FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY

2007-2008 CATALOG

Forest Institute of Professional Psychology

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Additional information is available in the following handbooks:

- Clinical Training Manual
- Disability Support Services Manual
- Faculty Handbook
- Financial Aid Handbook
- Internship Application Manual
- Internship Brochure
- Internship Training Manual
- Resident Training Manual
- Thesis and Dissertation Guidebook
- Supervisors Training Manual

Volume VII, Sept. 2007

Our Mission

FOREST INSTITUTE *is an*

- INSTITUTION of HIGHER LEARNING that
- INTEGRATES the
- DISCIPLINE AND PRACTICE of
- CLINICAL PSYCHOLOGY with an
- EMPIRICALLY INFORMED CORE-COMPETENCY-BASED PRACTITIONER MODEL through
- EXPERIENCES IN ACADEMIC AND CLINICAL LEARNING ENVIRONMENTS designed to prepare graduates to
- SERVE the
- DIVERSE and CHANGING NEEDS of the
- HUMAN COMMUNITY

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PRESIDENT'S MESSAGE

Dear Students,

On behalf of the administration, faculty and staff of Forest Institute of Professional Psychology, I welcome each of you and the contributions and perspectives you bring to our profession.

At Forest Institute we are committed to the highest level of professional and ethical standards of practice. Our programs are based on a "Practitioner Model," an approach that combines academic and clinical experience reflecting the newest advances in the field. Your education will be facilitated by a high-quality core faculty of diverse academic backgrounds and specializations who remain actively engaged in practice of their specialties and who are skilled at mentoring and supervising students in the clinical setting. Our student-faculty ratio is 11 to one.

Across the curriculum, we apply a multi-disciplinary approach designed to equip our students with the expertise and skills needed to pursue a range of professional opportunities. Further, the growing diversity of our student body, reflecting a wide range of ages, ethnicity, backgrounds and experiences, cultivates a deep appreciation for individual differences and fosters the ability to work with a variety of populations.

The program at Forest Institute is enriched by the participation of specialists in a variety of related fields. These include social workers, licensed professional counselors, psychiatrists, nurses, marriage-family therapists, industrial/organizational psychologists and research psychologists. Our size, approximately 250 students, allows us to tailor our educational programs to each student's personal goals and to match students with practicum and internship opportunities that broaden their experience and skills.

This is an exciting time to be preparing for a career in clinical psychology.

Increasingly, psychologists are recognized for the vital services they provide to every segment of our society. Our graduates are employed in a wide variety of settings, including health care organizations, private practice, business, government, research and universities.

We at Forest Institute are certain you will be pleased that you have chosen our school as the place to pursue your educational goals.

Mark E. Skrade, Psy.D.

Mark Skrade, Psy.D.
President, Forest Institute

ABOUT FOREST INSTITUTE

Organized as a freestanding, private, not-for-profit professional school in 1979, and based in Springfield, Missouri., Forest Institute of Professional Psychology grants the Doctor of Psychology Degree (Psy.D.) and the Master's Degree (M.A.) in clinical psychology. The school offers accredited certificates in Marriage and Family Therapy and in Pain Management, as well as continuing education programs. Graduates include mental health professionals who are committed to meeting the diverse psychological needs of our human community.

All programs emphasize a holistic approach to mental wellness grounded in the discipline and practice of clinical psychology. Programs are structured according to a practitioner model that integrates core competencies with findings of empirical research.

Forest Institute is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges and is an American Psychological Association-approved continuing education sponsor. Professional accreditation of the Doctor of Psychology (Psy.D.) degree is granted by the American Psychological Association. The school is a charter member of the National Council of Schools and Programs of Professional Psychology and is listed as a Designated Program in Psychology by the Council for the National Register of Health Service Providers in Psychology.

Facilities

Programs are housed in a 44,000 square foot Academic and Administrative building completed in 1997. It sits on a 58-acre site in southwest Springfield, surrounded by woodlands, the Ozarks Greenway Trail, a golf course and a city park. Zoned to provide opportunities for both quiet study and social interaction among students, faculty and staff, the building affords luxurious space for:

- student council office
- student and faculty lounges
- admissions suite
- multi-media lecture hall
- 3 large classrooms
- 5 lab/advising areas
- library area
- computer lab area
- conference rooms
- clinical office suite
- 16 private faculty offices
- 8 administrative offices
- 10 support staff offices

Forest Institute Academic Building

Numerous areas are available for students, including large student lounge areas, study atriums, and courtyard areas. These areas encourage informal student interaction, while student council offices and student meeting rooms provide areas for student participation in various organizations of the program. The building also provides a modern campus and a strong sense of identity for the students, faculty and Institute as a whole. All teaching areas are equipped with fixed or mobile computer technology offering internet and intranet access, as well as large screen video projection technology. Facilities are ADA compliant and specific accommodations beyond the minimal requirements have been made at the requests of both students and faculty. Academic and clinical facilities are also

equipped with fiberoptic technology that supports wireless technologies.

Accommodations for student housing include 24 one- and two-bedroom residences within walking distance of the Academic and Administrative Building. Two of the units are constructed to meet specific needs of disabled students enrolled in the program.

The Robert J. Murney Clinic is owned and operated by the school, and provides psychological services not only to the residents of Springfield, but also to the surrounding region. Located on the city bus line near the revitalized downtown area, the Clinic provides an excellent environment for supervision and professional role modeling, with several full-time licensed core faculty officed on-site. The recently renovated 15,000 sf facility includes:

- faculty offices
- 12 therapy rooms
- 6 video-equipped testing rooms
- 2 supervision/group rooms
- student computer lab and work area
- waiting/reception area
- faculty/student lounge
- 2 sand play therapy rooms
- 3 live observation therapy rooms
- administrative and support staff offices
- medical records
- study cubicles
- technology/video equipment room

The Robert J. Murney Clinic at Forest Institute

As with the other program facilities, the Clinic meets the specific needs of disabled students and faculty.

In addition, the school offers outreach programs for under-served and rural communities throughout southwest Missouri and northern Arkansas. The Clinic serves as the primary site for the internship program approved by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and accredited by the American Psychological Association. The resources of the Clinic provide unique practicum opportunities for students in the program. Wide range of testing materials and other equipment available for student use includes:

- intelligence, achievement, personality, projective, and career assessments;
- neuropsychological screening;
- temperament analysis; and
- computerized scoring programs for testing.

The Region

The campus is situated in southwest Missouri in the heart of the Missouri and Arkansas Ozarks, an area of gently rolling hills, numerous rivers and clean lakes. Springfield, third largest city in Missouri with nearly 150,000 residents, is the financial center of Southwest Missouri and a major regional medical center with six hospitals. The population of the greater metropolitan area, at nearly a half million, is the fastest-growing in the state according to the U.S. Census and offers a range of employment opportunities for family members of students. Cost of living in Springfield averages 8 to 10 percent below the national average.

Educational opportunities in Springfield include a AAA-rated public school district, several private schools, two universities, three colleges and two junior colleges. Springfield also has a talented arts community that includes a symphony, community theater, art museum, ballet company and regional opera company. The region's moderate weather with four distinct seasons offers outdoor recreation through the year.

Springfield is served by the Springfield-Branson National Airport and the Greyhound Bus Line. The city can be reached in approximately three hours from St. Louis and Kansas City, Missouri, and Tulsa, Oklahoma, and is about 45 minutes from the popular tourist attractions in Branson, Missouri.

History

Forest Institute was founded in 1979 in the Chicago suburb of Des Plaines, Illinois. Over the next 12 years, the school expanded to Missouri, Alabama and Hawaii. In 1992, a decision was made to consolidate the educational and training functions of the four campuses at the Springfield, Missouri, site. In 1997, the Institute moved into a newly constructed Academic and Administration building on the present campus.

Governance

The school is governed by a 10-member Board of Directors. Through a system of shared academic governance, programs are administered by the president, the school's Vice President of Academic Affairs, Vice President of Finance and Operations, an Associate Dean and the Faculty Council. Eighteen core program faculty participate in the program through structures established by the Faculty Council. The President provides daily administrative oversight and decision-making. Assisted by numerous staff, the VPAA and Associate Dean administer the academic and support services.

Faculty Council

Through the Faculty Council, core faculty members participate in the academic shared governance of the Institute. The Faculty Council is responsible for the leadership of the program through determining student admissions standards, developing and implementing the curriculum, establishing standards for comprehensive examination, maintaining supervision standards for students in clinical settings, ensuring appropriate research and scholarship standards for the dissertation, establishing and implementing various academic program policies and procedures, and evaluating students' performance and progress throughout their respective programs.

Through its various standing committees the Council further defines roles, functions, and responsibilities, performs peer evaluation, establishes annual Faculty Development Plans with each core Faculty member, and assigns and reviews faculty ranking.

Our Mission

- Institution of HIGHER LEARNING that
- Integrates the
- Discipline AND PRACTICE of
- Clinical Psychology with an
- EMPIRICALLY INFORMED CORE-COMPETENCY-BASED PRACTITIONER MODEL through
- Experiences IN ACADEMIC AND CLINICAL LEARNING ENVIRONMENTS designed to prepare graduates to
- serve the
- Diverse and CHANGING NEEDS of the
- HUMAN Community

Our Vision

Forest Institute will be a professional educational institution recognized for its integrative approaches to individualized learning, training, and services to the human community.

Institutional Strategic Goals:

1. Demonstrate a culture that promotes student-centered learning, quality improvement and professional development.
2. Be a recognized leader in broad generalist training to enable graduates' diversity in leadership and professional roles.
3. Be known for good stewardship in managing and aligning limited resources through expanding external partnerships to implement and integrate strategies that sustain its mission.
4. Develop programs and services that are consistent with the mission and are responsive to the mental health needs of a diverse community.

Our Values

- Professional and Organizational Excellence
- Ethics and Integrity
- Strategic Innovation
- Human Diversity
- Empowering Relationships
- Results-Based Stewardship

PROGRAMS, DEGREES, AND CERTIFICATES OFFERED BY FOREST

- Doctor of Psychology in Clinical Psychology (Page 11)
- En Route Master of Arts in Clinical Psychology (Page 23)
- Certification in Post-Graduate Marriage and Family Therapy (Page 25)
- Certification for American Academy of Pain Management (Page 21)
- Certification in Integrated Health Care: Practice, Consultation and Management (Page 20)
- Re-specialization in Clinical Psychology (Page 28)
- Elective clusters in: Corrections/Forensics, Child & Adolescent Therapy, Integrated Health Care, Marriage and Family Therapy, Neuropsychology, Pain Management, and Psychology of Religion (Pages 20-22)
- Practica Training Program (Pages 27)
- APA-approved Internship Training Program
- APA-approved Continuing Education Program (see Page 28)

Note: See Addenda #1 and #2 for information on newly developed Master of Arts degree programs in Marriage and Family Therapy and Counseling Psychology.

ACADEMIC CALENDAR

Fall Term 2007

Orientation	Wed	Sept 19
Term Begins	Thu	Sept 20
*Thanksgiving Holiday	Thu-Fri	Nov 22-23
Final Examinations	Mon-Fri	Dec 10-14
Break	Mon-Tue	Dec 17-Jan 1
*Academic and Clinic Facilities Closed	Mon-Fri	Dec 24-28

Winter Term 2008

*New Year's Day	Tue	Jan 1
Term Begins	Wed	Jan 2
*Martin Luther King Jr. Holiday	Mon	Jan 21
Final Examinations	Thu-Wed	Mar 20-26
Break	Thu-Fri	Mar 27-Apr 4

Spring Term 2008

Term Begins	Mon	April 7
*Memorial Day Holiday	Mon	May 26
Final Examinations	Tue-Mon	June 24-30
Break	Tue-Sun	July 1-6

Summer Term 2008

*Fourth of July Holiday	Wed	July 4
Term Begins	Mon	July 7
*Labor Day Holiday	Mon	Sept 1
Final Examinations	Tue-Mon	Sept 9-15
Break	Tue-Wed	Sept 16-24

Fall Term 2008

Term Begins	Thu	Sept 25
*Thanksgiving Holiday	Thu-Fri	Nov 27-28
Final Examinations	Mon-Fri	Dec 15-19
Break	Mon-Fri	Dec 22-Jan 2

Winter Term 2009

Term Begins	Mon	Jan 5
*Martin Luther King Jr. Holiday	Mon	Jan 19
Final Examinations	Tue-Mon	Mar 24-30
Break	Tue-Sun	Mar 31-Apr 5

Spring Term 2009

Term Begins	Mon	April 6
*Memorial Day Holiday	Mon	May 25
Final Examinations	Tue-Mon	June 23-29
Break	Tue-Sun	June 30-July 5

Summer Term 2009

Term Begins	Mon	July 6
*Labor Day Holiday	Mon	Sept 7
Final Examinations	Tue-Mon	Sept 8-14
Break	Tue-Wed	Sept 15-23

** Indicates dates on which the academic and clinic facilities will be closed.*

Please refer to the Inclement Weather Policy for more information on cancellations.

The curriculum requires 136 credit hours, a Dissertation, and completion of a one-year clinical internship experience, all of which must be completed within 10 years of being admitted into the program.

Doctoral students first obtain the 109 hours of basic core courses in the psychological sciences. They can then focus 27 of their elective credit hours in one or more of the clusters offered. While cluster studies do not qualify a student as a "specialist," they augment the graduate's knowledge in an area of practice, preparing the student for postdoctoral training experiences and subsequent specialty boards, such as the American Board of Professional Psychology (ABPP).

Education and Training Philosophy, Goals, and Objectives

Program Philosophy

Forest Institute of Professional Psychology was established in 1979 as an institution of higher learning in the field of clinical psychology. From the beginning, its purpose was to provide an alternative to traditional Ph.D. programs for individuals desiring an education preparing them to serve primarily as direct providers of mental health services rather than as researchers or academicians. The Psy.D. degree was chosen because it is a practitioner-oriented degree; and clinical psychology was selected because, as reflected in the following description, its approach and goals are suited to Forest Institute's purpose:

> *The field of Clinical Psychology integrates science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well as to promote human adaptation, adjustment, and personal development. Clinical psychology focuses on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human functioning across the life span, in varying cultures, and at all socioeconomic levels. (Society of Clinical Psychology, n.d., ¶ 1)*

The Psy.D. program at Forest Institute reflects the administration's and faculty's commitment to developing competent entry-level practitioners and their belief that, to become highly effective clinical psychologists, students must first acquire a strong foundation in the core areas of psychology. Consequently, the Psy.D. program is based on a generalist educational philosophy, which presumes that competency as a generalist is a prerequisite for the future development of expertise as a specialist and for adopting diverse leadership and professional roles. This philosophy is compatible with Forest's mission to prepare "graduates to serve the diverse and changing needs of the human community." It is also well-suited to the continually expanding scope and evolving nature of the field and the likelihood that clinical psychologists will adopt multiple roles over the course of their professional careers.

The administration and faculty of Forest Institute also believe that the competent practice of psychology requires an integration of scientific and professional knowledge, skills, and attitudes. Therefore, they have chosen the National Council of Schools in Professional Psychology's (NCSPP's) educational model (Peterson et al., 1992) as the training model for the Psy.D. program. This model not only emphasizes the importance of broad, general training in clinical psychology but also prioritizes the integration of science and practice through its view of the practitioner as a "local clinical scientist", including the integration of science-based discipline foundations to inform practice. As described by Trierweiler and Stricker, this conceptualization emphasizes:

> *(a) being a generalist of knowledge and method as opposed to a specialist; (b) focusing on local realities in which data are gathered as they apply to a particular case and may be limited in the extent to which they generalize to other cases; and (c) developing an active inquiring mind as opposed to concentrating on technical expertise with scientific methods*
> *(1992, p. 104).*

Education and Training Model

The core professional competency areas defined in the National Council of Schools in Professional Psychology model provide the framework for the goals and objectives of Forest Institute's Psy.D. program. The program goals are presented below:

- **Goal 1 (Relationship):** Students will have the knowledge, skills, and attitudes required to develop and sustain productive professional relationships with clients, colleagues, supervisors, and others.
- **Goal 2 (Assessment):** Students will have the knowledge, skills, and attitudes needed to accurately select, administer, and score clinical assessment techniques and interpret and report their results.
- **Goal 3 (Intervention):** Students will have the knowledge, skills, and attitudes needed to identify, plan, administer, and evaluate preventive, treatment, and remedial strategies designed to enhance the positive functioning and well-being of clients.
- **Goal 4 (Research and Evaluation):** Students will have the knowledge, skills, and attitudes necessary to critically analyze psychological theory and research and, as practitioners, to act as local clinical scientists.
- **Goal 5 (Consultation and Education):** Students will have the knowledge, skills, and attitudes required to effectively act as entry-level consultants and educators.
- **Goal 6 (Management and Supervision):** Students will have the knowledge, skills, and attitudes required to effectively act as entry-level managers and supervisors.

Integrative Experiences: In addition to academic and practicum experiences that address the Psy.D. program's training objectives, students are provided with opportunities to practice, demonstrate, and receive feedback about their integration and application of knowledge, skills, and attitudes defined in these objectives. The primary integrative experience is practicum. Through direct experience with clients and regular feedback from supervisors, the Clinical Training Director, Practicum Coordinator, and others, fosters integration of academic and practical knowledge and skills, self-reflection and critical thinking, and openmindedness, intellectual curiosity, respect for individual and group differences, and other appropriate attitudes. Another formal integrative experience is students' case reports, which are presented and discussed in Theory and Intervention classes. In addition, integration of knowledge and skills is assessed by three measures: (1) a series of academic comprehensive exams that evaluate students' mastery of the major theories, concepts, and research in the NCSPP's evolving competency areas; (2) a clinical comprehensive evaluation that assesses students' ability to derive relevant information about a hypothetical client from observation of a mock therapist-client interaction and the results of a variety of assessment techniques and use that information to formulate a summary, diagnosis, and treatment plan; and (3) a scholarly doctoral dissertation on an issue related to the practice of clinical psychology.

These goal areas are informed by, and have foundations in, the knowledge and discipline base of psychology. This base includes:

- Biological bases of behavior
- Cognitive-affective bases of behavior
- Cultural bases of behavior
- Dysfunctional behavior and psychopathology
- Historical and philosophical context of psychology
- Lifespan development
- Professional ethics and standards
- Psychological measurement
- Social bases of behavior
- Theories of individual functioning and change

The program goal areas and knowledge bases are guided by institutional values and general theories which include:

- Broad and general practice with the opportunities to move into new, emerging areas;
- Multiple ways of knowing, sources of knowledge, and values;
- Commitment to life-long learning;
- Valuing human diversity;
- Self-awareness, open-mindedness, flexibility, personal integrity, and honesty; and
- Guidance by professional ethics and standards of conduct.

The Doctor of Psychology Degree Curriculum

The Psy.D. curriculum requires completion of 136 credit hours, including 109 hours of core courses and 27 hours of electives. Shown below are the courses which satisfy requirements of the 109 core hours. Because each student constructs an individual education plan with the Academic Advisement Officer, scheduling of these courses and time to completion for each student varies slightly. About half of all students complete the program in a total of four years; most others complete program requirements in five years or longer if enrolled on a part-time basis. The typical sequencing of curricula appears on the following pages.

Core Courses	Credit Hours
• Psychopathology I & II	6
• Psychological Assessment: Cognitive, Objective & Projective Personality	11
• Theories of Personality & Intervention	3
• Lifespan Development	3
• Ethics, Professional, and Legal Issues in Psychology	3
• Statistics	3
• Research Design	3
• Information Literacy	1
• Psychometrics	3
• Foundations of Relationship & Interview	3
• Clinical Interview & Psychosocial History	3
• Report Writing	3
• Theory & Intervention (complete 3 of 6 classes offered)	9
• Group Intervention	3
• Family Intervention	3
• Supervision	3
• Consultation and Education	3
• Social Psychology	3
• Health Psychology	3
• BioPsychology	3
• Psychopharmacology	3
• Human Diversity	3
• Cognitive / Affective Bases of Behavior	3
• Professional Development Seminar (PDS)	3
• History and Systems	3
• Advanced Assessment	3
• Practicum	16
• Elective Courses	27
• Internship	0

Psy.D. Curriculum (4+1)

Year 1		Year 2		Year 3		Year 4	
Courses	*Credits*	*Courses*	*Credits*	*Courses*	*Credits*	*Courses*	*Credits*
FALL							
Professional Development Seminar	1	Foundations of Relationship	3	Professional Development Seminar	1	Professional Development Seminar	1
Ethics Professional and Legal Issues	3	Theories of Personality	3	Practicum III	2	Theory & Intervention	3
Objective Assessment	3	Elective	3	History & Systems	3	Practicum VII	2
Psychometrics	3			Health Psychology	3	Consultation and Education	3
Total	10	Total	9	Total	9	Total	9
WINTER							
Psychopathology I	3	Practicum I - 1st credit	1	Practicum IV	2	Practicum VIII	2
Cognitive Assessment	4	Group Intervention	3	Biopsychology	3	Supervision	3
Research Design	3	Interview & History	3	Lifespan Development	3	Theory & Intervention (choice)	3
		Elective	2	Elective	1	Elective	1
Total	10	Total	9	Total	9	Total	9
SPRING							
Psychopathology II	3	Practicum I - 2nd credit	1	Practicum V	2	Social Psychology	3
Projective Assessment	4	Cognitive Affective Bases of Bx	3	Psychopharmacology	3	Elective	3
Statistics	3	Report Writing	3	Theory & Intervention (choice)	3		
		Elective	2	Elective	1		
Total	10	Total	9	Total	9	Total	6
SUMMER							
Human Diversity	3	Practicum II	2	Practicum VI	2		
Family Intervention	3	Advanced Assessment	3	Elective	3		
*Career Assessment	3	Elective	3	Elective	3		
Information Literacy	1	Elective	1	Elective	1		
Total	10	Total	9	Total	9		
Total Hours Year 1	**40**	**Total Hours Year 2**	**36**	**Total Hours Year 3**	**36**	**Total Hours Year 4**	**24**

TOTAL HOURS 136

Psy.D. Program Education and Training Outcomes

(Pursuant to APA Implementing Regulation C-20)

Time to Completion

Over the last seven years, the average time to completion for Forest's students is 4.29 years (median = 4). The breakdown of time-to-completion for graduates over the last seven years is as follows:

Less than 5 years	74.4%
5 years	18.0%
6 years	4.2%
7 years	2.5%
More than 7 years	0.9%

However, the trend in recent years has been toward longer time-to-completion with the 2007 graduating class completing as follows:

4 years	44.8%
5 years	28.9%
6 years or longer	26.3%

Program Costs

ESTIMATED FIRST YEAR COST OF ATTENDANCE 2006-2007

Expenses	Full-time Enrollment (based on 10 cr hrs)	Part-time Enrollment (based on 6 cr hrs)
Tuition & Fees	$23,983	$14,943
Loan Fees (1%)	$352	$185
Living expenses *(based on 2002 + CPI per year)*		
rent	$2,717	$2,717
utilities	$1,832	$1,832
food	$3,119	$3,119
Books & Supplies	$1,097	$658
Transportation	$2,090	$2,090
Misc/Other	$2,251	$2,251
Total Estimated First Year Expenses	**$37,441**	**$27,795**

Internships

Forest's students have experienced successful internship experiences in recent years. Of the 330 graduates since 2001, 85.8% (n=283) have attended APPIC internship sites, 31.8% (n=105) attended APA sites, .3% (n=1) attended a CPA site, and the remaining 14.2% (n=47) have attended other approved sites. Of these placements 97.9% (n=323) were fully-funded internships, and 0.2.1% (n=7) were non-funded. The annual data detailing these experiences is reported below, first as a percentile then as a number.

Graduate Year	Total Graduates	APA/CPA (%)	APPIC (%)	Other (%)	Funded (%)
2001	48	52.1	93.8	6.2	93.8
2002	69	33.3	92.8	7.2	100
2003	54	31.5	72.2	27.8	100
2004	48	10.4	60.4	39.6	95.8
2005	41	26.8	92.7	7.3	100
2006	34	38.2	94.1	5.9	97.1
2007	36	30.9	100	0	91.7

Graduate Year	Total Graduates	APA/CPA (n)	APPIC (n)	Other (n)	Funded (n)
2001	48	25	45	3	47
2002	69	23	64	5	69
2003	54	17	39	15	54
2004	48	5	29	19	46
2005	41	11	38	3	41
2006	34	13	32	2	33
2007	36	11	36	0	33

Attrition

Over the last seven years, 7% of students who matriculated into the Psy.D. program have failed to complete the program for various reasons. The table below reflects the annual attrition rate for each academic year. Attrition for the 2006-07 year will be posted at the end of the Summer term, which represents the final term of the academic year.

Academic Year	Percent Attrition	Number (n)
2000-01	5%	14
2001-02	6%	14
2002-03	7%	17
2003-04	11%	25
2004-05	8%	17
2005-06	7%	14
2006-07 (to date)	4%	6

Annual Student Review

The process of student review is intended to provide feedback and guidance for students through both formal and informal systems. Ongoing feedback occurs through supervision, advisement, Professional Development Seminars, and other regular interactions with faculty in classroom and training settings.

The more formal process of annual student review is intended to evaluate overall academic achievement and progress; demonstrated behaviors related to Forest Institute's code of conduct and the APA Code of Ethics; interpersonal behaviors; emotional self-awareness; emotional maturity; and overall standing in the program. Faculty provide the student with feedback highlighting: 1) possible areas of concern; 2) guidance for remediation of concerns or problems; 3) recognition of performance at exemplary levels.

Comprehensive Exam

Doctoral students must successfully complete and pass the Academic and Clinical sections of the Comprehensive Examination before they will be considered eligible for Internship. The purpose of the Academic Examination is to review and assess each student's cumulative knowledge in the core competency (goal) areas of the program. The Academic section of the Comprehensive Examination is offered annually, and typically occurs during the Summer term. The academic section is comprised of content area essay exams, and a passing score of at least 70% must be earned on each essay.

The primary purpose of the Clinical Competency Exam is to review and assess the student's ability to gather pertinent information from a clinical interview, interpret test data, report findings accurately, and demonstrate effective clinical intervention skills. It is also designed to assess the student's ability to formulate and construct a clear, concise case conceptualization, summary and diagnosis. The sequencing of the clinical exam related to student's progress through the program is aligned with completion of the clinical skills series of coursework (Relationship, Interview and History, and Report Writing) and completion of at least four practicum rotations. The Clinical Competency Exam is administered annually at a time and place designated by the VPAA.

Specific guidelines and procedures regarding Comprehensive Examinations are contained in the Comprehensive Examination Handbook.

Doctoral Dissertation

The experience of preparing a dissertation contributes to the development of a scientific attitude. Such an attitude is of great benefit to professional practitioners, who are expected to consistently apply scientific knowledge and critical, scientific thinking to clinical issues. The dissertation project also promotes systematic integration and application of academic knowledge. As students apply the results of their research to significant questions, they advance knowledge in the field, while learning to become critical consumers of empirical research.

Through the dissertation process students are expected to demonstrate in-depth knowledge of an area relevant to the professional practice of psychology as well as the ability to think critically, integrate and evaluate research and theory, work independently and clearly communicate ideas to members of profession. Ultimately, the project is expected to make a significant contribution to the field of psychology and to be of publishable quality.

Specific information and requirements related to the Dissertation can be found in the Thesis and Dissertation Guidebook.

Practica

Practica experiences are an integral element of the doctoral program. The purpose of practicum is to provide meaningful experiences for students that integrate their knowledge, skills, and attitudes in supervised

clinical settings. Training experiences occur in the Robert J. Murney Clinic at Forest Institute and at external practicum sites once certain prerequisites set forth in the Clinical Training Manual have been met. Students typically begin practica during the fourth term of their first year of study and are required to complete their first two rotations in the Murney Clinic.

Students work with diverse patient populations, including the economically disadvantaged, older adults, and other under-served populations. Students training also includes a broad range of general therapy experiences, including individual therapy, group therapy, marital and couples therapy, psychological testing, neuropsychological testing, and a variety of psycheducational classes. As their knowledge base and experience increase, students will become more deeply involved in psychological assessment, interviewing, supervision, individual, group, couples, and family psychotherapy, consultation, co-therapy, and student teaching.

Placements at the Clinic and external sites are based on individual student interest surveys and information obtained through interviews with the Practicum Coordinator. Equipped with ample consulting rooms, audio-visual equipment, one-way mirrors, and observation rooms, and licensed core faculty offices, the Clinic provides an excellent environment for supervision and professional role modeling.

Doctoral students accumulate at least 1200 hours of experience in eight terms, with a minimum 25% requirement for direct patient contact. Doctoral students are required to complete at least four, six-month rotations at different practicum sites to encourage breadth and depth of psychological training. Half of these hours must be supervised by a licensed psychologist; the other half may be overseen by an appropriately qualified licensed mental health professional.

As students progress through practicum, they complete courses in Report Writing and at least three courses in Theory and Intervention. In these courses psychotherapy intervention is taught from specific theoretical perspectives. These interventions are then applied to cases that students present in class and critical analysis is applied utilizing both the theoretical context and known empirically validated treatment approaches. Reviewing cases in this fashion enhances the students' experience of learning through peer and faculty interaction and enables the student to apply feedback to actual practice in their practicum experiences.

Students have a continual system of support throughout practica experiences eliminating the need for students to deal with training or agency problems alone. The Practicum Coordinator serves as the support link for students, sites, and the program. Students are able to openly express any concerns related to training to the Coordinator, who then represents those concerns to the Director of Clinical Training and Clinical Training Committee. Students experiencing difficulties that do not rise to the level of a formal complaint may request that the Coordinator conduct a conference with or visit the practicum site to improve the training environment.

Internship

Students may begin internships when they have satisfactorily completed all coursework, practica, comprehensive examinations and the dissertation process. The 2,000 hour internship experience is completed within one year, or during two half-time years with the approval of the Clinical Training Director. Depending upon the specific site placement, the intern might perform a variety of tasks, such as administering psychological assessments, writing reports, performing crisis intervention, holding consultations, conducting outcome research, teaching, and providing brief and ongoing psychotherapy for individuals, couples, families, and groups.

Ninety-five percent of students eligible for internships during the last five years have been placed. While it is the responsibility of the student to secure an internship, Forest actively assists in the process by providing application information, recommendations, and administrative support. Students are required to participate in the internship matching program through the Association of Psychology Postdoctoral and Internship Centers (APPIC), and are only allowed to secure placement with an APPIC-approved, APA-accredited or CAPIC-approved internship site. In all instances, internship placements must have the prior written approval of the Clinical Training Director.

The self-reported experiences and supervisory ratings of each intern are evaluated in determining a final grade. Forest Institute follows internship guidelines set by the Association of Psychology Postdoctoral and Internship Centers and the National Register of Health Service Providers in Psychology. For specific internship requirements, please see the Forest Institute Internship Application Handbook, and the APPIC guidelines, both as amended from time-to-time.

The Murney Clinic at Forest Institute has offered an APA-accredited internship since 2005. Students may apply for this internship through the APPIC match process.

Graduation Requirements for the Doctor of Psychology Degree (Psy.D)

Degrees are conferred by the Institute's Board of Directors upon recommendation of the faculty, after all program requirements have been met and verified by the VPAA. All requirements must be met within 10 years of admittance into the program. Students who complete the requirements of their degree before commencement may request a letter of completion for licensing, postdoctoral training, and other purposes.

To graduate, a student must:

- Complete the required courses and credits hours (136 credit hours) as specified in the curriculum requirements;
- Maintain a minimum GPA of 3.0 for all credits attempted;
- Enroll full time (or its equivalency) for at least one academic year at Forest;
- Successfully complete Comprehensive Examination requirements;
- Successfully complete the doctoral Dissertation requirements;
- Successfully complete the required practicum hours and experiences as required in the Clinical Training Manual;
- Successfully complete the required internship hours and experiences as required in the Internship Handbook and by APPIC, APA and CAPIC guidelines, as amended from time to time;
- Pay for all tuition, fees, debts, or other property owed to Forest, including Learning Resource Center fees; and
- Demonstrate professional attitude, decorum, and ethical conduct commensurate with the profession of psychology.

Students are not allowed to graduate while on probation or while under any other administrative action.

Child and Adolescent Psychology

Students with a variety of professional goals find the Child & Adolescent Elective Cluster extremely useful. It provides a thorough foundation for understanding children and youth in the context of their social, academic, family and physical environments. Students examine children and their families in terms of human development and processes of change. Practicum experiences include assessment, individual therapy, group therapy, consultation, patient & family therapy, and psycho-educational groups.

The Child and Adolescent Cluster comprises the following six courses plus four hours of practica which are completed in specifically approved child and adolescent sites.

- Advanced Child and Adolescent Therapy
- Child Assessment
- Child and Adolescent Group Therapy
- Special Topic
- CAP Practica

Integrated Health Care: Practice, Consultation, and Management

Research has shown that the primary care setting is the preferred venue for integrating psychological and physical health care services. The three broad goals for integrated care are: 1) produce healthier patients; 2) create more efficient resource expenditures; and 3) remove barriers to access.

Students will develop proficiency in diverse clinical skill areas including treatment compliance; management of chronic diseases such as asthma and diabetes; lifestyle changes; and pain management.

The Integrated Health Care (IHC) certificate program at Forest Institute comprises eight classes plus two credit hours of clinical and two credit hours of management practica (total 29 credit hours).

IHC Certificate Requirements

- Health Care Delivery & Administration
- Health Psychology*
- Business Basics
- Biopsychology*
- Medical Psychology and Behavioral Intervention
- Psychopharmacology*
- Medical Terminology for Health Sciences
- Integrated Health Care Solutions
- IHC Clinical Practicum
- IHC Management Practicum

*Also fulfills core requirements for Psy.D.

Neuropsychology Elective Cluster

The Neuropsychology elective cluster, in addition to the core academic program, at Forest Institute provides a thorough foundation for understanding behavior across the lifespan as it relates to normal and abnormal functioning of the central nervous system. This foundation is needed for students to continue their education and training in neuropsychology through the clinical internship and post-doctoral fellowship in clinical neuropsychology.

Neuropsychological evaluations generally involve a wide variety of tasks, which include specialized psychological tests that are done sitting at a table or at bedside in a hospital.

Prerequisites for the neuropsychology cluster include Biopsychology, Psychopharmacology, and Health Psychology courses.

Potential practicum sites include a private neuropsychology practice, a major regional medical center, a rural community hospital, and a maximum security forensic hospital

Neuropsychology Requirements

- Functional Neuroanatomy & Neuropathology
- Neuropsychological Assessment: Adults
- Neuropsychological Assessment:Adult/Geriatric
- Neurological & Neuropsychological Rehabilitation: Adult
- Neuropsychological Assessment: Child & Adolescent
- Neurological & Neuropsychological Rehabilitation: Child & Adolescent
- Rehabilitation/Neuropsychology Consultation**
- Advanced Neuropsychological Case Analysis**
- Neuropsychology Practica

**Recommended but not required

Pain Management Cluster

Psychologists are encountering an ever-increasing number of pain management issues in their daily practice, emphasizing the need for training to address chronic pain. Each course in the Pain Management cluster incorporates up-to-date research in a specific area of pain management; together the courses offer a multidisciplinary perspective across the subject area. Individual courses are completed over a single weekend (i.e., 8 a.m. to 5 p.m., Friday, Saturday, and Sunday) with expert lecturers speaking on various pain management issues. Students also complete 10 hours of practicum observation in two different treatment settings in which pain management issues are a component.

Pain Management Requirements

- History and Legal Issues
- Team Management of Common Pain Syndromes
- Treatment Aspects
- Specialty Concerns

Forest Institute has been a certified and approved certificate doctoral program of the American Academy of Pain Management since 1999. These courses are offered on an alternating academic year cycle.

Psychology of Religion Cluster

In today's pluralistic world, a psychologist needs to be able to understand systems of value, meaning, and belief different from his or her own and how these may impact the therapeutic environment. Many clients struggle with issues stemming from, or related to, their religious world-view. Therefore, in 1992 the American Psychological Association designated religion as a diversity issue.

The Forest Institute Psychology of Religion elective cluster is one of the few graduate programs to address religious issues in training. Students in this cluster area learn to handle these concerns sensitively and thoughtfully.

Students may take any of the courses in Religion cluster as a general elective. However, in order to receive the Certificate, students must successfully complete five of the six courses shown below:

- Psychology of Religion
- Religious Traditions and Therapy
- Religious Applications in Therapy
- Philosophy of the Psychology of Religion
- Religion and Health
- Loss, Coping, and Religion

THE EN ROUTE MASTER OF ARTS IN CLINICAL PSYCHOLOGY DEGREE PROGRAM

The master's program provides a broad base of psychological foundations, including theories, concepts, and empirical knowledge regarding human development and behavior. The education and training equals the caliber and hands-on nature of the doctoral program, and can be completed in 18-24 months. However, many students prefer to take more time and gain additional clinical experience. The degree must be completed within four years from the date of first matriculation.

Course Curriculum for the Master of Arts Degree

The en route M.A. Curriculum requires 53 credit hours.

Core Courses	Credit Hours
• Psychopathology I & II	6
• Psychological Assessment: Cognitive & Objective Personality	7
• Theories of Personality & Intervention	3
• Lifespan Development	3
• Ethics, Professional, and Legal Issues in Psychology	3
• Statistics	3
• Foundations of Relationship & Intervention	3
• Career Assessment	3
• Group Intervention	3
• BioPsychology	3
• Human Diversity	3
• Cognitive / Affective Basis of Behavior	3
• Professional Development Seminar	2
• Information Technology	1
• Practicum	6
• Elective	1

Students completing the master's degree are urged to apply for the appropriate certification and/or licensure as soon as eligible.

Master's Thesis

The Master's Thesis is an essential component of the Master's degree and is intended to provide the student with the opportunity to demonstrate and apply the knowledge and skills they have developed in their coursework and practica. Specific requirements for the Master's Thesis are presented in the Thesis and Dissertation Guidebook.

Practica

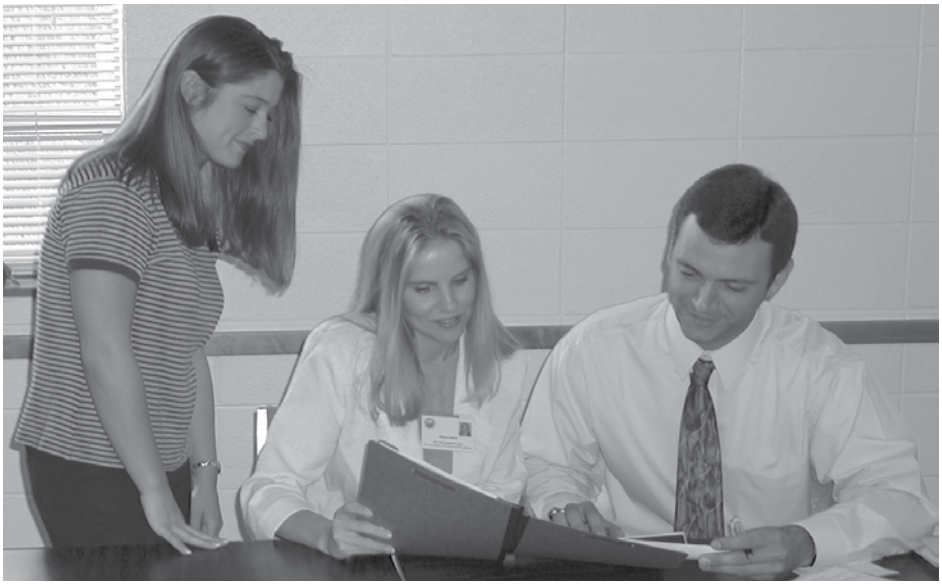
Master's students gain a minimum of 450 hours of experience in their three practicum terms, with a minimum of 25% required for direct patient contact. Half of these hours must be supervised by a licensed psychologist; the other half may be overseen by an appropriately qualified licensed mental health professional.

Graduation Requirements for a Master of Arts Psychology Degree

To graduate, a student must:

- Complete the required courses and credit hours (53 credit hours) as specified in the curriculum requirements;
- Maintain a minimum GPA of 3.0 for all courses attempted;
- Successfully complete the Master's Thesis;
- Successfully complete the required practicum hours and experiences as required in the Practicum Handbook;
- Pay for all tuition, fees, debts or other property owed to Forest, including Learning Resource Center fees; and
- Demonstrate professional attitude, decorum, and ethics commensurate with the profession of psychology.

Students are not allowed to graduate while on probation or while under any other administrative action.



POST-GRADUATE MARRIAGE AND FAMILY THERAPY CERTIFICATION

NOTE: Although students are admitted and/or enrolled in other master's or doctoral programs at Forest Institute, all students wishing to complete the Certificate program in Marriage and Family Therapy must make separate application to the MFT program as described in the Admissions section of this catalog. Any student attending Forest Institute may take MFT-related coursework as elective credit, but only students accepted through the formal admissions process will receive the accredited certificate. In addition, only students accepted into the MFT program are allowed to participate in the MFT practicum.

Completion of this program prepares mental health professionals to obtain a certificate in Marriage and Family Therapy and seek LMFT licensure in most states. Therapists are trained in family systems to treat couples, families, and individuals for conditions including severe mental illness, emotional disorders, substance abuse, juvenile offenses, and victim issues, in addition to traditional marriage and family concerns.

The AAMFT accredited Marriage and Family (MFT) certificate program at Forest Institute comprises eight classes plus 500 client contact hours. The following MFT courses can be completed over a one-year period. Specific policies and requirements for the MFT certificate program may be found in the MFT Policies and Procedures Handbook.

Pre-requisite:

- **Family Intervention 533**
  This course provides an introduction to various marital and family therapy paradigms and the associated clinical skills. Systems theory is presented and the underlying assumptions of the paradigms and theories are examined, with a special emphasis given to the work of Murray Bowen. (All students enrolled in the doctoral program at Forest are required to take this class, assuming they do not transfer something similar from another institution into their program of study.)

Required Courses for Marriage and Family Therapy Program:

- **Advanced Family Therapy-611 (Fall term)**
  Designed to take up where Intervention III ends, this course explores in-depth general systems theory, along with its evidence in the various marital and family therapy paradigms. It examines the concepts of epistemology and cybernetics. It is designed to teach systemic thinking about clinical issues.
- **Family Assessment -856 (Winter term)**
  This course will examine some of the more useful instruments-both process and product-oriented-for looking at interpersonal relationships. Students will learn how to use various assessment tools or instruments and write a corresponding family assessment.
- **Specific Interventions in Family Therapy-862 (Spring term)**
  Various interventions from systems approaches are examined, with input from students on which paradigms they would most like to focus. Specific skills and therapeutic tools are then taught from these various theoretical perspectives. Demonstration, role-play and student discussions are an important part of the class.
- **Specific Interventions in Couple Therapy-610 (Summer or Fall term)**
  Working with couples poses specific problems that often require specialized skills. In this course students will learn specific strategies from various systems theory perspectives dealing with communication, conflict resolution, infidelity, financial issues and sexuality. Attention will also be given to special couple issues such as infertility and domestic violence.

- **Ethical, Legal and Professional Issues-609 (Fall term)**
  Students may also want to take this course as it is required for licensure in the State of Missouri and may be required in some other states as well.
- **Research Seminar in MFT-5341 (Summer term)**
  This course provides an overview of standard methods and assessment procedures used in MFT research, as well as a summary of key research findings that support the effectiveness of MFT practice. Building on the foundation of students' prior research classes, this course is designed to teach students how to examine research studies in the MFT field in a critical manner and familiarize students with MFT assessments along with contemporary trends in MFT research. As this class is in seminar format, a brief introduction and overview will be presented to foster students' interest in MFT research with the assumption that previous research courses have been completed. The aim is to encourage critical thinking and help students view the pursuit and consumption of research as a complimentary and necessary part of their growth as marriage and family therapists.
- **Adult Development-628**
  This course provides a systems-based conceptual and technical foundation for individual, family, and couple therapy, considering multigenerational family life-cycle development, socio-cultural context, and family diversity. Also provided is an overview of concepts, theories, and research relevant to human development, with an emphasis on development over the life span in the context of family interaction and it's impact on therapy.

MFT Practica

The Marriage and Family Therapy certificate practicum program meets the guidelines established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for providing client contact and required supervision in clinical practice. Students are in rotation for a minimum of 12 months, during which they receive both individual and group supervision by AAMFT-Approved Supervisors in at least one-fifth of their direct client contact.

During this time, students will accumulate at least 500 hours of direct client contact, 250 of which must be relational (e.g. couples and families). MFT students will also participate in a minimum of one hour of group supervision during their required six-hour block time at the Forest Institute Cinic each week.

Students must receive supervision at a ratio of one hour of supervision for every five hours of client contact, or 100 hours for the 500 hours of direct client contact they accrue during the program. This supervision may be both group and individual, with groups of no more than six students at one time.

Clients are assigned by the MFT supervisor in charge. Students will see most clients at the Forest Institute Murney Clinic, but may also work with clients at other locations. Additional practicum guidelines regarding the program are available with the Director of the Marriage and Family Therapy Program.

Certification Requirements

To be certified, students will:

- Complete the required courses and credit hours as specified in the standard curriculum requirements as defined by the COAMFTE;
- Maintain a minimum GPA of 3.0 for all courses attempted;
- Successfully complete 500 hours of face-to-face client contact, 250 of which is relational, and one-fifth of which is supervised by an AAMFT-Approved Supervisor;
- Pay for all tuition, fees, debts or other property owed to Forest, including Learning Resource Center fees; and
- Demonstrate professional attitude, decorum, and ethics commensurate with the profession of psychology.
- Successfully complete three (3) case conceptualizations using a systemic orientation.
  Students are not allowed to graduate while on probation or while under any other administrative action.

CLINICAL TRAINING EXPERIENCE

Pursuant to the mission of the Institute and the training objectives of the program, the program owns and operates the Robert J. Murney Clinic at Forest Institute. Dedicated to providing low-cost mental health services to the underserved populations of the southwest Missouri area, the Clinic functions as a community mental health center with a basic mission of training students. A broad range of experiences for students include supervision; consultation; management; diversity; individual therapy; marital and couples therapy; psychological testing; and a variety of psychoeducational classes.

Faculty provide daily supervision and are available on a 24 hour basis to meet student and patient service needs. With over 800 patient appointments each month, the Clinic provides a wide range of training services for students. The 15,000 sf facility contains over 12 therapy rooms, many of which are equipped with either video/audio monitoring equipment or two-way mirrors for direct and indirect supervision. Full-time licensed faculty are assigned to the clinic to oversee/coordinate the various functions and services related to students and patients. One unique aspect of the program is the continuity of doctoral training modeled to students. Selected students sequentially continue their training through the internship and residency programs operated by Forest Institute in the Clinic, along with students selected from other programs. The Internship program is accredited by the American Psychological Association.

Clinical supervisors provide a wide array of theoretical orientations *(e.g. psychodynamic, constructivist, interpersonal, cognitive-behavioral)* and specialties *(e.g. child/adolescent, addictions, forensics, neuropsychology,)* that are aligned with students interest in placement. External practicum sites and supervisors are also used to diversify training.

Students participate in supervision as an element of their training experience. During the course of their practicum training, students are exposed to a variety of clinical supervision models by interacting and being supervised by various supervisors. These models are demonstrated through group and individual supervision, critiquing audio/visual tapes, direct observation through one-way mirrors, and video monitors.

A variety of practicum sites utilize Forest students in a consultant role with their clients, clinical professionals, and other staff. Students perform assessments and observations of clientele then provide recommendations (i.e. treatment, referral, program development) to those sites requesting services. In addition to providing professional consultation to sites, individual consultation is conducted between peers, supervisors, mentors, and other faculty on cases and other clinical issues. Students may also observe their supervisors acting in a consultant role at various sites.

Student competency in relation to diversity of past experiences is a significant consideration when designing practicum assignments. If students are found to have extensive or specific clinical experience, special considerations are made to ensure breadth and general experiences. Individual reviews are used to determine the competency level of those students so that practica assignments can be made that offer new and diverse experiences of a generalist nature.

RE-SPECIALIZATION AND CONTINUING EDUCATION

Re-specialization

Forest Institute's "training" model is well suited for persons holding doctorate degrees in psychology who are "re-specializing" in clinical psychology and neuropsychology. The Institute retains a well-qualified and certified faculty in each of these areas of specialization. Each program is individualized to meet the highest retraining standards and to augment students' previous education and experience. The Institute follows the guidelines of the American Psychological Association for the retraining of psychologists.

The program requires the following to earn the doctorate of psychology with specialization:

- Earn a doctorate in another field of psychology from a regionally accredited institution of higher learning;
- Satisfactorily complete the residency requirement;
- Complete all clinical and specialty course requirements;
- Maintain a minimum GPA of 3.0 for all courses attempted;
- Complete 2,000 hours of internship as required in the Internship Handbook;
- Present a doctoral Dissertation;
- Pay for all tuition, fees, debts or other property owed to Forest, including Learning Resource Center fees; and
- Demonstrate professional attitude, decorum, and ethical conduct commensurate with the profession of psychology.

Students are not allowed to graduate while on probation or while under any other administrative action.

Persons not seeking the degree are not required to complete the doctoral Dissertation and will be awarded a Certificate of Re-specialization. Licensing/certification requirements vary by state; contact state licensing agencies for specific guidelines.

Continuing Education

Forest Institute's continuing education seminars and workshops are designed for health care professionals within the field of psychology, including members of the community, as well as Forest faculty, alumni, and students. The seminars are geared to participants seeking to improve professional competency, to strengthen critical inquiry and balanced judgement, and to acquire new skills and knowledge in applied areas not covered in traditional graduate level courses.

Forest also offers ongoing community outreach programs geared to the concerns and needs of state and local agencies, schools, and individuals.

Forest Institute is approved by the American Psychological Association to offer continuing education for psychologists and maintains responsibility for the program.

Core Courses

Advanced Assessment

The focus of this course is the selection, administration, scoring, and interpretation of appropriate tests in various clinical settings. Included will be tests for personality, pathology, intelligence, achievement, adaptive functioning, and neurological screening. Populations include geriatric, adult, adolescent, and child. Issues of validity, reliability, and clinical utility will be addressed. (PSY 540, 3 cr)

BioPsychology

The purpose of this course is to examine the structure and function of the nervous system and brain behavior. Topics covered include neurotransmitters and hormones, sensory and motor functions, learning and memory, language, arousal and sleep, emotional behavior, and behavioral and neurological disorders. The interaction between physical and psychological functioning as it relates to sensation and perception will also be addressed. A review of current research and research methods pertaining to the above topics is included in the course material. (PSY 504, 3 cr)

Career Assessment

The purpose of this course is to survey career assessment development and related methods relevant to clinicians, counselors, and consultants, including career choices, systematic analysis of career needs, aptitudes, attitudes, and the development of careers and career goals over the lifespan of the individual. The course material also addresses the overall occupational/professional opportunities and challenges in modern society, and the historical origins of career counseling are also explored. Students will be required to administer and score appropriate career counseling assessment instruments. (PSY 924, 3 cr)

*NOTE: This course is a requirement for matriculation of the masters' program and serves as an elective in the doctoral program.

Clinical Interview and Psychosocial History

The focus of this course is on collecting data on social, socio-economic, psychological, developmental, medical, occupational, educational, abuse (physical, emotional, sexual, and substance) and recreational history. Included in this course is a continuation of the application of rapport and relationship-building. In addition, students learn skills of identifying and assessing suicidal, homicidal, and behavioral risk factors. Students are expected to focus on professional documentation, including notes and psychosocial history. Students are expected to continue to develop a theoretical background and technique from which to tailor their personal styles of relating to clients or patients. Course 551 is recommended prior to enrollment of 552. (PSY 552, 3 cr)

Cognitive-Affective Bases of Behavior

The purpose of this course is to address the principles of cognition and emotion in relation to human functioning. A review of the research regarding memory, problem solving and reasoning is conducted. The relationship of emotion with cognition and functioning is addressed by examining the theories of emotion, research on individual emotion, and the relationship between emotion, stress, and physical health. Application to clinical practice is discussed when appropriate. (PSY 516, 3 cr)

Cognitive Assessment with Lab

This course explores theories of intelligence and the assessment of intellectual functioning. The focus of the course is on the administration and interpretation of the Wechsler Adult Intelligence Test, including WAIS, WISC, and WASI. The topics to be covered include historical perspectives of intelligence; psychometric theory and procedures; standardized tests; statistical and technical considerations (e.g. standard deviation, confidence intervals, significance levels, reliability, and

validity); and ethical standards of assessment practices. The student is expected to learn how factors such as organicity, personality traits, anxiety, psychosis, cultural and diversity factors, social factors, and occupational expertise effect cognitive functioning as measured on standardized tests. This course additionally has a mandatory lab that coincides with the course material being presented, in which students practice actual administration, and scoring of intelligence testing instruments. (PSY 521, 4 cr)

Consultation and Education

The purpose of this course is the acquisition of knowledge, skills, and attitudes related to the delivery of consultation and educational activities. Theoretical and empirical knowledge base for consultation processes are studied, including behavioral theory, mental health, organizational development, and their related consultation approaches. Students are expected to learn to research the referral question, formulate a needs assessment, and to demonstrate relationship skills that are appropriate to the type of consultation interventions being delivered. (PSY 891, 3 cr)

Ethics, Professional, and Legal Issues

This course presents an overview of ethical and legal issues associated with the professional practice of psychology. The American Psychological Association's Ethics Code and other relevant guidelines are reviewed, with an emphasis on their application to ethical decision-making in specific professional practice environments and situations. The interface between ethical and legal requirements is explored, and managed care and other contemporary issues impacting clinical practice are considered. Specific legal issues that are addressed include conditions of malpractice, psychotherapist-patient privilege, and child abuse reporting. Additionally, contemporary professional issues are introduced and examined. (PSY 501, 3 cr)

Family Intervention

The purpose of this course is to explore the historical perspective, theory, and practice of marriage and family therapy from a variety of models. Various marital and family therapy paradigms, family development, family assessment methods, and systems theory are studied. Underlying assumptions, interventions, symptom development, and the operation of relationship skills within marital and family systems are also explored. (PSY 533, 3 cr)

Foundations of Relationship and Interview

The purpose of this course is to examine of the common factors and therapeutic alliance variables and techniques that help students establish and maintain appropriate relationships with patients, research subjects, colleagues, and other professionals and laypersons. Students are expected to acquire the psychological knowledge relevant to relationships, and to demonstrate the interpersonal skills and relational attitudes of the professional psychologist. (PSY 551, 3 cr)

Group Intervention with Lab

This course explores the theory and practice of group psychotherapy and techniques. Topics addressed include the nature of interpersonal learning, the dynamics of group structure, the stages of group development, group interventions, and the selection factors associated with group participation. The relationship skills inherent to group organizations, such as cohesion, differentiation, and conflict management are emphasized. (PSY 532, 3 cr)

Health Psychology

This course is designed to acquaint the student with the research and practice associated with being a health psychologist in the 21st century. Upon completion of the course, students will have a practical and scholarly understanding of diverse issues such as psychoneuroimmunology, hypnosis, acupuncture, biofeedback, stress, exercise, clinical procedures in medical settings, and an overview of anatomy and physiology. The course is intended to inform the student about health matters that can be applied both personally and professionally. Further, the course is designed to facilitate an interdisciplinary perspective on the basic problems, processes, and unresolved issues in biopsychosocial aspects of health, illness, and healing. (PSY 661, 3 cr)

History and Systems of Psychology

This course orients the student to psychology in the intellectual and philosophical traditions of Western thought. Specialized domains within the field are studied in relation to the broader discipline of psychology. (PSY 515, 3cr)

Human Diversity

The purpose of this course is to examine major historical and contemporary theories, issues, and research related to sexual orientation, ethnicity, age, ability/disability, gender, race, national origin, socioeconomic status, religion, and language. Additionally, diversity of local and regional areas is examined. Topics include identity development, worldview, prejudice and discrimination, and the impact of diversity on assessment, diagnosis, and treatment decisions. Students are encouraged to examine their current beliefs in regard to the classroom material presented; they are encouraged to see, experience, and understand the world from different perspectives. Students will participate in activities to promote self-awareness. (PSY 525, 3 cr)

Information Literacy

In this course, students will acquire the information technology knowledge and skills needed to successfully complete the thesis and dissertation and other academic projects. Through in-class demonstrations, hands-on assignments, and other methods, students will become familiar with a variety of print and electronic information resources; develop efficient search strategies; and learn how to critically evaluate information resources, avoid plagarism, and cite sources using APA style. This course seeks to equip, enhance, and promote lifelong learning. (PSY 941, 1 cr)

Lifespan Development

This course examines contemporary topics and research related to the physical, cognitive, social, and affective development of children, adolescents, and adults. Students are expected to recognize and understand various developmental theories and their associated applications to clinical practice. Emphasis is placed on topics that have particular significance for the professional practice of psychology. (PSY 940, 3 cr)

Objective Assessment

The focus of this course is on the administration, scoring, and interpretation of objective tests designed to evaluate personality and/or psychopathology. Emphasis is given to objective measures such as MMPI, MCMI, and PAI. Topics to be covered include: historical perspectives of objective assessment; psychometric theory and procedures; standardized tests; and statistical and technical considerations. (PSY 522, 3 cr)

Practicum

Student trainees experience broad and general integration of relationship and assessment skills, theoretical knowledge, case conceptualization, and the treatment orientations as they are expressed through the work with actual clients. Trainees practice the assimilation of the historical foundations of practicing psychology with the use of research outcomes and empirically validated models. Additionally, trainees receive exposure to a diversity of clients and enhance their ability for self-reflection through appropriate guidance provided by a qualified supervisor. Trainees complete a carefully planned sequence of supervised practice and experience.

PSY 571	Practicum I	2
PSY 572	Practicum II	2
PSY 573	Practicum III	2
PSY 574	Practicum IV	2
PSY 575	Practicum V	2
PSY 576	Practicum VI	2
PSY 577	Practicum VII	2
PSY 578	Practicum VIII	2

(PSY 571 - 578, 2 cr)

Professional Development Seminar

Professional Development Seminars (PDS) provide a weekly forum for faculty and student interaction and professional development. Core faculty members serve as facilitators for a group of students, all at similar levels of completion within the program. During a student's first term at Forest, he/she attends a PDS structured for orientation to the program. This PDS provides an opportunity for new students to get to know each other, start to form study groups and to share and support each other, and learn more about the structure of programs at Forest Institute. Subsequent PDS's provide timely information, support, mentoring, and advisement for students related to their professional, clinical, and academic development (e.g. internship placement process, clinical case conceptualizations, dissertations, and current research or developments in the field of clinical psychology). (PSY 541, 1 cr)

Projective Assessment with Lab

The focus of this course is on projective assessment measures with an emphasis on tests such as the Rorschach Inkblot Test, the Thematic Apperception Test (TAT), and projective drawings. The course covers administration, scoring, and interpretation, including the theoretical foundations and historical perspective. The psychometric properties of each test are explored along with the calculation of ratios, percentages, and derivations for the Rorschach according to the Exner system; interpretation of the Thematic Apperception Test (TAT) according to Murray and Bellak; and clinical uses, diagnostic, and prognostic indicators of both tests. The student is expected to learn how factors such as organicity, anxiety, psychological adjustments, personality traits, culture, socioeconomic status, and occupational expertise affect the measurement and interpretations of test results. Additionally this course has a mandatory lab that coincides with course material, in which students practice administration, scoring, and interpretation of projective test instruments. (PSY 523, 4 cr)

Psychometrics

This course provides students with an understanding of classical and modern test theories and practices in psychological measurement. The course will cover the key principles of test construction, administration, and score interpretation as well as issues related to diversity and the ethical use of psychological tests. (910, 3 cr)

Psychopathology I

This course is the initial course in a two-term sequence and will focus on the disorders of childhood and adolescence, affective disorders, anxiety disorders, impulse control disorders, sleep disorders, eating disorders, sexual disorders, gender identity disorders, substance-related disorders, adjustment disorders, and a brief overview of V-code diagnoses. The etiology, diagnosis, and treatment of these disorders will be studied. Emphasis will also be placed on helping trainees understand the history and development of the field of psychopathology. Emphasis will also be placed

on learning to use the DSM-IV-TR (Diagnostic and Statistical Manual - Fourth Edition, Text Revision) in diagnosing psychological conditions. The course will concentrate on diagnostic criteria and the application of diagnosis in the practice of clinical psychology. (PSY 519, 3 cr)

Psychopathology II

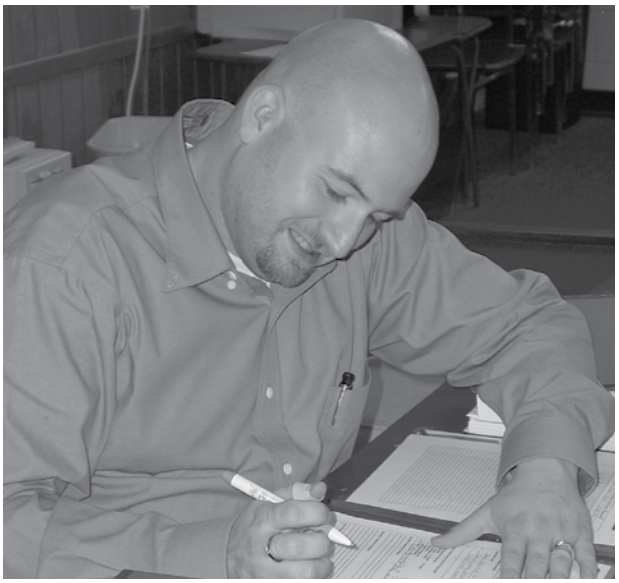
This is the second course in a two-term sequence and will focus on DSM-IV-TR Axis I and II disorders including personality disorders (clusters A, B, & C), delirium, dementia, amnestic disorders, schizophrenia, psychotic disorders, delusional disorders, dissociative disorders, somatization disorders, conversion disorders, pain disorders, body dysmorphic disorder, hypochondriasis, and factitious disorder. The etiology, diagnosis, and treatment of these disorders will be studied. (PSY 520, 3 cr)

Psychopharmacology

This course examines psychoactive medications and their use in the treatment of mental and behavioral disorders. The therapeutic and side effects of these drugs on behavior, cognition, and emotions are addressed. The class also examines the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. (PSY 505, 3 cr)

Report Writing

This course teaches the student to interpret psychological test data from various assessments (e.g., intellect, personality, and emotional and social development). Students learn to formulate diagnoses and treatment recommendations, as well as communicate findings, verbally and in writing, through both comprehensive and brief, summary reports. Contents of this course include the essentials of writing integrated psychological evaluations regarding patients. Incorporated into the written psychological report are the clinical interview, reality testing and cognitive functioning, intellectual functioning, the source and nature of anxiety, impulse control and impulse control mechanisms, defensive structures, identity issues, interpersonal interaction, personality style, diagnosis, prognostic factors, and treatment recommendations for the individual who is being described. (PSY 553, 3 cr)



Research Design

In this course, students acquire the knowledge and skills they need to plan, conduct, and critically evaluate quantitative, qualitative, and evaluation research. The course provides an in-depth examination of the steps in planning a research project – i.e., identifying a topic; searching and reviewing the literature; defining a research problem and research questions/hypotheses; choosing appropriate research methods; and considering ethical issues in research. (510, 3cr)

Social Psychology

The focus of this course is to provide a survey of classical and contemporary theories, as well as current research in social psychology. Topics include attitude formation and change, conformity, inter-group conflict, affiliation and attraction, and aggression. Links between social psychology and clinical practice are explored. Students are encouraged to examine and recognize the implications of their own world-view. Additionally, the course includes a selective review of current research in the field of social psychology. (PSY 513, 3 cr)

Statistics

This course provides students with the knowledge and skills they need to select statistical techniques that are appropriate for specific research problems, use computerized packages to conduct statistical analyses, and interpret and report the results of a statistical analysis. The focus of the course is on applied inferential and multivariate statistical techniques. (PSY 509, 3 cr)

Supervision and Management

This course focuses on integration of knowledge, skills, attitudes, and ethics of supervision. The content of this course focuses on developing the knowledge base, as well as supervisory and consultative skills necessary to become an effective supervisor. In this course, students develop a personal style of supervision and acquire the accompanying proficiencies necessary to perform this function. A careful analysis of the numerous variables that are present in the supervisory relationship will be undertaken to accomplish these goals. The characteristics of efficient use of time, a non-defensive attitude, willingness for risk-taking, and awareness of personal biases and limitation that are associated within the supervisory relationship will be examined. Empirical basis of the supervisory process is reviewed. (PSY 568, 3 cr)

Theories of Personality and Intervention

This course provides a comprehensive overview of the major theories of personality and approaches to clinical intervention. Approaches covered include psychodynamic, humanistic, cognitive-behavioral, and integrative psychotherapy approaches. The emphasis of the course is on the application of theories of personality development to the understanding of typical and atypical behavior and to intervention strategies. The historical origins of the major orientations and directions of the current field will also be discussed. (PSY 535, 3 cr)

Theory and Intervention Courses

Theory and Intervention: Interpersonal Psychotherapy

The focus of this course is the acquisition of the knowledge, attitudes and skills necessary to deliver basic interpersonal interventions. The history and origins of this approach, as well as its theoretical structure and application will be addressed. Special attention will be given to the reciprocal nature of the treatment process, especially as it is expressed in the client-therapist interaction. Case conceptualization is a major venue through which trainees will be asked to demonstrate their understanding of the course material. (PSY 593, 3 cr)

Theory and Intervention: Psychodynamic

The focus of this course is the theoretical understanding and application of various psychodynamic orientations to psychotherapy, including object relations, ego psychology, self-psychology, and psychoanalytic psychotherapy. Emphasis is on comprehension of various levels of patient communication, the contribution of the bi-personal field, and the importance of insight, transference, countertransference, and the interpretive process. Long-term and brief therapies will be explored. (PSY 554, 3 cr)

Theory and Intervention: Cognitive-Behavioral

The focus of this course is the acquisition of knowledge, attitudes, and skills necessary to design and implement basic cognitive-behavioral interventions. Topics include historical and traditional models, including recent innovations regarding learning theory and cognitive-behavioral therapies. Clinical cases are evaluated in the context of this model. (PSY 555, 3 cr)

Theory and Intervention: Postmodern Approaches to Therapy

This course is an adventure in the study of stories. The students will study postmodernism, second-order cybernetics, constructivism and social constructivism as applied to clinical practice. Study in these perspectives necessarily requires study of their logical complements: modernism, first-order cybernetics, and realism. Seminal theorists to be studied include Bateson, Gergen, and Keeney. Pragmatics of therapeutic practice will include study of White and Epston, Goolishian and Anderson, Tom Anderson, as well as the solution-focused and solution-oriented theorists. Students will also be exposed to the "wisdom of the ages." (PSY 557, 3 cr)

Theory and Intervention: Behavioral

This course covers behavioral practice of psychotherapy, including behavior modification, and will provide students with guidance in applying interventions across the developmental spectrum. The ethical implications of behavioral therapy are also investigated. (PSY 590, 3cr)

Cluster/Electives

The following courses may be taken as a cluster, or students may enroll in a variety of broad and general elective coursework.

Child and Adolescent Psychology Cluster

Advanced Child and Adolescent Therapy

Current empirically validated treatments are presented, focusing on severely disturbed children and adolescents. (PSY 603, 3 cr)

Child Assessment

The focus of this course is on the process and administration of child assessment, including: social-behavioral, cognitive, achievement, personality and family dynamics. Based upon the assessment structure of the four pillars as defined by Sattler (PSY 600, 3 cr)

Child and Adolescent Group Therapy

This is an opportunity to learn group process integrated with developmental issues of children and adolescents. (PSY 605, 3 cr)

Special Issues

This is a series of one credit hour classes that will cover a variety of topics that are of interest to Clinicians working with Children and Adolescents. Topics may vary by faculty interest and research. Examples of topics are: Ethical and Legal Issues with Children and Adolescents, PTSD in Children and Adolescents, and Specialized Treatments

Practicum in Child and Adolescent Populations

Students will have the opportunity to experience a variety of clinical settings with child and adolescent populations. (4 cr total)

Corrections/Forensic Cluster

Advanced Forensic Case Law & Assessment and Report Writing

This course presents advanced case analysis techniques. Students cover the multiple data sources model of forensic psychological assessment and apply this knowledge to clinical/diagnostic formulation, competency to stand trial, and legal sanity. Emphasis is placed on writing logical, coherent, and non-conclusionary reports. Considerable emphasis is also placed on the theory and methods of detecting symptom exaggeration and feigning in the areas of cognition, amnesia, and psychosis. This course is designed for the advanced-level student. (PSY 688, 3 cr)

Crime & Personality

The purpose of this course is to provide an analysis of behavior that violates social norms and establish an understanding of the relevant clinical implications of working with various deviant groups. Various views used to study deviance, including behavioral, psychodynamic, biological, and social perspectives of violence, will be examined. Additionally, there is a focus on deviant identities, including children who kill, serial murders, mass murderers, women who kill, sexual deviance, and family violence. (PSY 682, 3 cr)

Forensic Case Law and Assessment

This course addresses issues relevant to performing psychological evaluations for the courts. Such issues include the general legal system, role as psychologists as an expert witness in both criminal and civil realms, competency to stand trial, criminal responsibility, death penalty mitigation, personal injury, civil commitment, juvenile system, and child custody. Significant portions of the course include actual case law readings as related to the above issues and chapters from the text. Clinician ethics and responsibility, in regard to protecting the patient/defendant constitutional rights, are addressed. The course also includes case studies to demonstrate the application of psychological principles to legal questions. (PSY 687, 3 cr)

Psychology & Law

This course is designed to facilitate exposure to issues regarding ethics and legalities for the practicing Clinician. Course topics include hospitalization issues, ethics, competency, insanity, dangerousness, punishment, malpractice, malingering, family/child legalities and ethics, juries, expert witnesses, abuse, moral reasoning, disability, victims, perpetrators and police. (PSY 680, 3 cr)

Mental Health and Corrections

This course is designed to introduce the basic elements involved with mental health services in correctional institutions. The major goal of this course is to familiarize students with mental health issues/concerns, give an introduction to the correctional environment, and prepare students to enter the correctional environment. The course will cover correction system management issues, environmental structure, policy and procedures, national correctional mental health standards, and inmate mental health identification and treatment issues. In addition, inmate suicide detection and intervention strategies will be reviewed. Finally, discussion on legal concerns, ethical issues, and cultural diversity will also occur. (PSY 689, 3 cr)

Suicide Prevention in Corrections

This course is designed to provide students with the necessary tools to conduct clinically sound and legally defensible suicide assessments in the correctional setting. It will build upon the initial introduction of basic principles of suicide assessment presented in earlier courses. The course relates to specific instances within the correctional setting in which suicide detection, assessment, and intervention is a critical component. Specific topics addressed include arresting and transporting inmates, booking and screening, and mental health assessment and referral. In addition, predisposing factors and the correctional environment will be addressed. Special emphasis will involve discussion regarding interaction between professionals of the mental health and correctional fields and its impact on detection, assessment, intervention, and prevention. (PSY 550, 1 cr)

Integrated Health Care: Practice, Consultation, & Management Cluster

Healthcare Delivery and Administration

The goal of this course is to provide students with knowledge about the practice of psychology in the new industrialization of behavioral healthcare. Content such as the history of health care delivery, current delivery systems, health care policy economics, managed care, and the integrated model will be covered. Specific focus will be the Biodyne integrated health care delivery system.
(PSY 960, 3 cr)

Business Basics

This course provides an introductory overview of business today and will explore the many aspects necessary for a knowledge base of business areas that will impact the psychology student's professional career and practice. Content will include the business cycle, accounting and finance, planning and marketing, human resources, management, and entrepreneurial aspects of professional practice. (PSY 961, 3 cr)

Medical Psychology and Behavioral Intervention in Primary Care

This course will address the importance of the psychologist-physician relationship in the treatment of chronic illness and the role of psychoeducational programs in the primary care setting. Specific chronic illnesses and demonstration and practice of specific behavioral interventions for each will be addressed. Treatment techniques including, but not limited to, brief therapy, stress management, pain management, smoking cessation, and alternative therapies will be addressed as they relate to the psychologist's role in helping patients manage chronic illness more effectively.
(PSY 966, 3 cr)

Medical Terminology for Health Sciences

This course will provide a comprehensive working knowledge of medical and technical terms. It also provides medical terminology related to the human body in both the healthy and diseased state. This course includes the pronunciation and definitions of medical terms with emphasis placed on word parts including anatomic, diagnostic, and eponymic terms. The terms which make up the language of medicine are referred to as the terminology of the medical field or medical terminology. (PSY 9622, 1 cr)

Integrated Healthcare Solutions

This course examines Focused Psychotherapy, including the developmental model, implications for treatment in regard to specific diagnoses or client populations, and its delivery in an integrated health care model. The integration of behavioral health in primary care will be of focus, including the advantages and barriers of integration. The origins of behavioral health care, care delivery systems, and health and behavioral care economics will also be addressed. (PSY 9631, 9632, 6 cr total)

Practicum

The program requirements include two models of practicum experience, including a clinical and administrative format. The clinical practicum rotation will include experience practicing in an integrated health care setting, including inpatient or outpatient, working within an interdisciplinary model. The administrative practicum rotation will include experience in a professional management setting with attention focused on the business cycle, budget and funding issues, planning and marketing, and organizational management. (PSY 964, 965, 4 cr total)

Marriage and Family Therapy Certificate Program

MFT Curriculum:

MFT 501	Ethics, Professional, and Legal Issues in and Marriage and Family Therapy
MFT 610	Specific Interventions in Couple Therapy
MFT 611	Advanced Family Therapy
MFT 570	MFT Equivalent Supervision Group
MFT 571	MFT Practicum I
MFT 572	MFT Practicum II
MFT 573	MFT Practicum III
MFT 574	MFT Practicum IV
MFT 575	MFT Practicum V
MFT 576	MFT Practicum VI
MFT 628	Adult Development
MFT 856	Family Assessment
MFT 862	Specific Interventions in Family Therapy
MFT 5341	Research Seminar in MFT

*NOTE: These are the required courses in the post-graduate curriculum; however, students may need to take additional coursework in order to fulfill the requirements of the standard curriculum designated by COAMFTE

Advanced Family Therapy

This course is designed to advance the student's knowledge base in the discipline of systemic family therapy. The purpose of this course is to satisfy the instructional requirements for Area I in the MFT program by teaching relevant theory, history, and contemporary direction in marriage and family therapy. Students in this course are taught to conceptualize and distinguish between various theories that underlie marriage and therapy practice. Relating these theories of marriage and family therapy to clinical practice is an essential objective of this course. (PSY/MFT 611, 3 cr)

Ethics, Professional, and Legal Issues in Marriage and Family Therapy

This course focuses on the current ethical standards of the American Association for Marriage and Family Therapy, as well as legal issues arising out of the nature of systems work. As such, it meets the standards of the AAMFT for coursework pertaining to legal and ethical issues related to the profession of marriage and family therapy. (PSY/MFT 609, 3 cr)

Family Assessment

This course is designed to teach marriage and family therapy assessment, using both formal and informal methods of family and couple assessment. In addition to formal assessments using standardized assessment programs and plans, students are expected to learn to conduct informal assessments (e.g. Bowen's genogram, Minuchin's structual family mapping) that guide clinical interventions during therapy. The relationship between assessment and direct clinical intervention is a primary focus of this course, as well as the use of the interdisciplinary team, collaboration, and forming partnerships with other health professionals. (PSY/MFT 856, 3 cr)

Specific Interventions in Couple Therapy

This course is designed to assist the student in acquiring specific skills in working with couples. As such, it integrates the theories of marriage and family therapy into practical application within a clinical setting. By using the various theories of family therapy intervention, students will learn to develop specific interventions for couples, apply those interventions to couple problems (communication difficulties, conflict resolution, infidelity, financial issues, sexuality, infertility and domestic violence), anticipate client reactions and conduct on-going assessment of client progress. Students will learn about the various stages of therapy-beginning, middle and termination. Students will also understand and anticipate first and second order changes. (MFT 610, 3 cr)

Specific Interventions in Family Therapy

This course is designed to assist the student in acquiring advanced family therapy intervention skills. As such, it integrates the theories of marriage and family therapy into practical application within the clinical setting with specific problems often encountered in therapy. By using the various theories of family therapy, students will learn to develop and implement marriage and family therapy interventions, apply those interventions to specific marriage and family therapy problems (e.g., parenting concerns, ADHD, addiction, codependency, divorce adjustment, grief and trauma), anticipate client reactions and conduct ongoing assessment of client progress. Students will learn about the various stages of therapy—beginning, middle and termination. Students will also understand and anticipate first and second order changes. (MFT 862, 3 cr)

Neuropsychology Cluster

Prerequisites for the following Neuropsychology clusters include Biopsychology, Psychopharmacology, and Health Psychology courses.

Neuropsychological Adult Curriculum:

PSY 836 Functional Neuroanatomy and Neuropathology

PSY 642 Neuropsychological Assessment-Adult: Halstead-Reitan Battery

PSY 643 Neuropsychological Assessment-Adult/Geriatric: Supplemental Tests, & Process Approach

PSY 832 Neurological and Neuropsychological Rehabilitation:

Adult Recommended:

PSY 666 Rehabilitation/Neuropsychology Consultation

PSY 853 Advanced Neuropsychological Case Analysis

Neuropsychological Child/ Adolescent Curriculum:

PSY 836 Functional Neuroanatomy and Neuropathology

PSY 829 Neuropsychological Assessment: Child & Adolescent

PSY 847 Neurological and Neuropsychological Rehabilitation:

Child & Adolescent Recommended:

PSY 666 Rehabilitation/Neuropsychology Consultation

PSY 853 Advanced Neuropsychological Case Analysis

Advanced Neuropsychological Case Analysis

This course presents advanced case analysis techniques. Students integrate and apply their understanding of neuroanatomy and pathology with their understanding of neuropsychological interpretative strategies to clinical/diagnostic formulation and report writing. Emphasis is placed on writing logical, coherent, and non-conclusionary reports. Considerable emphasis is also placed on the theory and methods of detecting symptom exaggeration and feigning in the areas of cognition, amnesia, and psychosis. This course is designed for the advanced-level student. (PSY 853, 3 cr)

Functional Neuroanatomy and Neuropathology

This course is an in-depth study of the structures and pathology of the central nervous system. Although the course has a functional neuropsychological emphasis, clinical neurology is covered as it relates to assessment and pathology. Neuroradiology is also addressed from a neuropsychological and research perspective. An integration of other physiological systems is included to equip the future practitioner for dealing with a broad spectrum of rehabilitative concerns. (PSY 836, 3 cr)

Neurological and Neuropsychological Rehabilitation: Adult

The primary emphasis of this course is the fundamental basis for rehabilitation, which requires appropriate diagnosis and a thorough understanding of the course and prognosis of central nervous system pathologies. A model of neurorehabilitation will be presented with attention to rehabilitation, team participants, and the specific roles of psychologists. The latter portion of the course will focus on cognitive remediation. This course emphasizes the basic fundamentals of neurologic rehabilitation: rehabilitation theory, adult neuropathology diagnosis, course and prognosis, and primary intervention practices. In order to understand rehabilitation, one must have an understanding of the pathological condition in regard to premorbid functioning, course of the condition, and natural outcome of the condition. Only then can rehabilitation specialists understand and construct reasonable rehabilitation strategies. (PSY 832, 3 cr)

Neurological and Neuropsychological Rehabilitation: Child & Adolescent

The primary focus of this course is neurodevelopment and child and adolescent neuropathology, with emphasis on etiology, natural course, and treatment.
Also covered will be learning disabilities and remediation, with an emphasis on treatment planning and functional analysis.
(PSY 847, 3 cr)

Neuropsychological Assessment-Adult: Halstead-Reitan Battery

This course will focus on the theoretical basis and development of the Halstead-Reitan Neuropsychological Battery. Students will learn to administer the battery and receive an introduction to the Reitan method of interpretive process. Demographically corrected normative data bases will also be discussed. This course focuses on assessment of adults. (PSY 642, 3 cr)

Neuropsychological Assessment-Adult/ Geriatric: Supplemental Tests, & Process Approach

This course will expand students' understanding of neuropsychological assessment techniques for adults beyond PSY 642 by focusing on assessment strategies outside the Halstead-Reitan Battery. Techniques covered include the Luria-Nebraska Neuropsychological Battery, various supplemental instruments such as the Wechsler Memory Scale-III, and the flexible battery and process approaches to neuropsychological assessment. Emphasis will also be placed on screening measures and assessment of the geriatric population.
(PSY 643, 3 cr)

Neuropsychological Assessment: Child & Adolescent

This course will focus on neuropsychological assessment of children and adolescents. Students will learn to administer the Halstead-Reitan Neuropsychological Battery for Children and Adolescents. Students will receive an introduction to the Reitan method of interpretive process. Also covered will be supplemental tests commonly used with younger ages. (PSY 829, 3 cr)

Rehabilitation/Neuropsychology Consultation

This course will focus on practical applications of rehabilitation and neuropsychological approaches and practices in a variety of clinical settings. In addition to class readings and discussion, a variety of professionals in the field of rehabilitation will be invited to speak to the class. The lecture portion of the class will focus on assigned readings with ample time for interaction with the instructors regarding assessment and clinical issues. (PSY 666, 3 cr)

Pain Management Cluster

Pain Management: History and Legal Issues

This course is the introduction to a series of pain management courses. The focus of this course is an overview of treatment of pain management, as well as an in-depth study of the ethical, professional, and legal implications of the pain management health care professional. Historical aspects of pain management, current techniques of pain clinics, ethical bases of applied treatment, and basic questions of interview and assessment are reviewed. The impact of malpractice via case law, techniques of responding in the context of deposition, and an examination of the health care professional as expert witness are ethical issues that are addressed. (PSY 893, 3 cr)

Pain Management: Specialty Concerns

This course explores different approaches to chronic and acute pain management. There is an emphasis on pain control with children, geriatrics, and other special populations and circumstances, including hospice care, cancer patients, HIV/AIDS patients, and sleep and weight problems. (PSY 896, 3 cr)

Pain Management: Team Management of Common Pain Syndromes

This course focuses on the area of pain management as studied from the treatment aspect of commonly occurring pain syndromes and specialty approaches to pain management through team management. Course content will include pharmacotherapeutic management of chronic pain, the multidisciplinary pain approach, migraines, myofascial pain, lower backpain, hypnosis, biofeedback, acupuncture, various medical professions, involvement with pain, and physical medicine as it relates to pain management, according to the American Academy of Pain Management. (PSY 894, 3 cr)

Pain Management: Treatment Aspects

This course is intended to prepare the student to understand the psychologist's role in the multidisciplinary field of pain management. The psychosocial aspects of pain and pain management are closely examined. (PSY 895, 3 cr)

Psychology of Religion Cluster

Students may take any of the courses in Religion cluster as a general elective. However, in order to receive the Certificate, students must successfully complete five of the six courses shown below.

Psychology of Religion

This course provides students with a comprehensive overview of the foundational issues in the psychology of religion. The course focuses on major historical figures, such as Freud, Jung, James, Erikson, etc., and explores how their particular framing of person influenced their understanding and interpretation of the nature and standing of religion. Attention will also be paid to how these divergent theories highlight, and obscure, issues that are important when working with religiously and/or spiritually oriented clients. (PSY 710, 3 cr)

Religious Traditions and Therapy

This course provides an overview of the major world religions. We will discuss traditional faith systems (such as Judaism, Christianity, Islam, Buddhism, etc.) as well as traditions of regional interests (Latter-Day Saints, Native American, Wicca, etc.). Terminology and potentially sensitive issues of which one should be aware when treating a client from within these traditions will be addressed. (PSY 711, 3 cr)

Religious Applications in Therapy

The focus of this course is on integrating spiritual and religious applications to psychological theory and practice. Strong emphasis is placed on decision making in the therapy setting and ethical issues involved in working with religious/spiritual clients. Specific applications, such as meditation, bibliotherapy, behavioral interventions, etc., will be presented as well as discussions of case studies involving clients who are dealing with explicitly religious issues. (PSY 712, 3 cr)

Philosophy of the Psychology of Religion

This course provides an in-depth approach to understanding philosophical and theoretical issues within the psychology of religion and/or spirituality. Major philosophers, theologians, and psychologists who have contributed to this discussion will be covered. The implications of current, post-modern philosophical paradigms will be given particular attention. (PSY 713, 3 cr)

Religion and Health

This course provides the student with an over-view of the current literature on the relationship between religion and physical health, and religion and mental health. Much research has been done on the positive relationship between religious belief and physical wellness. The relationship between religious belief and mental health is less clear, if not often conversely related. The interaction between these elements will be discussed as well as their potential implications for the therapeutic environment. (PSY 714, 3 cr)

Loss, Coping, and Religion

Death and loss are a reality of life. How we cope with these, and address them with clients, is of the utmost importance. In this course, we will discuss various historical ideas about death and the afterlife, how loss and death influence the therapeutic relationship, and how religion is often used, in positive and detrimental ways, as a means of coping with loss or death. (PSY 715, 3 cr)

General Electives Offered by Course

Addictions Treatment

This course reviews key concepts utilized in substance abuse treatment from both a historical and current perspective, including theoretical models of understanding and treating chemical and behavioral addictions. Various screening and assessment tools and interviewing skills are reviewed to help the student assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used in the field of addictions are closely examined. Additional topics will include: the concept of comorbidity and the interface between substances and psychopathology, the intricacies of Alcoholics Anonymous, understanding the Addiction Cycle, adolescent treatment, family therapy and interventions, codependency, adult children of alcoholics, aversion therapies, controlled drinking, relapse prevention, and addictions as they relate to issues of diversity. (PSY 632, 3 cr)

Elementary Statistics

This course provides students with the knowledge they need to understand basic statistical concepts that provide the necessary foundations for more advanced statistical methods. The focus of the course is on statistical terminology, frequency distributions, measures of central tendency, probability and hypothesis testing. (PSY. 5092, 2 cr hr)

NOTE: This course may be required as indicated by the Admissions policy.

Research Practicum

This elective is available for students working on research projects outside the domain of their Thesis or Dissertation. The course is an independent study and offers overviews of basic statistical, research design, and measurement issues, but is more flexible in terms of being a forum for students to address individual concerns about their own research. (PSY 909, 1, 2, or 3 cr)

Substance Abuse

This course reviews general theories of substance abuse and dependence. Students review and gain a better understanding concerning the process of diagnosis and assessment as it relates to the Disease Concept/Medical Model of Addiction. The physiological and neurological effects of abuse and dependence are thoroughly examined. Students gain a broad knowledge base and working understanding of the classifications of various substances which includes: alcohol, narcotics, sedatives, hypnotics, anxiolitics, stimulants, marijuana, and hallucinogens. A brief introduction of substance abuse prevention, intervention, levels of care and the process of recovery are reviewed. (PSY 631, 3 cr)

Additional elective courses in a variety of areas may be offered. Classes will be posted prior to registration for the terms they will be offered.

ACADEMIC POLICIES

Programs are administered across four terms per year. All classes are structured to meet semester-hour guidelines (as opposed to quarter-system guidelines) and meet for a total of 60 minutes of class time per credit hour. A three-credit-hour course will meet for a total of three 60-minute periods each week; typically, this is accomplished by meeting for one three-hour time period one time per week. During summer terms, classes are offered on a more "intensive" schedule. For example, a three-hour class will meet four hours per day for nine days over a two-week period. Withdrawal and final examination dates will be indicated for each class offered in this format, as they will vary from such dates for regularly scheduled classes.

Some classes require additional laboratories, which may meet on the same or a different day as the class. Ordinarily, classes meet one day per week for the didactic portion. In addition, clinical duties, computer-assisted learning, Learning Resource Center experience, and other guided learning are assigned as part of the contact-hour requirement.

Academic Integrity Policy

Forest is committed to developing professionals who demonstrate personal and academic integrity. The Institute's Academic Integrity Policy outlines specific criteria for determining instances of academic dishonesty, reporting such incidents, and enforcing subsequent sanctions. The full text of this policy can be found in the appendices section of this catalog.

Academic Progress

The Institute is required to document and report each student's academic progress to certain government, financial, and academic organizations. Students carrying six to eight credit hours are considered half time; students carrying nine or more are considered full time. Students are requested to consult the Financial Aid Office to ensure they are meeting financial requirements. From the date of matriculation, students are allowed a maximum of 10 years to complete the doctorate degree and four years to complete the master's degree. In rare and extenuating circumstances, students may seek an extension through a written request to the VPAA.

Academic Standards

- The "A" student exceeds expectations for graduate-level work through outstanding knowledge, attitudes, and skills. The student independently applies knowledge and skills in new situations; completes assignments thoroughly and accurately; and demonstrates originality, leadership, professionalism, and the ability to communicate orally and in writing.
- The "B" student demonstrates appropriate graduate-level course performance through knowledge, attitudes, skills, attendance, participation, and decorum.
- The "C" student demonstrates less than acceptable course work and portrays minimal knowledge, attitudes, and/or skills for the preparation of a professional psychologist.
- The student who draws an "F" has failed to fulfill minimum requirements for a course and demonstrates inadequate knowledge, attitudes, and/or skills.

A student who wishes to withdraw from the Institute must notify VPAA in writing. Failure to do so and subsequent non-compliance with class or clinical participation will result in an "F".

Academic Standing

Students classified as being in "Good Standing" are those who:

- Maintain a cumulative 3.0 GPA;
- Demonstrate satisfactory progress in their Individual Education Plan;
- Have no proven ethical violations;
- Have no matter pending with the Academic Standing Committee; and
- Maintain their financial obligations with the Institute.

Unsatisfactory Academic Performance:

Students are automatically placed on Academic Probation and may be referred to the Academic Standing Committee upon receipt of one or more of the following:

- "Unsatisfactory" rating on annual review;
- "I" (Incomplete) grade;
- "C" grade;
- "F" grade;
- "WF" grade; or
- "XF" grade.

While on probation, students:

- Are not allowed to graduate;
- May be ineligible to receive the proceeds from government loans (see Financial Aid Handbook);
- May be administratively withdrawn (dismissed) from the program if they remain on "Academic Probation" for three (3) consecutive terms or more; and
- May be administratively withdrawn (dismissed) from the program upon recommendation of the Academic Standing Committee.

Within one term of being placed on probation, it is the student's responsibility to provide written notification to the Academic Standing Committee that he/she has satisfied the Academic Standing Committee's requirements. The Academic Standing Committee will review the students' probationary status at the end of each term and issue a written notification of its decision. The Academic Standing Committee may, at its discretion, recommend the administrative withdrawal of students who demonstrate inability to maintain a satisfactory level of academic performance.

Administrative Withdrawal

Academic factors which demonstrate the inability of a student to maintain a satisfactory level of academic performance and for which a student may be Administratively Withdrawn include, but are not limited to, the following:

- Receipt of a total of two (2) WF grades while enrolled in the program;
- Unsatisfactory performance in a repeated course during the next term the course is offered;
- Receipt of three (3) "C" grades anytime while enrolled in the program;
- Receipt of one (1) "F" grade at any time while enrolled in the program;
- Three (3) consecutive terms on "Academic Probation"; or
- Proven conduct violations (one "XF") in professional or ethical standards.

Other factors for which a student may be administratively withdrawn from the program or an individual course include, but are not limited to, to the following:

- Excessive class absence that interferes with the successful pursuit of a course;
- Disruptive or detrimental behavior to the learning environment;
- Inappropriate professional or ethical conduct;
- Failure to fulfill academic requirements;
- Not maintaining "Continuous Enrollment";
- Expiration of an approved leave of absence;
- Not fulfilling tuition and fee obligations;
- Unsatisfactory academic progress and/or performance;
- Not reflecting, in spirit and/or deed, the overall philosophy and mission of the Institute and its programs.

Administrative Withdrawal renders a student ineligible for refunds of tuition and fees and will be listed on the student's transcript.

Attendance/Cancellations

Students are expected to attend all classes. If absence is unavoidable, the student must notify the class instructor and make arrangements to make-up the work missed. Students participating in clinical activities must notify their supervisor and the Clinic Director to reschedule clinical appointments and supervision. Attendance records are reviewed by the Vice President of Academic Affairs and inform the annual review process.

When the Institute cancels classes due to inclement weather, professor absence, or other unforeseen circumstances, instructors will schedule make-up classes. Whenever possible, students will be notified in advance of class cancellations. See the Inclement Weather Policy contained in this catalog for more information on the cancellation process.

Repeated tardiness and disruptive classroom behavior are disrespectful toward other students and are grounds for lowered or failing grades. (Refer to APA's Code of Ethics, available from APA and in the Forest Library) Examinations that are taken late may result in a lowered grade.

Change of Course/Add/Drop Policy

Changes or drops initiated by the student after registration incur a fee per credit hour. Students may add a class within the first two weeks of the term without charge.

For students wishing to withdraw from a course after the term has begun, they should refer to the Voluntary Withdrawal (W), (WP), or (WF) section of this catalog, which is found under the section on Academic Policies.

Refunds for dropped courses are discussed in this catalog's "Tuition and Fees" section.

Change of Program Policy

Currently enrolled students desiring admission into a Master of Arts degree program offered by Forest (e.g. student in the Psy.D. program wanting to add or change to the Master of Arts program) must complete the application process described in the Admissions section of this catalog if they are beyond their second term of initial matriculation. Requests for such changes within the first two terms of initial enrollment will be based, in part, upon the prior application materials submitted by the student. All individuals seeking admission into the Psy.D. program, however, must complete the full application process

described in the Admissions section of this catalog regardless of their enrolled status or prior acceptance into other degree programs at Forest Institute.

Continuous Enrollment

Students must remain registered each term until completion of all requirements for the program in which they are enrolled. Students who have completed all coursework, but who may not have satisfactorily completed other program requirements (e.g., comprehensive exam, dissertation, internship) are expected to maintain continuous enrollment until completion off all degree requirements. Students who find it impossible to enroll during a certain term, and who are not eligible for a leave of absence, must register for one (1) credit hour of Continuous Enrollment. Unless granted an approved Leave of Absence, a student who fails to register for at least one (1) credit hour each term or register for Continuous Enrollment will be considered withdrawn from the program. The rate charged for Continuous Enrollment is equivalent to one credit hour, but carries no unit credit and does not require class attendance. Students registered for Continuous Enrollment must also pay the per term student fees as set forth in the Tuition and Fee Schedule. Upon registering for Continuous Enrollment for a total of four (4) terms, the student's progress will be reviewed by the Academic Standing Committee to determine whether or not satisfactory academic progress is being achieved.

Copyright Policy

Violation of copyright law carries substantial penalties and is unethical professional conduct. Students can become familiar with copyright principles and rules by referring to the "Copyright Policy" contained in the appendices section of this catalog.

Criminal Background Check Policy

Becoming a psychologist requires much in terms of training and demonstrating competency for professional employment, certification, and licensure. Professional competency extends beyond possessing specific knowledge or technical skills; it also consists of patterns of behavior that may be documented in an individual's legal history. Trends in licensing laws of professionals across disciplines reflect increasingly strict standards in an attempt to better protect the public. Consistent with these trends, as well as nationwide trends in health care and education, students in degree programs at Forest Institute are required to submit to a criminal background check of their legal history.

Forest Institute's review of a criminal background check which contains negative findings does not guarantee: (1) admission to Forest Institute or continued enrollment at Forest Institute; (2) acceptance of the individual's application for any registration, certification, permit or licensure; or (3) acceptance of a student into any internship or residency program.

A. Enrollment Requirements

As a condition of admission to Forest Institute, and as a condition of continued enrollment for all students enrolled in classes or practicum who have not previously done so, each student must submit to and satisfactorily complete a criminal background check prior to enrollment. Admission may be rescinded or denied based upon findings of the criminal background check. Students currently enrolled who do not submit to or pass the criminal background check may be administratively withdrawn.

B. Process for Obtaining a Criminal Background Check

Criminal background checks are processed for Forest Institute by Identix Identification Services (IIS), a company that has partnered with the Missouri State Highway Patrol, Criminal Records and Identification Division (CRID) to review records of the FBI and Missouri Highway Patrol. Information regarding Identix may be obtained at www.indentix.com/iis. Each student must initiate contact with Identix to coordinate gathering of information required for the background check. All criminal background checks are to be obtained through Identix unless the student can provide to Forest Institute the results from a comparable check completed within the 6 months prior to the student's initial enrollment, which report must be sent directly to Forest Institute by the entity which prepared the report. Students are responsible for payment of the criminal background check fee.

C. Student Access to the Background Check Report

A student may make a written request for a copy of his/her criminal background check to the Office of Student and Alumni Services.

D. Use and Maintenance of Background Check Report

Criminal background check records are confidential in nature and are maintained in a locked file separate from the student's academic file. Each student record will be maintained by Forest Institute in such manner no more than five (5) years post-graduation.

Should the report contain negative information the student will be given: (1) a copy of the report; (2) an opportunity to verify the accuracy of the report; and (3) an opportunity to address and respond to any negative matters contained within the report. Should adverse action be taken against a student based on information contained in the background check report, enrolled students may appeal such decision through Forest Institute's due process policy contained in Appendix B of the Institute's Catalog.

Administration and legal counsel for the school, as well as relevant faculty committees, may have access to the information to take appropriate actions.

Due Process

To ensure that students receive fair and impartial treatment, Forest has established "Due Process" procedures, the full text of which may be found in the appendices section of this catalog. Pursuant to the APA and Forest Institute Code of Ethics, the involved parties must first attempt to resolve their differences with one another. If they cannot reach resolution, the situation is then forwarded to the appropriate program director or VPAA. A final written determination in the matter will be issued, the findings of which may be appealed pursuant to the Due Process policy.

Grading System

Faculty members submit grades to the Registrar immediately following the last meeting of the course. Grades are also issued for practicum and internship experiences pursuant to the criteria and schedule contained in the Clinical Training Manual and Internship Application Handbook. End of term grade reports are mailed to the student and reflect the knowledge, skills and attitudes evaluated within the context of the class or clinical experience. Grades also reflect attendance, participation, professional decorum, and the comprehensive evaluation of student competence as defined in Clinical Training Manual.

Forest utilizes a four-point grading system, as follows:

Superior Achievement	A	4.0
Above Average	B	3.0
Less than Acceptable	C	2.0
Failure	F	0.0
Pass	P	0.0

The following symbols are also used:

I - Incomplete: An incomplete is assigned when extenuating circumstances prevent a student from completing academic coursework. Incompletes are assigned at the discretion of the Instructor and must be approved by the director of the degree program. Students have one term in which to satisfactorily complete the course and receive a final grade before the "I" automatically converts to an "F". Incompletes are not recognized by Forest Institute until the required forms are on-file with the Registrar and approved by the director of the degree program.

W, WP or WF – Voluntary Withdrawal from a Class: Students wishing to withdraw from a class must:

1. Discuss their request with the course instructor
2. Discuss their request with the Enrollment Counselor
3. File the appropriate forms with the Registrar, including the required signatures of the Instructor, Program Director, and Enrollment Counselor.

Courses cannot be dropped once 75% of the total, scheduled class time has been completed. For courses dropped before 17% (the first two class session of a typical 12 week term) of the total scheduled class time has been completed, students will receive a grade of "W" (Withdraw). For courses dropped when at least 17%, but less than 75%, of the total, scheduled class time has been completed, the course instructor may issue a grade of "WP" (Withdraw–Pass) if the student has a passing grade on the date of withdrawal and is in "good academic standing." Otherwise, the course instructor may issue a "WF" (Withdraw–Fail) grade. This grade assignment is at the discretion of the course instructor. Any "core" course with a "WP" or "WF" grade must be repeated to raise the grade to a "A" or "B" by the conclusion of the next term the course is offered.

R - Repeat: Students may repeat up to two (2) different courses in order to raise grades of "C." Any core course that is repeated must be repeated during the next term in which it is offered. Transcripts will reflect both grades; however, the grade for the second attempt will have the letter "R" next to it. Only the higher grade is used when computing grade point average.

TR - Transfer: Reflects transferred credit hours. See the Transfer Credit section of this catalog for more information.

XF - Academic Dishonesty: This indicates attempted, or actual academic dishonesty.

Graduation Policy

The Board of Directors confers degrees and honors to eligible candidates as recommended by the Vice President of Academic Affairs. During their final term, students are required to file the "Petition to Graduate Form" with the Registrar's Office. Students may request degree conferral once all degree requirements have been met and pursuant to the schedule established annually by the Vice President of Academic Affairs. Commencement ceremonies are held annually in October.

Graduation honors are awarded as follows:

Summa Cum Laude:	4.0 GPA for the entire degree
Magna Cum Laude:	3.90 – 3.99 GPA for the entire degree
Cum Laude:	3.80-3.89 GPA for the entire degree

Inclement Weather Policy

In the event of inclement weather, students, faculty and staff are encouraged to call Forest Institute's Weather Line at (417) 823-3495 to receive current information on cancellations or closings. This number will play a recorded message regarding the status of classes and clinic activities, and will be updated daily at 6:30 a.m. While every effort will be made to notify local media outlets and update the Forest.edu website, the Weather Line will serve as the primary source of information. Students are asked not to contact faculty or staff directly to ask about this issue.

Individual Education Plan

The Enrollment Counselor helps each student develop an individual education plan that ensures the student will meet professional development goals in a timely manner. This long-range plan helps students integrate work schedules, academic classes, and practicum experiences; assists in planning for the internship requirements; and reduces the need for registration changes/drops and the related fees.

Late Enrollment

A fee for late registration is charged. See the Tuition and Fee Schedule available at the Business Office, the Library, and the Forest website.

Leave of Absence

Leaves of absence are granted in unusual and extenuating circumstances only. A student must submit a written request to the director of the degree program detailing the rationale for the request, the Enrollment Counselor. Leaves are granted for up to 6 months. Before the leave period expires, the student must submit a written request to the VPAA requesting reinstatement and documenting remediation of the situation for which the leave was granted. Otherwise, the student will be "administratively withdrawn" from the program and must reapply for admission. The "Continuous Enrollment Fee" is waived during the leave of absence, so students forfeit all privileges of being a student during the period.

Part-Time/Full-Time Enrollment

Most students enroll with a full academic load, which is nine or more hours per term. However, some students choose to work while they pursue graduate training on a part-time basis (six to eight credit hours per term). To accommodate these students, Forest may schedule courses in evenings and on weekends, as well as intensive seminars in block times.

To satisfy the residency requirement of the American Psychological Association, students are required to complete at least nine credit hours per term, for a minimum of three consecutive terms, within one academic year.

Readmission

A student seeking readmission may request the appropriate application form from the Admission's Office.

Registration

Registration is held on campus before start of each term. Specific dates, times, and locations are announced in advance. Before registering, students must pay all prior fees and provide the Registrar's office with transcripts of current courses and final transcripts for all previous academic work.

Recognition of Outstanding Students

The President's List: Students who maintain a grade point average of 4.0 in all coursework for the academic year at full-time enrollment.

The Dean's List: Students who maintain at least a 3.75 grade point average for all coursework in the term at full-time enrollment.

An incomplete grade ("I") or Academic Probation renders a student ineligible for the President's or Dean's List.

Residency Requirement

To satisfy the residency requirement of the American Psychological Association, students are required to complete at least nine credit hours per term, for a minimum of three consecutive terms, within one academic year.

Transfer Credit

About one-third of Forest doctoral students hold advanced degrees beyond a baccalaureate. Forest may grant transfer credit to students whose official transcripts show course work substantially equivalent to that offered at the Institute through an institution that is regionally accredited and has been completed within the last 10 years. Transfer work is reviewed for content, philosophical emphasis, skills, attitude, and knowledge acquisition once an individual has been accepted into Forest. Requests for transfer credit must be directed to the VPAA within the first six months after matriculation.

Students may transfer a maximum of 18 credit hours of course work, including three credit hours of practica for the master's program and up to 36 hours of course work including eight hours of practica for the doctorate program. Life experience, workshops, seminars, and individual learning programs do not qualify as practica. Transfer credit must have been completed within 10 years of admission to Forest.

Credit approved for transfer will be assessed the appropriate fee as set forth in the Tuition and Fee Schedule.

Withdrawal Procedure

Students who wish to drop all courses and withdraw from Forest Institute must submit a written "Withdrawal Request" to the VPAA before the last three weeks of the term (the last two weeks of scheduled classes and the week of final exams). Exceptions to this policy should be requested in writing from the VPAA. Before leaving, the student will complete a final exit interview with the VPAA and designated others.

Non-attendance does not qualify as withdrawal notification.

INSTITUTIONAL POLICIES

Academic Freedom

Forest encourages full freedom of thought within the law of inquiry, discourse, teaching, research, publication, and discussion for faculty and students. This freedom is integral to the Institute's mission and philosophy. As long as the mission and philosophy are not undermined or violated, Forest will protect the rights of instructors and administrators against influences that interfere with scholarly interest and will not censor or discipline them as private citizens.

Americans With Disabilities Act

Forest Institute is handicap-accessible and makes every reasonable effort to meet the needs of students with identified and documented accommodation needs. The Institute has appointed a Disabilities Advisor and Advocate to assist students, faculty, and staff. It is the student's responsibility to notify the Institute of any and all types of physical, emotional, and learning disabilities and/or other needs related to the ADA. The notification must be submitted in writing, with documentation from appropriate professionals, stating the specific accommodations necessary. In accordance with the ADA, while the Institute attempts to make every reasonable accommodation, it also reserves the right to determine whether, a student, for whatever reason, is not capable of performing the duties required during the program and/or upon graduation.

Campus Security

Forest issues an annual campus security report, in compliance with the Campus Crime Awareness and Security Act of 1990. Copies are available through the Business Office.

Code of Ethics

Students, faculty, and staff are expected to adhere to the high ethical standards and statements as defined by the American Psychological Association, the Missouri Psychological Association, the Forest Institute, and the State Committee of Psychologists licensing board. Proven violations of professional or ethical conduct will result in probation or Administrative Withdrawal. Copies of the APA Code of Ethics are available from the APA, and in Forest's Learning Resource Center, VPAA's Office, and Associate Dean's Office.

Communications Policy

Forest Institute of Professional Psychology must be able to communicate quickly and efficiently with faculty, staff, and students in order to conduct operations. Email is the official medium for most all communications. Unless law, contract, or other policy prohibits email or requires another communication form, Forest Institute will send communications to faculty, staff, and students via their Forest.edu email address. It is expected that the email will be received and read by the recipient within a reasonable amount of time, as such communications may be time-sensitive. All current students, faculty and staff are expected to have and maintain their Forest.edu mailbox, which includes deleting old or unproductive messages so that the box remains open and operational. The current size limit for student accounts is 50 megabytes.

Email communications should not be considered private, especially when the email originates from or is being sent to an address outside of the Forest.edu domain. Email should never be used to request or send personal or institutional confidential information such as social security, credit/debit card, or bank account numbers.

Forest Institute's Scholar360 Learning Management System (http://www.scholar360.com/forest/index.php) will be the primary method of secure communication between faculty and students outside of

face-to-face scheduled class time. Both faculty and students are required to maintain an active profile and interact with this medium on a regular basis. Scholar360 will be the official distribution method of all syllabi, class materials, student submissions and individual's grades. Scholar360 may also be used for faculty-student email, profiles, testing, chats, discussion boards, blogs, communities, and file storage (both private and public).

Drug, Alcohol and Tobacco Policy

The Institute is a "drug free" environment in compliance with the "Drug Free Schools and Communities Act." Alcohol and illegal drugs are forbidden at all times on Institute grounds and at Institute-sponsored functions. Disregarding this policy is grounds for discipline and/or dismissal. For more information on treatment centers, contact the Associate Dean's Office. Students possessing alcohol, drugs, or weapons will be reported to the U.S. Office of Education, as required by the Higher Education Act.

Forest Institute maintains smoke-free facilities and adheres to federal guidelines regarding tobacco.

Harassment

Harassment is any continuous annoyance that violates an individual's rights to privacy and self-direction. It covers actions that result in significant discomfort to the person toward whom it is directed, including those that are sexual or discriminatory in nature. Faculty members and students may report harassment allegations in writing, including the alleged perpetrator's name, to the VPAA. Students may opt to report incidents to their faculty advisors, who will forward the report to the VPAA alleged harrassment related to discrimination should be directed to Equal Employment officer.

Intellectual Property

Inventions, discoveries, copyrightable works and other creative works that have the potential to be brought into practical use may result from the activities of Forest Institute of Professional Psychology ("FIPP") employees in the course of their duties or through the use, by any person, of FIPP resources such as personnel, facilities, equipment, or funds.

The primary purpose of this Intellectual Property Policy is to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public benefit; a secondary purpose is to enhance the generation of revenue for FIPP and the creators. The full text of the Intellectual Property Policy may be found in the appendices section of this catalog.

Federal Education Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Forest Institute receives a request for access.

   Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The Forest Institute official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Forest Institute official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate.

   Students may ask Forest Institute to amend a record that they believe is inaccurate. They should write the Forest Institute official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If Forest Institute decides not to amend the record as requested by the student, Forest Institute will notify the student

of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Forest Institute in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Forest Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Forest Institute may disclose appropriately designated "directory information" without written consent, unless you have advised Forest Institute to the contrary in accordance with Forest Institute procedures. The primary purpose of directory information is to allow Forest Institute to include this type of information from your education records in certain school publications. Examples include honor roll or other recognition lists and graduation programs.

   Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations with a student's prior written consent.

   If you do not want Forest Institute to disclose directory information from your education records without prior written consent, you must notify Forest Institute in writing by the first day of the fall term. Forest Institute has designated the following information as directory information:

   - Student's name
   - Participation in officially recognized activities
   - Address
   - Telephone listing
   - Electronic mail address
   - Photograph
   - Degrees, honors, and awards received
   - Date and place of birth
   - Major field of study
   - Dates of attendance
   - Grade level
   - The most recent educational agency or institution attended.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Forest Institute to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605.

Non-Discrimination Policy

Forest Institute is an Equal Opportunity/Affirmative Action employer and does not discriminate against students or employees on the basis of age, race, color, creed, gender, sexual orientation, or handicapping conditions in its educational programs, financial aid, activities, admissions, and student employment practices. For questions, concerns, or more information, contact the Equal Opportunities Officer, 2885 West Battlefield Road, Springfield, Missouri, 65807. You can also call (417) 823-3477 or e-mail equalopportunitiesofficer@forest.edu.

Technology Use Policy

All technologies provided by Forest Institute of Professional Psychology to its faculty, staff, and students are, and remain, the property of the Institute. This includes all hardware, software, data storage devices and data stored. Accordingly, Forest Institute has the right to monitor all usage with respect to the technologies which it owns. This includes the right to review e-mails sent and received, and to review data stored on computer hard drives and other storage media that is owned by Forest Institute.

Acceptable uses of information technology assist the Institute's communications, learning environment, and business operations. Acceptable uses of information technology are defined as electronic communication for learning and operations, instructional assistance in classes, research, administrative support, performance of job duties, and Institute-sanctioned activities.

Unacceptable uses of information technology are defined as acts or attempts to:

- Violate Forest Institute's mission, purpose or governing authorities, policies or procedures, including local, state, or federal laws and regulations.
- Share computer network accounts' passwords with others, allowing anyone else to use your account, or using someone else's account.
- Facilitate infringements of copyright/trademark laws or distribution of illegal, defamatory, harassing, pornographic, obscene, or patently offensive materials.
- Examine, alter, interfere or fraudulently access computer systems, resources, other user's data/files or electronic communications without authorization.
- Hide one's identity or impersonate another party.
- Disrupt or adversely impact any information technology services, systems, or users such as sending unauthorized mass, chain, or spam email; connecting to the network in an unauthorized fashion or with unapproved equipment; knowingly transmitting viruses, spyware or malware; hosting or using open mail relays; or running non-authorized software robots.
- Play games during official work or academic time on institute-owned computers or personally owned devices.
- Commit acts of academic dishonesty, including cheating, fabrication, plagiarism, or facilitating academic dishonesty.
- Improper release, rent or sell data to anyone for any reason.

The Student Body

Approximately 230 students are enrolled in programs at Forest Institute. About 180 of those students are engaged in academic studies and clinical training on-campus, and 50 are completing their internship off-site. Most are full-time students working toward a doctoral degree, many of whom earn the Master's degree en-route. Students range in age from the early 20's to late 60's; come from 13 states; and represent six countries other than the United States. Diversity of students is represented through cultural and individual differences in the areas of race/ethnicity, gender, ADA eligibility, national origin, religion, sexual orientation, and socioeconomic status. About 70 percent of students are women.

Advising and Mentoring

Faculty are available to students in a variety of settings, often serving as advisors, mentors and co-therapists. Classrooms and clinic supervision provide the primary forums for collegial interactions between faculty and students. More structured advisement takes place related to the following:

- Academic Advisement: The faculty-appointed Advisement Officer consults with all students to review program requirements and progress in program completion. During an initial meeting, the advisor and student review prior educational and training experiences, determine potential for transfer credit, and discuss career objectives that facilitate construction of an Individual Education Plan. This type of planning not only ensures the student will meet all program requirements in a timely manner, but also serves as a long-range guide that helps the student properly sequence academic and practicum experiences to support integration of learning; develop appropriate expectations related course load; maintain awareness of Financial Aid guidelines; and prepare for activities such as the dissertation project, internship application and comprehensive examination.
- Practicum Advisement: Students receive continuous support and guidance throughout practica, which eliminates the need for students to coordinate their own training. A full-time Practicum Coordinator serves as the training advisor for students and helps them select opportunities and sites within their area of interest. The Coordinator also guides students through the practicum orientation process, coordinates assignment of supervisors, and assists students with required documentation of hours and other forms.
- Research Advisement: The Research Office and Dissertation Chair offer one-on-one consultation for students during the Dissertation process. From the initial proposal through to the final defense, the Chair and Research Office guide and direct the student in the process, providing constructive feedback related to data collection, methodology, research design, grammatical writing, etc. They also offer a great deal of personal support and encouragement for students in making the project an exciting and fulfilling experience.

Audio-Visual Lab

An audio-visual station is located in the back area of the library for viewing video tapes and DVD's. Mobile audiovisual equipment, including a PowerPoint projector, is also available for checkout by students, but is limited to classroom use only.

Booklists

The booklist for each term is available in the library and from an online bookstore. Textbooks used for each class are available on reserve, along with other resources that may be designated by the instructor.

Computer Technology Workstations

The library has 22 computer workstations which provide access to the internet, research databases, software, reference materials and networked printers. Each computer is equipped with Microsoft Word, Excel, PowerPoint, SPSS (Statistical Package for the Social Sciences) and other assessment scoring programs for student use. Please reference the Technology Use policy found in this Catalog for information regarding appropriate use of all Institute computers.

Library

The 7,500 sf library houses a collection of over 4,000 books, 160 print journals, 400 videos, Forest theses and dissertations, a test collection, computer workstations, audiovisual equipment, printers and photocopiers. Library services are administered by a full-time Master's of Library Science Librarian and two full-time support staff assisted by a number of work-study students. Students are encouraged to avail themselves of the staff's expertise in utilizing both internal and external resources for research.

External resources are available in the Forest library through library reciprocal agreements, Interlibrary Loan and research database subscriptions. Students are able to request books on-line using a variety of sources such as:

• SWAN (Southwest Academic Network): the shared library catalog of a consortium of 9 academic libraries in southwest Missouri.

• MOBIUS (Missouri Bibliographic Information User System): the shared library catalog of a statewide consortium consisting of 68 libraries which represent holdings for over 14 million items.

Students can access many of the library resources listed above from home via the Forest website. A reciprocal borrowing agreement with Missouri State University.

Photocopiers

Three photocopiers are available in the library for student use. Students must obtain a photocopy account code from the IT office to make copies or prints.

Research Office

The Research Office assists students with their doctoral dissertations and master's theses. The Office guides students through the dissertation/thesis process beginning in their first year at Forest. Guidance is accomplished by (1) reviewing and critiquing research proposals for clarity, design, and methodology; (2) providing consultation to students and Dissertation Chairs throughout the dissertation process; (3) determining timelines; (4) monitoring progress; (5) developing/providing pamphlets and workshops on issues related to research and scientific writing; and (6) providing consultation to faculty members on research. The Research Office provides direction and support to students in the following areas:

- Literature reviews
- Proposals
- Instrument selection
- Survey development
- Data analysis and interpretation
- Writing/editing and manuscript details

The Office is also responsible for revising and updating the Thesis and Dissertation Guidebook.

Study Areas

The library offers several quiet, comfortable spaces for individual or group studying. These areas may be reserved through the help desk in the library.

Testing Materials

Forest Institute maintains a state-of-the-art collection of assessment materials that are available to support both the academic and practical experiences required by programs. Assessment resources include but are not limited to cognitive, personality, and neurobehavioral measures.

Classrooms and Multi-Media Room

All teaching areas are equipped with fixed or mobile computer technology offering internet and intranet access. The Multi-Media Lecture Hall and main classroom areas are equipped with stationary audio and visual technology that allows for large screen video projections, easily viewed PowerPoint presentations and in-class internet viewing. .

Student Lounge and Atriums

Numerous areas are available for students, including large student lounge areas, study atriums, and courtyards. These areas are provided for student comfort, and to encourage informal interaction and socialization among peers. Vending machines, microwaves and a refrigerator are available for student use in the lounge; Student Council provides coffee, tea, hot chocolate, sugar, cream and other items for students' convenience using student activity fees. Student organizations also utilize these areas from time to time for meetings and other student functions.

Tutorial Services

Tutorial services are available on campus or through Missouri State University. Students interested in these services may make arrangements through the office of the director of the degree program.

Student Housing

On-campus one-and two-bedroom housing units, completed in 2000, are available to individual students and their families. Fully-equipped and within walking distance of the school, rental prices are reasonable compared to similar housing in the Springfield area. The units are equipped with spacious living areas, full kitchens, laundry facilities and balconies. A fitness circuit and playground equipment are situated on the grounds. A city park, municipal golf course, and the Ozarks Greenway Trail border the campus and are accessible to students. Students or perspective students wishing more information on housing should contact the Admissions office for more information.

Counseling Services and Personal Growth

The Director of Student Services maintains a list of therapists in the community who offer counseling services to students at Forest Institute on a reduced fee service. Personal psychotherapy, family therapy, growth workshops and other forms of psychological assistance are strongly encouraged.

Disability Support Services

Assistance is available for students with documented disabilities through the Disabilities Officer. Facilities are ADA compliant and specific accommodations beyond the minimal requirements have been made at the requests of both students and faculty.

Student Organizations

- **Student Council**

  Officers and cohort representatives are elected annually by the student body at large. These representatives serve as liaisons with the faculty and adminstrative committee and advocate student perspectives during planning, strategic and academic decision-making, and overall quality improvement activities. This affords numerous opportunities for student input and feedback about program-related matters.

  Officers of the Council also meet regularly with the President, VPAA, and other members of administration to ensure timely dissemination of information and changes to the student body. The Council holds monthly meetings and sponsors several functions throughout the year. These functions are intended to offer support and encouragment for students, as well as provide opportunities for socialization.

  Offices of the Student Council are located in the student lounge.

- **Psi Chi**

  Psi Chi is the National Honor Society for psychology. The purpose of this group is to promote and maintain excellence in scholarship and the advancement of the science of psychology. Membership is open to graduate students who are pursuing psychology as their major course of study. The local chapter is dedicated to promoting the excellence of psychology in school and community, and seeks to serve the community in such a way as to make a difference. Students become members of the national organization by becoming members of our local chapter.

  Activities co-sponsored by Psi Chi include the annual National Alliance for the Mentally Ill fund-raiser and annual Thanksgiving Dinner for students, faculty and staff.

Professional Organizations

Students are strongly encouraged to become members of professional organizations while at Forest Institute. Specific organizations that are beneficial for students include APAGS, and Missouri Psychological Association (MOPA).

TUITION AND FEES

Forest Institute is vigilant in keeping tuition and fees as low as possible, while providing a quality learning environment. Students are responsible for all tuition, fees, and related costs of the program in which they are enrolled. Although Forest's tuition rate is one of the lowest in the country, students should not assume that guaranteed federal student loans will cover all costs of attendance. Therefore, students are encouraged to explore other sources of funding such as work-study, scholarships (both internal and external), or employment to offset the expenses related to graduate education.

Rates for tuition and fees are established by the Board of Directors, and published annually. The Board of Directors reserves the right to apply necessary changes in tuition and fees, without advance notice, to current and new students alike. Students who prepay tuition for an entire academic year are exempt from tuition increases during that year. Tuition and Fee Schedules are available in the Business Office, Library, Financial Aid Office, Forest web site, or with the Registrar.

Tuition and fees are due in full during the first week of each of the four terms, unless students have been accepted for the Deferred Payment Plan. Non-payment of fees is sufficient grounds for students to be suspended from: 1) courses or practicum training; 2) participation in student activities; 3) use of institutional resources; and/or graduation. Students whose accounts are in default may also be referred to the Academic Standing Committee or VPAA for Administrative Withdrawal from the program.

Deferred Tuition Plan

An alternate payment plan may be arranged in which equal thirds of the term's tuition are paid during the first week of class, and at the beginning of the fourth and eighth weeks of class. There is a charge per credit hour for this plan. Students who do not make the full tuition payment will automatically be charged the three-payment fee and assessed accordingly. Late fees are assessed if payments are not made on time. (See the fee schedule for fee amounts.) All payments must be made in accordance with this plan, despite pending loans, funding through employers, or other such considerations.

Hardship Committee

In unusual and extenuating circumstances, students may appeal to the Hardship Committee for consideration of financial difficulties. Requests for such review should be directed to the Director of Student and Alumni Services.

Refund Policy

Refunds are available to students who officially withdraw from Forest Institute or from a course before the end of the term's sixth week. The "effective date" begins the day the Registrar receives the "Change of Registration Request" or "Withdrawal Request" or the date of the postmark for mail submissions. In some cases, Forest may use the student's last day of attendance at an academically related activity as the withdrawal date. Generally, however, tuition and fee credits are not awarded to students who register but do not attend classes and don't officially withdraw.

Tuition and fees are refunded based on the following schedule:

100%	refund during the first week of the term (excluding non-refundable tuition deposit and fees)
90%	refund during the first-through-second week of term
50%	refund during the third-through-fourth week of term
25%	refund during fifth-through-sixth week of term
0%	after the sixth week of term

Refunds for courses that last less than the entire term are calculated proportionate to the above schedule. Certain fees, outlined in the Tuition and Fee Schedule, are designated as non-refundable if a student withdraws from all courses for the term.

Refunds are used to repay outstanding scholarships, grants, or loans from Forest Institute first; the student will receive the remainder.

Loan Refund Policy

Should a student receive a loan and not enroll for the stated academic period or withdraw after the start of the term, all or a portion of the loan proceeds may be refunded to the lender. The Institute's policy and Federal Student Loan guidelines will be used in determining the amount of refund. See the Financial Aid handbook for specific policies.

Professional Liability Insurance

Professional Liability coverage is provided for currently enrolled students and faculty supervisors while engaged in clinical training activities. This coverage is supported through the Professional Liability Fee charged to all enrolled students each term. Therefore, this fee cannot be waived for any student enrolled in any program.

Activity Fee

An activity fee is collected each term from each student. The fees collected are used to fund student activities planned by the Student Council. This fee cannot be waived.

FINANCIAL AID

Forest offers students a wide range of financial aid opportunities, such as Federal Stafford Loans (subsidized and unsubsidized), the Federal Work-Study Program, as well as assistance with third-party funding.

Subsidized Federal Stafford Loan: A Stafford Loan is a low-interest loan made to the student by a lender, such as a bank, credit union, or savings and loan association to help pay for student education. These loans are insured by either the federal government or the guarantee agency in the student's state. The amounts available through the Stafford Loan program vary in accordance with federal and other guidelines. The current amounts available may be obtained by consulting with the Financial Aid Office.

Unsubsidized Federal Stafford Loan: This loan is designed to give students who do not demonstrate need for the full annual limit of subsidiary federal student loan the opportunity to borrow the remainder in an unsubsidized student loan. However, while the student is enrolled in half-time status or more, the interest is the responsibility of the student. All other provisions are the same as the Federal Stafford student subsidized loan.

Health Professions Student Loan: A student may be eligible to borrow additional unsubsidized Stafford loan amounts that exceed the annual and aggregate limits. Contact the Financial Aid Office for more information.

Private Loans: Numerous private loans offer interest rates comparable to federal loans and have the same in-school deferment features.

Federal Work-Study Program: This program, based on ability, student financial needs, and the needs of the Institute, provides employment opportunities for students. There is limited funding for this program. Students electing to participate in this program are required to adhere to all Forest policies and regulations, including employment throughout the year without reference to term breaks. Leave requests may be made for brief periods of time, but are not assumed during such periods.

Veteran's Benefits: Forest is an approved institution of higher learning for the education of veterans by the State of Missouri Department of Veterans' Affairs.

Military Tuition Assistance (TA): Several branches of the armed forces offer tuition assistance. Check with the appropriate military educational counselor on the base for information and forms to complete.

National Guard: The Institute is approved by the National Guard for tuition assistance. Check with the local headquarters for more information.

Student Loan Counseling: Entrance counseling will be conducted before release of the first disbursement of the first loan made to students at Forest. Outside financial consultants will be invited to speak to students about budgeting, repayment, and indebtedness. Mini seminars with these consultants will facilitate awareness of debt and repayment terms. All loan recipients will receive exit counseling before completion of the course of study or at the time of withdrawal/graduation. Counseling will include general information on average student indebtedness, average anticipated monthly repayment, review of available repayment, review of available repayment options, deferments, etc.

For more information on financial aid availability, policies and procedures, award packages, renewal procedures, and dates and deadlines, contact the Financial Aid Office at 2885 W. Battlefield Road, Springfield, MO 65807; at 417-823-3477; at finaid@forest.edu, or at Forest's website.

GOVERNANCE

Day-to-day management of Forest is vested in the President by the Institute's Board of Directors. As appropriate, it is delegated through the President to the VPAA.

Overall policy direction is given to the President and the VPAA, by a Board of Directors comprised of ten members. The By-Laws of the corporation provide for a Chairman or Chairperson to preside at meetings, a Secretary who records minutes of the meetings of the Board of Directors, and a Treasurer. The term of each Director is three years, with staggered terms resulting in the necessity to elect or re-elect one-third of the Board of Directors each year. Vacancies to the Board of Directors are filled by a majority vote of the remaining Directors.

To formulate policy, to facilitate decision making, and to promote a spirit of collegiality, Forest is committed to participatory governance and an open system of communication throughout the Institute. The Faculty Council is established by the Board of Directors, in agreement with Forest's President, to provide recommendations on governance in relevant issues and policies. The Student Council provides the vehicle for students to participate in campus governance and to manage student activities.

FACULTY

The Core Faculty of Forest Institute reflect its high educational standards and ethical, hands-on educational philosophy. Faculty members hold the highest degrees and certification/licensures in their fields of expertise, and most are actively engaged in professional practice. They are on the leading edge of developments in health care revisions, managed care, multidisciplinary teams, outcome studies, and the emerging requirements for third-party and government program reimbursement.

Core faculty exercise leadership of the program through participation in the Faculty Council, and hold many individual responsibilities as well. These include teaching core and elective courses, supervising practicum students in the Murney Clinic, chairing dissertations, serving on standing committees of the Faculty Council, and participating in continuing education and professional development activities.

Faculty not only serve as instructors and supervisors, but also function as advisors, mentors, and on occasion, co-therapists. Students are viewed as junior colleagues who are deserving of a learning atmosphere cultivated by mutual respect and professional courtesy.

Core Faculty Members

Hiroko Arikawa – Assistant Professor

Equal Opportunities Officer

Ph.D., Clinical Psychology, 1997

California School of Professional Psychology - Fresno

Areas of Interest:

Quantitative Behavioral Sciences Research

Professional Ethics

Research Ethics

Assessment

Jennifer Baker (LMFT) - Associate Professor

Director of Marriage & Family Therapy Program

M.S., Applied Child and Family Studies, 1992

Northern Illinois University

Psy.D., Forest Institute, 2003

Areas of Interest:

Marriage and Family Therapy

Kristina Brown – Assistant Professor

Ph.D., Marriage and Family Therapy, 2007

Syracuse University

Areas of Interest:

Couples with Chronic Illness

Sexual Issues

Parenting

Robert L. Denney (ABPP, ABPN) – Associate Professor by Distinction

Director of Neuropsychology Program

Psy.D., Clinical Psychology, 1991

Forest Institute of Professional Psychology

Areas of Interest:

Forensic Psychology

Neuropsychology

Behavioral Sciences Research

Gahan Fallone – Associate Professor

Ph.D., Clinical Psychology, 1998

University of Memphis

Areas of Interest:

Child and Adolescent Psychopathology, Sleep Patterns

Kent Franks – Associate Professor

Ph.D. Clinical Psychology, 1987

California School of Professional Psychology -Fresno

Areas of Interest:

Forensic Psychology

Risk assessment in violent offenders

Rorschach

Psychoanalytic psychology

Judith Gonzalez – Associate Professor

Psy.D., Clinical Psychology, 2002

Forest Institute of Professional Psychology

Areas of Interest:

Diversity Issues

Marriage and Family Therapy

Multicultural Issues Related to Research

Peter Jaberg – Assistant Professor

Ph.D., Clinical-Child Psychology, 2005

Southern Illinois University - Carbondale

Areas of Interest:

Eating Disorders

Self-Esteem

OCD Spectrum Disorders

Michael Leftwich – Associate Professor

Ph.D., Clinical Psychology, 1999

Oklahoma State University

Areas of Interest:

Substance Related Disorders

Cognitive Behavioral Therapy

Psychopathology

Michael C. Mitchell – Instructor

Ph.D. (Candidate), Religious Studies, 2008

Boston University

Areas of Interest:

Psychology of Religion

Psychoanalytic Psychology of Religion

Humanistic and Existential Psychology

World Religious Traditions and Therapeutic Issues

Chris Neumann – Assistant Professor

Ph.D., Clinical Psychology, 2005

Oklahoma State University

Areas of Interest:

Health Psychology

Substance Abuse Assessment Treatment

Ann Elise Parkhurst – Full Professor

Director of Clinical Training

Ph.D., Education and Counseling Psychology

University of Missouri - Columbia

Areas of Interest:

Psychotherapy

Clinical Psychology

Christina A. Pietz (ABPP) – Associate Professor by Distinction

Director of Forensic Program

Ph.D., Counseling Psychology

Texas A & M University

Areas of Interest:

Forensics

Bradley K. Powers – Associate Professor

Director of Underserved Populations Program

Psy.D., Clinical Psychology, 1994

Forest Institute of Professional Psychology

Areas of Interest:

Clinical Psychology

Correctional Psychology

Police Psychology

William Robison – Assistant Professor

Psy.D., Clinical Psychology, 1998

Illinois School of Professional Psychology - Meadows

Areas of Interest:

Spirituality & Psychotherapy

Juvenile Sex Offender Treatment

ADHD

Mark E. Skrade (President) – Associate Professor

Psy.D., Clinical Psychology, 1991

Forest Institute of Professional Psychology

Areas of Interest:

Program & Organizational Development

Management & Consultation

Issues in Criminal Justice Systems

Psychology & Entrepreneurialism

Glenna Weis – Associate Professor

Ph.D., School Psychology, 1999

University of Kansas

Areas of Interest:

Assessment;

Child Psychopathology & Intervention;

Play and Play Therapy;

Psychoeducational Training - Love and Logic

Family Dynamics - Divorce, Sibling Relationships, Mixed Families;

School Issues - violence, failure, academic and behavior problems, diversity;

Grief and Issues

Alicia Lamberghini-West – Associate Professor

Psy.D., Clinical Psychology

Universidad de Belgrano, Argentina

Areas of Interest:

Psychotherapy

Human Diversity Issues

Occupational/Industrial Rehabilitation

A.J. Whitmire – Assistant Professor

M.Div., Ph.D., NCC, Counseling Psychology, 2000

University of Southern Mississippi

Areas of Interest:

Psychotherapy

Social Psychology

Cognition

Stephanie Wood – Associate Professor

Associate Dean

Ph.D., Clinical Psychology, 1994

Oklahoma State University

Areas of Interest:

Health Psychology

Integrate Health Care

Pain Management

Adjunct Faculty

The Institute maintains an adjunct faculty with the same high credentials and licensing requirements as all other persons affiliated with Forest. The adjunct faculty teaches and supervises by specific assignment. A listing of Forest's adjunct faculty is available on the web site or Office of the Dean.

BOARD OF DIRECTORS

Chairperson: Don Thomson, M.B.A.

Executive Director, Community Blood Center of the Ozarks
Board Appointment: March 2004; Chairperson since 2005

Secretary: Cliff Whipple, Ph.D.

Retired Chair and Full Professor of the MSU Department of Psychology
Former Member of the Missouri State Committee of Psychology (SCOP): Ethics Subcommittee
Board ASAC member; appointed 2007
Board Appointment: September 2002

Treasurer: Kent Ragan, Ph.D.

Dean of Finance and General Business Department, Missouri State University
Board Appointment: September 2005

Member: Annie Busch, M.L.S.

Executive Director, Springfield-Greene County Library
Board ASAC Chair; appointed 2007
Board Appointment: November 2003

Member: Steve Edwards, M.B.A.

Senior Vice President of Hospital Services, Cox Health Systems
Board Appointment: October 2006

Member: Brian Fogle, M.B.A.

Vice President of Community Development, Great Southern Bank
Board Appointment: October 2006

Member: David Hockensmith, Jr., D.Min.

Executive Director, Council of Churches of the Ozarks
Retired Army National Guard Chaplain
Board Appointment: January 2005

Member: Kevin Gipson, M.A.

Director, Springfield-Greene County Public Health and Welfare Department
Board Appointment: October 2006

Member: Belinda McCarthy, Ph.D.

Provost, Missouri State University
Board Appointment: December 2006

ACCREDITATIONS, AFFILIATIONS, CERTIFICATES, AND LICENSURE

Accreditations

Forest Institute of Professional Psychology is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools (NCA). Public comments or concerns may be directed to:

North Central Association of Colleges and Schools
The Higher Learning Commission
30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7470; (312) 263-0456; FAX: (312) 263-7462
www.ncahlc.org

Committee on Accreditation

Professional accreditation of the Doctor of Psychology (Psy.D.) Degree and internship training programs at Forest Institute of Professional Psychology is granted by the Committee on Accreditation of the American Psychological Association (APA). Public comments or concerns may be directed to:

Committee on Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
www.apa.org

Forest's Post-Graduate Marriage and Family Therapy Certificate program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) 112 South Alfred Street, Alexandria, VA 22314, 703-838-9808.

Forest Institute Clinic is an approved member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for its internship training program. The Institute is also a Charter Member of the National Council of Schools and Programs of Professional Psychology, and is listed as a Designated Program in Psychology by the Council for the National Register of Health Service Providers in Psychology.

Affiliations

Forest has entered into an affiliation agreement with Missouri State University, a regional university, also located in Springfield, Mo., with numerous advanced degrees in health and human services. Cooperative collaboration strengthens library resources, in-service faculty development and training, student body diversity, and potential for joint faculty appointments.

Licensure

The education and training at Forest Institute operates within the parameters set forth in the State of Missouri Psychology Practice Act, as adopted by the State Committee of Psychologists.

While Forest makes every effort to meet licensing requirements, it is incumbent upon students to examine requirements of the specific states in which they wish to practice. The Association of State and Provincial Psychology Boards (ASPPB) publishes this information in its Handbook of Licensing and Certification Requirements for Psychologists in North America. For more information, phone (800) 448-4069 or write to the Association of State and Provincial Psychology Boards, P.O. Box 4389, Montgomery, Alabama 36103.

Approvals

American Academy of Pain Management (AAPM) Forest Institute has been certified and approved by the American Academy of Pain Management to offer the AAPM curriculum.

Continuing Education Forest Institute is approved by the American Psychological Association to offer continuing education for psychologists and maintains responsibility for the program.

Forest Institute admits students on a part-time or full-time basis at the beginning of any three terms: fall, winter, or summer. A person holding a bachelor's degree may apply to any master's program or directly to the doctoral program. Advanced standing in the doctoral program may be granted for candidates holding a Master's degree from an appropriately accredited institution.

Evaluation of Candidates

In evaluating candidates for the programs at Forest, emphasis is placed on their academic record, professional accomplishments and achievements, publications, awards and graduate test performance scores. Also of interest are the special strengths, talents, and personal attributes of the candidate, as well as community service, volunteer and extracurricular activities that enhance the diversity or contribute to the enrichment of the clinical psychology community. A candidate's overall fitness to complete a rigorous program of education and training to become a professional psychologist weighs heavily in the evaluation process. Personal maturity, interpersonal communication skills, and self-motivation are a few of the qualitative indicators that are closely examined.

A candid assessment of the intellectual abilities, character and special talents of the applicant is derived primarily from qualitative information provided in the personal essay, letters of recommendation, and personal or group interview. Through the personal essay much is learned about the candidate, including his/her interest, goals, character and fitness for the programs at Forest. Essays must specifically address:

1) The personal knowledge, skills, attitudes, qualities, and life experiences possessed by the candidate that would make him/her a good professional psychologist. (e.g. Which of these will be brought to the education and training setting at Forest? Which of these will be developed during education and training at Forest?)

2) Why the candidate would be "fitted for a future in being of service to the diverse human community" as a professional psychologist?

3) Any additional information that would benefit the Admissions Committee in determining acceptance into the program.

Personal essays should range from five to eight pages in length using 1" margins and double-spacing. Essays may be submitted by mail, FAX, e-mail, or delivered in person.

College professors, supervisors, or others who have known the candidate for one year or longer and who have evaluated the candidate's personal, professional, and academic qualifications should be contacted to write Letters of Recommendation. At least three professional recommendations are required and must be completed using the forms provided in the admissions packet.

As a final step in the application process, the candidate participates in an on-site interview with Forest's faculty. For specific informataion on Interview Day policies, please contact the Admissions Office. The interview process is intended to provide both the candidate and the Committee an opportunity to learn more about each other, and to clarify application information. The Admissions Office will contact the candidate to schedule the personal interview once the application file material is complete.

Following the personal interview, the Admissions Committee will conduct the final review of application materials. Members of the Committee include the VPAA, director of doctoral program, a Core Faculty member, the Director of Admissions and Admissions Counselor. The Committee will only review an application once it has all of a candidate's materials, including:

- Completed application form;
- Non-refundable application fee;
- Written personal essay;
- Vitae/resume;
- Official transcripts of all graduate and undergraduate work, including part-time and summer sessions, mailed directly from all institutions attended since secondary school;
- Verbal, Quantitative, and Analytical scores from the Graduate Record Examination (GRE);
- Three or more professional recommendations; and
- Ratings from personal and/or group interviews with Forest's faculty.

Notification of Acceptance

Candidates are selected for admissions to Forest Institute on the basis of demonstrated intellectual capacity for the study of psychology and evidence of the character and personal integrity expected of a person who serves the public as a clinical psychologist. The Admissions Committee usually notifies candidates of their acceptance status within two weeks following the personal interview process. Candidates are then given two-to-three weeks in which to submit their "Letter of Intent" to enroll in the program along with the non-refundable Matriculation Fee, or decline the offer of acceptance. At the end of the two-to-three week period, the offer of acceptance will be rescinded if no response is received from the candidate.

Candidates that have accepted an offer of enrollment from Forest but wish to postpone matriculation may submit a written request to delay enrollment to the Director of Admissions. Such an extension may only be granted for up to one year, and may not carry-over into another academic year. In situations where a candidate wishes to begin enrollment in an academic year other than that which was offered, reapplication may be required, including payment of the application and matriculation fees.

Acceptance into one of Forest's programs does not guarantee acceptance into any another program. Current students wishing to pursue secondary degree or certificate programs at Forest must make application for such program through the Admissions Office.

Applications for admission are available from the Admissions Office and on-line, and should be submitted either in person, by mail, by FAX, or electronically through the web site www.forest.edu. However, we do request that the application package be submitted as a complete unit. Because those accepted into the program will render services to the public, Forest reserves the right to request written consent to perform a personal background check on any applicant.

Admission Requirements for Doctor of Psychology and Master of Arts Programs

- Prospective students need a baccalaureate degree from a regionally accredited institution and must have earned a 3.0 grade point average (GPA) or better on a 4.0 scale during the last 60 hours of undergraduate work. Applicants without the required GPA are considered on a highly selective basis and are invited to address this issue in their personal essay. If the applicant proceeds to an admission interview, this issue will be discussed in detail.
- Applicants to the Master's program need the equivalent of 12 semester hours in psychology; applicants to the doctoral program need the equivalent of 18 semester hours, with course grades of "B" or better in each psychology course. These hours must include the following courses or equivalents:

Abnormal Psychology, Developmental Psychology, and one Biological science course (e.g. Human Physiology, Biology, Zoology, Anatomy). A prior course in Statistics is preferred.

- Students making application to the program are required to complete and submit their scores for the Verbal, Quantitative and Analytical scores from GRE. The Institute's code number for forwarding GRE results is 8525. For information about GRE test dates and requests for scores, write to the Educational Testing Services, Princeton, NJ 08541-6000. The phone number is (609) 771-7670; the web site is http://www.gre.org.
- In unusual circumstances, the Dean may grant "conditional admission," with proof of the student's ability to do successful graduate-level academic work. The unusual circumstances behind conditional acceptance will be documented in the student file.

Students not pursuing a degree may be admitted as "non-degree seeking" students for continuing education, certification requirements, and other highly individualized programs. "Non-degree seeking" students may generally complete up to 12 credit hours without entering a degree program. They do not qualify for financial aid.

Admission Requirements for Post-Graduate Marriage and Family Therapy Certification

Once students have satisfied Forest's general admission requirements, they may apply to the Marriage and Family Therapy Program, which has the following additional criteria:

- Have completed a master's degree in a mental health-related field;
- Complete and submit a self-reflective personal and professional statement of intent;
- Schedule and complete a personal interview with the Marriage and Family Therapy Program faculty;
- Provide three professional references related to the applicant's abilities and suitability for marriage and family therapy;
- Submit official transcripts of the master's degree;
- Pay an application and processing fee; and
- Agree to follow the AAMFT Code of Ethics

Admission to the Post-Graduate MFT program is limited. Because of supervisory and client contact limitations, not all students who apply to the program will be admitted, even if they meet minimal qualifications. After admission, students will be assigned to a six-member team for clinical work and supervision purposes.

Students who will not complete their master's degree until the fall term will be given provisional acceptance to the program until they have received their degree. Students may not begin counting client contact or supervision hours until they have completed their master's degree coursework.

Admission Requirements for Re-specialization Programs

The Institute welcomes persons with a doctorate in psychology who are re-specializing in clinical psychology and neuropsychology. When applying, complete the entire application process for re-specialization. Forest requires:

- An earned doctorate degree in another field of psychology from a regionally accredited institution, with a minimum GPA of 3.25 on a 4.0 scale.
- Successful completion of a 2,000-hour full-time one-year internship approved by the American Psychological Association (APA) or Association of Psychology Postdoctoral and Internship Centers

(APPIC). (Those interested in a part-time two-year internship should discuss this option with the Clinical Training Director.)

International Students

While Forest welcomes international students, its programs require a high degree of English proficiency. This proficiency is verified through the Test of English as a Foreign Language (TOEFL) by the Educational Testing Service. Information concerning the TOEFL is available from the Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. The phone number is: (609) 771-7100; the web site is: http://www.toefl.org. The institution code for TOEFL is 8525. TOEFL requirements may be waived for applicants who demonstrate sufficient abilities in English. This decision will be made by the Admissions Committee when the prospective student submits a written request for a waiver.

Graduates of colleges and universities outside the United States must have the equivalent of a bachelor's degree from a regionally accredited institution of higher education in the United States. Non-U.S. transcripts must be evaluated to determine grade point average and credit equivalents between the graduating country and the United States.

Financial aid is not available to international students, unless they are eligible non-residents. The Financial Aid Director will talk with international applicants to outline first-year costs for tuition, books, and living expenses and to ensure that the students can cover these costs.
Once academic admission has been approved and proof of financial capability has been secured, an I-20 form can be submitted for immigration purposes. It is also recommended
that international students obtain an international driver's license from their home country before entering the United States.

Appendix A

ACADEMIC INTEGRITY POLICY

Forest Institute is committed to developing educated professionals who accept the responsibility to demonstrate personal and academic integrity. An environment of honesty and trust among students and between students and faculty is essential for a strong, functioning academic community. Therefore, all share the responsibility for fostering academic integrity and are expected to refrain from and discourage behavior that threatens the freedom and respect each person deserves.

Although academic integrity is only a part of the overarching Code of Ethics and core values of Forest Institute of Professional Psychology, this policy will set forth the specific criteria to be used in determining instances of academic dishonesty. Dishonesty is constituted by any of the following acts:

__**Cheating**: The term "cheating" refers to using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

__**Fabrication**: The term "fabrication" refers to unauthorized falsification or invention of any information (including research data) or any citation in any academic exercise.

__**Plagiarism**: The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet.

__**Facilitating academic dishonesty**: Assisting or attempting to assist another to violate any provision of the Academic Integrity Policy, whether or not that action is associated with any particular course.

All members of Forest Institute share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, is strongly encouraged to immediately report said act. Anonymous reports of academic dishonesty will not be accepted. The identity of any person reporting a suspected instance of academic dishonesty will be held in strict confidence, unless that person consents to having his or her identity revealed. Acts of apparent academic dishonesty that occur within the context of a particular course may be reported directly to the course instructor and/or the VPAA. All other suspected incidents of academic dishonesty should be reported directly to the VPAA.

Appendix B
DUE PROCESS POLICY

I. POLICY STATEMENT:

Forest Institute has established a procedure to ensure the rights of its students to receive fair and impartial treatment. **This procedure shall apply in all matters, including those related to academic integrity**. Additionally, a student may utilize this procedure to file a written grievance if he or she believes any aspect of the program is unfair, biased, unprofessional or not consistent with other policies or procedures of Forest Institute.

II. DEFINITIONS:

1. **VPAA Sanctions**. The VPAA may impose any sanction(s) he or she deems appropriate in the circumstances.

2. **Days.** In any instance where action is required to be taken by this policy, reference to the word "days" shall mean business days of Forest Institute of Professional Psychology.

3. **Ex officio**. Participating in proceedings but without formal voting rights.

4. **Instructor Sanctions.** The minimum penalty an instructor can impose is to deny credit on the assignment and/or examination in question. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic course work will automatically result in failure for the work involved. The maximum penalty an instructor can impose is a failing grade in the class. The failing grade can, at the instructor's option, indicate failure due to academic dishonesty, as described below. Instructor sanctions that can be imposed may include one or more of the following:

   (a) Denying credit on an assignment and/or examinations;

   (b) Requiring additional assignments and/or examinations;

   (c) Lowering the student's course grade;

   (d) Issuing a failing course grade ("F");

   (e) Issuing a failing course grade of "XF", which indicates that this failing grade was due to academic dishonesty. The grade "XF" shall be treated as an "F" grade for the purposes of grade point average, course repeatability, and determination of academic standing; or

   (f) Recommend to the Academic Standing Committee probation, suspension or administrative withdrawal of the student.

5. **Notices.** Any notices, requests or other communications required or permitted to be given hereunder shall be in writing and shall be delivered by a widely recognized national overnight courier service (subject to a written confirmation thereof) or mailed by United States registered or certified mail, return receipt requested, postage prepaid, or hand-delivered and addressed (or delivered) to each party as follows:

   (a) To the student: to the last address currently on record with Forest Institute. Failure by the student to have a current local address on record with Forest Institute shall not be construed to invalidate such notice.

   (b) To the Instructor, VPAA or any other employee of Forest Institute of Professional Psychology: 2885 West Battlefield Springfield, MO 65807.

Any such notice, request or other communication shall be considered given, delivered or received, as the case may be, (i) on the day following the date of deposit with the overnight courier or (ii) the date which is three (3) days following the deposit in the United States mail as provided above, or (iii) on the date the same is hand-delivered. Rejection or other refusal to accept or inability to deliver because of changed address of which no notice was given shall be deemed to be receipt of the notice, request or other communication. By giving a least five (5) days prior written notice thereof, any party may from time to time at any time change its mailing address hereunder.

III. PROCEDURES FOR DUE PROCESS:

1. **Personal Meeting.** In every instance, the aggrieved party shall first attempt to resolve the matter in a personal meeting with: (1) the instructor of the course in which the alleged act occurred, if the act is alleged to have occurred within the context of a particular course, or (2) with the VPAA, if the act is alleged to have occurred not within the context of a particular course. The meeting shall be initiated by delivery of a written notice by the aggrieved party to the VPAA in each instance, as well as the instructor if the matter arises in the context of a particular course. The notice shall set forth the name and social security number of the student, generally describe the matter complained of, and request a meeting date be set. At this meeting, the student shall present relevant evidence related to the alleged decision or action.

   If the matter cannot be resolved in the meeting between the student and the Instructor/VPAA, the Instructor/VPAA must provide to the student a written notice of the alleged incident, which must include:

   (a) The student's full name and social security number, the term and year, the course and section number of the course in which the action or decision occurred;

   (b) The nature of the alleged act, the resulting action or decision, the intended sanction and what, if any, effect the sanction will have on the student's grade in the class and/or standing in the program;

   (c) A statement informing the student of the right of appeal to a Review Officer, and also informing the student that the deadline for appealing to the Review Officer is five days from the date of receipt of the written notice of the incident.

   (d) Instructors must also forward a copy of the written notice to the VPAA.

2. **Appeal to Review Officer**. Within five days of receipt of the Instructor's/VPAA's written notice of the alleged incident, the student who wishes to appeal must submit his or her own written notice of the grounds for appeal or review in a sealed envelope to the Office of the President. Appeal documents will then be forwarded to the Review Officer. The Review Officer is appointed by the President of Forest Institute of Professional Psychology, with the advice of the Faculty President.

   In rendering a decision, the Review Officer will review the documentation and meet separately with the Instructor/VPAA and the student who initiated the appeal. The Review Officer may interview other witnesses and consider other evidence. The Review Officer must give written notice to the Instructor/VPAA and the student of his or her decision, and must also inform the Instructor/VPAA and the student that either has the right to appeal the Review Officer's decision to the Review Committee within 5 days of receipt of notice of the decision.

A student who is appealing the imposition of a sanction(s) should continue to attend classes until the right of appeal has been exhausted, or the time for appeal has expired. No sanction may be imposed until a student admits misconduct and/or foregoes appeal rights, or is found in violation after a Review Committee decision. Provided, however, when, in the opinion of the Review Officer, a student's conduct presents a threat to the safety of a clearly identifiable victim and/or there is an imminent threat to the safety of other members of the institutional community, the Review Officer may issue an immediate interim suspension from all or part of the program. Interim suspensions should be issued in writing, stating clearly the privileges that are being suspended (attendance to a particular class, to all classes, or access to institution facilities), and should inform the accused of his/her due process rights. The student may appeal issuance of the interim suspension to the President. The President may lift or modify the interim suspension during the appeal process. If a matter is pending at the end of a term, the student will be placed on probation and receive an Incomplete ("I") in the course until the matter is resolved. If the student drops the class in which an act is alleged to have occurred, sanctions may still be imposed, including those that involve a revision of the student's transcript (for example, a WP grade recorded when the student dropped the course may be revised to XF if that sanction has been upheld).

If the Review Officer upholds the Instructor's/VPAA's action or decision, the Review Officer must send copies of all written summaries of the alleged incident to the VPAA so that multiple acts of misconduct by the same student may be more easily detected. The VPAA will maintain confidential files related to student misconduct. The VPAA may impose additional sanctions to address multiple acts of misconduct that may accumulate against a particular student.

3. **Request for a Review Committee Proceeding.** If the Student or Instructor/VPAA is not satisfied with the decision of the Review Officer, they may submit a written appeal to the Review Committee. Appeals must be presented to the Office of the President for delivery to the Review Committee within five (5) calendar days from the date of receipt of notice of the Review Officer's decision. The Review Committee Chair or designee will select the date, time and place for the hearing, and will make a reasonable attempt to accommodate the student's schedule. The student, the Instructor/VPAA and the Review Officer will be notified in writing a minimum of ten (10) days prior to the proceeding, and will be provided with information about the proceeding.

4. **Review Committee Proceeding**. A Review Committee Proceeding is conducted by the Review Committee. The Review Committee shall consist of three persons to be appointed annually in January of each year by the President of Forest Institute of Professional Psychology with the advice of the President of the Faculty. The Review Committee shall be composed of two faculty members and one student. In addition to the appointed members, the President of Forest Institute, or the President's designee, shall serve as the Chair of the Review Committee as a non-voting member, except in the case of a tie vote. The role of the Chair is to exercise impartial control over the Review Committee Proceeding in order to achieve an equitable, orderly, timely and efficient process. The Chair is authorized to make decisions and rulings as are necessary and proper to achieve that end, including such decisions and rulings as pertain to scheduling and to the admissibility of documentation.

   Fostering academic integrity is best achieved when people confront academic dishonesty openly; however, it is also recognized that doing so can create personal risk in some situations. Therefore, people alleging academic dishonesty against a particular student will be allowed to participate in the proceeding by submitting written statements rather than appearing before the panel, under the condition that at least one person who has alleged academic dishonesty against a particular student is willing to reveal his or her identity by participating actively in the proceeding. In order for any proceeding to occur, at least one

person (usually the course instructor) who has lodged an allegation of academic dishonesty against a student must be willing to appear in person and participate in the proceeding. If all the people who have lodged allegations against a particular student wish their identities to remain confidential, then no proceeding will occur. Any person who wishes to contribute relevant information to a proceeding, but also wishes to maintain confidentiality of his or her identity, may submit written statements to the Review Committee prior to a proceeding. (Also as discussed below, witnesses who have been requested to appear but cannot be present at a proceeding because of scheduling problems may submit written statements.) Statements must be signed, dated, witnessed by a notary, and received by the Review Committee at least twenty-four (24) hours prior to the time the proceeding is to commence. The contents of submitted written statements will be disclosed during the proceeding and will enter into the deliberations of the Review Committee. When requested, the written statements may be confidential, and the identity of the person submitting a written statement known only to members of the Review Committee. The Review Committee may at its discretion interview a person submitting a confidential written statement in a closed session, but will not be required to do so. A confidential written statement can be used to support other evidence of academic dishonesty, but cannot be used as the sole basis for a finding of dishonesty. A person wishing to maintain confidentiality should recognize that confronting dishonesty openly and directly may have greater impact than a confidential written statement.

The procedure for all **Review Committee Proceedings** shall be as follows:

(a) The Review Committee shall give written notice to all parties having a direct interest in the proceeding at least ten (10) days prior to the hearing, unless a shorter time be fixed by the Chair for good cause, of the date, time, and place of the hearing before the committee, which notice shall set forth the nature of the violation, including the date, the time, and place of the alleged violation.

(b) The meetings of the Review Committee shall be closed hearings.

(c) The Chair shall preside at the hearing, call the hearing to order, call the roll of the committee in attendance, ascertain the presence or absence of the aggrieved party and of the party against whom the grievance is lodged, read the notice of hearing and charges, verify the receipt of notice of charges by the party against whom the grievance is lodged, establish the presence of any advisor other than the student, and establish the presence of any other persons in attendance.

(d) Procedural questions which arise during the hearing not covered by these general rules shall be determined by the Chair, whose rulings shall be final, unless the Chair shall present the question to the committee at the request of a member of the committee, in which event the ruling of the committee by majority vote shall be final.

(e) The Chair will rule on all requests and points of order and may consult with the Review Committee's legal advisor prior to any ruling.

(f) The Review Committee may require witnesses to appear before the committee to present evidence in cases where the committee deems it appropriate.

(g) A taped or stenographic record of the hearing shall be maintained. The notice, exhibits, hearing record, findings and determination of the committee shall become the "Record of the Case" and shall be accessible at reasonable times and places to all parties.

(h) The aggrieved party shall present to the Review Committee a summary of the incident and an analysis upon which the grievance is based.

(i) The party against whom an allegation has been lodged may present relevant information and arguments before the committee.

(j) The Review Officer may present to the Review Committee a summary of the incident and an analysis upon which the grievance is based.

(k) If a documented disability prevents a party from speaking, a non-attorney advisor may speak on behalf of a party. This does not preclude a party from being directed to testify and to reply to questions directed to him/her.

(l) Any party may also be accompanied by an advisor, who may be an attorney. The role of the advisor during a Review Committee Proceeding will be limited to providing confidential advice to the party, provided such advice does not interfere with or disrupt the hearing.

(m) Even if accompanied by an advisor, the party must take an active and constructive role in the hearing. Specifically, a party must fully cooperate with the Review Committee and respond to its inquiries without intrusion by an advisor.

(n) In consideration of the limited role of advisors, and of the compelling interest of Forest Institute to expeditiously conclude the matter, the work of the Review Committee will not, as a general practice, be delayed due to the unavailability of an advisor, except in the case of a documented disability requiring a non-attorney advisor be present.

(o) If the party against whom an allegation has been lodged has been properly notified of the proceeding, but fails to appear, the proceeding may take place in his/her absence and the decision of the Review Committee will be binding. Only under exceptional circumstances (to be determined by the Chair of the Review Committee) will a new proceeding be granted on the basis of absence.

(p) The aggrieved party, the Review Officer, and then the party against whom an allegation has been lodged, may present and question persons having knowledge of the incident and offer documents or other materials pertaining to the alleged incident(s). The aggrieved party, the Review Officer, the party against whom an allegation has been lodged, and all members of the Review Committee may question any person giving testimony. The aggrieved party, the Review Officer, and the party against whom an allegation has been lodged have the right to be present during all stages of the Review Committee Proceeding except during the deliberations of the Review Committee.

(q) The members of the Review Committee may request any additional material or the appearance of other persons they deem appropriate.

(r) Any party, including the Review Officer, may make summary statements to close the proceeding for such period of time as permitted by the Chair.

(s) The presence of others at a Review Committee Proceeding lies within the judgment of the Chair. A Review Committee Proceeding is a confidential investigation. It requires a deliberative and candid atmosphere, free from

distraction. Accordingly, it is not open to the public or other "interested" persons; however, at a party's request, the Chair will permit a party's parent(s) or legal guardian(s) and/or spouse to observe and may permit a limited number of additional observers. The Chair may remove from the Review Committee Proceeding any person who disrupts or impedes the investigation, or who fails to adhere to the rulings of the Chair. The Chair may direct that persons, other than a party, who are to be called upon to provide information be excluded from the Review Committee Proceeding except for the purpose of providing information. The members of the Review Committee may conduct private deliberations at such times and places as they deem proper. The Chair shall determine the admissibility of any written statement.

(t) It is the responsibility of the persons desiring the presence of a witness before a Review Committee Proceeding to ensure that the witness appears. Any written statement must be dated, signed by the person making it, shall contain the name, address, and telephone number of the person making the statement, shall contain a statement of the reason(s) that the witness cannot, or reasonably should not, be expected to appear, witnessed by a notary, and received by the Chair and any opposing party at least three regular business days prior to the time the proceeding will commence. A Review Committee Proceeding will not, as a general practice, be delayed due to the unavailability of a witness.

(u) After the proceeding, the Review Committee may meet privately to discuss the case. The committee will reach a finding by a simple majority vote.

(v) The Review Committee shall provide the parties and, if a student's record is affected, the Office of the VPAA, a written notice of the Review Committee's determination. While student conduct records are not part of the student's academic record, they are maintained as part of a disciplinary file and are considered to be a part of the student's educational records. A copy of the committee's report will be maintained in the Office of the VPAA for a period of seven years.

(w) Any request for continuance shall be made in writing to the Chair, who shall have the authority to continue the hearing if the request is timely and made for good cause. The Chair shall notify all parties of the new date for the hearing. The request for continuance shall include all reasons for the request.

(x) The standard of review is de novo. The determination of the Review Committee shall be made on the basis of preponderance of the evidence (whether it is more likely than not) except in cases of suspension and expulsion. In cases of suspension or dismissal, the determination of the Review Committee shall be made on the basis of clear and convincing evidence (more than a mere preponderance, but not as much as beyond a reasonable doubt).

5. **Review Committee Sanctions**. Sanctions that the Review Committee can impose may include, but are not limited to, one or more of the following:

(a) "XF" grades;

(b) Reduction of grades;

(c) Denial of privilege to hold office in any student organization;

(d) Denial of privilege to represent the school in any activity;

(e) Required service to the school and/or required service to the community;

(f) Alteration or suspension of clinical privileges and hours;

(g) Implementation of a remedial plan to address student deficits;

(h) Require the student to undergo an approved personal therapy or rehabilitation program; or

(i) Probation, suspension or administrative withdrawal.

Generally, subsequent findings of misconduct will merit more severe sanctions, including the possibility of suspension or administrative withdrawal. If the Review Committee finds convincing evidence of an attempted or actual act of academic dishonesty by a student enrolled in a particular course, it shall, in addition to such other sanctions as it deems appropriate, impose a grade of "XF" for the course.

6. **Appeals After One Year for Removal of "XF" Grade**. After a time period of at least twelve (12) months has elapsed since the grade of "XF" was imposed, a person who has received a grade of "XF" (whether or not currently enrolled as a student at Forest Institute of Professional Psychology) may file a written petition to the Review Committee to have the grade of "XF" removed from the transcript and permanently replaced with the grade of "F". The decision to remove the grade of "XF" and replace it with an "F" shall rest in the discretion and judgment of a majority of the Review Committee, which will undertake a review of the record of the case. The Review Committee will attempt to certify that to the best of its knowledge the student has not been found responsible for any other act of academic dishonesty or similar disciplinary offense at Forest Institute of Professional Psychology or another institution. Generally, the grade of "XF" ought not to be removed for acts of academic dishonesty requiring significant premeditation, or involving repeated offenses, or accompanied by illegal, threatening or disruptive behavior. The decision of the Review Committee at initial review shall not be subject to subsequent Review Committee review for four (4) years, unless the Review Committee specifies an earlier date on which the petition may be reconsidered. Review Committee determinations pertaining to the removal of the "XF" grade penalty may be appealed to the President.

7. **Disciplinary Records**. Third parties normally will not have access to this file unless the student grants written permission. The Family Education Rights and Privacy Act of 1974 describes circumstances under which the contents of such records may be disclosed without written consent of the student.

8. **Summary and Credits**. These due process procedures are intended to ensure the rights of students to fair and impartial treatment. This document includes selected material from Southwest Missouri State University, used with permission from the Office of Academic Affairs.

Appendix C

FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY GENERAL STATEMENT ON COPYRIGHT POLICY

What is copyright and who cares?

The right to make copies of another's work is severely restricted in the United States and throughout the world. By securing the benefits of ownership to creators of intellectual property, the government encourages production and dissemination of socially valuable creations. Unauthorized use of another person's intellectual property is a form of theft which discourages creativity.

Violation of copyright law carries substantial penalties. Civil and criminal penalties can be imposed for copyright infringement, including award of actual and punitive monetary damages. When you infringe copyright, you may also be exposing to liability Forest Institute and businesses such as copy shops.

However, complying with copyright law is often difficult because of the complexity of the rules which govern how and when you can use intellectual property owned by another person or organization. Some of us may be stealing others" intellectual property without knowing it. At the same time, you should not be deterred from using the work of others simply because you are uncertain about what is copyrighted, what constitutes "fair use", and how to get permission to use copyrighted works.

What works are protected by copyright law?

Copyrightable expression is original authorship, fixed in a tangible medium of expression. By this standard, mere facts and ideas cannot be copyrighted. In addition, works created by Federal government employees, titles and short phrases, and works in the public domain are not protected. Among the types of work protected by copyright are literary productions, musical notation and recorded music, pictures and graphics, motion pictures and video footage, databases, Web pages, and computer programs.

Just because a work is out-of-print or "old" does not mean that it is unprotected. Similarly, absence of a statement that the work is copyrighted does not mean that you are free to use it. **Assume that all material is copyrighted unless its source states clearly that it is not.** New technologies, especially those related to computers and computer networks, raise novel copyright issues. For instance, a major problem recently developed with respect to transfer of works from one medium to another. In general, you cannot transfer a substantial portion of a work from one to another medium without getting permission from the copyright holder. Consequently, transferring without permission a musical recording to the soundtrack of a videotape recording or to a CD-ROM violates copyright law. In addition, you cannot assume that every work which appears on the Internet is in the public domain. Displaying an image or file on the Internet is equivalent to displaying it on television, in an art gallery, or in print; **only** the copyright holder has this privilege.

What is fair use?

You don't need to get permission for all uses of copyrighted work. The law permits use of a portion of a work without the copyright owner's permission for purposes such as teaching, scholarship, research, criticism, and comment. Four criteria must be considered when determining whether you are making "fair use" of a copyrighted work: (1) your purpose, including whether it is commercial or not-for-profit educational use; (2) the nature of the work itself; (3) the percentage of the work used; and (4) the effect of the use on the work's market value.

[http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm.]

These criteria allow teachers to distribute in their classes portions of works which are protected. Instructors generally don't need permission to display copyrighted works in their classrooms, to distribute some portions of such works to their students, and to engage in one-use only copying. In addition, there are many "educational use exemptions" which allow the performance or display of copyrighted work during face-to-face teaching activities in a nonprofit educational institution.

However, you are not exempt from copyright laws simply because you are putting copied material to educational use, or because you are not selling or profiting from the distribution of copyrighted works. Your use must meet specific tests of brevity, spontaneity, and cumulative effect. **You should never copy works in order to replace or substitute for published anthologies, compilations, or collected works.**

What constitutes permission and how do you get it?

You are required to obtain permission to use a copyrighted work when your use falls outside the standards of "fair use" and "educational use exemptions." Permission must be secured from the current copyright holder, which may not be the author or the publisher identified in the work. In order to get permission to use part of a book or a journal article, first try to contact the Copyright Clearance Center (CCC) at http://www.copyright.com. If the material in question is not covered by the CCC, you may need to contact the copyright owner in writing, stating exactly what you want to copy, the number of copies to be made, and whether the material is to be used alone or in combination with other material. Such requests should generally be directed to the publisher's Rights and Permissions Department. In case the publisher is not the copyright holder, or does not have the right to authorize a particular use, you will usually be directed to the correct person or agency.

Remember - no response is *not* the same as a positive response. If you don't hear from an author or publisher from whom you have requested permission to use a copyrighted work, you simply don't have permission.

Because computer software falls under copyright law, you should also be aware of the specific licensing agreements which control copying programs. A program user should consult the license agreement to determine whether copying a particular program is permissible. You are usually allowed to create only a backup copy, [For more information, please see the Anti-Piracy Information for the Educational Community page from The Software & Information Industry Association (SIIA) website at http://www.spa.org/piracy/education.asp#education.

Where can I find answers to specific copyright questions?

Forest Institute would suggest consulting the resources listed below for information. Every effort is made to keep the information provided herein up-to-date. However, Forest Institute, and its agents and employees, do not accept liability for the accuracy, content or completeness of the information contained herein relating to copyright. Accordingly, you may wish to consult an attorney of your choosing for advice.

Indiana University-Purdue University at Indianapolis – Copyright Management Center
http://www.copyright.iupui.edu/index.htm
Stanford University Libraries – Copyright & Fair Use
http://fairuse.stanford.edu/index.html
U.S. Copyright Office – Frequently Asked Questions About Copyright
http://www.copyright.iupui.edu/faq.htm
University of Minnesota Libraries – Copyright Information and Education
http://www.lib.umn.edu/copyright/index.phtml
The University of Texas System – Comprehensive Copyright Policy
http://www.utsystem.edu/ogc/intellectualproperty/cprtpol.htm
The University of Texas System – Crash Course in Copyright
http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm#top
University System of Georgia – Regents Guide to Understanding Copyright & Educational Fair Use
http://www.usg.edu/legal/copyright

SUMMARY AND CREDITS

This document includes selected material from the Missouri State University General Statement on Copyright Policy, which is used with permission of the Office of General Counsel, Missouri State University

Appendix D

FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY INTELLECTUAL PROPERTY POLICY

SECTION 1. Objectives

Inventions, discoveries, copyrightable works and other creative works that have the potential to be brought into practical use may result from the activities of Forest Institute of Professional Psychology ("FIPP") employees in the course of their duties or through the use, by any person, of FIPP resources such as personnel, facilities, equipment, or funds.

The primary purpose of this Intellectual Property Policy is to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public benefit; a secondary purpose is to enhance the generation of revenue for FIPP and the creators. The Forest Institute community is guided by the following objectives:

(i) To ensure that the educational mission of FIPP is not compromised;

(ii) To optimize the environment and incentives for research and for the creation of new knowledge at FIPP;

(iii) To bring the products of creative efforts into practical use for the public benefit as quickly and effectively as possible; and

(iv) To protect the interest of FIPP through an equitable recovery by FIPP of its investment in research.

SECTION 2. Definitions

1. Intellectual Property. The term "intellectual property" as used herein is broadly defined to include inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works, original data and other creative or artistic works which have value. Intellectual property includes that which is protectable by statute or legislation, such as patents, copyrights, trademarks, service marks, and trade secrets. It also includes the physical embodiments of intellectual effort, for example, models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, demonstration software, biological materials, chemicals, other compositions of matter, and records of research.

2. Traditional Academic Copyrightable Works. "Traditional academic copyrightable works" are a subset of copyrightable works created independently and at the creator's initiative for traditional purposes. Examples include class notes, books, theses and dissertations, pictorial and graphic works, or other works of artistic imagination that are not created as an institutional initiative (as specified in Section 4.1(b) below).

3. Creator. "Creator" refers to an individual or group of individuals who make, conceive, reduce to practice, author, or otherwise make a substantive intellectual contribution to the creation of intellectual property. "Creator" includes the definition of "inventor" used in U.S. patent law and the definition of "author" used in the U.S. Copyright Act.

4. FIPP Resources Usually and Customarily Provided. When determining ownership and license rights in copyrightable works, "FIPP resources usually and customarily provided" includes such support as office space, library facilities, ordinary access to computers and networks, including Internet access and space for course pages, or salary. In general, it does not include use of students or employees as support staff to develop the work, or substan-

tial use of specialized or unique facilities and equipment, or other special support provided by FIPP unless approved as an exception.

5. Sponsored Projects. Sponsored projects are activities funded in whole or in part by funds provided from internal FIPP sources or provided by grants, contracts or other agreements with external entities. Internet sources of funding include, but are not restricted to, formally identified programs in which faculty, staff and/or students compete for support, as well as other instances wherein funds are provided from budgets. Individual exceptions may be approved on a case-by-case basis (see Section 7).

SECTION 3. Application

This Policy, as amended from time to time, shall be deemed a part of the conditions of employment for every employee of FIPP and a part of the conditions of enrollment and attendance at FIPP by students. It is also the policy of FIPP that individuals (including visitors) by participating in a sponsored project and/or making significant use of FIPP administered resources thereby accept the principles of ownership of intellectual property as stated in this Policy unless an exception is approved in writing by FIPP. All creators of intellectual property shall upon request execute appropriate assignment and/or other documents required to set forth effectively ownership and rights as specified in this Policy.

SECTION 4. Copyrights

1. Ownership. Unless subject to any of the exceptions specified below, creators retain all rights to traditional academic copyrightable works as defined in Section 2 above. This includes all works developed by employees outside of FIPP time and without use of FIPP resources inaccessible to the public.

   FIPP shall own copyrightable works as described following. Revenues generated by FIPP owned intellectual property shall be distributed according to the provisions of Section 8, unless otherwise determined in writing.

   (a) Works created pursuant to the terms of a FIPP agreement with an external party, or

   (b) Works created as a specific requirement of employment or as an assigned FIPP duty that may be specified, for example, in a written job description or an employment agreement. Such specification may define the full scope or content of the employee's FIPP employment duties comprehensively or may be limited to terms applicable to a single copyrightable work. Absent such prior written specification, ownership will vest with FIPP in those cases where FIPP provides the motivation for the preparation of the work, the topic or content of which is determined by the creator's employment duties and/or when the work is prepared at FIPP's expense. Works created by FIPP staff and administrative employees shall be considered to fall within this category, unless and except as specified by written agreement to the contrary, approved by the President of FIPP.

   (c) Works specifically commissioned by FIPP. The term "commissioned work" is hereafter used to describe a copyrightable work prepared under a written agreement between FIPP and the creator when (1) the creator is not a FIPP employee; or (2) the creator is a FIPP employee, but the work to be performed falls outside the normal scope of the creator's FIPP employment. Contracts covering commissioned works shall specify that the author convey by assignment, if necessary, such rights as are required by FIPP.

(d) Copyrights owned by the faculty member under this Policy will not transfer to FIPP simply because the work is also patentable. However, if FIPP pursues a patent of the work, FIPP will own the patent rights and the faculty member will share in royalties as set forth in Section 8. The faculty member will also license to FIPP the copyright for FIPP to use the work for the purposes of the patent and the right to sublicense to third parties for purposes of commercialization of the patent.

2. FIPP Rights in Creator-Owned Works

   (a) Traditional academic copyrightable works created using FIPP resources usually and customarily provided are owned by the creators. Such works need not be licensed to FIPP.

   (b) Traditional academic copyrightable works created with use of FIPP resources over and above those usually and customarily provided shall be owned by the creators but licensed to FIPP. The minimum terms of such license shall grant FIPP the right to use the original work in its internally administered programs of teaching, research, and public service on a seven-year royalty-free, non-exclusive basis. FIPP may retain more than the minimum license rights when justified by the circumstances of development. By definition, any course developed for any FIPP network, including Internet courses, workshops, or other educational course work, shall be considered created with use of FIPP's resources over and above those usually and customarily provided. FIPP's license shall include the rights to copy, store, and modify at any time.

3. Student Works. Unless subject to the provisions of paragraph 4 or provided otherwise by written agreement, copyrightable works prepared by students as part of the requirements for a FIPP degree program are deemed to be the property of the student but are subject to the following provisions:

   (a) The original records (including software) of an investigation for a graduate thesis or dissertation are the property of FIPP but may be retained by the student at the discretion of FIPP. In cases of dispute, the matter shall be referred to the FIPP Intellectual Property Committee.

   (b) FIPP shall have, as a condition of the degree aware, the royalty-free right to retain, use and distribute a limited number of copies of the thesis, together with the right to require its publication for archival use.

   (c) Creative works developed by a student employed by FIPP are owned, not by the student, but by FIPP as provided by this Policy.

4. Copyright Registration and Notice. FIPP-owned works should be protected by copyright notice in the name of Forest Institute of Professional Psychology. Such copyright notice should be composed and affixed in accordance with the United States Copyright Law. Registration of the copyright for FIPP-owned works shall be in accordance with the operational guidelines and procedures established by the President of FIPP. FIPP may also decide to release a work to the public domain and if so, should so indicate.

5. FIPP Publications. FIPP publications shall be responsible for copyright registration of works owned by FIPP and published for administering contracts with its authors. Such contracts shall define the rights and obligations of the author and FIPP and shall be processed as are other FIPP contracts.

6. Compliance with the Copyright Act. FIPP units that administer activities involving any usage regulated by the Copyright Act are responsible for knowing applicable regulations, monitoring their continuing evolution, and conducting their programs in full compliance with the applicable laws and regulations.

SECTION 5. Other Intellectual Property Including Patents

Ownership. Except as otherwise specified herein or by FIPP in writing, intellectual property shall belong to FIPP if made: (1) by a FIPP employee as a result of the employee's duties or (2) through the use by any person, including a FIPP employee, of FIPP resources such as facilities, equipment, funds, or funds under the control of or administered by FIPP. (See also Section 4 above.)

SECTION 6. Trademarks

Trademarks and service marks are distinctive words or graphic symbols identifying the source, product, producer, or distributor of goods or services. Registration of trademarks or service marks, at the state or federal level, shall be approved by the President of FIPP. Proceeds received from commercialization of a mark that is related to an intellectual property license will be shared with all creators of the associated property as specified in Section 8 below. Except as provided herein or unless subject to prior written agreement between the creator(s) and FIPP, FIPP will not share the proceeds from commercialization of a mark with the individual(s) who created the mark.

SECTION 7. Intellectual Property Administration

1. Disclosure. All intellectual property in which FIPP has an ownership interest under the provisions of this Policy and that has the potential to be brought into practical use for public benefit or for which disclosure is required by law shall be reported promptly in writing by the creator(s). This disclosure is to be submitted to the President, who will evaluate the potential merit of the intellectual property. The creator(s) shall furnish such additional information and execute such documents from time to time as may be reasonably requested.
2. Evaluation and Exploitation Decisions. After evaluation of the intellectual property and review of applicable contractual commitments, FIPP may develop the property through licensing, may release it to the sponsor of the project under which it was made (if contractually obligated to do so), may release it to the creator(s) if permitted by law, or may take such other actions as are determined to be in the interest of FIPP. Exploitation by FIPP may or may not involve statutory protection of the intellectual property rights, such as filing for patent protection, registering the copyright, or securing plant variety certification.
3. Questions Related to FIPP Ownership. In the event there is a question as to whether FIPP has a valid ownership claim in intellectual property, such intellectual property should be disclosed in writing to FIPP by the creator(s) in accordance with Section 7. Such disclosure is without prejudice to the creator's ownership claim. FIPP will provide the creator with a written statement as to FIPP's ownership interest.
4. Informing Creators of Decisions. FIPP will inform principal creators of its substantive decisions regarding protection, commercialization and/or disposition of intellectual property which they have disclosed. However, specific terms of agreements with external parties may be proprietary business information and subject to confidentiality restrictions.
5. FIPP Abandons Intellectual Property. Should FIPP decide to abandon development or protection of FIPP-owned intellectual property, ownership may e assigned to the creator(s) as allowed by law subject to the rights of sponsors and to the retention of a license to practice for FIPP purposes. The minimum terms of such license shall grant FIPP the right to use the intellectual property in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. FIPP may retain more than the minimum license rights, and the assignment or license may be subject to additional terms

and conditions, such as revenue sharing with FIPP or reimbursement of the costs of statutory protection, when justified by the circumstances of development.

6. Commercialization by Creator(s). FIPP may, at its discretion and consistent with the public interest, license intellectual property to the creator(s) on an exclusive or non-exclusive basis. The creator(s) must demonstrate technical and business capability to commercialize the intellectual property. The creator(s) may be required to assume the cost of statutory protection. Agreements with creators will be subject to review and approval of conflict of interest issues in accordance with applicable FIPP policy.
7. FIPP's Acceptance of Independently Owned Intellectual Property. FIPP may accept assignment of intellectual property from other parties provided that such action is determined to be consistent with FIPP's interest. Intellectual property so accepted shall be administered in a manner consistent with the administration of other FIPP-owned intellectual property.
8. Consulting Agreements. Employees engaged in external consulting work or business are responsible for ensuring that agreements emanating from such work are not in conflict with FIPP policy or with FIPP's contractual commitments. Such employees should make their FIPP obligations known to others with whom they make such agreements and should provide other parties to such agreements with a statement of applicable FIPP policies regarding ownership of intellectual property and related rights. Employees of FIPP have no authority to enter into agreements inconsistent with this Policy.
9. Statement by Creators. The creators of intellectual property owned by FIPP under the terms of this Policy may be required to state that to the best ff their knowledge the intellectual property does not infringe on any existing patent, copyright or other legal rights of third parties; that if the work is not the original expression or creation of the creators, the necessary permission for use has been obtained from the owner; and that the work contains no libelous material that invades the privacy of others.
10. Administrative Responsibility. The President has ultimate authority for the stewardship of intellectual property developed at FIPP and for establishing operational guidelines and procedures for the administration of intellectual property, including, but not limited to, determination of ownership, assignment, protection, licensing, marketing, maintenance of records, oversight of revenue or equity collection and distribution, approval of individual exceptions, and resolution of disputes among creators and/or unit executive officers.
11. Contractual Guidelines and Procedures. Licenses, options for licenses and other agreements related to commercialization or exploitation of intellectual property will be granted in the name of Forest Institute of Professional Psychology.
12. Administrative Guidelines and Procedures. General guidelines and procedures for the administration of intellectual property shall be established by the President in consultation with FIPP Intellectual Property Committee (as specified in Section 7 below) and the campuses.
13. FIPP Intellectual Property Committee. The FIPP Intellectual Property Committee shall be appointed annually by the President, composed of eight (8) members, no fewer than four (4) of which shall be full-time faculty, to make recommendations to the President regarding procedures, guidelines, and responsibilities for the administration and development of intellectual property and such other matters as the President shall determine.
14. Appeals. After following the administrative guidelines and procedures established by FIPP, creator or unit executive officer may appeal to the FIPP Intellectual Property Committee to seek resolution of complaints or questions regarding the matters addressed in this Policy.
15. Preferential Treatment of Sponsors. Sponsored project agreements shall provide that all intellectual property developed as a result of the sponsored project shall belong to FIPP unless otherwise specified in writing. The sponsor may receive an option to license such resulting intellectual property on terms to be negotiated, said option to be exercised within a specified period following the disclosure of the intellectual property. When the nature of the proposed project allows identification of a specific area of intellectual property or application which is of interest to the sponsor, FIPP may accept project agreements with terms which entitle the sponsor to specific commercial rights within the defined field of interest.

Otherwise, the specific terms of licenses and rights to commercial development shall be based on negotiation between the sponsor and FIPP at the time of exercise of an option by the sponsor and shall depend on the nature of the intellectual property and its application, the relative contributions of FIPP and the sponsor to the work, and the conditions deemed most likely to advance the commercial development and acceptance of the intellectual property. In all cases where exclusive licensing is deemed appropriate, such license agreements shall require diligent commercial development of the intellectual property by the licensee. FIPP may also determine, on a case-by-case basis, that it is in FIPP's interest to assign ownership of resulting intellectual property to the sponsor as an exception to this Policy when circumstances warrant such action, in accordance with guidelines approved by the FIPP Intellectual Property Committee.

16. Summer Fellowship, Educational Leaves, and Sabbaticals. Summer fellowships, educational leaves, and sabbaticals will be considered "FIPP resources usually and customarily provided" when determining ownership and license rights in traditional academic copyrightable works.

17. Exceptions to Policy. Recommendations for exceptions to the provisions in this Policy shall be made by the FIPP Intellectual Property Committee to the President for presentation to the Board of Directors.

SECTION 8. Proceeds Distribution

1. Proceeds. For purposes of this Policy, "proceeds" shall refer to all revenue and/or equity, as defined below, received by FIPP from transfer, commercialization, or other exploitation of FIPP-owned intellectual property.
   (a) Revenue. "Revenue" shall mean cash from payments, including, but not limited to, royalties, option fees or from the sale of FIPP's equity interest.
   (b) Equity. "Equity" shall include, but not be limited to, stock, securities, stock options, warrants, buildings, real or personal property, or other non-cash consideration.
2. Revenue Distribution. When revenue is received by FIPP, all direct payments or obligations attributable to protecting (including defense against infringement or enforcement actions), marketing, licensing or administering the property may be deducted from such income. In some cases, a reasonable reserve for anticipated future expenses will be withheld upon agreement between FIPP and the creators. The income remaining after such deductions is defined as net revenue.
   (a) Creator's Share. The creator (or creator's heirs, successors, and assigns) normally shall receive forty percent (40%) of net revenue. If there are joint creators, the net income shall be divided equally among them absent a mutual agreement to the contrary.
   (b) FIPP's Share. FIPP normally shall receive sixty percent (60%) of net revenue.
3. Equity Distribution. In any instance wherein FIPP executes an agreement with a corporation or other business entity for purposes of exploiting intellectual property owned by FIPP and FIPP receives or is entitled to receive equity, such equity or the proceeds of the equity shall be shared among the creator(s), and FIPP in the same proportions as revenue distributions (except as specified in Section 8, paragraph 4 below.
4. Exceptions When the Creator(s) Have No Entitlement. FIPP accepts support in the form of a sponsored project agreement or unrestricted grant as part of the consideration in an intellectual property license in lieu of an option fee, license fee or royalty, the creator(s) shall have no entitlement to receive a share as personal income. For the subset of equity that is buildings, real or personal property, or other non-cash consideration, the creator(s) shall have no entitlement to receive a share as personal income.

5. Special Distributions. Special facts or circumstances may warrant a different distribution of proceeds than specified above, and such distributions will be determined on a case-by-case basis under the authority of the President.
6. Revenue From Actions for Defense or Enforcement of Intellectual Property Rights. When FIPP receives revenue from third parties that results from successful actions for the purpose of defending or enforcing FIPP's rights in its intellectual property, such revenue may first be used to reimburse FIPP's (or the sponsor or licensee, if appropriate) for expenses incurred in such actions. The creator(s) and their originating unit(s) shall be entitled to recovery of lost royalties from the remaining net revenue, in the same proportions as specified in Section 8, paragraph 2 above. The remaining net revenue shall be allocated in support of FIPP's technology transfer activities and academic and research programs as determined by the President.

ADDENDUM #1:

Master of Arts Degree in Marriage and Family Therapy

Note: Although this degree program has been designed to meet accreditation requirements of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the program has not yet completed the process for recognition of candidacy status. The COAMFTE has completed their on-site evaluation review process and is expected to make a final determination on accredited status at their meeting in November 2007. Pending this determination, the program will seek regional accreditation with the Higher Learning Commission of the North Central Association of Colleges and School. An updated status of both accreditation review processes may be found on the Institute's website at www.forest.edu/newprograms.html.

Completion of the Master of Arts in Marriage and Family Therapy will prepare students to attain LMFT licensure in most states. Focus is given to serving underserved populations, which is fulfilled through various practicum options including the Robert J. Murney Clinic, the Greene County Jail and the Greene County Juvenile Office. Training places an emphasis on family systems techniques which prepares students to treat couples, families, and children, as well as individuals. In addition to core classes, an array of electives are available including introductory courses in forensic psychology, medical/integrative healthcare practice, and school/child psychology.

Upon completion of the MFT Master's degree, students may apply for acceptance into the Doctor of Psychology (PsyD) degree program at Forest Institute, although admission is not guaranteed. Students pursuing this option would benefit from being dually trained as a marriage and family therapist and a licensed clinical psychologist. Specific requirements and policies for the MA in Marriage and Family Therapy are provided in the MFT Policies and Procedures Handbook, as amended from time to time. In the event of inconsistency between the academic catalog and MFT Handbook, policies contained in the MFT Handbook will supersede those contained in the academic catalog or any other public document.

Graduation Requirements for Master of Arts in Marriage and Family Therapy

To graduate, a student must:

- Complete the required program hours (67 credit hours) and courses as specified in the curriculum requirements;
- Maintain a minimum GPA of 3.0 for all coursework attempted;
- Successfully complete 500 hours of face-to-face client contact, 250 of which is relational, and one-fifth of which is supervised by an AAMFT-approved supervisor;
- Complete the Research Project requirement as outlined in the MFT Handbook;
- Pay all tuition, fees, debts, and other property owed to Forest Institute, including Learning Resource Center Fees;
- Demonstrate professional attitude, decorum, and ethics commensurate with the profession of psychology; and
- Successfully complete all program requirements set forth in the MFT Policies and Procedures Handbook.

NOTE: Students are not allowed to graduate while on probation or while under any other administrative action.

Curriculum Requirements for the Marriage and Family Therapy Master's Program

PSY 533:	Family Intervention	3 cr hr
MFT 611:	Advanced Family Therapy	3
PSY 5513:	Foundations of Human Relationships	3
PSY 5522:	Clinical Interview and Psychosocial History	3
PSY 610:	Specific Interventions in Couple Therapy	3
MFT 856:	Family Assessment	3
MFT 862:	Specific Interventions in Family Therapy	3
PSY 940:	Lifespan Development	3
PSY 628:	Adult and Family Development	3
PSY 501:	Ethical, Legal and Professional Issues in MFT	3
PSY 510:	Research Design	3
MFT 5341:	Research Seminar in MFT	1
PSY 509:	Statistics *or* Qualitative Research	3
PSY 509:	Psychopathology I	3
PSY 520:	Psychopathology II	3
PSY 525:	Human Diversity	3
	Elective Courses	9
Practica		12

ADDENDUM #2:

Master of Arts Degree in Counseling Psychology

Note: Although this degree program has been designed to meet accreditation requirements of the Higher Learning Commission of the North Central Association of Schools and Colleges (HLC), the program has not received recognition of accredited status. The Request for Change of Statement of Affiliated Status to include the MA in Counseling Psychology has been submitted and is under review at the time of printing of this catalog. The Higher Learning Commission is expected to make a final determination on accredited status at its meeting in August 2007. An updated status of the accreditation review process may be found on the Institute's website at www.forest.edu/newprograms.html.

A unique addition to the programs at Forest Institute will be the Master of Arts in Counseling Psychology (MACP) degree anticipated to be offered commencing with the Winter 2008 term. Development of this degree is primarily in response to the regional need for a license eligible master's degree to be offered in a nontraditional format. Delivery of the program will be unique in that students will enroll on a course-by-course basis, with the duration of each course lasting approximately four weeks. Students in the program will attend courses during evening and weekend hours in order to accommodate working individuals, but will be admitted as cohorts on a semester basis. Enrollment for the first year is anticipated to be 15 students, with eventual program capacity expected at 50 students.

The curriculum and requirements of the program have been developed pursuant to CACREP standards. An overview of requirements of the program is presented below. Specific requirements, policies, and resources related to the Masters in Counseling Psychology program are contained in the MACP Program Handbook and supersede those contained in the academic catalog or any other public document.

Graduation Requirements for Master of Arts in Counseling Psychology

To graduate, a student must:

- Complete the required program hours (48 credit hours) and courses as specified in the curriculum requirements;
- Maintain a minimum GPA of 3.0 for all courses attempted;
- Successfully complete the Capstone Project;
- Successfully complete the required practicum hours and experiences as required in the Practicum Manual;
- Pay all tuition, fees, debts and other property owed to Forest Institute, including Learning Resource Center fees;
- Demonstrate professional attitude, decorum, and ethics commensurate with the profession of psychology; and
- Successfully complete all program requirements set forth in the MACP Policies and Procedures Handbook.

Note: Students are not allowed to graduate while on probation or while under any other administrative action.

Curriculum Requirements for Master of Arts in Counseling Psychology

Assessment	3 cr. hrs.
Career Development	3
Ethics and Professional Issues	3
Foundations of Relationships	3
Group Intervention	3
Health Psychology	3
Human Diversity	3
Lifespan Development	3
Practicum	6
Psychopathology	3
Research Methods	3
Seminar	3
Social Psychology	3
Theories of Counseling	3
Electives	3

Note: Students will be required to complete a minimum of 12 credit hours in order to apply for degree candidacy.

NOTES

Rights Reserved

Forest Institute continually seeks to enhance and update programs and procedures. Therefore, Forest reserves the right to make changes, from those outlined in this catalog, to its academic policies and procedures, admission and enrollment standards, degree and graduation requirements, course offerings, tuition and fees, and other matters deemed necessary by the Board of Directors. Forest makes every reasonable effort to gradually transition changes and to avoid disrupting students' programs. The statements in this informational catalog should not be construed as the basis of a contract between a student and Forest Institute.

Americans With Disabilities Act

Forest Institute is handicap-accessible and makes every reasonable effort to meet the needs of students with identified and documented accommodation needs. The Institute has appointed a Disabilities Advisor and Advocate to assist students, faculty, and staff. It is the student's responsibility to notify the Institute of any and all types of physical, emotional, and learning disabilities and/or other needs related to the ADA. The notification must be submitted in writing, with documentation from appropriate professionals, stating the specific accommodations necessary. In accordance with the ADA, while the Institute attempts to make every reasonable accommodation, it also reserves the right to determine whether, a student, for whatever reason, is not capable of performing the duties required during the program and/or upon graduation.

Non-Discrimination Policy

Forest Institute is an Equal Opportunity/Affirmative Action employer and does not discriminate against students or employees on the basis of age, race, color, creed, gender, sexual orientation, or handicapping conditions in its educational programs, financial aid, activities, admissions, and student employment practices. For questions, concerns, or more information, contact the Equal Opportunities Officer, 2885 West Battlefield Road, Springfield, Missouri, 65807. You can also call (417) 823-3477 or e-mail equalopportunitiesofficer@forest.edu.

Disclaimer

While every effort is made to ensure the accuracy of the information at the time copy is prepared for this publication, academic policies, procedures, degree and academic requirements, courses, tuition and fees, and other matters described herein may change without notice. This document should not be regarded as contract or an offer to contract. This document does not contain all academic policies, regulations and/or procedures. Individual manuals and handbooks exist and may be obtained in the Business Office.

FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY

2007-2008 CATALOG

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OF PROFESSIONAL PSYCHOLOGY

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