

# **Department of Psychology Graduate Student Handbook**

**Western Michigan University  
Effective August 2006**

The requirements for the graduate degree programs of the Psychology Department at Western Michigan University are described in this manual. Detailed requirements are included for programs in Behavior Analysis, Clinical and Industrial/Organizational Psychology.

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## **I. GENERAL DESCRIPTION**

The master's and doctoral-level programs in psychology are designed to provide professional preparation in psychology for persons interested in assuming positions in academic institutions, research, human resource and performance management, mental health service delivery or community service. The program objectives include requirements in basic principles, theory, research methodology, systems management, and legal and ethical service delivery. The programs encourage student involvement in instructional programming, the delivery of service in community agencies and the conduct of laboratory and community based research. Department faculty are committed to quality education for the student, and the betterment of the Department through the continued evaluation of its instructional programs and academic policies. The goals of the Department are intended to be coordinated with, and supportive of, the professional and academic mission of Western Michigan University. Program activities are coordinated with various community agencies, providing continual interaction between the Department and community settings.

The Department of Psychology at Western Michigan University has a pervasive behavioral orientation which is reflected in the content of its courses, and the application of the scientific principles of the discipline to societal problems. Each program requires a set of core courses and experiences that promote the application of behavior analysis in the personal and professional environments of the student.

The granting of a graduate degree in Psychology by Western Michigan University is not considered a basic right for all students admitted to a program. The degree must be earned by each student. It is incumbent upon each student to demonstrate competence within each aspect of the role of professional psychology. This burden goes well beyond passing courses, and the act of matriculating in a program is considered evidence of an agreement to accept this burden. The burden is on the student to prove mastery of each aspect of the competence required in the student's area of specialty, and not on the faculty to prove lack of mastery.

It is the policy and commitment of the Department of Psychology not to discriminate on the basis of race, sex, age, color, national origin, height, weight, marital status, sexual orientation, religion, handicap or Veteran status in its educational programs, students programs, admissions, or employee policies. The Department of Psychology complies with all requirements of the Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Amendments, Executive Order 11246 as amended, and Section 504 of the Rehabilitation Act of 1973, and all other pertinent state and federal regulations.

## **II. ADMISSION**

### **A. STANDARDS OF PROFESSIONAL CONDUCT**

#### **1. Rationale**

Becoming a professional psychologist requires that the candidate acquire more than academic knowledge and practical skills. The psychologist must be prepared to assume a coherent professional role defined by a clear code of ethics, standards for training and provision of psychological services, various Federal and state laws and rules, and policies of relevant professional associations.

#### **2. Standards**

Students are expected to behave in a manner which enhances, and not devalues, the profession. One student's misconduct diminishes not only the previous good work of the student, but also the accomplishments of other students, faculty, and the profession as a whole. All graduate students in Psychology will be expected to abide by policies stipulated in the Graduate Catalog under "Student Academic Rights and Responsibilities," the WMU Student Code, the Human Subjects Institutional Review Board Policy, Institutional Animal Care and Utilization Policy <<http://www.wmich.edu/research/sitemap.html>> and other policies set forth by the University and the Psychology Department. Also, all students will be expected to abide by the Code of Ethics of the American Psychological Association (see Appendix A) and other ethical codes relevant to the student's specialization (e.g., National Association of School Psychologists, Association for Behavior Analysis: International, Association for the Advancement of Behavior Therapy). Students are expected to learn and comply with various Federal and state laws and rules that govern the rights of pupils in education, patients in mental health settings, clients in various social service agency settings, and other legal requirements relevant to the student's practice of psychology. Students are expected to learn and comply with laws and rules governing certification or licensing of psychologists in the state in which the student engages in the practice of psychology.

### **3. Procedures**

When issues of professional misconduct arise with respect to a graduate student in Psychology, the Psychology Department empowers the Departmental Graduate Training Committee to initiate investigations of allegations in accord with judicial policies detailed in the WMU Student Code (Article V) and recommend a course of action to the Department faculty. Allegations of student professional misconduct should be directed to the Chair of the Psychology Department and the Chair of the Graduate Training Committee. The Chair of the Graduate Training Committee will inform the student of the investigation and the nature of the allegations. During the course of the investigation, the student may continue to take courses and work on program requirements; however formal award of credits toward the degree may be withheld pending the outcome of the review.

### **4. Consequences**

The Departmental Graduate Training Committee has the right to recommend to the faculty that formal approval of further program requirements be withheld until such time as the student can resolve the misconduct allegations to the satisfaction of the Department and other relevant concerned parties. Prior to the Departmental Faculty arriving at a judgment regarding the validity of the allegations and the appropriate disciplinary action, the student will be offered the opportunity to appear before the Committee and the Faculty to defend himself/herself against the allegations. The Departmental Graduate Training Committee is empowered to recommend to the faculty a range of actions in disciplining students engaging in professional misconduct. These include, but are not limited to, dismissal from the Psychology Department Graduate Program.

## **B. ADMISSION PROCESS**

### **1. Master of Arts Program**

- (a) Submission of a completed Psychology Department application to the Psychology Department by January 20 for Fall acceptance.
- (b) Submission of a completed graduate admission application to the Office of Admissions and Orientation by January 20 (including an autobiography of at least two typewritten pages) and official transcripts of all courses taken beyond high school, including the degrees earned.
- (c) Attainment of a point-hour ratio of at least 3.25 for all graduate work undertaken beyond the bachelor's degree. The student who has a bachelor's degree and less than twenty hours of completed graduate work needs an overall 3.00 point-hour ratio in undergraduate work and a 3.25 for all completed graduate work.
- (d) Submission of four letters of recommendation from persons acquainted with the applicant's academic career by January 20.
- (e) Attainment of satisfactory verbal and quantitative scores on the Graduate Record Examination are mandatory for admission to the graduate program in Psychology. The documentation must be in each applicant's file by January 20.
- (f) Admission by the University.
- (g) Admission by written consent of a Psychology department program area committee, and the departmental Graduate Training Committee.

### **2. Doctoral Program**

- (a) Submission of a completed Psychology Department application to the Psychology Department by January 20 for Fall acceptance.
- (b) Submission of a completed graduate admission application to the Office of Admissions and Orientation (including an autobiography of two typewritten pages) and official transcripts of courses taken beyond high school.
- (c) Attainment of a grade point-hour ratio of at least 3.25 for all graduate work undertaken beyond the bachelor's degree. A student having a bachelor's degree and less than twenty hours of completed graduate work needs an overall 3.00 point-hour ratio in undergraduate and a 3.25 for in graduate work.
- (d) Submission of four letters of recommendation from persons acquainted with the applicant's academic career

- (e) Attainment of satisfactory verbal and quantitative scores on the Graduate Record Examination are mandatory for admission to the graduate program in Psychology. The documentation must be in each applicant's file by January 20.
- (f) Admission by the University.
- (g) Admission by written consent of a Psychology department program area committee, and the Departmental Graduate Training Committee.

## **C. ADMISSION PROCEDURES**

### **1. Master of Arts Program**

Applicants are accepted into the Master of Arts program by the Program Area Committee in the student's area of specialization (e.g., behavior analysis, industrial/organizational psychology). While acceptance is completed by a written agreement of the program area committee, final approval is the responsibility of the Graduate Training Committee. Each admitted student will be assigned an advising committee composed of a faculty member who is approved to serve as the M. A. advisor, and two faculty sponsors who are members of the graduate faculty.

### **2. Doctoral Program**

Applicants are accepted into the doctoral program by a Program Area Committee in the student's area of specialization (e.g., behavior analysis, clinical psychology, school psychology). This committee is responsible for assigning a Dissertation Committee for each admitted student. The Dissertation Committee is composed of a minimum of two faculty who are approved to serve as doctoral chairpersons, and one faculty sponsor who is a member of the graduate faculty. A fourth member is added to this Committee with approval of the Graduate College upon the student's achievement of candidacy status and prior to the acceptance of the dissertation proposal. Approval by the fourth member is not required for entrance into the program. While acceptance into the Department is completed by a written agreement of the program area committee, final approval is the responsibility of the Department Graduate Training Committee.

The faculty member agreeing to serve as the dissertation chairperson (advisor) does so with the understanding that he/she will assume all responsibilities for the student's academic and professional advising, as well as the primary supervision of any research requirements, including the doctoral dissertation, and the comprehensive examination. The faculty member serving as first sponsor does so with the understanding that he/she will assume the responsibility of the chairperson in the chairperson's absence or if a new chairperson is required. The first sponsor must be an approved doctoral chairperson.

The faculty member serving as second sponsor does so with the understanding that he/she will provide academic and professional support as requested by the doctoral student. The second sponsor must be a member or associate member of the graduate faculty.

The Dissertation Committee represents the student's personal education committee, and these three individuals assume the primary responsibility for the development and guidance of the student's career in the doctoral program at Western Michigan University.

Students who are admitted to the doctoral program before completion of the Master of Arts degree must complete the Master of Arts degree (with thesis) within one calendar year of the semester in which they have been accepted to the program.

## **D. ADMISSION CRITERIA FOR GRADUATE PROGRAMS**

The Psychology Program Area Committees review all applications to the doctoral and masters programs and make acceptance recommendations to the Department Graduate Training Committee. Minimum criteria for admission to the programs are: (1) A combined (Verbal and Quantitative) Graduate Record Examination score of 900, with no sub score below 400 for the Behavior Analysis programs. The Clinical, I/O and School programs require a minimum combined GRE score of 1000 with no subscore below 500. (2) A minimum undergraduate GPA of 3.00; (3) A minimum grade of B in each graduate psychology course and an overall grade point average of 3.5 in graduate courses and practica; (4) Strong letters of recommendation; (5) Available positions in the program. Meeting or exceeding these criteria qualifies the applicant for review but does not guarantee admission to the department or any of its programs.

## **E. SELECTION QUOTAS—DOCTORAL PROGRAMS**

Each member of the Department faculty approved as a doctoral chairperson may accept two doctoral students for matriculation in any one academic year. This quota may not be increased or revised when students change advisors or when a chairperson fails to use the maximum number of acceptances during a given academic year. The Department Graduate Training Committee may alter this quota if the change is appropriate to the mission of the program.

A doctoral chairperson may serve as the dissertation chairperson for no more than six doctoral students. Once filled, a doctoral position may be vacated only through graduation, termination or formal resignation by the student. The expiration of the seven year limitation for the completion of a degree is considered to be equivalent to a resignation.

There are two situations where doctoral students do not count towards the selection quotas described above. Students who are accepted into the doctoral program without having completed the requirements of a masters degree (or its equivalent), will be considered to be masters students and will not be counted towards the doctoral student quota. When such students complete the requirements of a masters degree in psychology or when two calendar years have passed since his/her matriculation in the program (whichever comes first), those students will be counted as doctoral students for the purposes of the above described faculty selection quotas. Additionally, doctoral students who are enrolled for a doctoral internship and have completed all program requirements with the exception of the dissertation defense, will not be counted towards the doctoral student selection quota during the year of their internship. Students who are completing an internship but have not completed all program requirements with the exception of the dissertation defense will continue to count towards the selection quotas described above. After a student completes an internship, that student will again count as a doctoral student for purposes of selection quotas until such time that the student graduates with his/her doctoral degree or vacates the doctoral position through the processes described above.

Each member of the Department faculty approved as a doctoral chairperson is entitled to sponsor four students for matriculation during each academic year (a combination of 1<sup>st</sup> and/or 2<sup>nd</sup> sponsor) and may sponsor a maximum of twelve students. Each member of the Department faculty who is a member or associate member of the graduate faculty is entitled to add two sponsorships during each academic year and may sponsor a maximum of twelve students concurrently.

## **III. GENERAL GRADUATE PROGRAM REQUIREMENTS**

### **A. THE GRADUATE COLLEGE**

Each of the doctoral programs offered by Western Michigan University involves three or more years of study and fulfillment of the Residency Requirement (described below) which involves completion of at least an academic year or two consecutive semesters of full-time study on the campus.

Each student's program is planned by a committee selected in consultation between the student and the graduate advisor of the program in which the student wishes to study. A student is expected to register for at least 86 hours of graduate level work while completing his or her program. The exact distribution among courses, seminars and research will depend upon the program and will vary from one student to another. Each program, however, will contain a significant amount of research and each student will be required to register for and prepare a dissertation for 15 hours of graduate credit.

A student is expected to select and complete courses for two appropriate research tools. The decision regarding the selection of pre-approved research tools must be made by the student and his or her advisor. If the student wishes to request that certain courses (other than pre-approved courses) count toward the research tool requirement, then the departmental petition process should be followed (see the "Criteria for Evaluation, Procedures and Forms, Course Substitution" section of this handbook for more details on the petition procedure). Competency in language, statistics and computer programming has been established for each program and approved by the Graduate Studies Council. A minimum grade of "B" is required in all graduate course work.

A student is allowed a period of seven years from the date of admission to complete all the requirements for the degree. Under extenuating circumstances, an extension may be granted by The Graduate College.

A student is expected to pass examinations established by the unit in which he or she is studying. In all cases, these examinations will include a comprehensive examination of the subject matter areas included in the student's program of study and a final oral examination.

### **B. THE DEPARTMENT OF PSYCHOLOGY**

The degree programs leading to the Master of Arts, and/or the Doctor of Philosophy in Psychology are designed to provide intensive training in Applied Behavior Analysis, Clinical Psychology, or Industrial/Organizational Psychology. These are

research degrees for persons intending to assume leadership roles in behavioral programming, teaching, health service delivery, performance management, and research in a variety of professional and academic settings.

In addition to meeting the entrance requirements of the Graduate College, applicants are expected to show evidence of interest in, and aptitude for conducting research in behavior analysis. While the programs are open to students with a Bachelors or a Master of Arts degree in general psychology, the research emphasis of these programs are particularly appropriate for persons with training and experience in Behavior Analysis. Graduate Students receive a personal appointment to a program chairperson and two faculty sponsors in an apprenticeship role to guide the development of the student in the research and instructional programs of the Department and the University.

Research activity of the graduate student is continuous throughout the program and is encouraged through participation in the apprentice research program, completion of a six credit hour master's thesis, the completion of a fifteen credit hour doctoral dissertation and the presentation of these data at a public meeting. Announcement of the doctoral oral exam is published in the Western Michigan University News prior to the scheduled date.

In addition to the formal coursework, research activity, and professional experience, the student is required to demonstrate competence with two research tools selected from the following: **(1) Research development, design, implementation, and interpretation; (2) Clinical trials; (3) Language, and/or (4) Computer programming.** The doctoral candidate will also demonstrate ability to interpret, integrate and discuss the research data in his/her area of concentration by: a) the satisfactory completion of a comprehensive examination in an area of psychology to be designated in consultation with his or her committee and b) the preparation of a scholarly literature review in the doctoral dissertation.

For students wishing to meet requirements for licensure in Michigan, a Clinical Psychology Program is offered. This includes a 500 clock hour master's practicum and a 2000 clock hour pre-doctoral internship in an approved health care setting supervised by a Michigan Licensed Psychologist or the equivalent, as determined by the Michigan Psychology Licensing Board. The Behavior Analysis masters program offers a limited license track option. For program course options see individual program descriptions, and a copy of the rules for licensure.

#### **IV. MASTER'S PROGRAM REQUIREMENTS**

##### **A. GENERAL PROGRAM OUTLINE**

###### **1. Instructional Competencies**

See sections B - D below for specific masters program requirements.

**Notice: The specific program requirements published herein were in effect as of 8-15-00. Because program requirements are revised frequently, check with the Graduate Training Secretary for the latest version.**

###### **2. Research Requirements**

- (a) Master's Thesis: The completion of a master's thesis is a formal requirement of some of the Graduate Programs in Psychology. The description here is appropriate for doctoral applicants as well as students intending to complete only the requirements of a Master of Arts degree. The Master of Arts degree thesis is recognized as the first major and independent academic achievement of a graduate student's career. The thesis represents a creative research effort which should advance the student's knowledge, skill, and understanding in research methodology. While the thesis experience is intended to produce a contribution to the professional literature, its primary purpose is to provide an opportunity for the student to develop initial competency in research methodology and to begin the establishment of an area of expertise within the discipline. The thesis is not intended to be as extensive as a doctoral dissertation, and one thesis may vary from another in purpose, length, and complexity as appropriate to the career goals of the student and as agreed upon by the student's advisor and Thesis Committee. The thesis should be written in a scholarly form according to The Publication Manual of the American Psychological Association, and the Guidelines for the Preparation of Theses, Projects, and Dissertations (published by the Graduate College). All aspects of the thesis must meet the requirements of the Graduate College and be acceptable to the three members of the student's Thesis Committee. The thesis should include a clear statement of purpose, documented by an appropriate review of the literature, a description of the experimental procedure which allows replication of the study, a clear and appropriate presentation of the data, and a discussion of the obtained data which integrates the findings with the research literature presented in the introduction. An approved thesis which constitutes a descriptive study is expected to provide a scholarly proposition supported by research data, logical argumentation and to be presented in an organized format which facilitates the analysis of the problem area under study.
- (b) Master's Thesis Process: The following steps must be followed to complete a master's thesis:



- (i) Proposal: A written proposal will be submitted to the chair of the student's program committee. If the proposed thesis is a research study, the proposal will include a review of the literature, a statement of the research problem, a rationale for the research, a detailed methods section, a results section that describes how the data will be analyzed, and a reference list. The proposal will be written according to the standards described in the latest edition of The Publication Manual of the American Psychological Association, and the Graduate College Guidelines for the Preparation of Theses, Projects and Dissertations that can be obtained from the campus bookstore. If the thesis has a theoretical contribution, the proposal should identify the topic area and the scope of the proposed work. The proposal should be of sufficient detail and include sufficient references to allow the Thesis Committee Chair to determine the relevance and value of the topic selected. The Chair will evaluate the proposal with respect to: the scholarly contribution of the thesis to the field, methodology, style (APA and Graduate College Guidelines), grammar, and structure. The Chair will notify the student of any revision requirements within two weeks of receiving the proposal. After satisfaction of the Chair, a copy of the written proposal will be distributed to each committee member. The committee members will notify the student of any revision requirements within two weeks of receiving the proposal. The proposal must satisfy all of the committee members before the student does any further work.
- (ii) Registration: The student must file a signed Permission to Elect form and receive approval from The Graduate College prior to registering in thesis credits. Once registration has begun, the student is required to maintain continuous thesis enrollment until the document is fully approved by the department and The Graduate College.
- (iii) HSIRB: For research involving human subjects, the research will be reviewed and approved or exempted by the Western Michigan University Human Subject Institutional Review Board (HSIRB) before the research is started. Policies and application materials can be accessed via the Internet at <http://www.wmich.edu/research/sitemap.html>
- (iv) IACUC: For research involving non-human subjects, the research will be reviewed and approved or exempted by the Western Michigan University Institutional Animal Care and Use Committee (IACUC) before the research is started. Policies and application materials can be accessed via the Internet at <http://www.wmich.edu/research/sitemap.html>
- (v) Deviations: If any major deviations from the proposal are required, the student will meet with the committee members to inform them of the required changes and to obtain their approval.
- (vi) Revisions: The student will submit the completed thesis to the Chair of the thesis committee. The chair will provide the student with a list of any required revisions within two weeks of receiving the thesis draft. After the student has revised the thesis to the satisfaction of the chair and considers it to be in final form, a copy of the thesis will be distributed to each committee member. The committee members will notify the student of any revision requirements within two weeks of receiving the thesis.
- (vii) Oral Defense: When no further changes are required by the committee, the student is ready for the oral defense of the thesis and may schedule the oral defense. Because many faculty members are not employed by the university during summer I and summer II semesters, students are strongly urged to schedule the thesis orals during the fall and winter semesters. The student will obtain agreement from all committee members with respect to the date and time of the oral defense. The Psychology Department Graduate Training Secretary will schedule the oral defense. **The oral defense must be scheduled through the Graduate Training Secretary at least 10 working days in advance of the defense date.**
- (viii) Defense Approval: If, in the opinion of all of the members of the committee, the oral defense is acceptable, the members of the committee will sign the oral defense approval form and the thesis approval form.

### 3. Practicum and Internship Requirements

The jobs and duties of Master of Arts level psychologists are quite varied. So too, are the activities for which practicum credit is given within the Psychology Department's master's programs. Direct client contact is the major defining characteristic of appropriate practicum activities. The client contact should involve a significant behavior analysis and behavior change component, and may occur within the context of service delivery, administration, consultation, program development, program evaluation, staff training, or similar activities.

- (a) Definition of Practicum (PSY 599): The primary purpose of a practicum experience is training as opposed to service delivery. Practica are more specialized than internship experiences in terms of populations, settings and procedures. Supervisors for practica may be either university faculty and/or agency professionals. One supervisor is assigned primary responsibility for the trainee. All practica must include a written evaluation of the trainee submitted to the Graduate Training Committee in order for that experience to count within the master's program.
- (b) Practicum Procedures: Master's practicum activities must be approved in advance by the student's program committee. Satisfactory completion of these hours must be accompanied by evaluation forms from the student and the practicum/internship/field experience supervisor. If a site is not on a previously approved list of sites, a petition must be submitted to the master's program committee prior to enrolling in or completing the activity.

#### 4. Candidacy Status

The Graduate Student Permanent Program/Candidacy form (available through the Registrar's Office) must be submitted the semester in which the student completes 9 credit hours at WMU and prior to the registration of the final 6 credit hours at WMU. The student's advisor must approve, sign, and forward the form to the Graduate Training Secretary. Each Graduate Student Permanent Program will be reviewed by the program committee and signed prior to the Department Chair's signature. The Office of Graduation Auditing will audit and have final approval of the program upon application by the student for graduation.

#### 5. Graduation

- (a) Completion of a minimum of thirty-six hours of courses, seminars, research, and other requirements including six hours of thesis credit with an overall point-hour ratio of at least 3.00.
- (b) Students will be allowed a period of six years from the date of admission to complete all degree requirements. Under extenuating circumstances, additional time may be allowed by the Graduate College.
- (c) Consultation with the Thesis Advisor or Administrative Assistant for Graduate Programs in the Graduate College before registering for Master's Thesis (6 hrs.) in order to be informed about the regulations pertaining to the preparation of the manuscript.
- (d) Approval of the thesis by the program committee, composed of three representatives of the graduate faculty from within the Psychology Department. The thesis must be in a form acceptable to the Psychology Department and the Graduate College. In writing his/her thesis, a student should consult the most recent edition of the Guidelines for the Preparation of Theses, Projects, Dissertations (published by the Graduate College and available at the Campus Bookstore), and Publication Manual of the American Psychological Association .
- (e) Satisfactory performance on the oral defense of the thesis.

Note: You must apply for graduation one semester prior to semester of intended graduation.

#### B. BEHAVIOR ANALYSIS MASTER'S PROGRAM

The Master of Arts Degree Program in **Behavior Analysis** prepares students for doctoral study or for work at the MA level with individuals and organizations in developmental disabilities, mental illness, substance abuse, community mental health, education, government, business, and industry. A minimum of 36 semester hours is required, and a minimum grade of *B* is required in all course work in the program.

##### *Undergraduate Preparation:*

An undergraduate major in Psychology is preferred; a minimum of 18 hours in Psychology is required for admission. These hours must include:

- (a) An introductory course in Statistics. The equivalent course at Western Michigan University is **PSY 300**.
- (b) A minimum of 8 hours in both Experimental and Applied Behavior Analysis including laboratory and field experience. Equivalent courses at WMU include **PSY 330, PSY 357, or PSY 360, PSY 377, and PSY 460**.

Students whose academic backgrounds do not contain preparatory experiences will be required to remediate program deficits through completion of **PSY 510** and additional course work. Specific courses will be determined in conference with the student's advisor. Generally, such remedial work will be in addition to the minimum of 36 hours for the completion of the Master of Arts degree.

##### **Requirements:**

##### **Area I: Principles of Learning and Motivation (3 hours)**

- **PSY 6100** Conditioning and Learning

##### **Area II: Theoretical Issues in Behavior Analysis (3 hours)**

- **PSY 6760** Skinner's Recent Writings

##### **Area III: Professional Issues (3 hours)**

The student will be familiar with current issues in assessment, behavioral theory, and ethics.

- **PSY 6970 Professional & Ethical Issues in Psychology**

**Area IV: Behavioral Approaches to Individual and Systems Management (3 hours)**

- **PSY 6510** Applied Behavior Analysis: A Systems Approach
- **PSY 6650** Behavioral Approaches to Treatment

**Area V: Cognates (0-3 hours)**

The course must be relevant to the student's career goals as a behavior analyst and approved by the student's advisor prior to enrolling in that course. This can be a course from outside the Psychology Department.

**Area VI: Research Methods (6 hours)**

- **PSY 6080** Current Research in Applied Behavior Analysis
- **PSY 6340** Introductory Statistics

**Area VII: Master's Thesis or Project (6 hours)**

The student can select to do either a traditional Master's Thesis or an approved Master's Project. The student will develop, implement, and conduct research or a project in behavior analysis. In the case of the thesis the student will effectively communicate the data and the interpretation of the data in a written document of publishable quality. Furthermore, the student will defend the research design and the interpretation of the data to a thesis committee. In the case of the project, the student will present a summary of the activities and results in writing and orally, at the discretion of the student's committee.

- **PSY 6970** Applied Behavior Analysis MA Project
- **PSY 7000** Master's Thesis

**Area VIII: Behavioral Analysis: Theory and Application (6-9 hours)**

**Behavior Analysis**

- **PSY 5600** Behavioral Medicine
- **PSY 5620** Management of Health-related Behaviors
- **PSY 5970** and **PSY 6970** Advanced Behavioral Seminars
- **PSY 5950** History of Psychology
- **PSY 6090** Advanced Seminar in Applied Behavior Analysis
- **PSY 6110** Experimental Analysis of Behavior
- **PSY 6120** Advanced Physiological Psychology
- **PSY 6130** Behavioral Pharmacology and Toxicology
- **PSY 6140** Motivation and Emotion
- **PSY 6680** Analysis and Treatment of Developmental Disabilities
- **PSY 6700** Basic Behavioral Processes and Their Applications
- **PSY 6710** Higher-order Behavioral Processes and Their Applications
- **PSY 6740** Verbal Behavior
- **PSY 6760** Skinner's Recent Writings

**Industrial/Organizational**

- **PSY 6440** Personnel Training and Development
- **PSY 6450** Psychology of Work
- **PSY 6510** Systems Analysis
- **PSY 6520** Behavioral Systems Analysis

**Clinical**

- **PSY 5260** Human Drug Use and Abuse
- **PSY 6330** Marital Therapy
- **PSY 6640** Behavior Therapy
- **PSY 6650** Behavioral Approaches to Treatment
- **PSY 6660** Family Therapy
- **PSY 6690** Child Behavior Therapy
- **PSY 6860** Behavior Assessment

**Area IX: Professional Experience (0-9 hours)**

The practicum must be relevant to the student's career goals as a behavior analyst and approved by the student's advisor prior to enrolling in the practicum.

- **PSY 5990** Practicum

### **C. INDUSTRIAL/ORGANIZATIONAL MASTER'S PROGRAM**

The Master's Degree Program in Industrial/Organizational Psychology prepares students, through a combination of classroom training and practicum, for human resource management positions in business, government and human service organizations. Students may elect a program of study that enables them to practice immediately upon graduation, or enter a Ph.D. program for advanced study.

The Master's Degree Program in Industrial/Organizational Psychology prepares students, through a combination of classroom training and practicum, for human resource positions in business, government and human service organizations. Students may elect a program of study that enables them to enter the work force after graduation, or enter a Ph.D. program for advanced study. Information about the program and faculty can be obtained from the following web site: [www.wmich.edu/psychology](http://www.wmich.edu/psychology).

Graduates are qualified to fill a variety of jobs in organizations, including positions concerned with personnel training, productivity, safety and quality improvement, personnel selection, organizational development, and human resource management. Positions are usually found in personnel departments within organizations or in consulting firms. Starting salaries for individuals with a master's degree usually range from \$35,000-\$40,000, although consulting firms may offer higher salaries. A master's degree is usually required for the types of positions described above. A Ph.D. is not necessary for many positions, although it enhances job opportunities, particularly in consulting.

The program provides training in specific content courses (e.g., training and development) as well as in general analytic strategies (e.g., systems analysis). The psychological basis of the program is behavior analysis. Thus, environmental-change strategies for the management of human performance are emphasized throughout the curriculum.

An undergraduate major in psychology is preferred, and a minimum of 15 undergraduate credit hours in psychology and 3 hours of statistics is required. Students without a background in behavior analysis should take Psy 510, Advanced General Psychology, during their first semester. Psy 510 may be used as an elective cognate. Preferred qualifications include a minimum GPA of 3.0 and minimum scores of 500 on the Verbal and Quantitative sections of the GRE. Letters of reference, a statement of academic interest and professional goals will also be assessed.

Students are admitted once a year. The application deadline is January 20, for enrollment the following fall semester.

Students must complete a minimum of 36 credit hours with a minimum grade of B in each course. Depending upon their career objectives, students may conduct a master's thesis or participate in a professional practicum (minimum of 200 hours) in combination with an advanced project.

Course-work is divided into six competency areas including: Industrial/Organizational; Behavior Principles; Behavioral Systems Analysis; Methodology; Research Methods and Applications; and Elective Cognates.

#### **COMPETENCY I: INDUSTRIAL/ORGANIZATIONAL: 9 CREDIT HOURS**

PSY 643 Personnel Selection and Placement.  
PSY 644 Personnel Training and Development.  
PSY 645 Psychology of Work.

#### **COMPETENCY II: BEHAVIOR PRINCIPLES: 3 CREDIT HOURS**

PSY 610 Experimental Analysis of Behavior.

#### **COMPETENCY III: BEHAVIORAL SYSTEMS ANALYSIS: 6 CREDIT HOURS**

PSY 651 Applied Behavior Analysis: A Systems Approach.  
PSY 652 Advanced Systems Analysis.

#### **COMPETENCY IV: METHODOLOGY: 6 CREDIT HOURS**

PSY 634 is required for all students. PSY 608 is required for students who conduct a master's thesis. Students who elect the combined practicum and project option instead of the master's thesis option must select one of the other courses listed in addition to PSY 634.

PSY 634 Experimental Design and Analysis I.  
PSY 635 Correlation and Regression.  
PSY 636 Experimental Design and Analysis II.

**COMPETENCY V: RESEARCH METHODS AND APPLICATIONS: 6 CREDIT HOURS**

The student may select either PSY 700 or PSY 599 COMBINED WITH PSY 697.

PSY 700 Master's Thesis.

PSY 599 Practicum in Psychology.

PSY 697 Advanced Project Industrial/Organizational Psychology.

**COMPETENCY VI. ELECTIVE COGNATES: 6 CREDITS**

Electives may be taken within the Psychology Department or in other departments, however, all electives must be approved by the student's major advisor and by Industrial/Organizational Psychology Program Committee in advance.

**V. DOCTORAL PROGRAM REQUIREMENTS**

**A. GENERAL PROGRAM OUTLINE**

**1. Instructional Competencies**

See sections B - D below.

**Notice: The program requirements published herein were in effect as of 8-08-02. Because program requirements are revised frequently, check with the Graduate Training Secretary for the latest version.**

**2. Research Requirements**

- (a) **Apprentice Research:** The apprentice research requirement can be fulfilled through a variety of activities. The requirement is designed to introduce the student to research activity early in his/her program. This may be accomplished through involvement in on-going research such as participation in data collection or analysis, manuscript development or other research related activity. To indicate that this requirement has been met, the advisor should place a letter in the student's file stating how and when the research experience was accomplished.
- (b) **Master's Thesis:** The completion of a Master of Arts thesis is a formal requirement of the Graduate Program in Psychology, although the description here is appropriate for doctoral applicants as well as students intending to complete only the requirements of a Masters degree. The thesis is recognized as the first major and independent academic achievement of a graduate student's career, and represents a creative research effort which should advance the student's knowledge, skill, and understanding in research methodology. While the thesis experience is intended to produce a contribution to the professional literature, its primary purpose is to provide an opportunity for the student to develop initial competency in research methodology and to begin the establishment of an area of expertise within the discipline. The thesis is not intended to be as extensive as a doctoral dissertation, and one thesis may vary from another in purpose, length, and complexity as appropriate to the career goals of the student and as agreed upon by the student's advisor and Thesis Committee. The thesis should be written in a scholarly form according to the guidelines described in Section IV., "Master's Program Requirements."
- (c) **Doctoral Dissertation:** The doctoral dissertation is intended to be the major academic achievement of the doctoral student's career at Western Michigan University. The dissertation represents a creative research effort which should advance knowledge in an area of the discipline. The findings of this research should be compiled in a scholarly form which meets the requirements of the Graduate College and is acceptable to the student's Dissertation Committee.  
The defense of the dissertation consists minimally of a public oral presentation before the Dissertation Committee and with other members of the Psychology Department and University community in attendance. This examination may be scheduled only after promotion to Candidacy and must be announced by the Graduate College through appropriate media at least ten working days prior to the date of the oral examination. While the oral and written style of presentation may vary depending upon the topic and the emphasis of the student's research, the final written dissertation must meet all of the requirements of the Graduate College.
- (d) **Dissertation Process:** The following steps must be followed to complete a doctoral dissertation:
  - (i) **Proposal:** A written proposal will be submitted to the chair of the Dissertation Committee. If the proposed dissertation is an empirical research study, the proposal will include a review of the literature, a statement of the research problem, a rationale for the research, a detailed methods section, a results section that describes how the data will be analyzed, and a reference list. The proposal will be written according to the standards described in the latest edition of The Publication Manual of the American Psychological Association and the

Graduate College Guidelines for the Preparation of Thesis, Projects and Dissertations that can be obtained from the Graduate College. If the dissertation is to be a theoretical contribution, the proposal should identify the topic area and the scope of the proposed work. The proposal should be of sufficient detail and include major references to allow the Committee Chair to determine the relevance and value of the topic selected. The chair will evaluate the proposal with respect to: the scholarly contribution of the dissertation to the field, methodology, style (APA and Graduate College Guidelines), grammar, and structure. The Chair will provide the student with any required revisions within two weeks of receiving the proposal. After satisfaction of the Chair, a copy of the written proposal will be distributed to each committee member. The committee members will provide the student with any required revisions within two weeks of receiving the proposal. The proposal must satisfy all of the committee members before the student does any further work.

- (ii) Registration: The student must file a signed Permission to Elect form and receive approval from The Graduate College prior to registering in thesis credits. Once registration has begun, the student is required to maintain continuous thesis enrollment until the document is fully approved by the department and The Graduate College.
  - (iii) HSIRB: For research involving human subjects, the research will be reviewed and approved or exempted by the Western Michigan University Human Subject Institutional Review Board (HSIRB) before the research is started.
  - (iv) Deviations: If any major deviations from the proposal are required, the student will meet with the committee members to inform them of the required changes and to obtain their approval.
  - (v) Revisions: The student will submit the completed dissertation to the Chair or the Dissertation Committee. The Chair will provide the student with a list of any required revisions within two weeks of receiving the dissertation draft. After the student has revised the dissertation to the satisfaction of the Chair and considers it to be in final form, a copy of the dissertation will be distributed to each committee member. The committee members will provide the student with any required revisions within two weeks of receiving the dissertation.
  - (vi) Approval: When no further changes are required by the Committee, the committee members will sign an approval form indicating that the student is ready for the oral defense of the dissertation and may schedule the oral defense.
  - (vii) Oral Defense: Because many faculty members are not employed by the university during summer I and summer II semesters, students are strongly urged to schedule the dissertation orals during the fall and winter semesters. After obtaining the signatures of all committee members on the approval form and obtaining agreement from all committee members with respect to the date and time of the oral defense, the student will give this form to the Psychology Department Graduate secretary who will schedule the oral defense. The oral defense will be scheduled at least 10 working days in advance. It will be publicized in the Western Michigan University News and other appropriate university publications. The oral defense cannot be scheduled during semester breaks or when the university is not officially in session. An abstract of the dissertation must also be sent with the oral exam announcement to the Graduate College representative at least 10 days prior to the scheduled date of the oral defense.
  - (viii) Approval: If, in the opinion of all of the members of the committee, the oral defense is acceptable, members of the committee will sign the oral defense approval form.
- (e) Dissertation Style: The dissertation is a formal presentation and must be written according to the standards described in the latest edition of the Publication Manual of the American Psychological Association, and in Guidelines for the Preparation of Thesis, Projects and Dissertations (published by the Graduate College and available from the Campus Bookstore). The dissertation, as a scholarly contribution to the discipline, should include a well documented introduction to the research problem, a comprehensive review of the literature, a complete description of the methodology that allows replication, a clear and appropriate presentation of the data and a discussion of the results that integrate the obtained data with the previous research cited in the introduction.

The Department encourages publication of the doctoral dissertation and endeavors to facilitate publication through the use of the American Psychological Association style manual; however, neither the need for publication nor the style manual format should be used to defend undue brevity or failure to discuss all of the theoretical and methodological issues as would be expected in a scholarly activity. The manual serves only as a writing guide; all aspects of the research from the proposal to its presentation must be approved by the four members of the student's Dissertation Committee.

### **3. Practicum and Internship Requirements**

The jobs and duties of Ph.D. level psychologists are quite varied. So too are the activities for which practicum credit is given within the Department's doctoral programs. Direct client contact is the major defining characteristic of appropriate practicum activities. The client contact should involve a significant behavior analysis and behavior change component. The client contact may occur within the context of service delivery, administration, consultation, program development, program evaluation, staff training, or similar activities.

(a) Definitions:

- (i) Practicum (PSY 599/699): The primary purpose of a practicum experience is training as opposed to service delivery. Practica are more specialized than internship experiences in terms of populations, settings and procedures. Supervisors for practica may be university faculty and/or agency professionals. One supervisor is assigned primary responsibility for the trainee. Practica must include a written evaluation of the trainee submitted to the Graduate Training Committee and the Graduate College in order for that experience to count within the doctoral program.
- (ii) Professional Field Experience (PSY 712): The primary purpose of the Field Experience is service delivery as opposed to training in specific psychological techniques. Focus is on integrating many previously learned skills into a coherent professional role within the usual operating constraints of a service agency. Supervision and daily activities are under the direction of the assigned agency supervisor. One supervisor has primary responsibility for the trainee, although the trainee may rotate roles and/or supervisors within the agency.
- (iii) Internship (PSY 724): The 2000 clock hour internship experience is required for students in the clinical program and others wishing to prepare for licensure in the State of Michigan. All internships must include a written evaluation, submitted to the Department Graduate Training Committee and Graduate College before such experience may be counted as part of the doctoral program requirements.
- (iv) Licensing Law: Michigan law currently requires that a student complete 2,000 clock hours of professional internship in an organized health care setting meeting the approval requirements of the licensing board. Those electing the licensing option should enroll in PSY 724. Care must be exercised in selecting the appropriate internship site, as not all available sites are acceptable to the licensing board. The student and the Dissertation Committee should work together when planning the option for licensing. Although the Psychology Department will assist the student in obtaining an internship site and a licensed psychologist as a supervisor, primary responsibility falls upon the student to apply for, arrange supervision of and complete experiences under this requirement. The written evaluation of this 2,000 hour experience must conform to board requirements in terms of specific duties performed, number of hours directly supervised by a licensed psychologist and number of hours indirectly supervised, as well as evaluation of the quality of the performance.

(b) Procedures:

- (i) Doctoral practicum activities must be approved in advance by the student's Dissertation Committee. Satisfactory completion of these hours must be accompanied by evaluation forms from the student and the practicum/internship/field experience supervisor. If a site is not on a previously approved list of sites, a petition must be submitted to the Department Graduate Training Committee prior to enrolling in or completing the activity.
- (ii) A student may petition any practicum credit taken at the Master's level.
- (iii) Individuals who are employed in a professional setting with an M.A. in Psychology may petition to have that experience apply toward the Ph.D. practicum requirement. Since such individuals are normally remunerated, each clock hour of practicum activity credited requires two clock hours of full-time employment.

#### 4. College Teaching

The purpose of this competency requirement is to provide the graduate with skills in the area of college instruction including instructional design and a supervised teaching experience. The design component is accomplished by participating in PSY 690, while the practicum can be completed in connection with PSY 691. These courses are offered in sequence only once a year. PSY 690 is usually offered in the summer and PSY 691 in the fall. These courses should ordinarily be taken in the second or third year, following completion of a large share of the basic competencies. The intent of these courses is to provide the student with a setting in which behavioral aspects of instructional design are used to develop a course from initial identification of course content and procedures to the final instruction of that course. College level courses intended to meet this competency must have many or all of the behavioral characteristics of effective instruction and include a contingency management system. College teaching experience submitted in lieu of this two course sequence must be approved by the Department Graduate Training Committee.

(a) PSY 690: College Teaching Seminar: The general objectives of PSY 690 are to:

- (i) Have the student demonstrate competence in the application of behavior principles to instructional design and general educational technology.
- (ii) Outline procedures for the initial planning and preparation for teaching.
- (iii) Review the various stages of instructional design.
- (iv) Present strategies for student motivation and classroom management.
- (v) Provide alternative procedures for evaluation and modification of teaching.

(vi) Design a college level course based on the above objectives.

(b) PSY 691: College Teaching Practicum: Students enrolling in the practicum, PSY 691, are scheduled to teach a course for which they have primary responsibility for total instruction. This responsibility involves course content, course design, materials preparation, and student evaluation. The general objectives of PSY 691 are to allow the student under approved supervision, to:

- (i) Demonstrate competencies in college instruction by teaching a course for which prime responsibility is assigned to the student. Teaching responsibility involves both management and delivery tasks.
- (ii) Attend and participate through oral and written activity in a weekly seminar held concurrently with the teaching assignment.
- (iii) Provide on-going and terminal outcome data to demonstrate the successful completion of the teaching requirement.

## 5. Two Research Tools

Research tools are designed to provide the candidate with a proficiency in a restricted content area that is essential to the development, implementation, interpretation and dissemination of research. In general, this proficiency is defined by the completion of 5-6 credit hours of course work within a specific academic context. Courses used to fulfill a research tool requirement may be used to fulfill other requirements within the program. The two research tools must be approved by the Department Graduate Training Committee which specifies the criteria of proficiency, although proficiency is usually considered as a minimal grade of B in required course work. Listed below are examples of approved research tool areas, although the specific selection would be dictated by the research interest of the candidate and approved by the Graduate Training Committee.

(a) Communication Skills

- (i) Foreign Language: Satisfied by demonstrating reading proficiency as demonstrated by scoring at the 50<sup>th</sup> percentile or above on the Foreign Language competency Exam or passing with a grade of B the second of a two course sequence in the reading knowledge of a language.
- (ii) English Variants: Satisfied by demonstrating competence in American Sign Language through accepted testing procedures or by completion of a two course sequence in Braille or American Sign Language with a grade of B or better. Other communication methods may also be considered by the committee.

(b) Data Evaluation

- (i) \*Computer Programming: Satisfied by completing 5-6 credits in computer usage (minimum grade of B):
  - CS 306 Introductory Programming: FORTRAN
  - CS 309 Introductory Programming: ALGOL
  - CS 501 Computer Concepts for Public Administrators
  - CS 502 Intro Microcomputer Concepts for Teachers
  - CS 503 Programming the Microcomputer for Teachers
  - CS 504 Advanced Microcomputer Concepts for Teachers
  - CS 542 Data Based Management Systems
  - BIS 362 Advanced COBOL

\*Note: The computer courses may not be subdivided to fulfill the requirements of two tools. A petition must be submitted to the Graduate Training Committee prior to registering for computer classes outside the listed pre-approved area.

- (ii) by demonstrating competency in Computer Usage.
- (iii) Statistics: Satisfied by completion of 6 hours of advanced statistics:
  - PSY 634 Advanced Statistics
  - PSY 636 Experimental Design
  - PSY 635 Correlation Methods
  - PSY 637 Advanced Data Analysis.

(iv) Research Design and interpretation

- PSY 608 Research Methods in Applied Behavior Analysis
- PSY 609 Advanced Seminar in Behavior Analysis Research
- PSY 636 Experimental Design



## 6. Scholarly Activities

Additional requirements include the preparation of a scholarly literature review as part of the dissertation and the satisfactory completion of one comprehensive examination. The delineation of the topic and scope of these activities is primarily the responsibility of the doctoral student in consultation with his or her Dissertation Committee. Approval is required by the student's Dissertation Committee.

- (a) **Review Paper:** A scholarly review of literature related to the student's dissertation topic is to be included either as a chapter or as an appendix in the student's dissertation. The review must be a comprehensive and scholarly treatment of a literature related to the dissertation research. Like other parts of the dissertation, the literature review should be prepared according to the guidelines of the current edition of the Publication Manual of the American Psychological Association with deviations allowed only as required to meet Graduate College Guidelines for the Preparation of Theses and Dissertations and approved by the student's Dissertation Committee.
- (b) **Comprehensive Examination:** The comprehensive examination is designed to provide an opportunity for the student to demonstrate proficiency in an area of study within Psychology. The student, in conference with the Dissertation Committee, should define an area of the research and professional literature which is appropriate for intensive study. Academic competence in this area may then be demonstrated by the completion of an essay examination, which is read and evaluated by the Dissertation Committee and one independent reader selected by the Dissertation Committee from members of the graduate faculty, or the fourth member of the Dissertation Committee as approved by the Graduate College. The completed examination and the approval form signed by the four readers is placed in the student's doctoral file. While the members of the Committee may obtain counsel and advice from other members of the academic community, each committee member is responsible for reading and evaluating the comprehensive examination. Procedures for the conduct of the Comprehensive Examination include the following steps (see Figure 1):

- (i) **Submission:** The doctoral student must submit to his/her Dissertation Committee a written proposal which identifies the topic or topics to be examined and a list of readings associated with each topic. If the student wishes, sample questions may be included in the proposal.
- (ii) **Review:** The student's Advisor and Dissertation Committee should then review the proposal and accept, reject or modify the proposal to the satisfaction of all committee members. In altering the proposal, the Committee may delete, supplement or propose new areas of concentration.

If a committee member lacks expertise in the area of the proposed comprehensive examination, he/she may request replacement by another member of the Graduate Faculty for the limited purpose of evaluating the comprehensive exam. The temporary replacement must be approved by all members of the student's committee.

- (iii) **Student Reaction:** The student must then be given the opportunity to react to the Committee's recommendations. If acceptable, an examination date should be set. If not acceptable, the student should arrange a meeting with the Committee to propose and negotiate changes until there is mutual agreement. The Graduate Training Secretary, the testing supervisor, must be notified one week in advance to make arrangements for the date, time and place of the exam.
- (iv) **Question Construction and Submission:** Once the examination date is set, the committee chairperson must construct the examination and seek feedback and/or additions from the dissertation committee. The examination should consist of 4 or more questions. The committee chairperson will give the testing supervisor the test questions.
- (v) **Completion of Examination:** Completion of the approved examination should require approximately four hours but not more than six hours of effort. The examination may be administered in two sessions of up to three hours per session, with a break for lunch, providing that the student does not have access to examination questions prior to beginning each separate examination session. The student is required to write the examination in a supervised setting and the session is considered to be a closed- book examination.

**Handwritten procedures:** After completing the exam, the testing supervisor will photocopy the original written exam and file in student's permanent file. The student then produces a typescript of this exam from the photocopy of the original. The typescript version is then submitted to the advisor who must certify the typescript for correspondence with the original version prior to circulating the exam to committee members for evaluation. Discrepancies beyond minor punctuation and spelling changes will be treated as an act of academic dishonesty and will result in automatic failure of the comp exam and other disciplinary action as deemed appropriate.

**Computer procedures:** The testing supervisor will check your memory and disks to be sure they are blank previous to beginning the exam. Upon completion and during the break, the student should hand in a hard copy to the testing supervisor.

- (vii) **Exam Scoring:** The examination is read and evaluated by three committee members and the fourth person (either a committee member or a non-committee member). The results should be returned to the chairperson within two weeks from the date of the examination.
- (viii) **Scoring of Questions:** Each question is to be scored as “pass” or “fail.” Only those answers that approximate the quality and completeness expected of advanced graduate students on a similar essay question should be scored as “passing”. In order to pass the comp exam, no single question may be scored as “fail” by more than one examination reader. That is, a student is considered as having failed the comp exam when two or more readers rate the same question(s) as “fail.”
- (ix) **Rewrites:** If the student fails one or two exam questions, the failed questions may be rewritten one time following the process described above, and this rewrite must occur within **90 days**. If the student fails to pass any exam question on the rewrite, the entire comp exam must be rewritten within 90 days of the second failure (see Second Chance, below), using different exam questions over a different topic.
- (x) **Second Chance:** If the student fails more than two exam questions on the first examination, the entire comp exam must be rewritten within 90 days of the failure, using different exam questions over a different topic. If the student fails 1 or 2 rewritten questions (see Rewrites, above), the student may also elect to retake the examination.
- (xi) **Re approval:** If the student fails two or more exam questions on the second administration of the exam, the Graduate Training Committee must decide whether to approve further examination.
- (xii) **Communication of Results:** The dissertation chairperson meets with the student and reports the results; the student may request to meet with other members of the Committee. The results of the examination are conveyed to the Department Graduate Training Committee by the dissertation chairperson on the appropriate form. A copy of the examination is placed in the student’s file.
- (xiii) **Exam Location:** All competency examinations must be taken on campus under the supervision of department faculty and/or staff and may not be taken at remote sites.
- (xiv) **Petitions to substitute a scholarly publication for the comp exam:** The comprehensive examination requires the student to demonstrate proficiency in an area of study in psychology. Although proficiency is usually demonstrated by the aforementioned testing procedure, a student may petition his or her committee to allow that student to demonstrate such proficiency through the publication of scholarly writings. To request this alternative to the standard comprehensive examination, the student should submit to his or her dissertation committee a standard petition form to which the student attaches copies of one or more articles or other publications with appropriate citations. In reviewing the petition, the committee should consider all the following evaluative criteria: a) the article(s) should demonstrate proficiency in an area of study that displays substantial breadth; b) the area of demonstrated proficiency should be related to the discipline of psychology; c) the article(s) should represent a scholarly contribution to the discipline as evinced by publication or acceptance into a reputable peer reviewed journal; d) there should be clear demonstration that the student has made substantial contribution to the preparation of the article(s) (e.g., be listed as first author); and, e) there should be minimal overlap between the student's thesis and dissertation topics and area of proficiency demonstrated in the article(s). Examples of acceptable scholarly publications include first-authored discussion articles, literature reviews, and research articles. Non-examples include published abstracts, brief (e.g., 3-4 pages) commentaries, and book/software reviews. The student's dissertation committee may reject the petition based on criteria above and beyond the aforementioned criteria. The student's dissertation committee may request that the student present an oral presentation of the topic represented by the petition and answer questions posed by the dissertation committee before making a final judgment as to the status of the student's petition. A petition to substitute a scholarly publication for the comp exam must be accompanied by a memorandum of support signed by all members of the student's dissertation committee.
- (xv) **Comprehensive Examination Substitution Policy for Behavioral Analysis doctoral students**  
Petitions to substitute a scholarly publication for the comp exam:  
The comprehensive examination requires the student to demonstrate proficiency in an area of study in psychology. Although proficiency is usually demonstrated by the aforementioned testing procedure, a student

may petition his or her committee to allow that student to demonstrate such proficiency through the publication of scholarly writings. To request this alternative to the standard comprehensive examination, the student should submit to his or her dissertation committee a standard petition form to which the student attaches copies of one or more articles or other publications with appropriate citations. In reviewing the petition, the committee should consider all the following evaluative criteria: a) the article(s) should demonstrate proficiency in an area of study that displays substantial breadth; b) the area of demonstrated proficiency should be related to the discipline of psychology; c) the article(s) should represent a scholarly contribution to the discipline as evinced by publication or acceptance into a reputable peer reviewed journal; d) the student should be listed as first author and, e) there should be minimal overlap between the student's thesis and dissertation topics and area of proficiency demonstrated in the article(s). Examples of acceptable scholarly publications include first-authored discussion articles, literature reviews, and research articles. Non-examples include published abstracts, brief (e.g., 3-4 pages) commentaries, and book/software reviews. A submitted or funded grant proposal to a federal granting agency may be considered for a comp exam substitution. The narrative portion of the grant proposal must constitute an in depth review of relevant literature with a minimum length of 10 single-spaced pages. If the grant is not funded, evidence must be documented that a highly favorable review was received from the granting agency. Approval of petitions for grant proposals as comp exam substitutes is at the discretion of the dissertation committee. **A grant proposal may be based on a student's dissertation topic.** The student's dissertation committee may reject the petition based on criteria above and beyond the aforementioned criteria. The student's dissertation committee may request that the student present an oral presentation of the topic represented by the petition and answer questions posed by the dissertation committee before making a final judgment as to the status of the student's petition. A petition to substitute a scholarly publication for the comp exam must be accompanied by a memorandum of support signed by all members of the student's dissertation committee.

**7. Residency Requirement**

The residency requirement for doctoral programs at Western Michigan University stipulates that “two consecutive semesters must be spent in full-time study on campus.” Traditionally, this requirement is interpreted as an opportunity for the student to gain full exposure to the research and instructional facilities of the University coordinated by the guidance of the graduate faculty. The requirement is meant to provide an opportunity for study, reflection, and scholarly achievement in an atmosphere which does not conflict with the responsibilities of full-time employment. The requirement is not meant to interfere, however, with the realization of a professional career through concurrent enrollment at the University and involvement in service, research, and the professional concerns of a psychology service facility.

The residency requirement for the doctoral program in Psychology is certified by the Psychology Department Graduate Training Committee. This certification is based on judgmental criteria and extended to each doctoral student who has been involved in the Department for a minimum of one academic year after acceptance into the Doctoral program. To qualify for residency, the student must be actively involved in the Department and complete two consecutive semesters of full-time study, the requirements of which vary depending on the semester type and whether the student has an assistantship.

During the Fall and Winter semesters, full-time study is considered to be enrollment in 9 credit hours for students without an assistantship, and 6 credit hours for students with an assistantship. For summer I and summer II semesters, full-time study is considered to be enrollment in 6 credit hours for students without an assistantship, and 3 hours for students with an assistantship. Some of the following combinations are possible:

FALL:	9 hrs	SUMMER I:	6 hrs	SPRING	9 hrs
SPRING:	9 hrs	SUMMER II:	6 hrs	SUMMER I:	6 hrs
		FALL:	9 hrs	SUMMER II:	6 hrs

Students enrolled in courses in this Department during both the Fall and Winter semesters who are not at the same time employed at a psychological service facility which requires research and practicum activities of the professional psychologist may also meet this requirement. The degree to which a student's professional and academic activities may deviate from the clearly stipulated standard of full-time study and still meet the residency requirement for the program will be determined by the Graduate Training Committee on an individual basis.

The criteria to be used in this judgment will be the degree of the student's involvement in the academic program of the University as reflected by course enrollment, research participation, practicum activity, and scholarly writing. The interpretations of the criteria will remain sufficiently flexible for the benefit of the individual student, but will remain stringent enough to assure the integrity of the Doctoral program.

**8. Promotion**

Students in the doctoral program are evaluated by the Department Graduate Training Committee for purposes of promotion within the program as specified in the Graduate Catalog. The student is nominated for promotion by the Doctoral Dissertation Chairperson by the submission of a form to the Graduate Training Committee. Final approval is granted by formal vote of the Department faculty. Names of applicant nominees will be provided to the faculty one week prior to the scheduled vote. The faculty decision is communicated to the student and the Graduate College by the chairperson of the Department Graduate Training Committee. Applicancy Status, the first step for advancement in the doctoral program, must be achieved in order to attempt advanced work in the program, including competency exams and review paper.

- (a) Applicancy Status: Criteria for being awarded status as an applicant include:
  - (i) An overall point-hour ratio of 3.25 in all graduate work completed.
  - (ii) Appointment of a Dissertation Committee.
  - (iii) A written decision by the Department that the student should be permitted to continue his/her study toward a doctoral degree.
  - (iv) An approved master's thesis.
  - (v) A student admitted with less than 20 hours of graduate study may request status as an applicant after completing two full semesters of graduate work on campus or twenty semester hours of graduate work beyond those accumulated at the time of admission, whichever comes first.
  - (vi) A student admitted with more than twenty hours of graduate study may request status as an applicant after completing one full semester of graduate work on campus or forty semester hours of graduate work, whichever comes first.
  - (vii) Fourth Committee Member: Shortly after a doctoral student achieves Applicancy Status, a fourth member of the graduate faculty from a department other than Psychology or a recognized member of the profession outside the immediate academic community is added to the Committee.
- (b) Candidacy Status: The student is nominated for promotion to Candidacy by the Department Graduate Training Committee. The candidate must meet these requirements:
  - (i) An overall point-hour ratio of 3.25 in all graduate work completed.
  - (ii) Completion of all basic course requirements with a minimum grade of B in all courses.
  - (iii) Completion of the research tool requirements.
  - (iv) Successful completion of the comprehensive examination.
  - (v) Endorsement by the Dissertation Committee of the plan for the student's dissertation.
  - (vi) Appointment of a fourth committee member.

## **9. Graduation**

- (a) Completion of a minimum of eighty six hours of courses, seminars, research, and other requirements including fifteen hours of dissertation with an overall point-hour ratio of 3.25.
  - (b) Three years of study, one of which must meet the University residency requirement.
  - (c) Students will be allowed seven years from the date of admission to complete all the requirements for the degree. Under extenuating circumstances, the Graduate College may be petitioned for an extension of the seven year limit.
  - (d) Consultation with the Dissertation Advisor or Administrative Assistant for Graduate Programs in the Graduate College before registering for Doctoral Dissertation (15 hrs.) in order to be informed about the regulations pertaining to the preparation of the manuscript.
  - (e) Approval of the dissertation by the Dissertation Committee, composed of three representatives of the graduate faculty from within the Psychology Department and one representative of the graduate faculty from outside the Department. The dissertation must be in a form acceptable to the Psychology Department and the Graduate College. In writing the dissertation, a student should consult the most recent edition of the Guidelines for the Preparation of Theses, Projects, Dissertations (published by the Graduate College and available from the campus bookstore) and the Publication Manual of the American Psychological Association.
  - (f) Satisfactory performance on the oral defense of the dissertation.
- Note: You must apply for graduation one semester prior to the intended semester of graduation.

## **B. BEHAVIOR ANALYSIS DOCTORAL PROGRAM**

### **I. CORE COURSES (25 hrs.)**

#### **Area 1: Applied Behavior Analysis (6 hrs.)**

609 Advanced Seminar in ABA Research (*required*)

*(one of the following)*

651 ABA: A Systems Approach

665 Behavioral Approaches to Treatment

**Area 2: Experimental Analysis of Behavior (6 hrs.)**

610 Conditioning and Learning

611 Current Research in EAB

**Area 3: Conceptual & Theoretical Issues (6 hrs.)**

671 Complex Behavioral Processes & Their Applications

674 Verbal Behavior

676 Skinner's Behaviorism

**Area 4: Research Methods & Statistics (6 hrs.)**

608 Research Methods in ABA

634 Introductory Statistics

**Area 5: Professional Issues (3 hrs.)**

697 Professional & Ethical Issues In Psychology

**II. ELECTIVE COURSES (24 hrs.)**

**Area 6: Behavior Analysis Electives (12-30 hrs.)**

540 Psychology of Safety

560 Behavioral Medicine

597/697 Advanced Seminars (up to 6 hrs.)

613 Behavioral Pharmacology & Toxicology

617 Applied Behavior Analysis in Education

644 Personnel Training and Development

645 Psychology of Work

651 ABA: A Systems Approach

652 Systems Analysis

664 Behavior Therapy

665 Behavioral Approaches to Treatment

668 Analysis and Intervention in Dev. Disabilities

669 Child Behavior Therapy

671 Complex Behavioral Processes & Their Applications

674 Verbal Behavior

676 Skinner's Behaviorism

686 Advanced Behavioral Assessment

690 Behavioral Approaches to Training and Education

**Area 7: Cognates (0-12 hrs.)**

595 History of Psychology

612 Advanced Physiological Psychology

620 Analysis of Abnormal Behavior

643 Personnel Selection and Placement

636 Experimental Design & Analysis II

697 Developmental Psychopathology

697 Social & Cognitive Development of Children

The student can select from courses not listed above or from courses offered outside of the Psychology Department. These courses must be relevant to the student's career goals as a behavior analyst and approved by the student's advisor prior to enrolling in the course.

**III. RESEARCH & PRACTICAL EXPERIENCE (27 hrs.)**

**Area 8: Master's Thesis or Project (6 hrs.)**

697 ABA Project

700 Master's Thesis

**Area 9: Professional Experience (6-12 hrs.)**

The student who does not do a master's thesis will need to do the equivalent before enrolling in PSY 730. This research would be evaluated by a three-person committee of the department faculty. The student may enroll in 6 credits of PSY 710 for this research.

- 547 Practicum in Organizational Performance Improvement
- 599 Practicum
- 691 College Teaching Practicum
- 710 Independent Research
- 712 Professional Field Experience
- 695 Doctoral Internship in Applied Behavior Analysis (1 cr)

**Area 10: Doctoral Dissertation (15 hrs.)**

- 730 Doctoral Dissertation

**Area 11: Research Tools**

The student will demonstrate a working knowledge of two research tools.

*Method of Evaluation:* Satisfactory completion of course work and/or a clear demonstration of competence in tool use. Research tools should be selected in conference with the student's advisor. Details about the petition procedure required to substitute courses for pre-approved research tool courses can be found in the “*Criteria for Evaluation, Procedures and Forms, Course Substitution*” section of this handbook).

**Area 12: Professional and Scholarly Activity**

*Method of Evaluation:* The student will complete a six-hour examination prepared by his or her doctoral committee. The area of study is defined by the student in consultation with his or her advisor and dissertation committee.

*Note:* a course cannot satisfy more than one requirement in Areas 1-7)

## **C. CLINICAL PSYCHOLOGY DOCTORAL PROGRAM**

### **INTRODUCTION                      INTRODUCTORY CORE**

(3 Hours)                      Students entering the doctoral program are expected to be reasonably informed about Measurement, Behavioral Theory, Professional Ethics, and current issues in Clinical/Community Psychology. The following three sources are required.

PSY 697: Professional & Ethical Issues In Psychology                      3 cr.

### **COMPETENCY I                      CLINICAL COMMUNITY FOUNDATIONS**

(21 hours)

(3 hours)                      A.                      Experimental Foundations

The student will cite and interpret research topics from the literature of the experimental analysis of behavior. The student should select one course from the following:

PSY 610: Conditioning and Learning                      3 cr.

PSY 611: Current Research in Experimental Analysis                      3 cr.

(6 hours)                      B.                      Individual Differences

The student will cite, interpret, and discuss the basic concepts of individual differences and apply this knowledge to a variety of service delivery situations. The student should sign up for both courses.

PSY 620:                      Analysis of Abnormal Behavior                      3 cr.

PSY 697:                      Advanced Topical Studies in Psychology                      3 cr.  
(Developmental Psychopathology)

(3 hours)                      C.                      Cognitive Basis of Behavior

The student will cite, interpret, and discuss theoretical issues in the cognitive basis of behavior and apply this knowledge to a variety of service delivery situations. The student should select one course from the following:

PSY 674:	Verbal Behavior	3 cr.
PSY 658:	Social and Cognitive Development in Children	3 cr.

(3 hours) D. Biological Basis of Behavior

The student will cite and interpret the physical, biological, and pharmacological changes that produce alterations in behavior. The student should select one course from the following:

PSY 526:	Human Drug Use and Abuse	3 cr.
PSY 612:	Advanced Physiological Psychology	3 cr.
PSY 613:	Behavior Pharmacology and Toxicology	3 cr.
PSY 697:	Advanced Topical Studies in Psychology (NeuroPsychology)	3 cr.

(3 hours) E. Social Foundations and System Analysis

The student will develop, implement, and evaluate various social, organizational, educational, and service delivery programs according to a system analysis approach. The student should select one course from the following:

PSY 651:	Applied Behavior Analysis: A Systems Approach	3 cr.
PSY 574:	Cross Cultural Psychology	3 cr.
PSY 658:	Social and Cognitive Development in Children	3 cr.
*	Social and Cognitive Development can count <u>either</u> for the social requirement <u>or</u> the cognitive requirement, but <u>not</u> both.	
SWRK 630:	Social Change/Comm Analysis	3 cr.
SWRK 631:	Human Behavior Social Environment	3 cr.

(3 hours) F. History

The student will examine the historical antecedents of current theories of behavior.

PSY 595:	History of Psychology	3 cr.
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COMPETENCY II      METHODOLOGY

(6 hours) The student will implement and interpret the statistical analysis of data. The following two courses are required:

PSY 608:	Research Methods in ABA	3 cr.
PSY 634:	Advanced Statistics	3 cr.

COMPETENCY III      CLINICAL CORE

(21 - 22 hours) The student will cite, interpret, and practice various clinical assessment and therapy approaches, and discuss the application of these approaches to the solution of a variety of Psychologically based clinical and societal problems.

(10 hours) A. Assessment

The three courses below are required.

PSY 681:	Personality Assessment	4 cr.
PSY 688:	Advanced Behavioral Assessment	3 cr.
	Intellectual Assessment (either of these three course will count).	
A. PSY 683:	Cognitive/Intellectual Assessment	3 cr.
B. CECP 650:	Assessment II (Intellectual)	3 cr.
C. CECP: 651:	Personality Assessment	3 cr.

(11-12 hours) B. Therapy

PSY 659:	Treatment of Anxiety Disorders	3 cr.
PSY 661:	Psychotherapy: Theory and Methods - <b>Required</b>	3 cr.
PSY 663:	Marital Therapy	3 cr.
PSY 664:	Behavior Therapy - <b>Required</b>	3 cr.
PSY 665:	Behavioral Approaches to Treatment	3 cr.
PSY 666:	Family Therapy	3 cr.
PSY 668:	Analysis & Treatment of Developmental Disabilities	3 cr.
PSY 669:	Child Behavior Therapy - <b>Required</b>	3 cr.
PSY 697:	Treatment of Sexual Problems	3 cr.
PSY 697:	Clinical and Experimental Hypnosis	2 cr.

#### COMPETENCY IV RESEARCH

(21 hours) The student will develop, implement, and conduct research and effectively communicate the data and the interpretation of the data in a written document of publishable quality. Furthermore, the student will present the findings and defend the research design at the time of the oral examination. Prerequisite: master's thesis

PSY 700:	Master's Thesis	6 cr.
PSY 730:	Doctoral Dissertation	15 cr.

#### COMPETENCY V PRACTICUM AND INTERNSHIP

(20-31 hours) The student will complete two practicum experiences over a three year period. In the typical case, Practicum I is to be completed in the Psychology Clinic and will take place over two academic years. Practicum II will be completed in one or more community agencies and will generally take place in the fourth year (except for students entering with a MA degree).

PSY 698:	Clinical Practicum in Psychology I (Prerequisites: PSY 664 and PSY 669)	12 cr.
PSY 699:	Clinical Practicum in Psychology II (Prerequisite: PSY 698)	7cr.
PSY 732:	Doctoral Clinical Internship	1-10 hrs

Students are expected to apply to internships that are APA approved. Before an internship placement is made, the Psychology Department requires from the internship site provide a training document that spells out what is expected of the intern in terms of clinical skills, professional knowledge, previous practicum experience, and what the site will provide in terms of types of duties, hours spent in duties, supervision, and adjunctive training opportunities. The purpose of the internship is to develop competency beyond that which the student has already acquired.

For approval of an internship site, the following criteria will be given careful consideration.

1. Provides contact with a variety of clients and/or patients.
2. Provides supervision by several psychologists with appropriate professional credentials.
3. Provides adjunctive training, such as in-service programs, case conferences, professional seminars, library facilities.
4. Provides for collaborative work with other psychology interns and representatives of other disciplines.
5. Provides a range of professional activities, such as assessment, therapeutic interventions, consultation, supervision, program evaluation, research.
6. Provides opportunity for the development and practice of professional skills compatible with the behavioral and cognitive behavioral orientation of the clinical Psychology training program.
7. Availability of other disciplines – social workers, etc.

#### COMPETENCY VI COMPREHENSIVE EXAMINATION

The student will demonstrate the ability to interpret, integrate, and discuss the research data and the application procedures of behavior therapy and clinical Psychology in a scholarly manner. This examination must receive satisfactory completion including rewrites within 3 months of initial sitting.

Previous course work, professional experience, and library facilities serve as the basis for the development and execution of this requirement.

Method of Evaluation: The student will complete the examination prepared by the doctoral committee in one primary area of study. The area of study is defined by the candidate in consultation with the student's advisor and the dissertation committee as a reading list of academic texts and professional journals.

Criterion: Completion of an examination, 4-6 hours taken within a contractual period specified by mutual consent of the student and the dissertation committee.

#### COMPETENCY VII RESEARCH TOOL

(12 hours)

(first 6 hours completed in Comp II) A research tool may consist of two methodology/statistics courses including the basic program requirements (e.g. PSY 608, PSY 634). The second research tool must be selected from those available more generally in Departmental doctoral programs and described in the "Doctoral Program Requirements." These courses may be taken within the Psychology Department or from another department if approved by the student's advisor and the



Clinical Committee. Courses within the Department of Psychology which qualify as fulfilling this research tool include two from among the following:

PSY 635: Correlation and Regression Analysis  
PSY 636: Experimental Design and Analysis (II)  
PSY 637: The Design and Analysis of Quasi-experiments  
And Observational Studies

It is possible that a student may take one course from among the above listed options and one from another department in fulfilling this research tool requirement, with the approval of the advisor and the Clinical Committee.

Method of Evaluation: Satisfactory completion of the required courses and a clear demonstration of competence in tool use in the preparation, implementation, and dissemination of research data. Research tools should be selected in conference with the student's dissertation committee.

Criterion: Completion of the paper and recommendation of a grade of "Satisfactory" by the dissertation committee

## **VII. ADMINISTRATIVE STRUCTURE**

### **A. FACULTY**

The quality, diversity and complexity of the program within the department is dependent upon the expertise, creativity, and dedication of its faculty. The department seeks to recruit persons with the expertise required to support the teaching and instructional programs and to facilitate the research enterprise of its members. While the University distinguishes between graduate and undergraduate faculty, the Department tends to recruit only those persons who meet the University requirement for membership on the graduate faculty. The Department expects a graduate faculty member to develop at both the graduate and undergraduate level in his/her area of expertise, to conduct research and/or academic inquiry in a chosen area of psychology, to be actively involved in the professional and academic community, and finally to stimulate academic inquiry, promote research, and supervise the practicum activity of doctoral students. The department has developed a graduate program in which students are accepted in an apprenticeship role by a three person committee. The intent of the procedure is to set the occasion for a faculty member to meet with each of his/her students regularly to discuss the student's research and academic program. The advisor and the members of the Dissertation Committee are considered the students' primary advisors on all academic, research and professional matters during the student's tenure at Western Michigan University.

### **B. ADMINISTRATIVE COMMITTEES**

#### **1. The Department Graduate Training Committee**

The doctoral program is administered by a standing committee, the members of which are elected by the Department for a three year period. The Committee, comprised of four department faculty, who are approved doctoral chairpersons, supervises all aspects of the program. The Committee is responsible for the admission and retention of all students in the program and must certify the progress of each student throughout the various stages of the program. The Committee is also responsible for assigning and approving the college teaching activities, for approving professional field experiences, for approving research tool requirements, supervising the human subjects policy and for granting waivers/substitutions for various requirements. In some instances, the Graduate Training Committee may fulfill the roles stipulated for the Doctoral Teaching Committee, the Doctoral Practicum Committee, and the Doctoral Research Tool Committee (see 2,3 and 4 below). The Graduate Training Committee chairperson is elected by the members of the Graduate Training Committee for a three year term.

#### **2. Doctoral Teaching Committee**

The teaching requirements of the doctoral program, PSY 690 and PSY 691, are supervised by the Doctoral Teaching Committee, a sub-committee of the Department Graduate Training Committee. The Committee chairperson and two additional members are appointed by the Graduate Training Committee for a three year term. This committee is responsible for supervision of the teaching practicum and seminar, although it is not responsible for the daily supervision of the teaching activities of each student enrolled in the teaching practicum. Any faculty member approved as a member of the graduate faculty may supervise the teaching practicum of a doctoral student, although the student is expected to participate in the teaching seminar (Psychology 691) supervised by the Teaching Committee. The College Teaching committee is also responsible for the evaluation of the teaching experience and recommending of competency certification for the teaching requirements.

### **3. Doctoral Practicum Committee**

The Practicum Committee, a sub-committee of the Graduate Training Committee, supervises all practicum requirements within the doctoral program. The Committee is responsible for determining competencies and recommending approval of the practicum activities. The committee chairperson and two additional members are appointed by the Graduate Training Committee for a three year term.

### **4. Doctoral Research Tools Committee**

The course requirements and competency criteria for the two research tool requirements in the doctoral program are reviewed by a doctoral chairperson appointed by the Department Graduate Training Committee. This person is responsible for the definition of the requirements and the consideration of the methods for the demonstration of this competency as defined by the University. He/she recommends tool approvals to the Department Graduate Training Committee.

### **5. Doctoral Dissertation Committee**

The student's Doctoral Dissertation Committee consists of at least four persons, who are approved members of the graduate faculty.

- (a) An advisor: Approved Doctoral Chairperson.
- (b) 1<sup>st</sup> Sponsor: Approved Doctoral Chairperson.
- (c) 2<sup>nd</sup> Sponsor: A member of the Graduate Faculty.
- (d) Fourth member: A person outside the Psychology department from within or outside the University and approved by the Departmental Graduate Training Committee and the Graduate College.

Each Doctoral Dissertation Committee must be approved by the Graduate College. The committee is arranged by formal agreement to accept the applicant in the program and assumes responsibility for the student's academic career at Western Michigan University. The fourth member is appointed to the Committee following the student's promotion to Applicancy Status. The Committee provides general academic advising, supervises the completion of the two competency examinations, supplies editorial consultation for the review paper, assists in arranging for the practicum activity, research involvement and teaching experience and finally, provides the major source of academic leadership in the conduct of all aspects of the dissertation. This Committee represents the primary source of professional guidance and academic support for students in the doctoral program.

## **C. PROGRESS REVIEWS AND RETENTION**

The Departmental Graduate Training Committee reviews the progress of each student in each doctoral program at least once per year and sends a letter, with a copy for the student and to his/her doctoral advisor commenting upon progress or lack of progress in the program and calling attention to any special concerns of the committee. Additional annual reviews may be conducted by the Program Committees. Student's admitted to the doctoral programs in Psychology are expected to progress through their course of study at a reasonable rate. The Graduate College has a seven-year limit for degree completion after which work accumulated on the degree program becomes invalid. To encourage students to progress at a timely rate, students and their advisors are required to submit program completion plans annually to the Department Graduate Training Committee following the first full year of study. Students showing no documented progress in the program for one calendar year are subject to the following policy:

Students actively enrolled in one of the Psychology doctoral programs are urged to set graduation goals following the first full year of study. This proposed schedule must be communicated to the Graduate Training and Dissertation Committees in writing. If, in the annual review of graduate students, the Department Graduate Training Committee finds a lack of progress for one calendar year, the student and advisor will be notified in writing of that observation and asked to respond with a statement of current activities and plans for future progress. If after 30 days no response is received by the Graduate Training Committee, the student will be placed on probation and inactive status. If after one additional semester (or summer I and summer II combined) no progress is documented by the student, the student will be dismissed from the program and the advisor may take another student in that place. Once the student is dismissed, the re-admission policy and process is the same as that for a new student. This policy is consistent with the retention policy statement of the Graduate College.

The expiration of the "seven-year limit" established by the Graduate College for completion of the doctorate is equivalent to the resignation by the student. Requests for extensions for extraordinary circumstances may be considered by the Department Graduate Training Committee, and if supported, a recommendation for an extension will be submitted to the Graduate College. All extensions must be granted by the Graduate College.

## **D. ADMINISTRATIVE PROCEDURES AND PETITIONS**

### **1. Change in Masters and Doctoral Committee members.**

In general, students are encouraged to select committee members so that the interests and expertise of the committee members are compatible with the area of research that the students plans to pursue. However, there are a number of situations when the student or committee members may seek a change in the make up of a student's masters or doctoral committee. These situations include but are not limited to the following: when faculty become unavailable to participate in committee activities; when the area of research being pursued by the student changes so that it is no longer within the expertise or interest area of the committee members, or when conflict arise between students and committee member(s). Changes in masters or doctoral committee membership can be initiated by either the student or by a member of the committee. Most adjustments in committee membership can be made without controversy according to the following procedure.

- (a) Membership of a masters or doctoral committee can be changed with the signature approval of all members of the existing committee and all members of the new committee. This means that committee members can be removed from committees only with their knowledge and consent.

In some cases where a committee member is reluctant to be removed from the committee or cases where the student is having difficulty recruiting qualified members for a revised committee, the student arranges a meeting with his/her Committee to present the request for a change of advisor or a change of committee membership and to discuss the reasons for the request.

- (b) If a mutually agreeable resolution cannot be reached, the matter will be forwarded to the Program Committee or to the Graduate Training Committee. The Department Graduate Training Committee will interview the student for purposes of determining the nature of the conflict and the student's academic and professional interest. The Committee will then proceed to make a recommendation for finding an appropriate committee members or chairperson willing to assume the academic advising responsibilities for the student.

In the event that the committee member being replaced is the chair of the masters or doctoral student's committee, the first sponsor is scheduled to serve as the dissertation committee chairperson unless another chairperson is specifically designated. If a satisfactory agreement is completed, the new chairperson assumes the academic advising responsibilities, but does not assume the allocation of the student for purposes of assessing entrance quotas. Instead, the previous chairperson continues to assume the allocation for the student until the student graduates, is terminated, or formally resigns from the program.

- (c) If a satisfactory agreement with the first sponsor is not reached, the student may request that the second sponsor serve as advisor. If an agreement cannot be reached with the second sponsor or if the second sponsor is not an approved doctoral chairperson, the request for a change of chairperson will be forwarded to the Graduate Training Committee.

### **2. Change in Fourth Committee Member**

Changes in the fourth committee member are encouraged when necessary (e.g., because of a change in dissertation topic) to assure that the fourth member specializes in areas directly relevant to the student's program or to assure that the fourth member is available and able to be actively involved in the student's work.

- (a) To indicate a change, the student's Doctoral Committee Chairperson should submit a letter to the Department Graduate Training Committee. The letter must contain:
  - (i) The name, department, position and any other pertinent information about the proposed new fourth committee member.
  - (ii) An assertion that the person being replaced has been notified that he/she is being replaced.
  - (iii) A brief description of the extent of involvement the former member has had thus far in the student's program.
  - (iv) The reasons that the person is being replaced.
- (b) The Department Graduate Training Committee will review the letter and, if the request is approved, notify the student's dissertation committee chairperson and send appropriate material to the Graduate college to make the change.

### **3. Petitions for Course Substitutions, Allocations and Waivers**

While the structure of the program relates well to the background and experience of most students, special consideration may apply in individual cases. Students are urged to consult with their advisors during the planning of their programs, discussing any special needs, interests, or competencies that might be relevant. If the student believes he/she has an

alternative way of fulfilling a particular competency the student can petition. If the petition is approved by the students' dissertation committee chairperson, it is then reviewed by the Training Program Committee and eventually by Department Graduate Training. Petition forms and other forms commonly used in administration of the program may be obtained in the Psychology Department Office during business hours from the Graduate Training Secretary.

In general there are four categories of petitions relating to program competency requirements. They differ with respect to (1) whether the petition is based upon a previously taken course or upon prior academic or professional experience with no formal course credits and (2) whether the prior course or "experience" is considered equivalent to a specific course in a competency or is simply viewed as contributing generally toward the competency.

When a course was previously taken (hereafter referred to as the petitioned course) the petition is for either a (1) course substitution or (2) course allocation within a competency. Approval of a course substitution means that the petitioned course is considered equivalent to a specific course in competency (hereafter referred to as a program course) and the program course is no longer required of this student. With a course allocation the petitioned course is considered to contribute to the fulfillment of the general goals of the competency requirements. The petitioned course then counts toward the required hours in that competency, but cannot be used as a substitute for a required course in that competency. With both of these categories, approval of the petition reduces the number of credits required in the competency and, if the course was taken outside WMU., reduces the number of credits required in the program at WMU.. Note, however, that the minimum number of graduate credit hours to be taken at WMU. is 45; this requirement must be met regardless of approvals for course substitutions and allocations. Students are encouraged to petition for course substitutions and allocations prior to enrolling in the petitioned course.

When a course substitution is approved, the substituted course is listed in the students official program record with "by petition for Required Course #, date" next to it. When a course allocation is approved, the allocated course is listed in the students official program record with "by petition, date" next to it.

When a course was not previously taken but prior academic or professional experience is to be considered, the petition is for a (3) specific course waiver or for a (4) general course waiver within a competency. With a specific course waiver, the experience is considered equivalent to a program course and this course is no longer required of this student. With a general course waiver, the experience is considered to contribute to the fulfillment of the general goals of a competency area, but no program course is deleted from the requirements of that competency area. With both of these categories, the number of credits required in the competency is reduced but the number of credits required in the program at WMU is not reduced, thus allowing the student to take additional credit hours in another competency.

When a specific course waiver is approved, the required course will be listed on the students official program record with "waived by petition, date" next to it. When a general course waiver is approved, this is indicated in the students official program record by the following statement in the appropriate competency area, "Required credit hours in Competency X is reduced by X credit hours, date).

**(b) *Criteria for Evaluation, Procedures and Forms:***

All petitions must first be approved by the student's advisor and the program area committee chairperson before review by the Department Graduate Training Committee.

- (i) **Course Substitution:** The primary criterion for evaluating a course substitution petition is the equivalence between the petitioned course and the program course. This will be judged on the basis of the content, currency of information, and level of coverage of the two courses.

**PROCEDURE:** Complete a petition that identifies both the program course and the petitioned course. Include a complete description of the goals and requirements of the petitioned course (a course syllabus is ideal if available) and list the instructor, the texts required, the date taken and the university at which the course was completed. Proof of your completion of that course with a grade of B or better must be provided to the committee (e.g., transcript). If the course was taken at WMU, a statement from the WMU faculty member who is currently teaching the program course for which the substitution is proposed as to the equivalence of the topics covered in the two courses and the equivalency of the depth or level of coverage between the two courses might also be presented.

If the petitioned course is in excess of six years old, the degree to which the material covered in the petitioned course is out of date will be considered in evaluating the petition. If the student can document activities (e.g., workshops, professional practice) that would have bearing on the student's currency with respect to the topic area, that information will be taken into account in evaluating the degree to which the skills and information acquired from the petitioned course reflect current state of the art.

If the above procedures do not adequately reflect the equivalence of the two courses, the student may document the equivalence by passing the exams for the program course with a grade of B or better. This requires the permission of the instructor who is currently teaching the program course. If the exams are passed, the student should request the instructor to inform the Graduate Training Committee of this in writing.

- (ii) **Course Allocation:** The petitioned course will be revised to determine if its coverage, currency, and level of sophistication are compatible with the goals of the competency area in which the petitioned course is to be listed.

**PROCEDURE:** Prepare a petition that includes the same details and documentation as described in (i) regarding the petitioned course. The form to be used for course substitutions and course allocations is included.

- (iii) **Specific Course Waiver:** Petitions for the waiver of a program course requirement will be judged on the basis of the student's possession of knowledge and skills at a comparable level of sophistication and currency as those which would normally be acquired through taking the program course.

**PROCEDURE:** Complete a petition which specifies the program course for which a waiver is sought and completely describes the academic or professional experiences on the basis of which a waiver is sought. The level of mastery for the alternative activities should be documented.

If the basis for the waiver request involves activities completed in excess of six years prior to the petition, the degree to which the skills remain current should be documented (e.g., with proof of workshop attendance, professional practice).

If the above procedures do not adequately reflect the equivalence of the experiences and program course, the student may document the equivalence by passing the exams for the program course with a grade of B or better. This requires the permission of the instructor who is currently teaching the program course. If the exams are passed, the student should request the instructor to inform the Graduate Training Committee of this in writing.

- (iv) **General Course Waiver:** Petitions for general course waivers will be judged on the basis of the student's possession of knowledge and skills at a level of sophistication and currency compatible with the goals of the competency area in which a waiver is sought.

**PROCEDURE:** Complete a petition which describes the experiences or activities as in (iii). The request must specify the number of credit hours which should be waived and present justification for this number. Forms can be obtained from the Graduate Secretary in the Psychology Main Office.

## VIII. THE GRADUATE FACULTY

### A. *REGULAR FACULTY*

Alavosius, Mark, Assistant Professor of Psychology, Industrial/Organizational and Behavior Analysis Faculty, Ph.D., University of Massachusetts, 1987.

Alessi, Galen J., Professor of Psychology, Clinical Faculty. B.S., University of Maryland, M.A., Western Michigan, Ph.D., Maryland, 1974.

Austin, John, Associate Professor of Psychology, Industrial/Organizational and Behavior Analysis Faculty, Ph.D., Florida State University, 1996.

Baker, Lisa E., Associate Professor of Psychology, Behavior Analysis Faculty. B.A., State University of New York, Ph.D., Vanderbilt, 1989.

Carr James E., Associate Professor, Behavior Analysis Faculty. B.A. University of North Florida, Ph.D., Florida State University, 1996.

Dickinson, Alyce, Professor of Psychology, Industrial/Organizational and Behavior Analysis Faculty. B.A., Lycoming, M.A., Fairleigh Dickinson, Ph. D., Western Michigan University, 1985.

Fox, Eric. Assistant Professor of Psychology, Industrial/Organizational and Behavior Analysis Faculty, PhD. Arizona State University, (expected) 2005.

Fuqua, R. Wayne, Professor of Psychology, Behavior Analysis and Clinical Faculty, Chair of Psychology Department. B.A., M.A., Ph.D., University of Florida, 1977.

Gaynor, Scott, Assistant Professor, Clinical Faculty. B.A. Univ. of Wisconsin-Milwaukee; M.A., Ph.D. University of North Carolina, 2000.

Huitema, Bradley E., Professor of Psychology, Industrial/Organizational and Behavior Analysis Faculty. B.A., Southern Illinois, M.A., Western Michigan, Ph.D., Colorado State, 1968.

LeBlanc, Linda A., Associate Professor of Psychology, Clinical Psychology and Behavior Analysis Faculty. B.A., M.A., Ph.D., Louisiana State University, 1996.

Malott, Richard W., Professor of Psychology, Behavior Analysis Faculty. B.S., Indiana, Ph.D., Columbia University, 1963.

Mason-Hall, Tina, Assistant Professor of Psychology, Ph.D., Auburn University, 1999.

Naugle, Amy. Assistant Professor of Psychology, Clinical Psychology Faculty. B. A., University of St. Thomas, M.A., Ph.D. University of Nevada, Reno, 1999.

Pietras, Cynthia J. Assistant Professor of Psychology, Behavior Analysis Faculty Ph.D., University of Florida, 2000.

Poling, Alan, Professor of Psychology, Behavior Analysis Faculty. B.A., Alderson-Broaddus College, M.A., West Virginia, Ph.D., Minnesota, 1977.

Spates, Richard C., Professor of Psychology, Clinical Faculty, Director of Clinical Training. B.A., M.A., Western Michigan, Ph.D., Illinois, 1976.

VanHouten, Ronald, Professor of Psychology, Behavior Analysis Faculty. B.A., State University of New York at Stony Brook, M.A., Ph.D., Dalhousie University, 1972.

Wright, Lester, Associate Professor of Psychology. B.S., Florida International University, M.S., Ph.D., University of Georgia, 1995.

## **B. ADJUNCT AND EMERITUS FACULTY**

Berker, Ennis A., Ph.D., Psychologist, Director of Neuropsychological Services, Kalamazoo Regional Psychiatric Hospital (Adjunct Faculty).

Brethower, Dale, Professor of Psychology, Industrial Organizational Faculty. B.A., Kansas, M.A., Harvard, Ph.D. Michigan, 1970.

Campbell, Anna Kay, Assistant Professor of Psychology, Experimental Faculty, Director of Animal Discrimination Laboratory. B.S., Indiana, M. A., Columbia, Ph.D., Michigan, 1978 (Emeritus).

Farris, Howard E., Professor and Chair of Psychology, Director School Psychology. B.A., M.A., Western Michigan, Ph.D., Michigan State, 1964 (Emeritus).

Flachier, Roberto, Ph.D., Borgess Medical Center (Adjunct Faculty).

Kaye, James H., Ph.D., Kalamazoo Valley Intermediate School District (Adjunct Faculty)

Kent, Neil D., Professor of Psychology. B.A., M.A., Baylor, Ph.D., Indiana, 1958 (Emeritus).

Koronakos, Chris, Professor of Psychology, Clinical Faculty. B.A., Colorado, M.A., Ph.D., Nebraska, 1956 (Emeritus).

Malott, Maria E., Ph.D., Association for Behavior Analysis (Adjunct Faculty).

McGlinchey, Margaret T., Ed.S., School Psychologist, Kalamzoo Public Schools (Adjunct Faculty).

Michael, Jack L., Professor of Psychology, Applied Behavior Analysis Faculty. B.A., M.A., Ph.D., California, 1955 (Emeritus).

Robertson, Malcolm, H., Professor of Psychology, Clinical Faculty. B.A., Minnesota, M.A., George Washington, Ph.D., Purdue, 1955 (Emeritus).

Ulrich, Roger, E., Research Professor of Psychology. B.S., North Central College, M.A., Bradley, Ph.D., Southern Illinois, 1961 (Emeritus).

## Michigan Licensure

Students wishing to qualify for a limited license to practice as a psychologist in the State of Michigan are advised that the General Rules of the Board of Psychology of Michigan's Department of Licensing and Regulation lists the following requirements for a Rule 7 limited license at the masters level

1. One course in assessment
  - a. Qualifying courses include:
    - i. PSY 686 Behavior Assessment
    - ii. CECP 650 Intellectual Assessment \*
    - iii. CECP 651 Personality Assessment \*
      1. \* These courses require an approved application, which can be obtained in the CECP department.
2. One course in treatment
  - a. Qualifying courses include:
    - i. PSY 661 Psychotherapy: Theory and Methods (recommended)
    - ii. PSY 662 Group Therapy
    - iii. PSY 663 Marital Therapy
    - iv. PSY 664 Behavior Therapy
    - v. PSY 666 Family Therapy
    - vi. PSY 669 Child Behavior Therapy
3. A 500 hour practicum under the supervision of a licensed psychologist
  - a. This practicum must be an integrated part of the master's degree program.
4. 2000 hours of supervised post masters experience
  - a. The experience shall be accumulated at not less than 16 hours per week nor more than 40 hours per week.
  - b. The applicant shall function as a psychologist using generally accepted applications of psychological knowledge and techniques acquires during the applicant's education and training.
  - c. The experience shall be obtained in an organized health care setting, or other arrangement receiving approval by the board.
  - d. The applicant shall be supervised by a psychologist who is licensed in Michigan.



## GRADUATE STUDENT ACTIVITY REPORT

*This form is to cover activities and accomplishments during the reporting period from September 1 to August 31, and is to be delivered to your faculty advisor by the **deadline of September 15**. The review process will take place during September and October, and you will receive feedback from your faculty advisor by the end of November.*

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Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Review for the 12-month period of: \_\_\_\_\_ to \_\_\_\_\_

Date of entrance into program: \_\_\_\_\_ Advisor: \_\_\_\_\_

Committee Members: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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*Respond to all sections of this activity report. You may type information directly into the gray text boxes provided in this document. **Please return 2 COPIES of your completed activity report, your current vita, and any additional relevant materials.** You may refer to your vita in relevant sections of this activity report. Be sure, however, to complete all sections of the form that are not covered by your vita. If you fail to return this form by the due date, the committee will assume that none of these activities took place. Your review will reflect this assumption.*

Please check your primary emphasis in the program.

Basic  Applied

### I. Academic Performance

- A. Provide completion dates of activities of an academic nature, and state the outcomes of those activities (pass/fail). List activity titles, and indicate whether the academic activities were completed in the timeline dictated in the training handbook (where relevant).

Thesis Title:

Thesis Proposal Defense:

Final Thesis Defense:

Comprehensive Exam:

Dissertation Title:

Dissertation Proposal Defense:

Final Dissertation Defense:

- B. List each graduate-level course you took during the reporting period, along with its grade.

## II. Applied Activities

- A. Describe practicum and other applied activities performed during this period of review. List the practicum site, your supervisor's name, and the types of duties you performed. Please also provide a phone number or e-mail address for each supervisor.
- B. Provide an estimate of your total applied hours for the current period of review.
- C. Have you obtained national certification from the Behavior Analysis Certification Board? If not, please provide a brief explanation.
- Yes  No

## III. Research and Other Scholarly Activities

*List only those activities that occurred during the current period of review. If an activity was listed last year, indicate its status at this time (submitted, in progress, etc.) Use APA style throughout this section of the activity report.*

- A. List articles published or in press. Use the following headings:  
i) journal articles; ii) book chapters; iii) book reviews; iv) abstracts and proceedings (e.g., ERIC, JSAS, NAPS); v) letters to the editor and comments.
- B. Conference presentations: List i) papers/posters presented, ii) papers/posters submitted for presentation.
- C. List manuscripts in preparation and works in progress. Indicate probable authorship and the anticipated date of completion. Specify the current state of progress (e.g., data collection, analysis of data, design stage).
- D. List the title of each protocol submitted to HSIRB or IACUC.
- E. List other research and other scholarly activities that do not fit the aforementioned categories (e.g., graduate student research grants).
- F. Provide an estimate of your total research hours for the current period of review.

#### **IV. Teaching**

- A. List courses, classes, workshops, guest lectures, etc. taught. Specify the course name, number, and semester. *Include formal evaluation summaries. Also indicate if this was an activity that you performed for an assistantship or if it was additional work performed outside of assistantship duties.*

#### **V. Professional and Personal Development**

- A. List the regional and national organizations of which you are a member. Include your affiliation status and divisions or interest groups to which you belong.
  
- B. List conferences and workshops attended.
  
- C. List committees on which you are a member. These can range from department committees to national organization committees.
  
- D. List services provided to the department, the university, the community, or the profession (e.g., editing journal manuscripts, organizing workshops, organizing symposia for conferences, hosting students while interviewing at WMU)
  
- E. List all departmental colloquia attended.
  
- F. List last year's goals and describe how you have met or made progress toward meeting those goals. Please indicate what goals from last year were not met, and why.
  
- G. Describe your current goals for professional development and your plans for achieving these goals (e.g., acquisition of knowledge, growth in research or practice skills).
  
- H. Describe any other experiences that you've had in the past year that have contributed to your personal growth and maturity.

## **Timeline for Major Milestones**

### **~ Behavior Analysis Program ~**

#### **MASTER'S PROGRAM** (including beginning doctoral students)

##### **Year 1**

- Complete key courses: 6970 (Prof & Ethical Issues In Psy), 6080\*, 6100, 6760

##### **Year 2**

- **October 15:** complete thesis proposal (including committee meeting, if required by faculty advisor)
- **December:** submit HSIRB or IACUC application
- **June:** defend thesis or project (see specific Graduate College deadline)

*\* Dr. Malott's MA students should plan to take Psy 6080 in their second year.*

#### **DOCTORAL PROGRAM** (post MA)

##### **Year 3**

- **Fall:** propose comprehensive exam topic (or substitution activity) to dissertation committee
- **Summer:** complete comprehensive exam or submit substitution petition

##### **Year 4**

- **Fall:** complete dissertation proposal and hold committee meeting
- **Fall:** submit HSIRB or IACUC application
- **June:** defend dissertation (see specific Graduate College deadline)

Note: you must formally apply for graduation in the semester before you plan to graduate with either your MA or PhD degree.

**BEHAVIOR ANALYST  
CERTIFICATION BOARD®  
GUIDELINES FOR  
RESPONSIBLE CONDUCT  
For Behavior Analysts  
(August 2004)**

**1.0 RESPONSIBLE CONDUCT OF A BEHAVIOR ANALYST.**

The behavior analyst maintains the high standards of professional behavior of the professional organization.

**1.01 Reliance on Scientific Knowledge.**

Behavior analysts rely on scientifically and professionally derived knowledge when making scientific or professional judgments in human service provision, or when engaging in scholarly or professional endeavors.

**1.02 Competence and Professional Development.**

The behavior analyst remains proficient in professional practice and the performance of professional functions by reading the appropriate literature, attending conferences and conventions, participating in workshops, and/or obtaining Behavior Analyst Certification Board certification.

**1.03 Competence.**

(a) Behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.

(b) Behavior analysts provide services, teach, or conduct research in new areas or involving new techniques only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas or techniques.

**1.04 Professional Development.**

Behavior analysts who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

**1.05 Integrity.**

(a) The behavior analyst's behavior conforms to the legal and moral codes of the social and professional community of which the behavior analyst is a member.

(b) The activity of a behavior analyst falls under these Guidelines only if the activity is part of his or her work-related functions or the activity is behavior analytic in nature.

(c) If behavior analysts' ethical responsibilities conflict with law, behavior analysts make known their commitment to these Guidelines and take steps to resolve the conflict in a responsible manner in accordance with law.

**1.06 Professional and Scientific Relationships.**

(a) Behavior analysts provide behavioral diagnostic, therapeutic, teaching, research, supervisory, consultative, or other behavior analytic services only in the context of a defined, remunerated professional or scientific relationship or role.

(b) When behavior analysts provide assessment, evaluation, treatment, counseling, supervision, teaching, consultation, research, or other behavior analytic services to an individual, a group, or an organization, they use language that is fully understandable to the recipient of those services. They provide appropriate information prior to service delivery about the nature of such services and appropriate information later about results and conclusions.

(c) Where differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status significantly affect behavior analysts' work concerning particular individuals or groups, behavior analysts obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals.

(d) In their work-related activities, behavior analysts do not engage in discrimination against individuals or groups based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

(e) Behavior analysts do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic, status in accordance with law.

(f) Behavior analysts recognize that their personal problems and conflicts may interfere with their effectiveness. Behavior analysts refrain from providing services when their personal circumstances may compromise delivering services to the best of their abilities.

**1.07 Dual Relationships.**

(a) In many communities and situations, it may not be feasible or reasonable for behavior analysts to avoid social or other nonprofessional contacts with persons such as clients, students, supervisees, or research participants. Behavior analysts must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal.

(b) A behavior analyst refrains from entering into or promising a personal, scientific, professional, financial, or other relationship with any such person if it appears likely

that such a relationship reasonably might impair the behavior analyst's objectivity or otherwise interfere with the behavior analyst's ability to effectively perform his or her functions as a behavior analyst, or might harm or exploit the other party.

(c) If a behavior analyst finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen (i.e., one in which the reasonable possibility of conflict of interest or undue influence is present), the behavior analyst attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with these Guidelines.

#### **1.08 Exploitative Relationships.**

(a) Behavior analysts do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.

(b) Behavior analysts do not engage in sexual relationships with clients, students, or supervisees in training over whom the behavior analyst has evaluative or direct authority, because such relationships easily impair judgment or become exploitative.

(c) Behavior analysts are cautioned against bartering with clients because it is often (1) clinically contraindicated, and (2) prone to formation of an exploitative relationship.

### **2.0 THE BEHAVIOR ANALYST'S RESPONSIBILITY TO CLIENTS.**

The behavior analyst has a responsibility to operate in the best interest of clients.

#### **2.01 Definition of Client.**

The term client as used here is broadly applicable to whomever the behavior analyst provides services whether an individual person (service recipient), parent or guardian of a service recipient, an institutional representative, a public or private agency, a firm or corporation.

#### **2.02 Responsibility.**

The behavior analyst's responsibility is to all parties affected by behavioral services.

#### **2.03 Consultation.**

(a) Behavior analysts arrange for appropriate consultations and referrals based principally on the best interests of their clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations.

(b) When indicated and professionally appropriate, behavior analysts cooperate with other professionals in order to serve their clients effectively and appropriately. Behavior analysts recognize that other professions have ethical codes that may differ in their specific requirements from of these Guidelines.

#### **2.04 Third-Party Requests for Services.**

(a) When a behavior analyst agrees to provide services to a person or entity at the request of a third party, the

behavior analyst clarifies to the extent feasible, at the outset of the service, the nature of the relationship with each party. This clarification includes the role of the behavior analyst (such as therapist, organizational consultant, or expert witness), the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

(b) If there is a foreseeable risk of the behavior analyst being called upon to perform conflicting roles because of the involvement of a third party, the behavior analyst clarifies the nature and direction of his or her responsibilities, keeps all parties appropriately informed as matters develop, and resolves the situation in accordance with these Guidelines.

#### **2.05 Rights and Prerogatives of Clients.**

(a) The behavior analyst supports individual rights under the law.

(b) The client must be provided on request an accurate, current set of the behavior analyst's credentials.

(c) Permission for electronic recording of interviews is secured from clients and all other settings. Consent for different uses must be obtained specifically and separately.

(d) Clients must be informed of their rights, and about procedures to complain about professional practices of the behavior analyst.

#### **2.06 Maintaining Confidentiality.**

(a) Behavior analysts have a primary obligation and take reasonable precautions to respect the confidentiality of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships.

(b) Clients have a right to confidentiality. Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) In order to minimize intrusions on privacy, behavior analysts include only information germane to the purpose for which the communication is made in written and oral reports, consultations, and the like.

(d) Behavior analysts discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

#### **2.07 Maintaining Records.**

Behavior analysts maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. Behavior analysts maintain and dispose of records in accordance with applicable federal or state law or regulation, and corporate policy, and in a manner that permits compliance with the requirements of these Guidelines.

## **2.08 Disclosures.**

(a) Behavior analysts disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the individual or organizational client, (2) to obtain appropriate professional consultations, (3) to protect the client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

(b) Behavior analysts also may disclose confidential information with the appropriate consent of the individual or organizational client (or of another legally authorized person on behalf of the client), unless prohibited by law.

## **2.09 Treatment Efficacy.**

(a) The behavior analyst always has the responsibility to recommend scientifically supported most effective treatment procedures. Effective treatment procedures have been validated as having both long-term and short-term benefits to clients and society.

(b) Clients have a right to effective treatment (i.e., based on the research literature and adapted to the individual client).

(c) Behavior analysts are responsible for review and appraisal of likely effects of all alternative treatments, including those provided by other disciplines and no intervention.

## **2.10 Documenting Professional and Scientific Work.**

(a) Behavior analysts appropriately document their professional and scientific work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.

(b) When behavior analysts have reason to believe that records of their professional services will be used in legal proceedings involving recipients of or participants in their work, they have a responsibility to create and maintain documentation in the kind of detail and quality that would be consistent with reasonable scrutiny in an adjudicative forum.

## **2.11 Records and Data.**

Behavior analysts create, maintain, disseminate, store, retain, and dispose of records and data relating to their research, practice, and other work in accordance with applicable federal and state laws or regulations and corporate policy and in a manner that permits compliance with the requirements of these Guidelines.

## **2.12 Fees and Financial Arrangements.**

(a) As early as is feasible in a professional or scientific relationship, the behavior analyst and the client or other appropriate recipient of behavior analytic services reach an agreement specifying the compensation and the billing arrangements.

(b) Behavior analysts' fee practices are consistent with law and behavior analysts do not misrepresent their fees.

If limitations to services can be anticipated because of limitations in financing, this is discussed with the patient, client, or other appropriate recipient of services as early as is feasible.

## **2.13 Accuracy in Reports to Those Who Pay for Services.**

In their reports to those who pay for services or sources of research, project, or program funding, behavior analysts accurately state the nature of the research or service provided, the fees or charges, and where applicable, the identity of the provider, the findings, and other required descriptive data.

## **2.14 Referrals and Fees.**

When a behavior analyst pays, receives payment from, or divides fees with another professional other than in an employer-employee relationship, the referral shall be disclosed to the client.

## **2.15 Interrupting or Terminating Services.**

(a) Behavior analysts make reasonable efforts to plan for facilitating care in the event that behavior analytic services are interrupted by factors such as the behavior analyst's illness, impending death, unavailability, or relocation or by the client's relocation or financial limitations.

(b) When entering into employment or contractual relationships, behavior analysts provide for orderly and appropriate resolution of responsibility for client care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client.

(c) Behavior analysts do not abandon clients. Behavior analysts terminate a professional relationship when it becomes reasonably clear that the client no longer needs the service, is not benefiting, or is being harmed by continued service.

(d) Prior to termination for whatever reason, except where precluded by the client's conduct, the behavior analyst discusses the client's views and needs, provides appropriate pre-termination services, suggests alternative service providers as appropriate, and takes other reasonable steps to facilitate transfer of responsibility to another provider if the client needs one immediately.

## **3.0 ASSESSING BEHAVIOR.**

Behavior analysts who use behavioral assessment techniques do so for purposes that are appropriate in light of the research.

(a) Behavior analysts' assessments, recommendations, reports, and evaluative statements are based on information and techniques sufficient to provide appropriate substantiation for their findings.

(b) Behavior analysts refrain from misuse of assessment techniques, interventions, results, and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide.

(c) Behavior analysts recognize limits to the certainty with which judgments or predictions can be made about individuals.

(d) Behavior analysts do not promote the use of behavioral assessment techniques by unqualified persons, i.e., those who are unsupervised by experienced professionals and have not demonstrated valid and reliable assessment skills.

### **3.01 Environmental Conditions that Preclude Implementation.**

If environmental conditions preclude implementation of a behavior analytic program, the behavior analyst recommends that other professional assistance (i.e., assessment, consultation or therapeutic intervention by other professionals) be sought.

### **3.02 Environmental Conditions that Hamper Implementation.**

If environmental conditions hamper implementation of the behavior analytic program, the behavior analyst seeks to eliminate the environmental constraints, or identifies in writing the obstacles to doing so.

### **3.03 Functional Assessment.**

(a) The behavior analyst conducts a functional assessment, as defined below, to provide the necessary data to develop an effective behavior change program.

(b) Functional assessment includes a variety of systematic information-gathering activities regarding factors influencing the occurrence of a behavior (e.g., antecedents, consequences, setting events, or establishing operations) including interview, direct observation, and experimental analysis.

### **3.04 Accepting Clients.**

The behavior analyst accepts as clients only those individuals or entities (agencies, firms, etc.) whose behavior problems or requested service are commensurate with the behavior analyst's education, training, and experience. In lieu of these conditions, the behavior analyst must function under the supervision of or in consultation with a behavior analyst whose credentials permit working with such behavior problems or services.

### **3.05 Consent-Client Records.**

The behavior analyst obtains the written consent of the client or client-surrogate before obtaining or disclosing client records from or to other sources.

### **3.06 Describing Program Objectives.**

(a) The behavior analyst describes, preferably in writing, the objectives of the behavior change program to the client or client-surrogate (see below) before attempting to implement the program.

(b) As used here, client-surrogate refers to someone legally empowered to make decisions for the person(s) whose behavior the program is intended to change;

examples of client-surrogates include parents of minors, guardians, legally designated representatives.

### **3.07 Behavioral Assessment Approval.**

The behavior analyst must obtain the client's or client-surrogate's approval in writing of the behavior assessment procedures before implementing them.

### **3.08 Describing Conditions for Program Success.**

The behavior analyst describes to the client or client-surrogate the environmental conditions that are necessary for the program to be effective.

### **3.09 Explaining Assessment Results.**

Unless the nature of the relationship is clearly explained to the person being assessed in advance and precludes provision of an explanation of results (such as in some organizational consulting, some screenings, and forensic evaluations), behavior analysts ensure that an explanation of the results is provided using language that is reasonably understandable to the person assessed or to another legally authorized person on behalf of the client. Regardless of whether the interpretation is done by the behavior analyst, by assistants, others, behavior analysts take reasonable steps to ensure that appropriate explanations of results are given.

## **4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.**

The behavior analyst designs programs that are based on behavior analytic principles, including assessments of effects of other intervention methods, involves the client or the client-surrogate in the planning of such programs, obtains the consent of the client, and respects the right of the client to terminate services at any time.

### **4.01 Approving Interventions.**

The behavior analyst must obtain the client's or client-surrogate's approval in writing of the behavior intervention procedures before implementing them.

### **4.02 Reinforcement/Punishment.**

The behavior analyst recommends reinforcement rather than punishment whenever possible. If punishment procedures are necessary, the behavior analyst always includes reinforcement procedures for alternative behavior in the program.

### **4.03 Avoiding Harmful Reinforcers.**

The behavior analyst minimizes the use of items as potential reinforcers that may be harmful to the long-term health of the client or participant (e.g., cigarettes, or sugar or fat-laden food), or that may require undesirably marked deprivation procedures as establishing operations.

### **4.04 On-Going Data Collection.**

The behavior analyst collects data, or asks the client, client-surrogate, or designated others to collect data needed to assess progress within the program.

### **4.05 Program Modifications.**



The behavior analyst modifies the program on the basis of data.

#### **4.06 Program Modifications Consent.**

The behavior analyst explains the program modifications and the reasons for the modifications to the client or client-surrogate and obtains consent to implement the modifications.

#### **4.07 Least Restrictive Procedures.**

The behavior analyst reviews and appraises the restrictiveness of alternative interventions and always recommends the least restrictive procedures likely to be effective in dealing with a behavior problem.

#### **4.08 Termination Criteria.**

The behavior analyst establishes understandable and objective (i.e., measurable) criteria for the termination of the program and describes them to the client or client-surrogate.

#### **4.09 Terminating Clients.**

The behavior analyst terminates the relationship with the client when the established criteria for termination are attained, as in when a series of planned or revised intervention goals has been completed.

### **5.0 THE BEHAVIOR ANALYST AS A TEACHER AND/OR SUPERVISOR.**

Behavior analysts delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently.

#### **5.01 Designing Competent Training Programs.**

Behavior analysts who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

#### **5.02 Limitations on Training.**

Behavior analysts do not teach the use of techniques or procedures that require specialized training, licensure, or expertise in other disciplines to individuals who lack the prerequisite training, legal scope of practice, or expertise, except as these techniques may be used in behavioral evaluation of the effects of various treatments, interventions, therapies, or educational methods.

#### **5.03 Providing Course Objectives.**

The behavior analyst provides a clear description of the objectives of a course, preferably in writing, at the beginning of the course.

#### **5.04 Describing Course Requirements.**

The behavior analyst provides a clear description of the demands of the course (e.g., papers, exams, projects) at the beginning of the course.

#### **5.05 Describing Evaluation Requirements.**

The behavior analyst provides a clear description of the requirements for the evaluation of student performance at the beginning of the course.

#### **5.06 Providing Feedback to Students/Supervisees.**

The behavior analyst provides feedback regarding the performance of a student or supervisee as frequently as the conditions allow.

#### **5.07 Providing Behavior Analysis Principles in Teaching.**

The behavior analyst utilizes as many principles of behavior analysis in teaching a course as the material, conditions, and academic policies allow.

#### **5.08 Requirements of Supervisees.**

The behavior analyst's behavioral requirements of a supervisee must be in the behavioral repertoire of the supervisee. If the behavior required is not in the supervisee's repertoire, the behavior analyst attempts to provide the conditions for the acquisition of the required behavior, and refers the supervisee for remedial skill development services, or provides them with such services, permitting them to meet at least minimal behavioral performance requirements.

#### **5.09 Training and Supervision.**

Behavior analysts provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically. If institutional policies, procedures, or practices prevent fulfillment of this obligation, behavior analysts attempt to modify their role or to correct the situation to the extent feasible.

#### **5.10 Feedback to Supervisees.**

The behavior analyst provides feedback to the supervisee in a way that increases the probability that the supervisee will benefit from the feedback.

#### **5.11 Reinforcing Supervisee Behavior.**

The behavior analyst uses positive reinforcement as frequently as the behavior of the supervisee and the environmental conditions allow.

### **6.0 THE BEHAVIOR ANALYST AND THE WORKPLACE.**

The behavior analyst adheres to job commitments, assesses employee interactions before intervention, works within his/her scope of training, develops interventions that benefit employees, and resolves conflicts within these Guidelines.

#### **6.01 Job Commitments.**

The behavior analyst adheres to job commitments made to the employing organization.

#### **6.02 Assessing Employee Interactions.**

The behavior analyst assesses the behavior-environment interactions of the employees before designing behavior analytic programs.

### **6.03 Preparing for Consultation.**

The behavior analyst implements or consults on behavior management programs for which the behavior analyst has been adequately prepared.

### **6.04 Employees Interventions.**

The behavior analyst develops interventions that benefit the employees as well as management.

### **6.05 Employee Health and Well Being.**

The behavior analyst develops interventions that enhance the health and well being of the employees.

### **6.06 Conflicts with Organizations.**

If the demands of an organization with which behavior analysts are affiliated conflict with these Guidelines, behavior analysts clarify the nature of the conflict, make known their commitment to these Guidelines, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to these Guidelines.

## **7.0 THE BEHAVIOR ANALYST AND RESEARCH.**

Behavior analysts design, conduct, and report research in accordance with recognized standards of scientific competence and ethical research. Behavior analysts conduct research with human and non-human research participants according to the proposal approved by the local human research committee, and Institutional Review Board.

(a) Behavior analysts plan their research so as to minimize the possibility that results will be misleading.

(b) Behavior analysts conduct research competently and with due concern for the dignity and welfare of the participants. Researchers and assistants are permitted to perform only those tasks for which they are appropriately trained and prepared.

(c) Behavior analysts are responsible for the ethical conduct of research conducted by them or by others under their supervision or control.

(d) Behavior analysts conducting applied research conjointly with provision of clinical or human services obtain required external reviews of proposed clinical research and observe requirements for both intervention and research involvement by client-participants.

(e) In planning research, behavior analysts consider its ethical acceptability under these Guidelines. If an ethical issue is unclear, behavior analysts seek to resolve the issue through consultation with institutional review boards, animal care and use committees, peer consultations, or other proper mechanisms.

### **7.01 Scholarship and Research.**

(a) The behavior analyst engaged in study and research is guided by the conventions of the science of behavior

including the emphasis on the analysis of individual behavior and strives to model appropriate applications in professional life.

(b) Behavior analysts take reasonable steps to avoid harming their clients, research participants, students, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable. Harm is defined here as negative effects or side effects of behavior analysis that outweigh positive effects in the particular instance, and that are behavioral or physical and directly observable.

(c) Because behavior analysts' scientific and professional judgments and actions affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

(d) Behavior analysts do not participate in activities in which it appears likely that their skills or data will be misused by others, unless corrective mechanisms, i.e., peer or external professional or independent review, are available.

(e) Behavior analysts do not exaggerate claims for effectiveness of particular procedures or of behavior analysis in general.

(f) If behavior analysts learn of misuse or misrepresentation of their individual work products, they take reasonable and feasible steps to correct or minimize the misuse or misrepresentation.

### **7.02 Using Confidential Information for Didactic or Instructive Purposes.**

(a) Behavior analysts do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.

(b) Ordinarily, in such scientific and professional presentations, behavior analysts disguise confidential information concerning such persons or organizations so that they are not individually identifiable to others and so that discussions do not cause harm to participants who might identify themselves.

### **7.03 Conforming with Laws and Regulations.**

Behavior analysts plan and conduct research in a manner consistent with federal and state law and regulations, as well as professional standards governing the conduct of research, and particularly those standards governing research with human participants and animal subjects.

### **7.04 Informed Consent.**

(a) Using language that is reasonably understandable to participants, behavior analysts inform participants of the nature of the research; they inform participants that they are free to participate or to decline to participate or to withdraw from the research; they explain the foreseeable consequences of declining or withdrawing; they inform participants of significant factors that may be expected to influence their willingness to participate (such as risks,

discomfort, adverse effects, or limitations on confidentiality, except as provided in Standard 7.05 below); and they explain other aspects about which the prospective participants inquire.

(b) For persons who are legally incapable of giving informed consent, behavior analysts nevertheless (1) provide an appropriate explanation, (2) discontinue research if the person gives clear signs of unwillingness to continue participation, and (3) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted by law.

#### **7.05 Deception in Research.**

(a) Behavior analysts do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's prospective scientific, educational, or applied value and that equally effective alternative procedures that do not use deception are not feasible.

(b) Behavior analysts never deceive research participants about significant aspects that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.

(c) Any other deception that is an integral feature of the design and conduct of an experiment must be explained to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the research.

#### **7.06 Informing of Future Use.**

Behavior analysts inform research participants of their anticipated sharing or further use of personally identifiable research data and of the possibility of unanticipated future uses.

#### **7.07 Minimizing Interference.**

In conducting research, behavior analysts interfere with the participants or environment from which data are collected only in a manner that is warranted by an appropriate research design and that is consistent with behavior analysts' roles as scientific investigators.

#### **7.08 Commitments to Research Participants.**

Behavior analysts take reasonable measures to honor all commitments they have made to research participants.

#### **7.09 Ensuring Participant Anonymity.**

In presenting research, the behavior analyst ensures participant anonymity unless specifically waived by the participant or surrogate.

#### **7.10 Informing of Withdrawal.**

The behavior analyst informs the participant that withdrawal from the research may occur at any time without penalty except as stipulated in advance, as in fees contingent upon completing a project.

#### **7.11 Debriefing.**

The behavior analyst informs the participant that debriefing will occur on conclusion of the participant's involvement in the research.

#### **7.12 Answering Research Questions.**

The behavior analyst answers all questions of the participant about the research that are consistent with being able to conduct the research.

#### **7.13 Written Consent.**

The behavior analyst must obtain the written consent of the participant or surrogate before beginning the research.

#### **7.14 Extra Credit.**

If the behavior analyst recruits participants from classes and the participants are provided additional credit for participating in the research, nonparticipating students must be provided alternative activities that generate comparable credit.

#### **7.15 Acknowledging Contributions.**

In presenting research, the behavior analyst acknowledges the contributions of others who contributed to the conduct of the research by including them as co-authors or footnoting their contributions.

#### **7.16 Principal authorship and Other Publication Credits.**

Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Department Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement. Further, these Guidelines recognize and support the ethical requirements for authorship and publication practices contained in the ethical code of the American Psychological Association.

#### **7.17 Paying Participants.**

The behavior analyst who pays participants for research involvement or uses money as a reinforcer must obtain Institutional Review Board or Human Rights Committee approval of this practice and conform to any special requirements that may be established in the process of approval.

#### **7.18 Withholding Payment.**

The behavior analyst who withholds part of the money earned by the participant until the participant has completed their research involvement must inform the participant of this condition prior to beginning the experiment.

#### **7.19 Grant Reviews.**

The behavior analyst who serves on grant review panels avoids conducting any research described in grant proposals that the behavior analyst reviewed, except as replications fully crediting the prior researchers.

#### **7.20 Animal Research.**

Behavior analysts who conduct research involving animals treat them humanely and are in compliance with the Federal Animal Welfare Act.

## **8.0 BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO THE FIELD OF BEHAVIOR ANALYSIS.**

The behavior analyst has a responsibility to support the values of the field, to disseminate knowledge to the public, to be familiar with these guidelines, and to discourage misrepresentation by non-certified individuals.

### **8.01 Affirming Principles.**

The behavior analyst upholds and advances the values, ethics, principles, and mission of the field of behavior analysis; participation in both state and national or international behavior analysis organizations is strongly encouraged.

### **8.02 Disseminating Behavior Analysis.**

The behavior analyst assists the profession in making behavior analysis methodology available to the general public.

### **8.03 Being Familiar with these Guidelines.**

Behavior analysts have an obligation to be familiar with these Guidelines, other applicable ethics codes, and their application to behavior analysts' work. Lack of awareness or misunderstanding of a conduct standard is not itself a defense to a charge of unethical conduct.

### **8.04 Discouraging Misrepresentation by Non-Certified Individuals.**

Behavior analysts discourage non-certified practitioners from misrepresenting that they are certified.

## **9.0 THE BEHAVIOR ANALYST'S RESPONSIBILITY TO COLLEAGUES.**

Behavior analysts have an obligation to bring attention to and resolve ethical violations by colleagues, to make sure their data are accurate and presented truthfully, and they share data with colleagues.

### **9.01 Ethical Violations by Colleagues.**

When behavior analysts believe that there may have been an ethical violation by another behavior analyst, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

### **9.02 Accuracy of Data.**

Behavior analysts do not fabricate data or falsify results in their publications. If behavior analysts discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

### **9.03 Authorship and Findings.**

Behavior analysts do not present portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally, nor do they omit findings that might alter others' interpretations of their work or behavior analysis in general.

### **9.04 Publishing Data.**

Behavior analysts do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

### **9.05 Withholding Data.**

After research results are published, behavior analysts do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release.

## **10.0 THE BEHAVIOR ANALYST'S ETHICAL RESPONSIBILITY TO SOCIETY.**

The behavior analyst promotes the general welfare of society through the application of the principles of behavior.

### **10.01 Promotion in Society.**

The behavior analyst should promote the application of behavior principles in society by presenting a behavioral alternative to other procedures or methods.

### **10.02 Scientific Inquiry.**

The behavior analyst should promote the analysis of behavior per se as a legitimate field of scientific inquiry.

### **10.03 Public Statements.**

(a) Behavior analysts comply with these Guidelines in public statements relating to their professional services, products, or publications or to the field of behavior analysis.

(b) Public statements include but are not limited to paid or unpaid advertising, brochures, printed matter, directory listings, personal resumes or curriculum vitae, interviews or comments for use in media, statements in legal proceedings, lectures and public oral presentations, and published materials.

### **10.04 Statements by Others.**

(a) Behavior analysts who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Behavior analysts make reasonable efforts to prevent others whom they do not control (such as employers, publishers, sponsors, organizational clients, and representatives of the print or broadcast media) from

making deceptive statements concerning behavior analysts' practices or professional or scientific activities.

(c) If behavior analysts learn of deceptive statements about their work made by others, behavior analysts make reasonable efforts to correct such statements.

(d) A paid advertisement relating to the behavior analyst's activities must be identified as such, unless it is already apparent from the context.

#### **10.05 Avoiding False or Deceptive Statements.**

Behavior analysts do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. Behavior analysts claim as credentials for their behavioral work, only degrees that were primarily or exclusively behavior analytic in content.

#### **10.06 Media Presentations.**

When behavior analysts provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate behavior analytic literature and practice, (2) the statements are otherwise consistent with these Guidelines, and (3) the recipients of the information are not encouraged to infer that a relationship has been established with them personally.

#### **10.07 Testimonials.**

Behavior analysts do not solicit testimonials from current clients or patients or other persons who because of their particular circumstances are vulnerable to undue influence.

#### **10.08 In-Person Solicitation.**

Behavior analysts do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential users of services who because of their particular circumstances are vulnerable to undue influence, except that organizational behavior management or performance management services may be marketed to corporate entities regardless of their projected financial position.

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