete a 500-hour community-based practicum which focuses on the development of intervention skills.
- e. Students will successfully complete a comprehensive examination in the area of psychotherapy.

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

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

Activities:

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

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

Activities:

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

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

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

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

Activities:

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

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

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

Objective 2b: Students will develop an understanding of diversity issues and their

relationship to the practice of professional psychology.

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

Activities:

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

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

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

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

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

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

Activities:

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

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

Activities:

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

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

Activities:

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

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

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

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

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

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

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

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

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

Activities:

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

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

Activities:

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

Objective 4b: Students will maintain membership and participation in professional associations.**Competency 4b(1):** Students will maintain memberships in professional associations.**Activities:**

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

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

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

CURRICULUM FOR DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

<u>FALL OF YEAR 1</u>	<u>CREDITS</u>	<u>FALL OF YEAR 3</u>	<u>CREDITS</u>
PYC 6540–Personality	3	PYC 6630-Research Seminar	3
PYC 6550–Psychoanalytic Concepts	3	PYC 7500-Case Conference	3
PYC 6600-Statistics I	3	PYC 7530-Practicum	0
PYC 6700-Assessment I	3		
PYC 7950-Intro Clinical Practice	0	CREDIT HOURS	6
CREDIT HOURS	12		

<u>WINTER OF YEAR 1</u>	<u>CREDITS</u>
PYC 5040-Research Design	3
PYC 6610-Statistics II	3
PYC 6710-Assessment II	3
PYC 6850-Psychopathology I	3
PYC 6880-Principles of Therapy	3
PYC 7950-Intro Clinical Practice	0
CREDIT HOURS	15

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

<u>FALL OF YEAR 2</u>	<u>CREDITS</u>
PYC 6040-Learning	3
PYC 6730-Assessment III	0
PYC 6890-Theories of Therapy	3
PYC 7500-Case Conference	3
PYC 7750-Cultural Diversity	3
CREDIT HOURS	12

<u>WINTER OF YEAR 2</u>	<u>CREDITS</u>
PYC 6730-Assessment III	0
PYC 6740-Developmental	3
PYC 6930-Ethics	3
PYC 7500-Case Conference	3
CREDIT HOURS	9

<u>SUMMER OF YEAR 2</u>	<u>CREDITS</u>
PYC 5000-Social Psychology	3
PYC 6730-Assessment III	0
PYC 7500-Case Conference	0
CREDIT HOURS	3

<u>WINTER OF YEAR 3</u>	<u>CREDITS</u>
PYC 6510-Physiological Psych	3
PYC 7500-Case Conference	3
PYC 7530- Practicum	0
CREDIT HOURS	6

<u>SUMMER OF YEAR 3</u>	<u>CREDITS</u>
PYC 7500-Case Conference	0
PYC 7530- Practicum	0
CREDIT HOURS	0

* Course is offered every other year

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

YEAR 4

Comprehensive exams, dissertation work (9 hours), additional practicum.

Students register for dissertation hours (7990) and additional psychotherapy (7520) here.

YEAR 5

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

ELECTIVES

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

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

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

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

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

TRAINING METHODS

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

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

COURSEWORK

The content, sequence, and timing of coursework are designed to maximize attainment and mastery of the various program educational goals. Courses are distributed through three (3) years, with elective courses throughout years 2 and 3. The schedule puts required courses, for the most part, during the regular nine (9) month academic cycle. Since some of the elective courses are required in other graduate programs, those courses are offered during the Fall and Winter terms. Most course work is taken in the first two years. The second year project and practicum work are begun in the second year and completed in the third year. Courses that involve dissertation and off-site practicum activities are scheduled after the most of the required course work is completed and when electives are likely to be offered in the evenings.

Scientific Bases of Psychology

To ensure that students are exposed to the scientific bases of psychology, the program includes the following required and elective courses:

Biological Aspects of Behavior

PYC 6510 – Physiological Psychology

PYC 7950 - Neuropsychology (elective)

PYC 7950 – Psychopharmacology (elective)

Cognitive and Affective Aspects of Behavior

PYC 6040 – Learning and Memory

Social Aspects of Behavior

PYC 5000– Social Psychology

History and Systems of Psychology

PYC 6500 – History and Systems of Psychology

Psychological Measurement

PYC 6700 – Assessment I
 PYC 6710 – Assessment II
 PYC 5730 – Child Assessment
 PYC 6600 – Statistics I
 PYC 6610 – Statistics II

Research Methodology and Techniques of Data Analysis

PYC 5040 – Basic Research Design
 PYC 6600– Statistics I
 PYC 6610 – Statistics II
 PYC 6630 – Research Seminar
 PYC 7980 – Directed Studies (2nd year project – see below)*

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

The Research Seminar (PYC 6630) provides an important context for demonstration of pre-dissertation research competence. A requirement of this seminar is the preparation of two research proposals. Students may choose to follow through on one of these projects to completion prior to conducting their dissertation research.

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

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

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

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

Typically, students will engage in a review of the relevant literature, write a prospectus, collect and/or analyze data, and prepare a written report following certain guidelines. The research may involve any standard empirical strategy (e.g., descriptive, quasi-experimental). Students may elect to use data already collected by a faculty member for secondary data analysis.

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

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

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

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

Foundations of Clinical Practice

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

Individual Differences

PYC 6540 – Personality
 PYC 7750 – Cultural Diversity

Human Development

PYC 6740 – Developmental Psychology
 PYC 7690 – Human Sexuality (elective)

Psychopathology

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

Professional Standards and Ethics

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

Defining Problems and Implementing Interventions

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

Theories and Methods of Assessment and Diagnosis

PYC 6850 - Psychopathology I
 PYC 6860– Psychopathology II
 PYC 7500– Case Conference (6 semesters – required)
 PYC 6700 - Assessment I

PYC 6710 – Assessment II
 PYC 5230 – Child Assessment
 PYC 6730 – Assessment III

Effective Intervention

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

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

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

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

Consultation and Supervision

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

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

Evaluation of Intervention Effectiveness

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

PRACTICAL TRAINING EXPERIENCES

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

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

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

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

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

Psychotherapy supervision is provided by qualified psychologists from the community or the

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

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

Students are required to complete a minimum of 500 hours of off-site practicum training. However, the majority of our students (more than 95%) complete at least 1000 hours of experience in off-site practica. The most typical pattern is for students to complete two off-site practica of approximately 1000 hours each, in both the third and fourth years of study, for a total of approximately 2000 hours of off-site practicum experience. In general, the student's first outside practicum focuses on psychodiagnostic testing and report writing, which is done under the supervision of a fully licensed psychologist. Students may also receive some therapeutic training during their first off-site practicum. For their second outside practicum, students are strongly encouraged to seek practicum training programs that will vary their previous experience in either psychotherapy or psychological assessment, by working with new populations, supervisors of different orientations, or new techniques/procedures/treatment modalities. The majority of our practicum sites in the community provide stipend support to our students ranging from \$3,000 to \$12,000 per year.

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

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

Visiting Professor Presentation – Together with other local doctoral programs and the

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

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

Predoctoral Clinical Internship

The clinical internship is done at a multi-disciplinary, off-campus agency chosen by the student and approved by the Director of Clinical Training in accordance with the guidelines for accreditation established by the American Psychological Association. Students apply for pre-doctoral internships through the APPIC match system and typically complete their internships during the fifth or sixth year of training. During the internship year, students receive regular evaluations of their performance and progress from training directors on-site. Copies of these evaluations are sent to the Director of Clinical Training.

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

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

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

DISSERTATION RESEARCH

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

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

Eligibility for Beginning the Dissertation

After the comprehensive examinations have been passed, students are considered doctoral candidates and may register for PYC 7990, Dissertation. The student must be registered for at least one hour of PYC 7990 during each term they are working with their doctoral chairperson. The total number of credits for PYC 7990 should be at least nine.

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

The Dissertation Committee

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

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

The results of the dissertation proposal meeting shall produce an agreement that the student will complete the research project to the standards and expectations agreed upon by the committee, and that all substantive alterations to the agreed upon proposal shall be agreed to by a majority of the committee. The student and/or any member of the committee may request a

meeting of the committee to resolve disagreements about requested changes and, if necessary, the student may grieve through approved department channels for redress.

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

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

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

ACHIEVEMENT LEVELS AND SATISFACTORY PROGRESS

Course Grades/Good Standing

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

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

Comprehensive Examinations

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

The purposes of these examinations include the following:

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

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

Annual Student Evaluations

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

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

- a. Evaluation by clinical supervisors each term for in-house practicum and annually for off-site practica and internship placements.
- b. Annual in-person evaluation of student performance by the Director of Clinical Training (or designee) for each of the first three years of the clinical training program, including review of course grades. These evaluations are reviewed by the Clinical Training Committee.
- c. Annual evaluation by faculty mentor/supervisor for tuition remission work.
- d. Evaluation by dissertation chairperson and committee members for students involved in the dissertation process.
- f. Written status reports for students who are in the fourth year and beyond are sent out annually by the Director of Clinical Training. In-person interviews are scheduled as necessary.

GENERAL POLICIES AND PROCEDURES

Student Responsibilities

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

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

Tuition Remission Grants

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

Academic Advisors

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

Policy for Required Credit Hours in Ph.D. Program

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

1. Students entering the Doctoral Program following the completion of a BA/BS degree must complete a minimum of **96 credit hours** within the Ph.D. program at Detroit Mercy.
2. Students entering the Doctoral Program following the completion of a MA/MS in Clinical Psychology must complete a minimum of **72 credit hours** within the Ph.D. program at Detroit Mercy.
 - a. Students entering the Doctoral Program following the completion of a MA in Clinical Psychology from the University of Detroit Mercy will receive advanced standing for overlapping courses up to 24 credit hours.
 - b. Students entering the Doctoral Program following the completion of MA/MS in Clinical Psychology at an institution other than Detroit Mercy may transfer in up to 12 credit hours for comparable courses. Transferred courses will appear on the students' Detroit Mercy transcripts. Acceptance of transferred credits is contingent upon written approval by the faculty member teaching the course in question and review by the Director of Clinical Training.
 - c. Students entering the Doctoral Program following the completion of a MA/MS from another institution may waive courses that duplicate courses in the Detroit Mercy program. Waived courses do not appear on the students' Detroit Mercy transcripts. Waiver of courses is contingent upon written approval by the faculty member teaching the course in question and review of the Director of Clinical Training.
3. Students entering the Doctoral Program following the completion of Ph.D. in another area of Psychology must complete a minimum of **60 credit hours** within the Ph.D. program at Detroit Mercy. Michigan licensing requirements may require that additional courses be taken. Since Michigan licensing policy requires that an individual must receive their training from the institution that grants their Ph.D., students must complete at least one 500-hour outside practicum, comprehensive examinations, a pre-doctoral internship, and defend a dissertation (registering for a minimum of 3 credit hours of PYC 7990).
4. While enrolled in Detroit Mercy's Doctoral Program, all students must complete a minimum of 15 credit hours of approved electives.
5. All students in the Doctoral Program must complete at least 90 hours of in-house

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

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

Prior Graduate Degrees/Advanced Standing

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

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

- a. The student contacts the instructor of the course he or she wants to waive based on prior graduate work.
- b. The student must provide information and documentation that is as complete as possible to enable the instructor to evaluate the adequacy of prior course work and experience. This should include, though not necessarily be limited to, the following:
 1. Where and when prior course work was taken.
 2. The course name, number, final grade, and instructor.
 3. A copy of the course syllabus, including the topics covered, readings, lab topics, and/or practical experience.
 4. Copies of any papers written by the student.
- c. In addition to the information included above, the course instructor who is evaluating the request for advanced standing may at his or her discretion require additional demonstrations of competence such as : (1) an oral exam, (2) the writing of a course paper, (3) taking the course final examination, or (4) the demonstration of course skills.
- d. On the basis of the information available to the instructor, the instructor recommends to the Program Director whether or not the student should be granted advanced standing and be allowed to waive the instructor's course. The final decision with regard to granting advanced standing rests with the Program Director.

Masters Degrees

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

COURSES IN PSYCHOLOGY FOUNDATIONS

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

PYC 7750 Cultural Diversity

ASSESSMENT

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

THERAPY

PYC 6880 Principles of Therapy
 PYC 6890 Theories of Psychotherapy
 PYC 7500 Therapy Practicum (Case Conference)

STATISTICS AND RESEARCH DESIGN

PYC 5040 Basic Research Design
 PYC 6600 Statistics Methods I
 PYC 6610 Statistics Methods II
 PYC 6630 Research Seminar

PERSONALITY AND PSYCHOPATHOLOGY

PYC 6540 Theories of Personality

PYC 6850 Psychopathology I

PYC 6860 Psychopathology II

Five (5) elective courses totaling 15 credit hours

Incomplete Work

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

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

Time Limits

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

Policy for Readmission

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

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

PROCEDURES FOR HANDLING STUDENT IMPAIRMENT

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

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

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

I. Training Program's Expectations for Clinical Students

A. Professional Standards

Students are expected to know and to abide by the APA Ethical Principles and Standards for Providers of Psychological Services, the laws and statutes that regulate professional practice in this state, and the guidelines and standards of the clinical settings in which they may be working (including the University Psychology Clinic as well as placements in the community).

B. Professional Competency

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

C. Personal Functioning

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

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

II. Student Evaluations

A. Methods

1. Course grades/other feedback from instructors as needed
2. Evaluation by clinical supervisors: each term for in-house practica; annually for outside practica and internship placements.
3. Annual evaluation of student performance by the Director of Clinical Training for each of the first 3 years of the clinical training program.
4. Annual evaluation by faculty supervisor for tuition remission work assignments.
5. Annual review of students in years four through seven (mail in.)

B. Process

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

III. Student Impairment

A. Definition:

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

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

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

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

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

B. Identification

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

C. Procedures

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

placed in the student's file. The training director will monitor efforts at remediation.

3. When recommended remediation is not followed or is unsuccessful, a review hearing will be held - to be attended by the individual reporting the problem, the student, a faculty advocate (who is not involved in the situation, to be selected by the student) and training director - for the purpose of reviewing the problem and remediation plan and identifying appropriate courses of action. An outside evaluation (at University expense) may be requested as a result of this hearing to aid in determining appropriate outcomes.
4. The matter will be presented to the Clinical Training Committee by the training director for a decision about outcome for cases in which requirement of additional coursework, leave of absence from the program, or termination are recommended.
5. Upon successful resolution of the problem, a letter will be sent to the student and a copy placed in the file.

D. Courses of Action

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

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

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

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

Any such action taken by the training program will be documented in ways that are consistent with due process procedures. Decisions by the Clinical Training Committee may be appealed to the Dean's office and then to the office of the Academic Vice President.

STUDENT GRIEVANCE PROCEDURES

COLLEGE OF LIBERAL ARTS AND EDUCATION ACADEMIC GRIEVANCE POLICY

(Approved April 22, 2003 by the CLAE CAP)

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

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. *Protection of Freedom of Expression*

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. *Protection Against Improper Academic Evaluation*

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled (AAUP, 1995; p. 228).

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

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

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

performance in the course;

2. The assignment of a grade or evaluation to a particular student by resort to more exacting or demanding standards than were applied to other students in a course or program;

3. The assignment of a grade or evaluation by a substantial departure from the instructor's or program's previously announced standards.

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

Steps in the Grade Grievance Procedure

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

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

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

3. The Department Chair, or designate¹, will attempt to facilitate a resolution between the instructor and the student. The Chair will request a written response from the faculty member upon giving the faculty member a complete copy of the grievance materials submitted by the student. Investigation by the department chair typically would entail meeting with the student and with the instructor to review the circumstances and/or materials submitted by the student and the faculty member. Within thirty (30) days of receiving the student's written complaint, the Department Chair will submit his/her recommendation to the Dean's office with copies to the student and the faculty member being grieved.

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

the Department Chair's written report.

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

6. The committee will prepare a written recommendation, which shall be regarded as the final resolution of the matter within the college². This recommendation will be communicated by letter to the Dean, the student and the faculty member within fifteen (15) days of the conclusion of the committee's hearing(s). The communication to the student will be by certified letter.

CLAE Academic Grievance Committee

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

Notes

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

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

Reference

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

Forms

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

The forms are:

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

The following evaluation forms are utilized to monitor student progress:

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

APPENDICES**APPENDIX I****PSYCHOLOGY FACULTY****Core Clinical Faculty:**

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

Cheryl Munday, Ph.D., Clinic Director

Steven Abell, Ph.D., ABPP

Kristen Abraham, Ph.D.

Elizabeth Hill, Ph.D.

Steven Huprich, Ph.D.

Judy A. McCown, Ph.D.

John Porcerelli, Ph.D., ABPP

Linda Slowik, Ph.D., Department Chairperson

Margaret Stack, Ph.D., ABPP

Psychology Faculty:

Libby Balter Blume, Ph.D.

Sharla Fasko, Ph.D.

Harold Greene, Ph.D.

Erin Henze, Ph.D.

Carol Cronin Weisfeld, Ph.D.

Kathleen Zimmerman-Oster, Ph.D.

BARRY DAUPHIN, PH.D., ABPP

Barry Dauphin, Ph.D. graduated from Tulane University *magna cum laude* with a B.S. in Psychology. He was the recipient of the Aaron Hartman award for undergraduate excellence in psychology. He obtained an M.S. in Experimental Psychology from Tulane and a Ph.D. in Psychology from Syracuse University in 1988. While at Syracuse he worked in various settings with traditionally under-served populations. He completed his predoctoral internship at Yale University Medical School, working with Substance Abuse and Partial Hospitalization populations. He pursued a postdoctoral fellowship in clinical psychology from the Detroit Psychiatric Institute (DPI)/Wayne State medical School from 1988-90. Psychoanalytic Psychology was the focus of the postdoctoral fellowship. DPI was a state mental health hospital in inner city Detroit. Dr. Dauphin provided psychological services for medically under-served populations of children and adults in both inpatient and outpatient modalities. He has presented on psychoanalytic work with inner city children in several forums.

He was involved primarily in practice from 1990-2004 working predominantly with children and adolescents in psychotherapy, psychological assessment, supervision, consultation, and parent guidance. He worked in various multidisciplinary settings. He joined the faculty of Detroit Mercy in 2004 as an instructor and received a tenure track appointment in 2005. He received tenure and promotion to Associate Professor in 2009. He was interim director of the Clinical Psychology MA Program from 2008-09. He was appointed Director of Clinical Training for the PhD Clinical Psychology Program in August 2009. He was promoted to Professor in 2014. He has served on the CTC from 2005-present. He received board certification (ABPP) for Psychoanalysis in 2016.

Dr. Dauphin has been very active in professional organizations and professional education. He has served as president of the Michigan Society for Psychoanalytic Psychology (1997-99; 2003-present), president of Section IV (Local Chapters) of Division 39 (Psychoanalysis) of APA (2005-07), Section IV representative to the Division 39 Board (2008-present), treasurer of Section V (Psychoanalysts/Clinicians from 2009-present), Chair of Research Committee of the International Forum for Psychoanalytic Education (2007-present). He was board representative for the Section (V) of Applied Clinical Psychoanalysis (2010-2015) and is treasurer (2009-present). He is a consulting editor for the *Journal of Personality Assessment*.

Dr. Dauphin received the *2008 Faculty Achievement Award* from Detroit Mercy in recognition of outstanding achievement by a junior faculty member. Dr. Dauphin has a variety of research interests including information processing, cognition and personality, affect, attachment and object relations, video-gaming and personality, psychological assessment, professional education, psychoanalytic theory, American culture, therapy work with under-served

populations, and clinical judgment.

Below are selected publications.

Book

Dauphin, V. Barry (2006). *Tantalizing Times. Excitements, Disconnects, and Discontents in Contemporary American Society*. Peter Lang Publishing Group. New York | Bern, Switzerland

Selected Publications

Greene, H. H., Brown, J. M., & **Dauphin, B.** (2014). When do you look where you look? A visual field asymmetry. *Vision Research*, *102*, 33-40.

Dauphin, B. (2013). Therapists' Resistance to Understanding the Importance of Technology for Child and Adolescent Psychotherapy. *Journal of Infant, Child, and Adolescent Psychotherapy* *12* (1), 45-50 Peer Reviewed Journal.

Dauphin, B. and Greene, H. (2012). Here's Looking at You. Eye Movement Exploration of Rorschach Images. *Rorschachiana*, *33*, 3-22.

Dauphin, B. and Heller, G. (2010). Going to Other Worlds: The Relationships between Videogaming, Psychological Absorption, and Daydreaming Styles. *Cyberpsychology, Behavior, and Social Networking*. April 2010, *13*(2): 169-172.

Presniak, M; Olson, T, Porcerelli, J., **Dauphin, B.** (2010). Changes in defensive functioning in a case of avoidant personality disorder. *Psychotherapy: Theory, Research, Practice, Training*. Vol 47(1), 134-139.

Dauphin, V. B. & Abell, S. (2009). Infinite Adolescence: A Psychoanalytic Understanding of the Promises of the Singularity. Accepted for Publication in *Psychoanalytic Review*.

Porcerelli, J., **Dauphin, B.**, Ablon, J.S., Leitman, S., Bambery, M. (2009). Psychoanalysis of Avoidant Personality Disorder: A Systematic Case Study of Process and Outcome. *J. Amer. Psychoanal. Assn.*, *57*:444-449.

Dauphin, V. B. (2009). Review of Psychodynamic Therapy: Conceptual and Empirical Foundations (2009 New York: Routledge) by Steven K. Huprich, Ph.D. *Humana.Mente, Quarterly Journal of Philosophical Studies*, *11*, 171-174.

Abell, S. and **Dauphin, B.** (2008). The Perpetuation of Patriarchy: The Hidden Costs of Gender Bias in the Diagnosis and Treatment of Children. *Clin Child Psychol Psychiatry*. 2009 Jan;14(1):117-33; discussion 135.

Dauphin, V. B. (2008). Psychoanalysis: Science? Humanity? Do We Want a Place or a

Palace? *Psychoanalytic Review* 95(6):1045-50.

Porcerelli, J, **Dauphin, V. B.**, Ablon, S., Leitman, S., and Bambery, M. (2007) Psychoanalysis with Avoidant Personality Disorder: A Systematic Case Study. *Psychotherapy: Research, Practice, Training and Education*, 44, 1-13.

Selected Presentations

Dauphin, B. (2016). Contemporary Challenges in Educating Students About Psychoanalytic Ethics and Possible Solutions. Paper presented to the annual Spring conference of Division 39/APA. Westin Hotel, Atlanta, GA. April 9, 2016.

Dauphin, B. (2016). The Fault Is Not In Our Manual. Paper presented to the annual Spring conference of Division 39/APA. Westin Hotel, Atlanta, GA. April 8, 2016.

Christoff, M., Lotter, H. and **Dauphin, B.** (2016). Gender, Attachment, and Primary Process Affect. Poster presented to the annual Spring conference of Division 39/APA. Westin Hotel, Atlanta, GA. April 7, 2016.

Juve, M. **Dauphin, B.**, Greene, H. and Boyle, M. (2016). Anxiety and Eye Movement Behavior in Identifying Facial Emotions and Responding to the Rorschach: A Comparison of Visual Tasks. Poster presented to the annual conference of the Society for Personality Assessment. Chicago Marriott Downtown. Chicago, IL. March 12, 2016.

Porcerelli, J., **Dauphin, B.**, Hinrichs, J., Munday, C., Kamoo, R. and Christian-Kliger, P. (2016). Assessing Level of Personality Organization with the Psychodynamic Checklist for the Psychodynamic Diagnostic Manual. Paper presented to the annual conference of the Society for Personality Assessment. Chicago Marriott Downtown. Chicago, IL. March 10, 2016.

Gabriel, M., **Dauphin, B.**, Slowik, L., McCown, J. and Maher, J. (2015). The Study of Clinical Judgment as it is Affected by Theoretical Orientation and Experience Level. Paper presented to the American Psychological Association 2015 Convention. Toronto, CA.

Christoff, M., Lotter, H., and **Dauphin, B.** (2015). Relationships Between Primary Affect Systems and Attachment Styles: A Preliminary Investigation. Poster presented to the American Psychological Association 2015 Convention. Toronto, CA.

Dauphin, B. (2015). Maintaining a Psychodynamic Focus in a University Setting. Paper presented to the Division 39 Spring Conference, Section V Panel The Disappearance of Psychoanalytic Thinking from the Public Sector: Definite Problems, Possible Solutions, April 24, 2015, San Francisco, CA.

Juve, M., **Dauphin, B.**, and Greene, H. (2015). The Heat Is On: Measuring Interest Areas on the Rorschach Using Heat Mapping Techniques. Poster presented to the Society for Personality Assessment. Brooklyn, NY March 5, 2015.

Christoff, M., Lotter, H. and **Dauphin, B** (2015). What's Love Got To Do With It? The Affect Neuroscience Personality Scales, Need for Affect, and Sexual Desire Inventory Poster presented to the Society for Personality Assessment. Brooklyn, NY March 6, 2015.

Lotter, H., Christoff, M. and **Dauphin, B.** (2015). Together at Last? Primary Process Affect, Object Representations, and Defensiveness. Poster presented to the Society for Personality Assessment. Brooklyn, NY March 5, 2015.

Richardson, L., Porcerelli, J., **Dauphin, B.**, Morris, P. and Murdoch, W. (2015). Attachment and Interpersonal Relatedness as Models Predicting Somatization, Physical Health and Healthcare Utilization in Primary Care. Paper presented to the Society for Personality Assessment. Brooklyn, NY March 7, 2015.

CHERYL CASTELBERRY MUNDAY, PH.D.

Cheryl C. Munday, Ph.D. is Associate Professor of Psychology and Director of the Psychology Clinic at the University of Detroit Mercy (Detroit Mercy) where she teaches case conference, assessment, child therapy, and ethics in the doctoral program in clinical psychology and undergraduate personality theory. Dr. Munday has a Bachelor of Arts degree in psychology from Cornell University, and a Master of Arts and Doctor of Philosophy degrees in clinical psychology from the University of Michigan. She is a licensed clinical psychologist with thirty-two years experience specializing in assessment and treatment of children and adolescents, adult psychotherapy, and consultation in professional education and training. Dr. Munday's extensive experience in doctoral education includes fifteen years in pre-doctoral internship experience at the Detroit Psychiatric Institute where she was Director of Psychology and Psychology Training. For ten years Dr. Munday was a clinical supervisor and consultant to the predoctoral internship program in the Department of Psychiatry and Neuro-behavioral Sciences at Sinai Grace Hospital.

Dr. Munday's research interests include racial and ethnic influences on diagnosis, cultural variables in clinical judgment, and psychological factors in bullying among school-aged children. She is a Faculty Affiliate with the Program for Research on Black Americans, Institute for Social Research at the University of Michigan. She has been consultant and co-investigator on several federally funded studies examining race and psychiatric diagnosis and mental health treatment of African Americans. She received a grant from United Way of Southeastern Michigan for a two year school based anti-bullying program. During a sabbatical year in 2005-2006, Dr. Munday extended her interests in mental health disparities and community-based treatment as Assistant Professor, Center for Healthcare Effectiveness Research, School of Medicine, Wayne State University and consulted with the Detroit Wayne County Mental Health Agency on cultural competency, children's services and system transformation. Currently she is co-investigator on a NIMH funded five year national multi-site study of ethnicity and the diagnosis of affective illness (5 RO1 MH 068804). Since becoming Director of the Psychology

Clinic in 2007, Dr. Munday has developed a clinic based research program with two Detroit Mercy Professors Union Faculty Research Awards to study patient characteristics (race, ethnicity, individual and cultural diversity), attrition and treatment engagement. Currently, she is also co-investigator on the Highland Park Partnership, a university clinic-community collaboration, funded by a Michigan State Housing Development Authority grant.

Dr. Munday has authored and co-authored publications in the Journal of Consulting and Clinical Psychology, Journal of the National Medical Association, Journal of Orthopsychiatry, Cultural Diversity and Ethnic Minority Psychology and Sage Publications. She has authored and co-authored presentations and posters at the American Psychological Association, American Psychiatric Association, American Psychological Society and the American Public Health Association. She has reviewed articles for the Journal of Health Disparities Research and Policy and the Journal of the National Medical Association.

Dr. Munday is a doctoral program and internship program site visitor for the Commission on Accreditation of the American Psychological Association. She is a 2007 Fellow of the Michigan Psychological Association.

Representative Publications/Presentations:

Munday C. , Abelson, J., Jackson, J. Melancholic Depression. (2013) In J. W. Barnhill (Ed.), *DSM-5 Clinical Cases*. Washington DC: American Psychiatric Publishing, in press

Munday C. , Abelson, J., Jackson, J. (2013). Adjustment Disorder. In J. W. Barnhill (Ed.), *DSM-5 Clinical Cases*. Washington DC: American Psychiatric Publishing, in press

Thompson, E., Neighbors, H., Munday, C. & Treirweiler, S., (2003) Length of Stay, Referral To Aftercare, And Re-Hospitalization Among Psychiatric Inpatients. Psychiatric Services, *54*,1271-1276.

Trierweiler, S., Neighbors, H., Munday, C., Thompson E., Binion, V., Gomez, J. (in press). Clinician Attribution Associated With the Diagnosis of Schizophrenia In African American and Non-African American Patients. Journal of Consulting and Clinical Psychology, *64*, (3), 861-867.

Neighbors, H., Trierweiller, S., Munday, C., Thompson, E., Binion, V., & Gomez, J., (in press). The Psychiatric Diagnosis of African Americans: Diagnostic Divergence in Clinician-Structured Interviewing Conditions. Journal of the National Medical Association.

Munday, C., (2004) Cultural Competence In Graduate and Professional Education In Psychology. 14th Annual Equity in the Classroom Conference, Michigan Department of Labor and Economic Growth, East Lansing, MI.

Thompson, E., Neighbors, H., Trierweiler, S., Munday, C. & Cohen, S. (2003) Race and Differential Diagnosis. Poster Presentation , Annual Conference of the American Public Health Association, San Francisco, CA.

Rizzo, S., Munday, C., Neighbors, H., Thompson, E., Trierweiler, S. & Binion, V. (2003) Effects of Race and Gender On Treatment Diagnosis. Poster presentation Annual Conference of the American Psychological Society, New Orleans, LA.

Munday, C. (1999). Bridging the Gap: Diagnostic Constructions and Therapeutic Realities. Lecture in the School of Public Health, department of Community and Health Behavior, University of Michigan, Ann Arbor, MI.

Munday, C. Clinical Aspects of Research Design: African American Mental Health Treatment Project. Clinical Area Brown Bag, Department of Psychology, Doctoral Program in Clinical Psychology. University of Michigan, Ann Arbor, MI. (January 22, 1998).

STEVEN C. ABELL, Ph.D.

Dr. Steven Abell received his A.B. degree from Columbia University and his M.A. and Ph.D. degrees in clinical psychology from Loyola University of Chicago. He completed his pre-doctoral internship in clinical psychology in the Department of Psychiatry at Northwestern University Medical School. He was previously a staff psychologist at the Sonia Shankman Orthogenic School at the University of Chicago.

Dr. Abell joined the faculty of the University of Detroit Mercy (Detroit Mercy) in 1994, and in 1998 was awarded Detroit Mercy's Faculty Achievement Award, an annual award given to the University's most outstanding junior faculty member. In addition to his work as a member of the full-time faculty at Detroit Mercy, Dr. Abell has previously served the Psychology Department in a number of different administrative roles, which have included Associate Director of the Ph.D. program in clinical psychology, Director of the M.A. program in clinical psychology, and Department Chairperson.

In terms of service, Dr. Abell has been a member of numerous University committees at Detroit Mercy, which have included, the Psychology Department's Clinical Training Committee, the College of Liberal Arts and Education Academic Standards Committee, the President's Task Force on Adult Learners, and the Core Curriculum Task Force. He was chair of the College of Liberal Arts and Education Tenure and Promotion Committee. Most recently he has served as an elected representative from the College of Liberal Arts and Education to the McNichols Faculty Assembly. Dr. Abell has served as his department's representative to the Midwestern Psychological Association, and as the University's institutional representative to the Michigan Academy of Science, Arts, and Letters. Dr. Abell has also served as an accreditation site visitor for the American Psychological Association, as well as a member of the Peer Review Corps for the Higher Learning Commission.

Dr. Abell has authored or coauthored over thirty scholarly publications, with particular interest in child psychopathology, gender issues, and psychotherapy theory. He is board certified in clinical psychology by the American Board of Professional Psychology.

Publications and Presentations – Steven Abell

Representative List from the Previous Seven Years:

Abell, S. (2012). Lessons from Grace. Voices: The Journal of the American Academy of Psychotherapists, 48(3), 35-39.

Abell, S. & Dauphin, V.B., (2009). The Perpetuation of patriarchy: The Hidden factor of gender bias in the diagnosis and treatment of children. Clinical Child Psychology and Psychiatry, 14, 117-133.

Dauphin, V.B., & Abell, S. (2010). Infinite adolescence: A psychoanalytic exploration of the tantalizing promises inherent in the singularity. The Psychoanalytic Review, 97(4),579-605.

Jones, J. R., & Abell, S. (in press). Some contributions of contemporary psychodynamic models to the understanding and treatment of adult separation anxiety disorder. In N.Columbus (Ed.), Separation anxiety: Risk factors, prevalence, and clinical management. Hauppauge, New York: Nova Science Publishers.

Jones, J.R., Abell, S., & MacDonald, D. (2015). Levels of religious and spiritual beliefs of academic psychologists. Poster presented to Division 36 (Psychology of Religion) of the American Psychological Association, at the association's 123rd annual convention.

Hibbard, S., Porcerelli, J., Kamoo, R., Schwartz, M., & Abell, S. (2010). Defense and object relational maturity on Thematic Apperception Test scales indicate level of personality organization. Journal of Personality Assessment, 92(3), 241-253.

Lorincz, A. C., & Abell, S. (2011). Understanding neuroticism in emerging adulthood: Integrating the contributions of Erikson and Fromm. In R. G. Jackson (ed.) The Psychology of Neuroticism (pp.169-182). Hauppauge, New York: Nova Science Publications.

Wheeler, J.B., & Abell, S. (2010). Implicit and explicit self-esteem in overt and covert narcissism. Poster presented to Division 12 (clinical) of the American Psychological Association, at the association's 118th annual convention.

KRISTEN ABRAHAM, Ph.D.

Kristen M. Abraham joined the Department of Psychology in 2013 as an Assistant Professor. In 2010, Dr. Abraham earned her Ph.D. in clinical psychology, with a specialization in community psychology, at Bowling Green State University. Prior to coming to Detroit Mercy, she trained in Department of Veterans Affairs Medical Centers (VAMCs), first as a predoctoral psychology

intern at the Louis Stokes Cleveland VAMC, and subsequently for one year as a postdoctoral fellow at the John D. Dingell Detroit VAMC and for two years as an Advanced Psychology Fellow in Psychology Fellowship in Mental Illness Research and Treatment sponsored by the VA National Serious Mental Illness Treatment Resource and Evaluation Center, VA Ann Arbor, and affiliated with the University of Michigan Department of Psychiatry. She is a fully licensed psychologist in Michigan.

At Detroit Mercy, Dr. Abraham serves as the director of the Master's Program in Clinical Psychology, teaches undergraduate courses in Introduction to Psychology, Abnormal Psychology, and Research Methods, and the doctoral course Cognitive Therapy. Dr. Abraham's clinical interests include foundational clinical skills, psychotherapy integration, and third generation behavioral therapies. Dr. Abraham's research is focused in areas of recovery-oriented mental health services and families coping with serious mental illness. She is particularly interested in studying how systems (e.g., interpersonal systems, healthcare systems) affect and can be modified to improve the lives of people with serious mental illness. Dr. Abraham leads the Clinical-Community Psychology Research Group where undergraduate and graduate students contribute to ongoing research projects. The group meets biweekly and is currently conducting two studies: 1) a study aimed at understanding the supervision experiences of peer support specialists, and 2) a study aimed at understanding psychosocial factors that predict primary care utilization among community mental health center patients with serious mental illness. Doctoral students interested in becoming part of the Clinical-Community Psychology Research Group should contact Dr. Abraham for more information. Dr. Abraham mentors doctoral student research and serves on dissertation committees.

Selected Publications

Abraham, K. M., & Stein, C. H. (2015). Meaning making and stress-related personal growth among emerging adult children of mothers who have been diagnosed with mental illness. *Psychiatric Rehabilitation Journal*, 38, 227-233.

Nelson, C., Abraham, K. M., Walters, H., Pfeiffer, P. N., & Valenstein, M. (2014). Integration of peer support and computer-based CBT for veterans with depression. *Computers In Human Behavior*, 3157-64. doi:10.1016/j.chb.2013.10.012.

Abraham, K. M., & Stein, C. H. (2013). When mom has a mental illness: Role reversal and psychosocial adjustment among emerging adults. *Journal of Clinical Psychology*, 69(6), 600-615. doi:10.1002/jclp.21950.

Abraham, K. M., Lai, Z., Bowersox, N. W., Goodrich, D. E., Visnic, S., Burk, J. P., & Kilbourne, A. M. (2013). Health care utilization prior to loss to care among veterans with serious mental illness. *Psychiatric Services*, 64(6), 594-596.

Abraham, K. M., & Stein, C. H. (2012). Emerging adults' perspectives on their relationships with mothers with mental illness: Implications for caregiving. *American Journal of Orthopsychiatry*, 82(4), 542-549.

Bowersox, N. W., Kilbourne, A. M., Abraham, K. M., Reck, B. H., Lai, Z., Bohnert, A. B., &

... Davis, C. L. (2012). Cause-specific mortality among veterans with serious mental illness lost to follow-up. *General Hospital Psychiatry*, 34(6), 651-653. doi:10.1016/j.genhosppsych.2012.05.014.

Cohen, J. L., Abraham, K. M., Burk, J. P., & Stein, C. H. (2012). Emerging opportunities for psychologists: Joining consumers in the recovery-oriented care movement. *Professional Psychology: Research and Practice*, 43(1), 24-31. doi:10.1037/a0024394.

Abraham, K. M., & Stein, C. H. (2010). Staying connected: Young adults' felt obligation toward parents with and without mental illness. *Journal of Family Psychology*, 24(2), 125-134.

Abraham, K. M., & Stein, C. H. (2009). Case manager's expectations about employment for people with psychiatric disabilities. *Psychiatric Rehabilitation Journal*, 33(1), 9-17. doi:10.2975/33.1.2009.9.17.

ELIZABETH MARIE HILL, Ph.D.

Elizabeth M. Hill, Ph.D. is Professor of Psychology at the University of Detroit Mercy (Detroit Mercy). She teaches research methods and statistics in the clinical psychology doctoral program, along with undergraduate biopsychology. Dr. Hill has a Bachelor of Arts degree in psychology from the University of Michigan, and Master of Science and Doctor of Philosophy degrees in experimental psychology from Tulane University. She also has a Master of Science in Biometry from the Louisiana State University Medical School. Postdoctoral training was obtained at the University of Michigan Program in Evolution and Human Behavior, at the LSUMC Department of Biometry and Genetics, and at the Albert Einstein College of Medicine/Montefiore Medical Center. Prior to joining Detroit Mercy, she was affiliated with the University of Michigan Alcohol Research Center (NIAAA-funded), where she was a Assistant Research Scientist.

Dr. Hill's research interests have focused on investigating the etiology of alcoholism as viewed from an evolutionary perspective. She has been especially interested in exploring the interactive effects of biological and environmental vulnerability on development of alcohol abuse. One important factor is the effect of unpredictable family environments on risky drinking and risk-taking in general. Dr. Hill has published extensively in this area, including co-editing a special issue of the journal *Addiction* on evolutionary approaches to addiction. Her past work on family factors and genetic markers was funded by NIH. Because disentangling complex developmental processes with humans is so difficult, she became convinced that experimental manipulation of the developmental environment would be required in order to show clear effects. Consequently, she recently re-directed her research program to conduct experimental research on the role of early environment in maternal behavior, using inbred mice as the laboratory model. In her current project, early environmental conditions are varied by exposing some mice to cues of predator presence, signaling an environment that is either dangerous or safe.

Dr. Hill has been active in curriculum development at the graduate and undergraduate levels, especially in research training. She obtained an NSF Course, Curriculum, and Laboratory

Improvement grant to support offering new laboratory courses for general psychology majors. The grant, “Enriched Undergraduate Research Training Using Project-based Laboratory Courses,” was funded for \$143,596 total costs for 3-years.

Dr. Hill has authored and co-authored publications in Substance Abuse, Journal of Socio-Economics, Journal of Marriage and the Family, Journal of Divorce and Remarriage, Addiction, Biological Psychiatry, Alcoholism: Clinical and Experimental Research, Journal of Substance Abuse, Journal of Substance Abuse Treatment, and Psychiatric Genetics. She has authored and co-authored presentations and posters at the American Psychological Association, the International Society for Developmental Psychobiology, the Research Society on Alcoholism, the Animal Behavior Society, and the Evolution and Human Behavior Society. She has reviewed articles for Addiction, Human Nature, Human Behavior and Evolution, Evolutionary Psychology, and Alcoholism: Clinical and Experimental Research. She has also served as an ad-hoc grant reviewer for NIAAA and NSF.

As a member of the Clinical Training Committee at Detroit Mercy, Dr. Hill participates in selection of students accepted into the program, creates and grades comprehensive exams, and serves on many dissertation committees. She also serves on a number of committees for the college and university, including the Advisory Board for the Office of Sponsored Projects and Research. Dr. Hill is a doctoral program site visitor (generalist) for the Commission on Accreditation of the American Psychological Association. Additionally, she serves as the Chair of the Detroit Mercy Institutional Review Board (IRB).

Representative Publications:

- Hill, E.M. (2013). An evolutionary perspective on addiction. In Peter M. Miller (ed.) *Principles of addiction: Comprehensive addictive behaviors and disorders*. San Diego, CA: Academic Press, p. 41-50.
- Hill, E.M. & Monahan, M. (2012) Naturalistic observation in public settings: Applying for Institutional Review Board approval. *Human Ethology Bulletin*, 27, 1-14.
- McKechnie, J., & Hill, E. M. (2011). Risk factors for alcoholism among women religious: Affect regulation. *Pastoral Psychology*, 60(5), 693-703. doi:10.1007/s11089-011-0344-9.
- McKechnie, J., & Hill, E. M. (2009). Alcoholism in older women religious. *Substance Abuse*, 30(2), 107-117. doi:10.1080/08897070902802026.
- Hill, E. M., Jenkins, J., & Farmer, L. (2008). Family unpredictability, future discounting, and risk taking. *The Journal Of Socio-Economics*, 37(4), 1381-1396. doi:10.1016/j.socec.2006.12.081
- Segal, N. L., & Hill, E. M. (2005). Developmental Behavioral Genetics and Evolutionary Psychology: Tying the Theoretical and Empirical Threads. In B. J. Ellis, D. F. Bjorklund

(Eds.) , *Origins of the social mind: Evolutionary psychology and child development* (pp. 108-136). New York, NY US: Guilford Press.

Waller, P.F., Hill, E.M., Maio, R.F., & Blow, F.C. (2003) Alcohol Potentiates Motor Vehicle Crash Injury. *Alcoholism: Clinical and Experimental Research*, 27: 695-703.

Hill, E.M., Stoltenberg, S.F., Harris Bullard, K., Li,S., Zucker, R.A., & Burmeister, M. (2002) Antisocial alcoholism and serotonin-related polymorphisms: Association tests. *Psychiatric Genetics*, 12, 143-153.

Hill, E.M. & Newlin, D. Evolutionary approaches to addiction: Introduction. *Addiction*, 97: 375-379.

Hill, E.M., & Chow, K.L. (2002). Life history theory and risky drinking. *Addiction*, 97: 401-413.

Ross, L.T. & Hill, E.M. (2002) Childhood unpredictability, schemas for future unpredictability, and risk taking. *Social Behavior and Personality*, 30: 453-474.

STEVEN K. HUPRICH, Ph.D., LP

Dr. Steven Huprich is Professor of Psychology in the Psychology Department. Prior to that time, he was Director of Clinical Training for the clinical psychology PhD program at Wichita State University between 2014-2016, and continues to hold adjunct faculty appointments in the Departments of Psychiatry & Behavioral Sciences and Family & Community Medicine at University of Kansas School of Medicine-Wichita. Dr. Huprich has also been a core faculty member in clinical psychology doctoral programs at Baylor University (1999-2004) and Eastern Michigan University (2004-2014). Dr. Huprich is currently the Editor of the *Journal of Personality Assessment* and President-Elect of the International Society for the Study of Personality Disorders. He also has been an Associate Editor for the *Journal of Personality Disorders* (2009-2015). Dr. Huprich is the 2013 recipient of the Theodore Millon Award, which is awarded by Division 12 of the American Psychological Association and the American Psychological Foundation for mid-career excellence in personality psychology. He has a B.A. degree in Biology from Taylor University, a M.A. degree in clinical psychology from the University of Dayton, and a Ph.D. in clinical psychology from the University of North Carolina at Greensboro. He completed his pre-doctoral internship at the SUNY Upstate Medical University in Syracuse, NY and has advanced psychoanalytic training from the Michigan Psychoanalytic Institute. He is also a Fellow of the Society for Personality Assessment and recipient of the 2007 Martin Mayman award for the best theoretical paper published in the *Journal of Personality Assessment*. Dr. Huprich is fully licensed and maintains a private practice in which he sees adults and adolescents and conducts psychological evaluations.

Dr. Huprich has published almost 100 peer-reviewed articles, 17 book chapters or contributions,

and presented over 200 times in professional venues. His research interests are broadly within the classification, diagnosis, and assessment of personality disorders and pathology. Most of his work has been on the DSM-IV proposal of depressive personality disorder, which now has evolved into understanding a type of self-representation known as malignant self-regard. He also has published papers on narcissistic, borderline, self-defeating, and dependent personalities and has an interest in how psychodynamic and psychoanalytic concepts can be empirically investigated and defined. Dr. Huprich's research has been funded on several occasions by the American and International Psychoanalytic Associations, as well as by internal grants at his home universities. He is known for getting "the biggest bang for your buck" when designing research studies that yield multiple publications. Dr. Huprich has presented his work at the biennial Congress of the International Psychological Association, and annual meetings of the American Psychological Association, American Psychiatric Association, and Society for Personality Assessment. He enjoys working with doctoral students in collaborative research and has published with colleagues throughout the United States.

BOOKS

Huprich, S. K., Editor. (2015). *Personality Disorders: Moving Toward Theoretical and Empirical Integration in Assessment and Diagnosis*. Washington, D.C.: American Psychological Association.

Huprich, S. K., & Hopwood, C. J., Editors. (2013). *Personality Assessment in DSM-5*. New York: Taylor & Francis.

Huprich, S. K. (2009). *Psychodynamic Therapy: Conceptual and Empirical Foundations*. New York: Taylor and Francis.

Huprich, S. K., Editor. (2008). *Narcissistic Patients and New Therapists: Conceptualization, Treatment, and Managing Countertransference*. Jason Arson/ Rowman and Littlefield Publishers.

Richard, D. C. S., & Huprich, S. K., Editors. (2008). *Clinical Psychology: Assessment, Treatment, and Professional Issues*. New York: Academic Press / Elsevier.

Huprich, S. K., Editor. (2006). *Rorschach Assessment of the Personality Disorders*. Mahwah, NJ: Lawrence Erlbaum and Associates / Taylor and Francis. Translated into Korean in 2010.

REPRESENTATIVE PUBLICATIONS

Huprich, S. K., Nelson, S. M., Paggeot, A., Lengu, K., & Albright, J. (in press). Object relations predicts borderline personality disorder symptoms beyond emotional dysregulation, negative affect, and impulsivity. *Personality Disorders: Theory, Research, and Treatment*.

Nelson, S. M., Huprich, S. K., Shankar, S., Sohnleitner, A., & Paggeot, A. V. (in press). Comparing four diagnostic methods of personality disorder diagnosis in psychology trainees and interns. *Personality Disorders: Theory, Research, and Treatment*.

Porcerelli, J. H., Huth-Bocks, A., Huprich, S. K., & Richardson, L. (2016). Do defensive mechanisms of pregnant mothers predict attachment security, social/emotional competence, and behavioral problems in two year-olds? *American Journal of Psychiatry*, *173*, 138-146.

Huprich, S. K. & Nelson, S. (2015). Advancing the assessment of personality pathology with the Cognitive-Affective Processing System. *Journal of Personality Assessment*, *97*, 467-777.

Huprich, S. K., Pouliot, G. S., Nelson, S. M., Pouliot, S. K., Porcerelli, J. H., Cawood, C. D., & Albright, J. J. (2015). Factor structure of the assessment of qualitative and structural dimensions of object representations (AOR) scale. *Journal of Personality Assessment*, *97*, 605-615.

Lengu, K., Evich, C., Nelson, S., & Huprich, S. K. (2015). Expanding the psychometric properties and utility of the Malignant Self-Regard Questionnaire and construct. *Psychiatry Research*, *229*, 801-808.

Huprich, S. K. (2014). Malignant self-regard: A self-structure enhancing the understanding of masochistic, depressive, and vulnerably narcissistic personalities. *Harvard Review of Psychiatry*, *22*, 295-305.

Huprich, S. K. & Nelson, S. (2014). Malignant self-regard: Accounting for common underpinnings among depressive, masochistic/self-defeating, and narcissitic personality disorders. *Comprehensive Psychiatry*, *55*, 989-998.

Huprich, S. K., De Fife, J., & Westen, D. (2013). Subtyping dysthymia by personality types with the SWAP-II. *Journal of Affective Disorders*, *152-154*, 186-192.

Huprich, S. K. (2012). Considering the evidence and making the most empirically-informed decision about depressive personality in the DSM-5. *Personality Disorders: Theory, Research, and Treatment*, *3*, 470-482.

Roberts, C. R. D. & Huprich, S. K. (2012). Categorical and dimensional models of pathological narcissism: The case of Mr. Jameson. *Journal of Clinical Psychology: In Session*, *68*, 898-907.

Huprich, S. K., Pouliot, G., & Bruner, R. (2012). Self and other representations mediate the relationship between trait and state depression. *Psychiatry: Interpersonal and Biological Processes*, *75*, 175-188.

Clarkin, J. F., & Huprich, S. K. (2011). Do the DSM-5 proposals for personality disorders meet the criteria for clinical utility? *Journal of Personality Disorders*, *25*, 192-205.

Huprich, S. K., Bornstein, R. F., & Schmitt, T. (2011). Self-report methodology is insufficient for improving the assessment and classification of Axis II personality disorders. *Journal of Personality Disorders, 25*, 557-570.

Huprich, S. K., Schmitt, T., A., Richard, D. C. S., Zimmerman, M., & Chelminski, I. (2010). Comparing factor analytic models of DSM-IV personality disorder symptoms in psychiatric outpatients. *Personality Disorders: Theory, Treatment, and Research, 1*, 22-27.

Huprich, S. K. (2009). What should become of depressive personality disorder in the DSM-V? *Harvard Review of Psychiatry, 17*, 41-59.

Huprich, S. K., & Bornstein, R. F. (2007). Categorical and dimensional assessment of personality disorders: A consideration of the issues. *Journal of Personality Assessment, 89*, 3-15.

Huprich, S. K., & Greenberg, R. P. (2003). Contemporary advances in the assessment of object relations. *Clinical Psychology Review, 23*, 665-698.

JUDY A. MCCOWN, PH.D.

Dr. McCown received her Master's and Ph.D. in Clinical Psychology from Wayne State University and her B.A. in Psychology from the University of Detroit. She joined the faculty in 1995. She teaches graduate courses in Psychopathology, Theories of Psychotherapy, and Cognitive Therapy as well as undergraduate courses in Introduction to Psychology, Lifespan Development, and History and Systems. She served as the academic chair for the Michigan Psychological Association and is a fellow in MPA. Dr. McCown is a tenured associate professor and is a fully licensed clinical psychologist.

From August 2001 through August 2009, Dr. McCown served as the Director of Clinical Training for the Doctoral Program. In this capacity she provided leadership and presented the program to the Dean, the department, and to other members of the University community, and to the public. She was responsible for the administration of all program policies and procedures including the supervision of practicum training for all doctoral students. She worked directly with the site supervisors at all of the practicum sites, developing assessment processes for student-trainees and collaborating with sites to monitor students' progress. During her tenure as DCT, she was instrumental in implementing several program evaluations. She wrote program self-studies for two APA accreditation site visits, an internal university prioritization review, and program reviews for university accreditation by the Higher Learning Commission of the North Central Association and, most recently, for Detroit Mercy's Graduate Program Review process.

REPRESENTATIVE PUBLICATIONS/PRESENTATIONS

Hale, H.K., & McCown, J.A. (2012, August). *Predictors of self reported benefits among World*

of Warcraft players. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.

- McCown, J.A., & Coleman, J.P. (2012, May). *Upping the ante: Using penalties to increase student attendance*. Poster presented at the annual meeting of the Association for Psychological Science (Teaching Institute), Chicago, IL.
- Hale, H.K., & McCown, J.A. (2012, May). *Multidimensional social support experienced within World of Warcraft: Gender differences*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Gabriel, M., Dauphin, V., & McCown, J. (August 2011). *The development in clinical judgment in beginning graduate students*. Poster presented at the annual American Psychological Association conference in Washington, D.C.
- Kwon, J., & McCown, J.A. (2008, August). *Predictors of somatization among Korean American women*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- McCown, J.A., & Wong, J. (2007, August). *Let's talk: Discussion boards in graduate education*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Fischer, D., & McCown, J.A. (2007, August). *Ethnic identity formation in college students: Implications for well-being*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Hannah, M.E., & McCown, J.A. (2006, May). *Graduate dialogues: Use of discussion boards in graduate education*. Poster presented at the annual meeting of the Association for Psychological Science, New York, N.Y.
- McCown, J.A. (2005). Schizophrenia. In T. Gullotta & G. Adams (Eds.), *The Handbook of Dysfunctional Behavior in Adolescence: Theory, Practice, and Prevention*. Kluwer Academic Publishing/Plenum Publishers.
- Bambery, M., McCown, J.A., & Hannah, M.E. (2005, August). *Augmenting graduate and undergraduate education with computer mediated communication (CMC)*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- McCown, J.A., & Hannah, M.E. (2004, May). *Student perception of internet teaching*. Poster presented at annual meeting of the American Psychological Society, Chicago, IL.
- Gramprrie, D.A., Kwon, J., & McCown, J.A. (2003, August). *Social support and obsessive*

compulsive disorder in Korean American women. Poster presented at annual meeting of the American Psychological Association, Toronto, Ontario.

Kwon, J., & McCown, J.A. (2003, August). *Predictors of psychological distress among Korean American women.* Poster presented at annual meeting of the American Psychological Association, Toronto, Ontario.

McCown, J. (2003). Primary prevention of schizophrenic expression. In T. Gullotta & M. Bloom (Eds.), *Encyclopedia of Primary Prevention and Health Promotion*. Kluwer Academic Publishing/Plenum Publishers.

McCown, J., Fischer, D., Page, R., & Homant, M. (2001). Internet relationships: People who meet people. *Cyberpsychology and Behavior*, 4(5), 593-596.

McCown, J. (2000, August). *Creative thinking in classical conditioning.* Poster presented at annual meeting of the American Psychological Association, Washington, DC.

McCown, J. (2000, May). *The lexical decision task as a measure of controlled information processing.* Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Fischer, D., & McCown, J. (1999, August). *Associations between various caregiver arrangements and attachment security.* Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

McCown, J., Stern, D., & Chapin, K. (1999, May). *Effect of medication on information processing in schizophrenia.* Poster presented at the annual meeting of Midwestern Psychological Association, Chicago, IL.

JOHN H. PORCERELLI, PH.D, ABPP

Dr. Porcerelli obtained his BA in Psychology from University of Michigan (Dearborn), his PhD from the University of Detroit, and a two-year post-doctoral fellowship from the Detroit Psychiatric Institute Hospital & Wayne State University Department of Psychiatry. He joined the Detroit Mercy faculty in 2016. Prior to Detroit Mercy, he held the rank of Professor and served as Director of Behavioral Medicine (1996-2016) in the residency program in the Department of Family Medicine and Public Health Sciences, Wayne State University School of Medicine. At Detroit Mercy he teaches graduate and undergraduate courses and supervises psychotherapy, 2nd Year Research Projects, and Dissertations. He is board certified in *Clinical Psychology* and *Clinical Health Psychology*, American Board of Professional Psychology, and is a graduate of the Michigan Psychoanalytic Institute. He is a fellow of the American Psychological Association, Michigan Psychological Association, Society for Personality Assessment, American

Academy of Clinical Psychology, and American Academy of Clinical Health Psychology.

Dr. Porcerelli's research interests have spanned both personality dynamics as well as health psychology. He has conducted studies of object relations and defense mechanisms development, changes in these constructs in response to psychological treatments, and the relationship between psychodynamic personality constructs and psychopathology. As a health psychologist, he has conducted studies of collaborative care (i.e., physicians working side-by-side psychologists in medical settings), predictors of difficult physician-patient relationships, accuracy of self-ratings of physicians during objective structured clinical exams, and has developed curricula for collaborative care in residency programs. His 2016 paper titled, *Defense mechanisms in pregnant mothers predict attachment security, social/emotional competence, and behavioral problems in their toddlers* (American Journal of Psychiatry), won the American Psychoanalytic Association's Research Award for the research that had the greatest scientific value to the field of psychoanalysis. He and his colleague, Dr. Alissa Huth-Bocks, are currently being funded by the International Psychoanalytic Association for their study of *Stability & Change in Defense Mechanisms from Pregnancy to 2-Years Post Pregnancy*. Dr. Porcerelli is a reviewer for several psychology and medicine journals and currently serves as a consulting editor for the *Journal of Personality Assessment* and its *Clinical Case Applications* section.

Recent Publications (2013-2016)

- Porcerelli JH, Jones J, Klamo R, Heeney R. (In press) Adult primary care patients with a history of childhood sexual abuse: Assessment, intervention, and training. *International Journal of Psychiatry in Medicine*.
- Porcerelli JH, Jones JR (In press) Psychological assessment in integrated care: An overview. In ME Maruish (Ed), *Handbook of psychological a in primary care settings*, 2nd Edition. Mahwah, NJ: Lawrence Erlbaum.
- Porcerelli JH, Cogan R, Melchoir K, Jazsinski M, Richardson L, Fowler S, Morris P, Murdoch W. (2016) Convergent validity of the Early Memory Index in two primary care samples. *Journal of Personality Assessment*, 98, 289-297.
- Porcerelli JH, Huth-Bocks A, Huprich SK, Richardson LR (2016) Defense mechanisms in pregnant mothers predict attachment security, social/emotional competence, and behavioral problems in their toddlers. *American Journal of Psychiatry*, 173, 138-146.
- Cogan R., & Porcerelli JH (2016) *Psychoanalytic treatment in adults: A longitudinal study of change*. London, UK: Routledge.
- Huprich SK, Auerbach JS, Porcerelli JH, Bupp LL. (2016) Sidney Blatt's Object Relations Inventory: Contributions & future directions. *Journal of Personality Assessment*, 98, 1-4.

- Porcerelli JH, Hurrell K, Cogan R, Jeffries K, Markova T. (2015) Personality Assessment Screener, childhood abuse, and adult partner-violence in African-American women using primary care. *Assessment*, 22, 749-752.
- Porcerelli JH, Brennon S, Carty J, Ziadni M, Markova T. (2015) Can residents accurately rate communication skills during a resident OSCE? *Journal of Graduate Medical Education*, 3, 458-461.
- Pouliot GS, Huprich SK, Nelson SM, Pouliot SK, Porcerelli JH, Cawood C., Albright, JJ (2015) Factor Structure of the Structural Dimensions of Object Representations Scale. *Journal of Personality Assessment*, 97, 605-615.
- Porcerelli JH, Bornstein RF, Porcerelli D, Arterbery VE. (2015) The complex role of personality in cancer treatment: Impact of dependency-detachment on health status, distress, and physician-patient relationship. *Journal of Nervous & Mental Disease*, 203, 264-268.
- Hayman L, Lucas T, Porcerelli JH (2014) Measuring self-report stress in low-income African-American women: Evidence for divergent links to physical and mental health. *Journal of Nervous and Mental Disease*, 202, 807-812.
- Huprich SK, Porcerelli JH (2014) A Response to Arnold's "Intellectualization and its Lookalikes": Contributions from the empirical literature. *Psychoanalytic Review*, 101, 633-645.
- Porcerelli JH, Murdoch W, Morris P, Fowler SF (2014). The Patient-Doctor Relationship Questionnaire (PDRQ-9) in primary care: A validity study. *Journal of Clinical Psychology in Medical Settings*, 21, 291-296.
- Klassen B, Porcerelli JH, Sklar E, Markova T. (2013) Pediatric Symptom Checklist ratings among mothers with a recent history of intimate partner violence: A primary care study. *Journal of Clinical Psychology in Medical Settings*, 20, 473-477.
- Porcerelli JH, Fowler S, Klassen B, Sklar E, Wright B, Murdoch W, Morris P (2013) Behavioral health assessments and interventions by residents and psychology trainees during dual interviewing: A descriptive study. *Family Medicine*, 45, 424-427.
- Penner LA, Gaertner S, Dovidio JF, Hagiwara N, Porcerelli JH ...Albrecht T (2013) A social psychological approach to improving the outcomes of racially discordant medical interactions. *Journal of General Internal Medicine*, 28, 1143-1149.
- Porcerelli JH, Fowler S, Murdoch W, Markova T, Kimbrough C (2013) Training family medicine residents to practice collaboratively with psychology trainees. *International Journal of Psychiatry in Medicine*, 35, 357-365.

Klassen B, Porcerelli JH, Markova T (2013) The Effects of PTSD symptoms on healthcare resource utilization in a low-income urban primary care setting. *Journal of Traumatic Stress*, 26, 636-639.

Cogan R, Porcerelli JH (2013) Validation of the SWAP Insight scale. *Journal of Nervous & Mental Disease*, 8, 707-708.

LINDA H. SLOWIK, PH.D.

Linda H. Slowik, Ph.D. earned her Bachelor of Arts in Psychology from University of Minnesota, Duluth, *Cum Laude*. She completed her Master of Arts and Doctorate at Wayne State University. This included an internship at Ford Motor Company Senior Executive Development Center, where Dr. Slowik helped develop and assess the effectiveness of executive training programs that were a key component of organizational cultural development efforts. She went on to conduct scholarly research with faculty of the School of Business Administration Management and Organizational Sciences Department, with clients such as the US Postal Service and ANR; as an independent consultant, she provided research consulting services to various clients, including most notably Detroit Red Wings.

Dr. Slowik's research interests include the study of interpersonal dynamics in the work setting and how they relate to job characteristics, creativity, employee engagement, empowerment, and performance. Her work crosses disciplinary lines into areas such as engineering, nursing, and community development. Her recent work has focused on understanding and measuring individual differences in safety behaviors, and applying motivational theories such as goal setting theory, social support perspectives, and cognitive psychology to generalist research topics such as the nature and processes of social support, dental anxiety in the social context, and understanding the expression of agreeableness in the man-machine interface.

In addition to teaching courses in the field of industrial/organizational psychology, Dr. Slowik also teaches research methods, multivariate statistics, and social psychology. She received the Faculty Achievement Award at Detroit Mercy, the "Building Bridges" award from the National Institute for Craniofacial Dental Research and has twice been recognized as an Outstanding Reviewer for the Academy of Management. She is currently Chairperson of the Psychology Department, President of Shared Governance of the College of Liberal Arts and Education, is past-President of the Michigan Association for Industrial/Organizational Psychology.

Selected publications and peer-reviewed presentations:

Slowik, L.H., Jacobs, L.C., and Smith-Vaughan, A. 2015. An exploration of dental anxiety among periodontal patients. "Building Bridges" Award, Association for Psychological Science Conference, New York, NY.

- Laurence, G.A., Fried, Y., & Slowik, L.H. 2013. "My space": A moderated mediation model of the effect of architectural and experienced privacy and workspace personalization on emotional exhaustion at work. *Journal of Environmental Psychology*.
- Pickover, S. & Slowik, L.H., 2013. Repercussions of mortgage foreclosure: Loss of place attachment, adult roles, and trust. *Adultspan Journal*, 12(3), 113-123.
- Slowik, L.H., Al-Halou, N., Smith-Vaughn, A., & Tamer, M. 2012. Charging patterns for users of plug-in hybrid vehicles. Poster presentation, Celebration of Scholarly Achievement, University of Detroit Mercy, Detroit, MI.
- Slowik, L.H. 2010. Micromanagement: An exploration of the dynamics of interpersonal control. Poster; Abstract included in the Proceedings of the Association for Psychological Science Convention, Boston, MA.
- Slowik, L.H. 2010. The dynamics of interpersonal control in the workplace. Poster: Abstract included in the Proceedings of the Association for Psychological Science Convention, Boston, MA.
- Stocker Schneider, J. & Slowik, L. H. 2009. Nursing interventions (NIC) use in cardiac patients receiving home health care. *International Journal of Nursing Terminologies and Classifications*, 20(3): 132-140.
- Fried, Y., Grant, A. M., Levi, A. S., Hadani, M., & Slowik, L.H. 2007. Job design in temporal context: A career dynamics perspective. *Journal of Organizational Behavior*, 28: 911-927.
- Fried, Y. & Slowik, L. H. 2004. Enriching goal setting theory with time: An integrated approach. *Academy of Management Review*, 29: 404-421.
- Fried, Y., Slowik, L.H., Shperling, Z., Franz, C., Ben-David, H., Avital, N., & Yeverechyahu, U. 2003. The moderating effect of job security on the relations between role clarity and work outcomes: A longitudinal field study. *Human Relations*, 56: 787-805.

MARGARET STACK, Ph.D., ABPP

Dr. Stack received her Ph.D. in Clinical Psychology from the University of Detroit and her B.A. degree from the University of Michigan. She is a Diplomate in Clinical Psychology from the American Board of Professional Psychology. She joined the faculty in 1995 and currently holds the position of Associate Professor of Psychology. She teaches courses in Assessment, Basic Psychoanalytic Concepts, Human Sexuality, Religion and Psychology, and supervises psychological assessments done in the University Psychology Clinic. Her primary areas of research interest include LGBT issues, spirituality, and delinquent behavior in

adolescents. Her current research focuses on understanding the complexity of factors that contribute to youth violence, juvenile sexual offending, and/or other delinquent behavior.

Current Professional Activities:

Dr. Stack's clinical work is directed at psychotherapy with adults and families, and psychological assessment of children, adolescents, and adults. She has more than two decades of clinical experience, including individual, group, and marital therapy and consultation in a forensic setting - psychological evaluation of adjudicated delinquents and individuals referred because of neglect and/or abuse, domestic relations, competency evaluations, expert witness services for competency, criminal responsibility, and best interest cases, and staff training.

Representative Publications/Presentations:

- Bryce, K, Stack, M.A., Cowan, D.M., Lininger, T. (2015, November). *A Preliminary Examination into psychological Factors Impacting Outcome Following Implantation with a Pain Management Device*. Academy of Psychosomatic Medicine 62nd Annual Meeting, New Orleans, LA.
- Stack, M. (2014). Revision of Instructor's Manual for King, *Human sexuality today*, 8th edition. Upper Saddle River, New Jersey: Pearson.
- Hadied, L. & Stack, M. (2013, April)) *An Examination of Risk Factors Contributing to Adult Recidivism of Juvenile Delinquents*. Poster session presented at the University of Detroit Mercy annual Celebration of Scholarly Achievement.
- DiGioia, K. & Stack, M. (2008, March) *Social competence abilities in adjudicated adolescents*. Paper presented at the Society for Personality Assessment Annual Conference, New Orleans, LA.
- Stack, M., Groh, C. & Baas, K. (2007, October) *Under my skin: Attitudes toward sexual minorities among students, staff, faculty and administrators at an urban Catholic university*. Paper presented at the Out There Conference: Second National Conference of Scholars and Student Affairs Personnel Involved in LGBTQ Issues on Catholic Campuses, Chicago IL.
- Blume, L., Groh, C., & Stack, M. (2005, October) *Constructing LGBTQ discourse in a Catholic context: Intersections of theory, theology, and pedagogy*. Paper Presented at the Out There Conference: First National Conference of Scholars and Student Affairs Personnel Involved in LGBTQ Issues on Catholic Campuses, Santa Clara University, CA.
- Weisfeld, C. & Stack, M. A. (2002). When I look into your eyes: An ethological analysis of gender differences in married couples' nonverbal behaviors. *Psychology, Evolution, and Gender*, August 2002, pp. 125-147.
- Weisfeld, C. & Stack, M. A. (1998). Behavioral sex differences in happily married couples.

Paper presented at the International Society for the Study of Human Ethology Annual Conference, Vancouver, British Columbia, August 20, 1998

LIBBY BALTER BLUME, Ph.D.

Dr. Blume received her Ph.D. in Human Development and Family Studies from Texas Tech University, her M.A. from San Francisco State University, and her B.A. degree from University of California at Davis. She joined the faculty in 1987 and currently holds the position of Professor of Psychology. Dr. Blume teaches courses in Human Development, Family Development, Environmental Psychology, Visual Communication, and Women's & Gender Studies. Her research focuses on feminist theory and the intersectionality of gender, identities, and ethnicities. Dr. Blume received the Presidential Appreciation Award from the National Council on Family Relations in 1996, the University of Detroit Mercy Faculty Excellence Award in 2015, and the Women & Gender Studies Lifetime Achievement Award in 2016.

Current Professional Activities:

Dr. Blume's primary areas of interest are child and adolescent development, parenting and family relations, feminist theory, and community development. She is editor-in-chief of Wiley-Blackwell's *Journal of Family Theory & Review* (2014-2018), founding editor of *Michigan Family Review*, and founding series editor of *Groves Monographs on Marriage and Family*. Dr. Blume is the Director of Developmental Psychology and Certified Family Life Education, an Approved Program of the National Council on Family Relations, and is an adjunct professor in the School of Architecture.

Representative Publications/Presentations:

- Blume, L. B., & Weatherston, R.W. (2017). Queering the campus gender landscape through visual arts praxis. In E. McNeil & J. Wermers (Eds.), *Queer landscapes: Mapping queer space(s) of praxis and pedagogy*. New York, NY: Palgrave.
- Blume, L. B. (2016). Feminist perspectives on families (with E. Sharp); Middle childhood (with S. Rosario-Perez). In C. L. Shehan (Ed.), *Encyclopedia of family studies*. New York, NY: Wiley-Blackwell.
- Blume, L. B. (2010-2015). (Series Ed.). *Groves Monographs on Marriage & Family, Vols. 1-4*. Ann Arbor, MI: Michigan Publishing.
- Buehler, C., & Blume, L. B. (2015). Metatheory and metamethod. [Special issue]. *Journal of Family Theory & Review*, 7, 347-349.
- Blume, L. B. (2014). Making connections: Toward a transdisciplinary family science [Special issue]. *Journal of Family Theory & Review*, 6, 1-4.

- Blume, L. B. (2014). Middle childhood. In H. Montgomery (Ed.), *Childhood studies*. Oxford, England: Oxford University Press.
- Blume, L. B. (2013). [De]forming the figure: Spatial embodiment in architectural representation. *Dichotomy, 19*, 116-135.
- Blume, L. B., Sani, A., & Ads, M. (2011). Arab immigrant families. In S. Ballard & A. Taylor (Eds.), *Family life education with diverse populations* (pp. 211-233). Thousand Oaks, CA: Sage.
- Zembar, M. J., & Blume, L. B. (2009). *Middle childhood development: A contextual approach*. Columbus, OH: Merrill/Prentice Hall.
- Blume, L. B., & De Reus, L. A. (2009). Resisting whiteness: Autoethnography and the dialectics of ethnicity and privilege. In S. Lloyd, A. L. Few, & K. Allen (Eds.), *Handbook of feminist family studies* (pp. 43-55). Thousand Oaks, CA: Sage.
- Oswald, R. F., Kuvalanka, K., Blume, L. B., & Berkowitz, D. (2009). Queering 'the family.' In S. Lloyd, A. L. Few, & K. Allen (Eds.), *Handbook of feminist family studies* (pp. 205-219). Thousand Oaks, CA: Sage.
- Blume, L. B., & De Reus, L. A. (2008). Transnational families and the social construction of identity: Whiteness matters. R. L. Dalla, J. DeFrain, J. Johnson, & D. Abbott (Eds.), *Strengths and challenges of new immigrant families: Implications for research, policy, education, and service* (pp. 71-90). New York, NY: Lexington.
- De Reus, L. A., & Blume, L. B. (2008). A note from the guest coordinators: Special collection on transnational families. *Family Relations, 57*, 415-418.
- Blume, L. B., & Zembar, M. J. (2007). *Middle childhood to middle adolescence: Development from Ages 8 to 18*. Columbus, OH: Merrill/Prentice Hall.
- De Reus, L. A., Few, A. M., & Blume, L. B. (2005). Multicultural and critical race feminisms: Theorizing families in the third wave. In V. Bengtson, A. Acock, K. Allen, P. Dilworth-Anderson & D. Klein (Eds.), *Sourcebook of family theory and research* (pp. 447-468). Thousand Oaks, CA: Sage.
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- Wautier, G., & Blume, L. B. (2004). Effects of identity, gender role, and attachment on depression and

anxiety in young adults. *Identity: An International Journal of Theory and Research*, 4, 55-72.

Blume, L. B. (2004). Bridging gender theory and research: A symposium on feminist theory construction and research methodology [Special issue]. *Journal of Family Issues*, 25, 949-952.

Blume, L. B. (2003). Embodied [by] dance: Adolescent de-constructions of sex and gender in the physical education curriculum. *Sex Education*, 3(2), 95-104.

Blume, L. B. (2003). Toward a dialectical model of family gender discourse: Body, identity, and sexuality. *Journal of Marriage and Family*, 65, 785-794.

SHARLA FASKO, Ph.D.

Sharla N. Fasko, Ph.D., NCSP joined the Psychology faculty in the fall of 2008. She is now Assistant Professor and Director of the School Psychology Program. She teaches courses in Psychoeducational interventions and applied behavior analysis. Formerly president of the Kentucky Association for Psychology in the Schools, Fasko is a Licensed Psychologist and a Nationally Certified School Psychologist. She holds a BME from Henderson State University, a M.Ed. for Southern Arkansas University, and Ph.D. from the University of Cincinnati.

Fasko, S. N., & Fasko, D. (1990). Suicidal behavior in children. *Psychology: A Journal Of Human Behavior*, 27(4), 10-16.

HAROLD H. GREENE, Ph.D.

Dr. Greene received his Ph.D. in Cognitive-Experimental Psychology from the University of Georgia, and completed a post-doctoral research fellowship at the University of Massachusetts, Amherst. He joined the faculty in 1999, and currently holds the position of Professor. He teaches courses in Introductory Psychology, Research Methods, Statistics, Learning & Memory, Perceptual-Cognitive Psychology, and Cross Cultural Psychology. Experiments in his laboratory focus on determining how the intake of visual information is controlled by stimulus, attention, and memory factors. Findings contribute to computational implementation of visual information processing. Computational implementation increases our understanding of visual information processing, and our ability to predict vision-guided behaviour under various conditions.

Current Professional Activities:

National Science Foundation (NSF): Grant Proposal Reviewer (2008 - present)

Frontiers in Psychology: Cognitive Science: Review Editor (2012 - present)

Detroit Mercy Internal Research Fund: Co-Chair (2014-present)

Displays: Ad hoc reviewer (2015)

Vision Research: Ad hoc reviewer (2013)

*National Science Foundation (NSF): Krehbiel, D. A. (2013). Undergraduate Education at the NSF: An Underutilized Source of Funding for Teaching and Research in Psychology National Science Foundation. TUES II \$5,051.00 (Collaborators: Erber, M., **Greene, H. H.**, Moes, P., & Boylan, M.)*

Representative Publications and Presentations: (*Detroit Mercy students in italics*)

PUBLICATIONS

Lee, Yen Ju, Greene, Harold H., Tsai, Chia, W. & Chou, Yu J. (2016). Differences in Sequential Eye Movement Behavior between Taiwanese and American Viewers. Frontiers in Psychology. In Press.

Greene, Harold, H., Brown, James M. & Dauphin, B. (2014). When do you look where you look? A visual field asymmetry. *Vision Research, 102*, 33-40.

Greene, Harold, H., Brown, James M. & Paradis, Bryce, A. (2013). Luminance contrast and the visual span during visual target localization. *Displays, 34*, 27-32.

Dauphin, V. Barry, & Greene, Harold H. (2012). Here's looking at you: Eye movement exploration of Rorschach images. *Rorschachiana, 33*, 3-22.

Greene, Harold H., Simpson, Deborah, & Bennion, Jennifer (2012). The perceptual span during foveally-demanding visual target localization. *Acta Psychologica, 139*, 434-439.

Greene, H. H., Pollatsek, A., Masserang, K., Lee, Yen Ju, & Rayner, K. (2010). Directional processing within the perceptual span during visual target localization. *Vision Research, 50*, 1274-1282.

Greene, H. H. (2008). Distance-from-target dynamics during visual search. *Vision Research, 48*, 2476 – 2484.

Greene, H. H. (2006). The control of fixation duration in visual search. *Perception, 35*, 303 –315.

Greene, H. H., & Rayner, K. (2001). Eye movements and familiarity effects in visual search. *Vision Research, 41*, 3763-3773.

Greene, H. H., & Rayner, K. (2001). Eye movement control in direction-coded visual search. *Perception, 30*, 147-157.

Greene, H. H., & Brown, J. M. (2000). Amodal completion and localization. *Vision Research, 40*, 383-390.

Greene, H. H. (1999). Temporal relationships between eye fixations and manual reactions in visual search. *Acta Psychologica*, 101, 105-123.

Katz, S., Brown, J. M., Smith, F. G., & Greene, H. (1998). Using the computer to examine behavior on the SAT reading comprehension task. *Psychology: A Journal of Human Behavior*, 35, 45-55.

Greene, H. H., Washburn, D. A., & Gonzalez, F. A. (1997). Simulating naturalistic demands for speeded judgment. *Behavior Research Methods, Instruments, & Computers*, 29, 256-259.

Greene, H. H., & Brown, J. M. (1997). Spatial interactions with real and gap-induced illusory lines in vernier acuity. *Vision Research*, 37, 597-604.

Greene, H. H., & Brown, J. M. (1995). The effect of nearby luminance contrast polarity on color boundary localization. *Vision Research*, 35, 2767-2771.

RECENT CONFERENCE PRESENTATIONS

Juve, M., Dauphin, B., Greene, H., & Boyle, M. Anxiety and Eye Movement Behavior in Identifying Facial Emotions and Responding to the Rorschach: A Comparison of Visual Tasks. *Poster presented to the Society for Personality Assessment*. Chicago, IL, 2016.

Day, E., Boyle, M., Juve, M., Dauphin, B., Munday, C., & Greene, H. Emotions at a Glance: Gender Differences in the Perception of Facial Emotions. *Poster to be presented at the annual conference of the American Psychological Association*. Denver, CO, 2016.

Boyle, M., Juve, M., Day, E., Dauphin, B., Munday, C., & Greene, H. Put on a Happy Face: Eye Movement Processes During an Emotion Recognition Task for Human Faces. *Poster to be presented at the annual conference of the American Psychological Association*. Denver, CO, 2016.

Lee, Yen Ju, Safilian, C., Greene, Harold H., Tsai, Chia, W., & Chou, Yu J. (2016). Differences in Sequential Eye Movement Behavior between Taiwanese and American Viewers. *Poster to be presented at the annual conference of the Asian American Psychological Association*. Denver, CO, 2016.

ERIN HENZE, Ph.D.

Dr. Henze is a Licensed Psychologist as well as a State of Michigan and Nationally Certified School Psychologist. She teaches courses in Assessment and Intervention for School Psychologists, Role and Function of the School Psychologist, Practicum in School Psychology, and Introductory Psychology. She also supervises the first year field experience in School Psychology. Dr. Henze holds a B.S. degree from Western Michigan University and a Ph.D. from the University of Tennessee. Dr. Henze has worked in school and clinical settings with children

and families. She practiced as a school psychologist in the metro Detroit area before coming to Detroit Mercy in the Fall of 2011. Her areas of interest and research include the development and validation of academic interventions for students with disabilities, school-based functioning of students with Autism Spectrum Disorders, and supervision and training issues in school psychology.

CAROL CRONIN WEISFELD, Ph.D.

Dr. Weisfeld received her Ph.D. in Human Development from University of Chicago and her B.A. degree from St. Xavier College. She joined the faculty in 1979 and currently holds the position of Professor of Psychology. She teaches courses in Lifespan Development, Human Sexuality, and Health Psychology. Her current research focuses on human sex differences, marital satisfaction, evolutionary psychology, and cross-cultural studies of human behavior. Dr. Weisfeld received the President's Award for Faculty Excellence from the University of Detroit Mercy in 1994 and the Distinguished Faculty Award in 2004.

Current Professional Activities:

Dr. Weisfeld serves as an evaluator for student awards for the International Society for Human Ethology, and she does additional volunteer work for that professional group. She serves in numerous community organizations, including the boards of the Reconstructionist Congregation of Detroit, and the Jewish Historical Society of Michigan. She is active in shared governance activities at the University of Detroit Mercy.

Representative Publications/Presentations:

Dillon, L.M., Nowak, N.T., Shattuck, K., Weisfeld, G.E., Weisfeld, C.C., Imamoğlu, E.O., Butovskaya, M. & Shen, J. (2014). When the cat's away, the spouse will play: a cross-cultural examination of mate guarding in married couples. *Journal of Evolutionary Psychology*, 12 (2). doi: 10.1556/JEP-D-13-00003.

Weisfeld, C.C. & Silveri, A. (2014). A healthy respect for sex differences, with cardiovascular disease and posttraumatic stress disorder as cautionary lessons. In P. LaFreniere and G. Weisfeld (Eds.), *Evolutionary Science of Human Behavior* (pp. 381-412). Linus Learning.

Weisfeld, G. & Weisfeld, C.C. (2014). An evolutionary analysis of marriage. P. LaFreniere and G. Weisfeld (Eds.), *Evolutionary Science of Human Behavior* (pp. 307-326). Linus Learning.

Weisfeld, C.C., & Weisfeld, G.E. (2013). Defining normal on the playground: What would Tinbergen do? *Human Ethology Bulletin* 28(4), 12-22

Weisfeld, C.C., Dillon, L.M., Nowak, N.T., Mims, K.R., Weisfeld, G.E., Imamoglu, E.O., Butovskaya, M., & Shen, J. (2011). Sex differences and similarities in married couples: patterns across and within cultures. *Archives of Sexual Behavior*, 40, 1165-1172.

Weisfeld, G.E., Nowak, N.T., Lucas, T.W., Weisfeld, C.C., Imamoglu, E.O., Butovskaya, M., Shen, J., & Parkhill, M.R. (2011). Do women seek humorousness in men because it signals intelligence? A cross-cultural test. *Humor: International Journal of Humor Research*, 24, 435-462.

DeLecce, T., Shattuck, K., Weisfeld, C.C. & Stack, M. Sex Differences in Married Couples' Nonverbal Behavior as a Function of Marital Dynamics. Paper presented at the annual meeting of the International Society for Human Ethology, Belem, Brazil, August 2014.

Weisfeld, C.C. (2009) Long-term partnership: What it means in the postmodern era. Invited presentation at the Psychology at the Millenium Conference, Natal, Brazil, April, 2009.

KATHLEEN ZIMMERMAN-OSTER, Ph.D.

Dr. Zimmerman-Oster is a Professor in the Department of Psychology at University of Detroit Mercy (Detroit Mercy) in Detroit, Michigan. She joined the faculty in 1989. In addition to her teaching responsibilities, she serves as the Director of the Industrial/Organizational Psychology Masters Degree Program and Director of Research, Evaluation and Leadership Development for the Institute for Leadership Development Institute at Detroit Mercy. She has served as the Chair of the Steering Committee for Detroit Mercy's North Central Accreditation and several other University, College, and Department Committees. She is also President of TEST, Incorporated (Training, Evaluation, & Survey Technicians). TEST, Incorporated provides consultation, technical assistance, and applied research to business, industry, schools and universities, human service agencies, and foundations in the areas of program and performance evaluation, strategic and organizational planning, community relations and coalition development, organizational and leadership development, diversity training, and human resource management, training, and assessment and substance abuse prevention and youth development. She has provided services to over one hundred client organizations and institutions over the past 25 years including the W.K. Kellogg Foundation, University of Michigan, the Greenleaf Center for Servant Leadership, Henry Ford Hospital, Leadership Macomb, the Troy Community Coalition, the Greater Battle Creek Substance Abuse Council, the Waterford School District, the Chippewa Valley Coalition for Youth and Families, and Michigan's Children; to name a few.

Dr. Zimmerman-Oster received her MA and PhD in Social and Industrial Organizational Psychology from Wayne State University. She is a social/organizational psychologist with expertise in the areas of program assessment and evaluation; vocational, organizational, and leadership development; and executive team development. She has extensive experience in the area of "leadership development across the lifespan"; including youth development and alcohol and other drug abuse prevention planning and research, college-age youth development, and management and executive coaching. She has taught over 40 sections of courses on leadership development, psychology, and research methods - including program evaluation - using a

practical, real-world approach based on her consulting experience. She has presented local workshops on leadership, assessment, and evaluation as well as professional papers on research and evaluation methods at national conferences of the American Evaluation Association, American Psychological Association, and American Psychological Society. Her current research is in the areas of assessment and evaluation of leadership development programs; youth prevention programs; the assessment of leadership potential and its relationship to emotional intelligence and executive coaching; as well as community engagement, coalition building, servant leadership and service learning.

Sample Publications:

Parrish, D. and Zimmerman-Oster, K; Servant Leadership at Forty: The Case for Contemporary Research, *The International Journal of Servant-Leadership*, 2010, Volume 6, State University of New York Press.

Leever, M., Daniels, J. & Zimmerman-Oster, K.A.; "Ethics & Service-Learning: Developing Compassionate Leaders"; Teaching Ethics, January, 2007.

Cress, C.M., Astin, H., Zimmerman-Oster, K.A., & Burkhardt, J.C. (January, 2001). Developmental Outcomes of College Students' Involvement in Leadership Activities. *Journal of College Student Development*, Vol. 42 No.1, 15-27.

Zimmerman-Oster, K.A., et. al. (contributing author) (January, 2000). "*Leadership Reconsidered: Engaging Higher Education in Social Change*". Special Publication of the James MacGregor Burns Academy of Leadership at the University of Maryland and the W.K. Kellogg Foundation.

Burkhardt, J.C. & Zimmerman-Oster, K.A. (Fall, 1999). How Does the World's Richest, Most Widely Educated Nation Prepare Leaders for its Future? *Proteus*, Vol. 16, No. 2, 9-12.

Zimmerman-Oster, K.A. & Burkhardt, J.C. (September, 1999). Leadership In the Making: A Comprehensive Examination of the Impact of Leadership Development Programs on Students, *Journal of Leadership Studies*, Vol. 6, No. ¾, 50-66.

Zimmerman-Oster, K.A. & Burkhardt, J.C. (May, 1999) "*Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities*". W.K. Kellogg Foundation Special Publication.

Sample Presentations:

INVITED PRESENTATION, Greenleaf Center for Servant Leadership, Leadership Institute for Educators, "Preparing Students to Lead through the Curriculum and Co-Curriculum," University of Michigan, Ann Arbor, April, 2012.

INVITED PRESENTATION, Macomb County Office of Substance Abuse, Macomb Intermediate School District: Community Anti-Drug Coalitions: Positioning Your Coalition for Expansion and the Drug Free Communities Grant - Now or in the Future, November, 2011.

REFEREED PRESENTATION, Ran, S., Zarkowski, P., and Zimmerman-Oster, K. “Women's Career Advancement in Jesuit Higher Education Institutions: Developing Multi-Functional Mentoring Relationships as a Strategy for Advancement.” Paper presented at the National Association of Women in Catholic Higher Education (NAWCHE) Annual Conference, Seattle, Washington, June, 2011.

REFEREED PRESENTATION, Cotton, A, and Zimmerman-Oster, K. Does Physical Fitness Serve As a Buffer Against Trauma, Illness, and Environmental Hazards in Disadvantaged Children? Paper presented at the Michigan Academy of Science, Arts & Letters Annual Conference, Alma, Michigan, March 2011.

INVITED PRESENTATION, “Using the Strategic Prevention Framework for Evaluation, Strategic Planning and Sustainability”, Michigan Office of Drug Control Policy, SPF-SIG Training, August and September 2010.

Selected Honors:

OUTSTANDING RESEARCH - Third Annual Detroit Mercy Faculty and Student Research Symposium and Poster Fair – CLAE Award \$50 Gift Card (given to students) - “A Qualitative Meta-Analysis of Greenleaf Servant Leadership Research,” April, 2009.

OUTSTANDING EFFORT TO IMPROVE THE HEALTH OF THE COMMUNITY AWARD - Henry Ford Hospital School Health Team, for teaching and peer leader component of the St. Thecla SMART Program (Skills Mastery & Resistance Training), August, 2008.

SCHOLAR IN RESIDENCE, “Making the Case for Leadership Education: Leadership Lessons Learned”; University of Maryland’s National Clearinghouse for Leadership Programs, 2003 National Leadership Symposium Program; University of Richmond, Jepson School of Leadership, Richmond, Virginia, July, 2003.

OUTSTANDING ASSESSMENT RESEARCH AWARD, American College Personnel Association, Commission IX Assessment for Student Development, March 2002, for: Cress, C.M., Astin, H., Zimmerman-Oster, K.A., & Burkhardt, J.C. (January, 2001). Developmental Outcomes of College Students' Involvement in Leadership Activities. *Journal of College Student Development*, Vol. 42 No.1, 15-27.

APPENDIX II**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/

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=