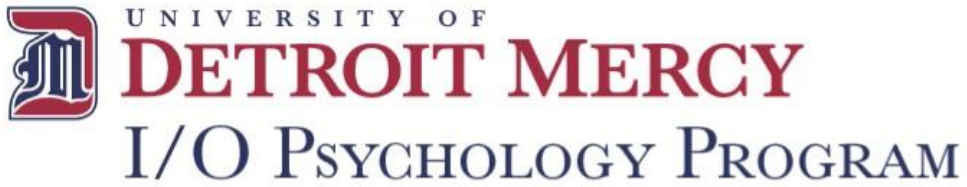


Updated June 2020



Graduate Student Handbook

College of Liberal Arts
Psychology Department

Table of Contents

Program Description 3
 Mission..... 3
 University of Detroit Mercy Mission Statement 3
 Detroit Mercy Vision Statement..... 3
 The Mission of the College of Liberal Arts and Education 3
 Understanding Program Expectations 4
 Goals 4
 Description 5
 Program Expectations for Professional Behavior..... 5
The Graduate Program at the University Level 7
Required Coursework/ Graduation Requirements 9
 Required Sequence of Study for Industrial/Organizational Psychology Program..... 10
 Capstone/Practicum Courses 14
Program-Specific Procedures 19
 Student Impairment..... 20
 Technology Requirements 21
Program Admission and Enrollment 23
APPENDIX A: Plan of Work Forms 42

Program Description

The Master's level program with a major in Industrial/Organizational (I/O) Psychology is part of the Department of Psychology, within the College of Liberal Arts & Education. The Masters of Arts (MA) degree is structured as a **One-Year** degree, 33 credit hour program of study. During the year, full-time students will complete four evening courses in the Fall and Winter semesters, and three evening courses in the Summer semester. During the Summer semester, students will engage in their internship/work and capstone experience.

Mission

Following the University of Detroit Mercy tradition of providing quality education, the Psychology Department offers the University of Detroit Mercy graduate student the opportunity to obtain a highly specialized and competitive educational experience in the area of Industrial/Organizational Psychology.

The Master of Arts program with a major in Industrial/Organizational Psychology prepares students to function as "master's-level I/O psychologist practitioners" (SIOP, 2000). Graduates are employed as external and internal consultants and provide quality professional services in a variety of human resource, organizational development, talent management, and other work settings. The program provides career-advancement opportunities for human resource and I/O professionals or entry-level positions for those embarking upon their careers. Although this program is a "terminal masters" degree program, a small number of graduates continue their education in I/O Psychology doctoral programs.

The Psychology Department faculty is dedicated to implementing an Industrial/ Organizational Psychology program that provides advanced focus on psychological theories, principles, research, and their application to human behavior in the workplace. The program is structured as a **One-Year** program so that full-time student's complete their core-coursework in one year. Courses emphasize areas including leadership and organizational development; multicultural, race, nationality, and gender issues in the workplace; personnel selection; training and development; job design; performance evaluation; and workplace ethics. During the year, students obtain practical experience through an internship or employment.

The faculty is committed to teach, guide, counsel, and assist each student individually to reach his/her degree objectives successfully and in a timely fashion.



University of Detroit Mercy Mission Statement

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A Detroit Mercy education seeks to integrate the intellectual, spiritual, ethical and social development of our students.

Detroit Mercy Vision Statement

University of Detroit Mercy will be recognized as a premier private university in the Great Lakes region, distinguished by graduates who lead and serve in their communities.

The Mission of the College of Liberal Arts and Education

The College of Liberal Arts and Education prepares students to participate in a diverse and changing world in the Jesuit and Mercy traditions as "men and women for others." The College provides a student-centered education in an urban

context, which stimulates a desire for the life-long exploration of the intellectual, spiritual and ethical dimensions of what it means to be human.

Understanding Program Expectations

Students are expected to familiarize themselves with this *Program Handbook* and ask for clarification if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Detroit Mercy Internship Manual*, the *Detroit Mercy Student Handbook* and the *Detroit Mercy Graduate Catalog*.

Goals

The program's goals are based on applying psychological theories, principles, research, and statistical methods to human behavior in the workplace. The program's primary goal is to prepare graduate students to perform quality professional services in a variety of human resources, organizational development, talent management, and other work settings. Whereas, a small number of graduates continue their education in I/O Psychology doctoral programs.

Graduate Employment Prospects

The vast majority of program graduate are employed in career related employment within a month of graduation. Some students are invited to maintain employment in settings where they have interned or where they have been previously employed and enjoy career advancement upon graduation. The program faculty is committed to its efforts to maximize employment opportunities, as well as practicum and research sites.

Relations with Doctoral Programs in Industrial/Organizational Psychology

This terminal master's program does not compete with doctoral programs in Michigan because its goal is primarily to foster career advancement of human-resource professionals in their present employment and to prepare master's-level I/O psychologist practitioners.

Description

The program consists of graduate courses which survey the broad range of applied Industrial/Organizational Psychology, e.g., leadership development, multi-cultural issues in the workplace, workplace ethics, job and task analysis, employee assessment, selection and placement, job performance evaluation, training and development, job motivation, structure and function of organizations, organizational development, and consumer psychology. Other courses develop professional skills in test construction, human resources assessment, consulting methods, statistical methods, and research methodology essential for professional practice in Industrial/Organizational Psychology. Important areas surveyed by elective management courses include management and labor issues, personnel process, management development, organizational analysis, and entrepreneurship.

The 33 credit hours required for the degree can be earned either part time, i.e. two courses per term, or full time, i.e. three or four courses per term. Full-time students can complete the program in one year, including a summer term. Part-time students can complete the program in two years, including summer terms.

The program is structured as a **One-Year** program. During the year, full-time students complete four evening courses in the fall and winter semesters, and three evening courses in the summer. During the **One-Year**, students participate in a Capstone Experience, which provides monthly faculty and peer support while students gain practical experience through career-related employment and/or internships (Practicum/Internship Experience). The practicum consists of supervised practice of industrial/organizational psychology in a private- or public sector organization.

Faculty and Adjunct Professors

Kathleen Zimmerman-Oster, Ph.D. (Program Director and Professor of Psychology); Wayne State University; Social and Industrial/Organizational Psychology.

Linda Haynes Slowik, Ph.D.; (Department Chair and Associate Professor of Psychology) Wayne State University; Industrial/Organizational Psychology and Measurement.

Elizabeth Hill, Ph.D. (Professor of Psychology); Tulane University; Experimental Psychology.

Harold Greene, Ph.D. (Professor of Psychology) University of Georgia; Cognitive and Experimental Psychology

Cheryl Boglarsky, Ph.D. (Adjunct Professor of Psychology); Wayne State University; Social Psychology.

Larry Kazmirowski, MA (Adjunct Professor of Psychology); University of Detroit Mercy; Industrial/Organizational Psychology

Program Expectations for Professional Behavior

In order to successfully complete graduate work in the Industrial/Organizational Psychology Program at the University of Detroit Mercy, all students must meet specific program and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by the American Psychological Association (APA) are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Although the material included in this section may appear punitive, the purpose is to ensure that all students are informed of the program expectations and policies at the onset and also to inform students of their due process rights.

Understanding Course Expectations and the Program Handbook and Manual. Students are expected to read in detail the program handbook and ask questions if necessary. Additionally, students are expected to completely

review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or another component of the program. Finally, students are expected to be familiar with the information provided in the *Detroit Mercy I/O Program Handbook*, *Detroit Mercy Internship Manual*, and *Detroit Mercy Student Handbook* and *Graduate Catalog*.

Program Blackboard Site. Helpful tools and all necessary forms are included in your University issued Blackboard account. You can access Blackboard via your Titan Pass account. Once you log in, you will find a link to it. Under your list of “My Knowledge” courses, you will find a link to “I/O Psych Masters.” Please be sure to check this location often and read all email that are announced and generated via this site. Internship opportunities, I/O-related events, and research tools are posted frequently. Also, group email will be sent to you from this account. So, please ***be sure to read and answer mail that comes from this account, as it will be from the Program Director or the Program Research Assistant.***

Professional Judgment. This section attempts to address the main professional issues that may arise while students are enrolled in the Industrial/Organizational Psychology program. However, all possible professional issues cannot be specifically addressed in the coursework. If at any time a student is unsure about how to respond professionally in a given situation, it is the student’s responsibility to obtain the appropriate supervision from his/her advisor, instructor for the course, or practicum supervisor. The student is ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only practicum experiences and internship but also performance (behavioral and academic) in coursework and at other times while representing the Industrial/Organizational Psychology program. Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are continually being observed regarding their professional behavior and potential for effective practice in the field.

Sensitivity to Diversity. While working with clients and colleagues, students must pay attention to the influence of various diversity dynamics on the services they provide. *Students are expected to demonstrate respect for others regardless of racial, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds.* All of the student’s interactions with others (i.e., other students, other professionals at practicum sites, and clients) should be respectful and sensitive to issues of diversity and include the use non-sexist and non-racist language.

Confidentiality. One of the most important aspects of professionalism in psychology is maintaining confidentiality. Different confidentiality issues will need to be observed during the student’s work at schools and at practicum sites. The site supervisor will inform the student of policies relevant to the work he/she will be doing.

Working with Peers, Trainers, and Other Professionals. One aspect of professional training involves developing appropriate skills in working with fellow students and with other professionals. The student’s interactions with others should be completely respectful and professional. As professionals in training, students are expected to demonstrate respect and courtesy toward trainers, peers, and other professionals. There will be no tolerance for disrespectful or rude behavior or behavior which interferes with the learning process of others. Students should become knowledgeable regarding the roles played by other professionals and respect their job responsibilities and authority. If the student feels that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the site supervisor or any faculty member before sharing this information elsewhere.

Writing skills. It is important that Industrial/Organizational psychologists be able to express themselves clearly and concisely in writing. The “common language” used by psychologists to share information is found in the *Publication Manual of the American Psychological Association (5th Edition)*. Accordingly, students must demonstrate competence in the use of APA writing style.

Research skills. Industrial/Organizational psychologists must be able to read, understand, report, and apply research in a meaningful manner. Students will be required to write several research papers demonstrating their skills in the area of research.

Professional requirements. The faculty members of the Industrial/Organizational Psychology Program believe it is important for Industrial/Organizational Psychologists to support the growth of the profession, to develop and maintain professional relationships with colleagues in the field, and to develop a practice of continuing professional development. Therefore:

- New students are required to attend an orientation in the summer prior to the start of the semester.
- Current students should plan to attend an informal gathering to meet the new students, which is always after the new student orientation.
- Current students should also plan to attend Leadership Slams and the periodic Open House events. Key Open Houses are usually held in January or February of each year.
- Students are encouraged to join the Michigan Association of Industrial/Organizational Psychology (MAIOP) at www.maiop.org and will be encouraged to attend meetings.

Students may be asked by faculty to be available during spring interviews for new student applicants. This allows the applicants to talk with current students about the program, and also allows students to provide informal feedback to faculty regarding applicants' interpersonal skills.

Students may enter the program through a rolling admissions process. All application materials must be received by the dates below to receive full consideration. (Applications received after these dates will be considered only if space in the entering class becomes available.)

Fall Admissions - Deadline: **March 15th, August 1st** dependent upon spots available

Winter Admissions – By Special Request Only - Deadline: **November 15th**

Summer Admissions – By Special Request Only

The Graduate Program at the University Level

The Graduate Program Handbook for the *Master of Arts in Industrial/Organizational Psychology* is designed and used in conjunction with the *Detroit Mercy Graduate Catalog* and the *Detroit Mercy Student Handbook*. The *Program Handbook* is not intended to replace any of these documents. These catalogues are available online at <http://www.DetroitMercy.edu/academics/catalog/graduate2018-2019/colleges/clae/psychology-io.php> and the *Detroit Mercy Student Handbook* at <http://www.DetroitMercy.edu/slo/student-handbook/index.htm> Parts of the *Detroit Mercy Graduate Catalog* are reproduced below. Please also take a look at the I/O Graduate Brochure for additional information,

Conduct Code and Disciplinary Procedures Violations of University rules or civil laws may result in disciplinary action by the University. **Academic violations are governed by policies and procedures in each of the colleges and schools. Non-academic misconduct is governed by the policies and procedures published in the University of Detroit Mercy Student Handbook.** Students charged with major violations of academic or student conduct codes may be expelled, suspended or given a lesser sanction.

Grade Grievances In some instances a student may believe that the final grade received in a particular course is unjustified. In such cases, the student may choose to appeal the grade received. Each college has published written grievance procedures that must be followed. A copy of this procedure should be obtained from the dean of the college offering the course. In general, students are advised to consult with the instructor concerned prior to

beginning the appeal process. All appeals should be filed within 30 days after the end of the semester in which the final grade was received. The decision of the college/school dean is final. Appeal to the academic vice president will be considered only on procedural grounds.

Academic Standards Graduate student academic standing is left largely to individual graduate programs, which act consistently with the norms of graduate education and University academic standards. To remain in good standing, a graduate student must maintain a minimum grade point average of 3.0 computed on the basis of all courses attempted for graduate credit, including thesis/dissertation, while enrolled in a particular graduate program. The following pertain to the maintenance of good academic standing.

Academic Warning Students whose grade point average falls below 3.0 in any term will receive a warning from the college in which they are enrolled. Such warning enables students to take early corrective action concerning their academic performance.

Academic Probation Students are placed on probation when it appears that their performance places their academic objectives in jeopardy. A student whose cumulative quality point average is below 3.0 is automatically placed on academic probation. Individual programs or colleges may establish additional criteria for placing a student on probation. A student who fails to raise the cumulative average to a 3.0 or satisfy the additional program/college criteria in the following term is subject to dismissal for poor scholarship. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six additional hours in an attempt to establish the necessary 3.0 grade point average.

Academic Dismissal Students may be dismissed from the college in which they are enrolled as a result of poor academic performance. Dismissal may occur when a student has not achieved a 3.0 cumulative quality point average in the term following one in which he or she was placed on probation, when terms or conditions established for probation have not been met or when the academic record reflects poor performance.

Academic Integrity As members of the academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occurs include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism, and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly. Academic misconduct is subject to disciplinary sanctions. These sanctions include but are not limited to, reprimand, probation, suspension and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective dean's office or college/school Academic Policy Handbook. Students also have the responsibility to consult the *University of Detroit Mercy Student Handbook* for further information on other academic policies and University procedures.

Grade Grievances In some instances, a student may believe that the final grade received in a particular course is unjustified. In such cases, the student may choose to appeal the grade received. Each college has published written grievance procedures that must be followed. A copy of this procedure should be obtained from the dean of the college offering the course. In general, students are advised to consult with the instructor concerned prior to beginning the appeal process.

Mid-Point Evaluation In order to benchmark success and progress in the program, each student participates in a one-on-one mid-point evaluation with faculty to discuss personal strengths, weaknesses and professional goals upon graduation. Students will also have the opportunity to give feedback about the program experience.

Required Coursework/ Graduation Requirements

Course	Hr.	Course	Hr.
PYC 5700 Issues in Industrial/Organizational Psychology	3	PYC 6600 Statistical Methods I	3
PYC 5710 Psychometric Theory/Test Construction	3	PYC 5750 Leadership Models	3
PYC 5040 Advanced Research	3	PYC 5740 Training and Development	3
PYC 5720 I/O Assessment II: Human Resources Assessment	3	PYC 5790 Capstone Experience	3
PYC 5760 Multi-Cultural Issues in the Workplace	3	PYC 5730 Ethical Issues in the Workplace	3
PYC 5880 Practicum Experience	3		

Required Sequence of Study for Industrial/Organizational Psychology Program
Program Structure

Full-time Students - 33 Credits

Year 1

<u>Fall</u>	Hr.	<u>Winter</u>	Hr.	<u>Summer (May – June)</u>	Hr.
PYC 5700 - Issues in Industrial Organizational Psychology	3	PYC 5040 - Advanced Research	3	PYC 5760 - Multi-Cultural Issues in the Workplace	3
PYC 6600 - Statistical Methods I	3	PYC 5740 - Training and Development	3	PYC 5730 - Ethical Issues in the Workplace	3
PYC 5710 - Psychometric Theory/Test Construction	3	PYC 5720 - I/O Assessment II: Human Resources Assessment	3	PYC 5880 – Practicum/Internship	3
PYC 5750 - Leadership Models	3	PYC 5790 – Capstone Course	3		

Part-time Students - 33 Credits

Year 1								
<u>Fall</u>			<u>Winter</u>			<u>Summer (May – June)</u>		
	Hr.			Hr.			Hr.	
PYC 5700 - Issues in Industrial/Organizational Psychology	3		PYC 5040 - Advanced Research	3		PYC 5760 - Multi-Cultural Issues in the Workplace	3	
PYC 6600 - Statistical Methods I	3		PYC 5740 - Training and Development	3		PYC 5730 - Ethical Issues in the Workplace	3	
Year 2								
<u>Fall</u>			<u>Winter</u>			<u>Summer</u>		
	Hr.			Hr.			Hr.	
PYC 5710 - Psychometric Theory/Test Construction	3		PYC 5720 - I/O Assessment II: Human Resources Assessment	3		PYC 5880 - Practicum	3	
PYC 5750 - Leadership Models	3		PYC 5790 - Capstone	3				

Graduation Options

Elective Course Options

Students who elect to complete any additional credit hours may select from the following possible elective courses in psychology, the Master of Business Administration (MBA) program, Master of Community Development (MCD), and Six Sigma courses.

PYC 5000	Social Psychology	3 credits
PYC 6040	Learning and Memory	3 credits
PYC 6500	History and Systems of Psychology	3 credits
MBA 5120	Statistical Analysis in Decision Making	3 credits
MBA 5140	Foundations of Management	3 credits
MBA 5210	Personal Development, Ethics, Social Responsibility	3 credits
MBA 5250	Organizational Leadership	3 credits
MBA 5270	Organizational Processes	3 credits
MBA 5680	Diversity in Management and Marketing	3 credits
MBA 5720	Human Resources Management	3 credits
MBA 5840	Organization Theory	3 credits
MBA 5850	Organizational Change and Development	3 credits
MBA 5940	International Business	3 credits
MCD 5020	Introduction to Economic Development	3 credits
MCD 5040	Introduction to Human Development	3 credits
MCD 5080	Introduction to Organizational Development	3 credits
MCD 5100	Role of Diversity and Multiculturalism in Community Development	2 credits
MPD 546	Product and Process Involvement Using Lean Six Sigma – Level I (Green Belt course)	3 credits
MPD 547	Product and Process Involvement Using Lean Six Sigma – Level II (Black Belt course)	3 credits
MPD 599	Product and Process Involvement Using Lean Six-Sigma – Level III (Certification Special Studies course)	3 credits

Other courses may also be considered after consultation with faculty.

Masters of Community Development Courses (MCD)

The context of the Organizational and Human Development courses aid in exploring complex issues in contemporary community development, including diversity, social justice, regional and global issues and trends. Required courses for obtaining the certificate include: *MCD 5020: Introduction to Economic Development (3)*, *MCD 5040: Introduction to Human Development (3)*, *MCD 5080: Introduction to Organizational Development (3)*, and *MCD 5100: Role of Diversity and Multiculturalism in Community Development (2)*. Important to note, *MCD 5010: Introduction to Community Development (2)* is a prerequisite prior to registration in the desired *MCD* courses listed above.

Certification Opportunities

Certificate of Ethical Leadership and Change Management

Whether a student is interested in for-profit business, non-profit agencies and government, the Ethical Leadership and Change Management Certificate prepares leaders to lead organizations and communities. This five-course certificate emphasizes ethics and values, personal development, corporate responsibility and organizational change. Required courses for obtaining the certificate include: *MBA 5210: Personal Development, Ethics, and Social Responsibility (3)*, *MBA 5250: Organizational Leadership (3)*, *MBA 5850: Organizational Change and Development (3)*. The remaining two courses are *PYC 5730: Ethics in the Workplace (3)* and *PYC 5750: Leadership Models*, both required in the core curriculum.

Six Sigma Certification Options:

The Lean Six Sigma strategy combines effective problem-solving methodologies, modern quality thinking, process flow analysis and data analysis techniques to help companies solve problems that affect profitability by addressing quality, cost, timing and customer satisfaction. Key positions within a Lean Six Sigma deployment are Green Belt and Black Belt project leaders.

These change agents serve as problem solving team leaders and drive the projects necessary to transcend any organization's key performance measurables.

<http://eng-sci.Detroit Mercyrcy.edu/programs/eng/engineering-management/images/Six%20Sigma%20Courses%20MPD-MEM%20for%20website.pdf>

EMGT 5460/MPD 546: Product and Process Improvement Using Lean Six Sigma – Level I
(Green Belt course) *3 credits*

EMGT 5470/MPD 547: Product and Process Improvement Using Lean Six Sigma – Level II
(Black Belt course) *3 credits Prerequisite EMGT 5460/MPD 546*

EMGT 5480/MPD 599: Product and Process Improvement Using Lean Six Sigma – Level III
(Certification Special Studies course) *3 credits*

Prerequisites: Green Belt Certification - EM546 / MPD546 Black Belt Certification - EM546 / MPD546 & EM547 / MPD 547

Capstone/Practicum Courses

CAPSTONE COURSE

Students are provided monthly faculty and peer support, supervision, and direction from faculty Program Director during their practicum/internship experience as they participate in the Capstone Course. This course is designed to be a culminating experience, which integrates both theory and practice across all of the students' coursework for the program. The course actually occurs throughout two semesters on a monthly basis. Students register for the Capstone (PYC 5790) in the Winter and for the Practicum (PYC 5880) in the Summer. However, students participate in both activities simultaneously throughout their two final semesters of the program. The "final exam" for this course is the completion of the Comprehensive Exam.

INTERNSHIP/PRACTICUM EXPERIENCE

The practicum prepares students to practice Industrial/Organizational psychology with the understanding of organizational cultures critical to effective professional practice in the workplace. Previous students have had opportunities at organizations such as *American Axle & Manufacturing, Inc.*, *Blue Cross Blue Shield*, *Carhartt*, *DTE Energy*, *Quicken Loans*, and *United Shore* to name a few. Students refine skills in identifying and solving human-resource problems in work settings. Emphasis is given to skills in assessment, interpersonal communication, decision-making, problem solving, troubleshooting, and insight into organizational problems and needs. Professional excellence is fostered by sharpening capabilities in time management, report writing, and disseminating information while considering content appropriate to the audience.

Students complete a minimum of 250 hours, paid or unpaid work, on at least two projects, in a selected organization, which serves as the practicum site. The projects may consist of assessing, analyzing, or appraising performance, aptitudes, skills, preferences, needs, or personality factors required for job/task analysis, personnel recruitment, selection and placement, or performance evaluation. Accordingly, students design pertinent descriptive or evaluative investigations, collect data, and perform appropriate statistical analyses. Students then use the results to recommend procedures and strategies to benefit the company in the areas studied. Students learn workplace terminology as it relates to that used in Industrial/Organizational psychology. Advanced project approval by program faculty is required.

Projects are based on a written proposal written by the student and supervised by faculty and practicum site personnel. The proposal consists of three components: 1) Student Learning Objectives (what the student hopes to learn from their experience), 2) Practicum Objectives (what the employer and student expect to accomplish by working together), and 3) A Job Description/Contract (which describes the arrangements and duties of the parties involved). The practicum culminates in an oral report accompanied by a written report of the completed projects, in executive-summary style, to the program faculty and to other I/O students.

Internship Process and Policy

Internships may occur in one of the following situations:

1. An *External Internship* formally arranged by the University and/or the student.
2. An *External Internship* at a student's current place of employment, provided they are supervised by someone other than their regular supervisor and doing I/O psychology related projects other than or in addition to their regular work responsibilities.
3. An *External Internship* involving a brand-new employment opportunity that utilizes a student's growing I/O psychology skills.
4. An *Internal Internship* working with Dr. Zimmerman-Oster or other approved faculty and/or staff.

Each of the above options require documentation in the form of: 1) A *Letter of Agreement*, 2) A meeting between the Program Director/Internship Coordinator, the student, and the internship Supervisor/Mentor 3) A weekly journal and project reflections and activities (this may include a project Action Plan), 4) A post internship *Student/Self Performance Evaluation*, and 5) A post internship *Employer Performance Evaluation*. These items are required assignments in the Capstone Experience course sequence (PYC 5790 and PYC 5880) and are submitted in Blackboard.

Finding and securing an external internship is a joint responsibility. The Program Director and faculty will assist in connecting you to internship supervisors and employment opportunities via our vast network of alumni and professional connections. However, you are required to present yourself professionally by possessing the following items (which are also part of the Capstone Experience course requirements):

1. A professional resume and draft cover letter,
2. A professional LinkedIn presence,
3. An "elevator speech" that conveys your definition of I/O Psychology and your specific career interests,
4. Well-rehearsed interview skills and capabilities,
5. A continuous review of the I/O Psychology MA Blackboard announcements and content related to competencies, internships, and employment opportunities, and
6. Registration with the Detroit Mercy Center for Career and Professional Development (CCPD).

Leads and support will be provided by the Program Director and assigned GRA's. The responsibility for practicum placement belongs to both the student and the I/O psychology faculty. Students are strongly encouraged to search for practicum opportunities within their own network of contacts, which serves several purposes. First, it often leads to a valuable practicum opportunity. Second, it helps develop a network of contacts for future job opportunities. Finally, it provides insight into the many facets of a job in the field of I/O psychology.

Students are encouraged to keep an open mind regarding the type of industry, hours, pay, etc. The practicum can provide the opportunity to experience a type of work that students may be surprised to find they enjoy. The field of I/O psychology is sufficiently broad that students sometimes find their interests shift after their practicum experience. Students are encouraged to request more challenging work assignments if they feel their talents and skills are not being fully utilized. Moreover, students are encouraged to take on additional hours over the 250 required hours to gain as much experience as possible prior to graduation.

Students may complete the 250 hours in a variety of flexible time frames that can be worked out with the site Supervisor/Mentor. Most students spread the external internship hours across Winter and Summer semesters. Some students may prefer to begin their practicum projects during the Fall months; however, arrangements must be approved by the Program Director.

Some helpful websites include:

https://www.siop.org/	Society for Industrial Organizational Psychology
https://www.shrm.org/	Society for Human Resource Management
https://maiop.mailchimpsites.com/	Michigan Association for Industrial Organizational Psychology
https://www.michiganworks.org/	Michigan Works! Association
https://www.td.org/	Association for Talent Development
https://www.detroitatd.org/	Detroit Chapter – Association for Talent Development
https://www.odnetwork.org/	Organization Development Network
https://www.udmercy.edu/current-students/	UDM – Center for Career and Professional Development
https://www.linkedin.com/	LinkedIn
https://www.kellyservices.com/	Kelly Services, Inc. – Staffing Services
https://www.indeed.com/	Indeed – Job Search
https://hr.toolbox.com/	ToolBox HR
https://www.monster.com/	Monster Worldwide, Inc.
https://www.glassdoor.com/	Glassdoor Job Search
https://careers.dteenergy.com/	DTE Energy
https://www.myrocketcareer.com/	Quicken Loans and Family of Companies
https://careers.aam.com/	American Axle & Manufacturing, Inc.
https://www.carhartt.com/careers	Carhartt, Inc.
https://www.plantemoran.com/	Plante & Moran, PLLC.
https://www.bcbs.com/about-us/careers	Blue Cross Blue Shield Association
https://www.humansynergistics.com/	Human Synergistics International
https://www.ddiworld.com/	Development Dimensions International, Inc.
https://www.unitedshore.com/work-with-us	United Shore Financial Services, Inc.

Average Salary of Alumni – Survey Results - 2019

	<u>1st I/O Job</u>	<u>Current</u>
Average All Respondent N=80	\$56,290	\$87,445
Average Detroit N=31	\$55,107	\$83,743
Max All N=80	\$90,000	\$315,000
Max Detroit N=31	\$85,000	\$260,000

Comprehensive Examination

The comprehensive examination is part of the Capstone Experience seminar, PYC 5790 (see p.13). PYC 5790 is taken during the Winter semester of the program. The comprehensive exam is taken in early June of the student's final year and consists of four questions. These integrative questions combine substantive and methodological areas in Industrial/Organizational psychology are drawn from the content of program courses. Questions may require students to (1) synthesize theory and research across I/O areas, e.g., personnel selection and training/development, (2) apply such integrated knowledge by solving workplace-related problems likely to be encountered by human-resource professionals, or (3) incorporate statistics/research-design principles into the investigation of I/O issues.

Questions are written and graded by pairs of faculty members. Students must answer all questions correctly to pass the exam. Grading is Pass/Fail with Pass-minus (P-) possible. P-'s count as a passing grade. Retakes of the exam are possible such that the student retakes questions only in areas previously not passed. Students receiving two F grades may be required to demonstrate their knowledge by taking an oral examination.

Academic Standards and Graduation Requirements

To remain in good standing, students must maintain an overall GPA at least 3.0. The faculty will dismiss students who earn two grades of C+ or lower unless the student can demonstrate unusual or extraordinary circumstances as responsible for the deficient performance. Students who remain in good standing and who earn the 42 required credit hours, specified by the additional coursework option or thesis option, are entitled to graduate from the program and receive the MA degree.

Students must submit a Plan of Work before they have completed 12 credits of coursework. The Plan of Work is an agreement between the program and the student as to the requirements for the degree. It specifies the courses to be taken, transfer credits, completion of the comprehensive examination, and selection of the additional coursework or thesis option. It must be completed with the student's advisor and submitted to the Program Director.

Academic Resources

Libraries

The McNichols library is equipped to meet student/faculty needs for academic and professional literature. The McNichols Main Library contains 500,000 books and 3000 scientific and professional journals. The libraries also participate in the DALNET computer network linking 11 metro-Detroit colleges, universities, and hospitals. Books and journals in these locations are accessible to graduate students and faculty.

Academic Computing

The McNichols campus provides several computing labs centrally networked to provide support for statistical data analysis and Microsoft word processing.

Program-Specific Procedures

Termination. Students can be dismissed from the Program as a result of either of two types of violations: *Institutional* or *Programmatic*:

- *Institutional dismissal* can result from violations of the student code of conduct or from poor academic performance (see Graduate Catalogue).
- *Programmatic dismissal* occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program. Although students are allowed due process, court decisions at the state and federal level have determined that trained faculty members have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal, any academic action taken by a faculty member or the program, the burden of proof is on the student.

Termination Appeals. If a student is being terminated from the program after failure to complete a remediation plan, the student may appeal the decision to the Dean of the College of Liberal Arts and Education. Appeal procedures are found in the *Student Handbook*.

Violation of Ethics and Professional Standards. If professional ethics or standards are violated, consequences **AND** a remediation plan will be implemented. Consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from the site and failing the class, and/or removal from the program. ***Violations of ethical behavior shall result in consequences, depending upon the severity, frequency, and nature of the violation.***

Academic Misconduct: Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation or citation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the University; these procedures for making an appeal may be found in the *Student*

Handbook. Violations of academic misconduct will be dealt with using the procedures set forth by the University. These procedures are also found in the *Student Handbook*. All students are expected to be familiar with these procedures and what constitutes academic misconduct. ***Violations of academic conduct shall result in consequences, depending upon the severity, frequency, and nature of the violation.***

Student Impairment

- I. **Definition:** For purposes of this document, Industrial/Organizational psychology student impairment is defined as an interference in professional functioning which is reflected in one or more of the following ways:
 - a. Inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
 - b. Inability to acquire professional skills in order to reach an acceptable level of competency,
 - c. Inability to control personal stress, psychological distinction, and/or excessive emotional reactions which interfere with professional functioning, and/or
 - d. Substance abuse.

- II. Problems typically become identified as impairments when they include one or more of the following characteristics:
 - a. Student does not acknowledge, understand, or address the identified problem
 - b. Problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
 - c. Quality of professional services and/or academic performance by the student is sufficiently negatively affected
 - d. Problem is not restricted to one area of professional functioning,
 - e. Disproportionate amount of attention by faculty and/or supervisors is required and/or
 - f. Student's behavior does not change as a function of feedback, remediation efforts, and/or time.

- III. **Procedures:** When problems are noted as described above, actions directed at remediation will be taken, as detailed in the following procedures. Problems identified by persons such as practicum supervisors, other students, or university staff will be verified by the program director or designee and discussed with the student.
 - a. Student behavior will be reviewed with advisor and any concerned faculty. A remediation plan will be developed. A time line, method for monitoring, and a review date will be determined at this time. The student will receive a copy.
 - b. If remediation plan is deemed unsuccessful, a review is then conducted with the student by the department of psychology faculty, the department chair, and faculty advocates (who is not involved in the situation, to be selected by the student). Additional coursework, leave of absence, or termination may be recommended.
 - c. If the decision is made to terminate the student's enrollment, the student may appeal (as described in section on termination appeals).

- IV. **Remediation:** Several possible courses of action designed to remediate student problems include (but are not limited to) the following:
 - a. Increased supervision

- b. Reduction in field-based and/or academic workload
- c. Recommendation for personal treatment
- d. Requiring specific (additional) course work

Technology Requirements

REQUIRED:

Desktop or laptop computer: Many graduate students prefer a laptop for its portability; it can be brought along to class.

Programs:

Operating system: Windows or Macintosh

Browser: Internet Explorer or Firefox

MS Office Suite '18 or higher:

Word

Excel

PowerPoint

Printer: You should have a dependable printer. Printers may be accessed on campus; however, it is frequently inconvenient to come to campus for all your printing needs. This may be for your own purposes, as most faculty require electronic submission of all assignments.

Data Backup: A high capacity flash drive is useful for backing up documents and allows transport of presentations.

Internet: High speed Internet may be accessed on campus; however, it is frequently inconvenient to come to campus. In addition, online classes necessitate high speed Internet, as dial up will not be adequate. *For this reason, we require students to have high-speed Internet access (either DSL or cable internet) at their home.*

Email: Students are expected to check email frequently – **every day, at a minimum**. Professors use email as their primary mode of communication. Detroit Mercy provides an email address which students are required to use.

RECOMMENDED:

Cute PDF Writer: Allows you to convert documents to PDF format. You must download both the writer and converter programs for it to work properly.

<http://www.cutepdf.com/products/cutepdf/Writer.asp>

Safety: You should run safety programs. It is recommended to have at least TWO antispyware and antivirus programs, and run them at least once per week. *If your computer is running slower than usual or doing something strange, run your virus and spy programs.*

Some free programs are:

Ad-aware: <http://www.javasoft.de/> free antispyware program. If you can't remember to run this regularly, go ahead and pay for the real-time version. They have half-off for students.

Spybot Search & Destroy: <http://www.spybot.info/en/download/index.html> Free antispyware program. Use weekly; and each time, check for updates, and immunize.

AVG antivirus: <http://free.grisoft.com/doc/1/us/frt/0> free antivirus program with automatic updates. You can pay to have real-time scanning or more options.

AVG also has a free antispyware: <http://free.grisoft.com/doc/download-free-anti-spyware/us/frt/0>

ZipGenius: an excellent and free zip/unzip program, with no nagging.
http://www.download.com/ZipGenius-Standard-Edition/3000-2250_4-10179818.html

I/O Psychology MA Blackboard

The I/O Psychology MA Blackboard is an effective tool that allows current students and faculty to communicate with one another. Generally, job and internship opportunities are posted, as well as useful resources, and reminders for upcoming I/O-related events. ***Please check it frequently.***

I/O Psychology MA Facebook

Please visit the link below to like our Facebook page! The Facebook page posts information regarding upcoming I/O Open Houses, application reminder deadlines, are currently being updated to deliver a more valuable experience!

<https://www.facebook.com/Detroit-Mercy-IO-Psychology-394457491006873/>

I/O Psychology LinkedIn

Once admitted into the program, please create a LinkedIn profile. Upon creation, Dr. Zimmerman-Oster's current Research Assistant will add you the Detroit Mercy I/O Psychology LinkedIn page. The LinkedIn page is an excellent method for connecting past I/O Psychology MA alumni with current I/O Psychology MA students. Additionally, job and internship opportunities are posted as well.

Program Admission and Enrollment

The Detroit Mercy I/O Psychology MA program accepts full-time and part-time students. Classes are held on weekdays in the evening, usually from 6:40 to 9:10. For full time-students, classes will be held Monday through Thursday nights. Through the summer, class schedules will vary. Part-time students can expect to have two classes a semester, held during the evening hours on varying days.

Students admitted to the program must hold at least a bachelor's degree (B.A. or B.S.) from a regionally accredited college or university. To be considered for admission, applicants must submit a completed application form, a personal goal statement; GPA at least 3.0; GRE General Aptitude Score, Verbal > 150, Quantitative > 150, Analytical > 3.5; and three letters of recommendation.

An admission interview is also required. The interview's purposes are (1) to enable the faculty to become better acquainted with prospective students, e.g., to assess communication skills and career goals in relation to the program, and (2) to permit applicants to become more familiar with the program and its potential contributions to their careers. Faculty admission decisions are made at an early date following the interview.

The Industrial/Organizational psychology faculty constitutes the Graduate Admissions Committee for the program. The Committee considers applications in March for the fall entering class. All materials required to support the application must be received by **March 15** to receive full consideration. Applications received after March 15 will be considered provided space in the entering class becomes available. However, we anticipate an increased number of applications this year. So, please apply as soon as possible. Once capacity has been reached for the Fall admissions cycle, eligible and selected applicants will be placed on a waiting list.

The program begins each Fall. Applications may be submitted up to one year prior to the start of the program and no later than August 5th. Earlier admission is best for obtaining Research and Teaching Assistant positions, which involve working directly with faculty and affiliated University programs. Interviews for these positions are only for accepted students and typically occur in April/May. All students admitted to the I/O MA program must attend a mandatory orientation and are encouraged to submit the FAFSA to determine their eligibility for Graduate Work Study and field experience positions

Students without undergraduate psychology majors are welcome to the program, but are expected to have taken the following undergraduate prerequisite courses:

- Introductory Psychology
- Research Methods
- Statistics

Undergraduate psychology majors are expected to have already taken the foregoing courses. It is preferable for applicants to complete all undergraduate prerequisite courses before beginning the program. However, students can be admitted on conditional status with one or two courses still outstanding. These courses must be completed within the first two semesters of the program. In addition, consideration of courses similar to the above may be considered as qualifying prerequisites.

Industrial/Organizational Psychology Program Contact Information

Dr. Kathleen Zimmerman-Oster, Program Director
Professor, Psychology Department
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University of Detroit Mercy
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586-873-1743 voice*
E-mail: zimmerka@udmercy.edu
E-mail: IO-Psychology@udmercy.edu

Dr. Linda Slowik
Interim Psychology Department Chair
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Theresa Carson
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E-mail: carsonta@udmercy.edu

Director of Financial Aid
University of Detroit Mercy
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Detroit, MI 48221
313-993-3350 voice, 313-993-3347 fax
E-mail: finaid@udmercy.edu

Job and Internship Searching

The intent of this section is to provide assistance to the graduate students of our program during the job and internship search. Everyone and every organization is different. Take the advice as you see fit. ***The internship process is a joint responsibility of the student and the Program Director.***

- You miss every shot you do not take
 - Even if you do not meet the listed requirements of a position it is still a good idea to send in your resume. Once your resume is in the hands of someone from the organization they will work to search other openings for you.
- Leverage connections
 - Every person you have met in your life has a connection with someone that works. It never hurts to ask for advice and get a conversation going. Do not ask for a job, ask questions that lead into that.
- Employers check your social media
 - Take down any pictures or comments you do not want employers to see. Nothing should be on your social media that you would not be comfortable with having published in the newspaper
- Research the organization
 - Glassdoor.com- insiders rate the organization
 - Ripoffreport.com – you will learn if the organization is unethical or deceiving.
- Interviewing
 - Have a cheat sheet of the organization history, mission, and vision.
 - Bring extra copies of everything and anything.
 - Dress to impress.
 - Practice your hand shake.
 - Research who is interviewing you.
 - Try to ask at least one question that demonstrates your knowledge of the company of the job.
 - Emphasize that you are a skilled learner and that your education has demonstrated that through your excellent grades.
 - Don't leave the interview without conveying that you are capable of doing the job.
- Network
 - It is painful but pays dividends.
 - Join SIOP and ATD.
- Pretend everyone you meet is a potential employer
 - At this stage in our life, they are.
- Practice talking about yourself – Your “elevator speech” and “your brand.”
 - Sound confident but not arrogant, this is an art.

Logistical Concerns Prior to First Class

You will need to complete the items below prior to our first class.

- Parking Pass
 - Go to the student affairs office located in the student center
 - Bring state issued ID, driver's license number; licenses plate number, T number, acceptance letter, and course enrollment schedule.
- Student Identification Card
 - Go to the student affairs office located in the student center
 - Bring state issued ID, driver's license number; licenses plate number, T number, acceptance letter, and course enrollment schedule.
- Schedule Classes
 1. Go to Detroit my.udmercy.edu
 2. Click on Titan Connect
 3. Log into Titan Connect
 4. In the quick links section, on the right, click on the student's tab
 5. Click schedule/catalog
 6. Click on look up classes
 7. Search by term
 8. Find subject, psychology, and search
 9. Courses appears
 10. Find course number (required course are listed in this document)
 11. Select view sections
 12. From here you can register your class
 13. Repeat

Frequently Asked Questions (FAQs)

Admissions Information

Q: Does the program offer Fall and Winter enrollment?

Fall enrollment is preferred only because the I/O MA is a small cohort-based program. Also, a few of the courses are sequential. So, if you do not take the first course in the Fall, you would not be able to take the second course in the Winter and would need to wait until the following year to take the Fall course. Under very special circumstances we have a small number of Winter or Spring admits.

Q: When is the application deadline?

March 15th is the application deadline. However, the I/O Psychology MA Program has a rolling application process. So, the sooner you submit your application, the better your chances of acceptance. The latest date for an application would be early **August 1st**, dependent upon available spots left in the program.

Q. What application materials are required?

Required application materials include:

- A baccalaureate degree from an accredited college or university, with a minimum 3.0 grade point average in the last two years (Official transcripts).
- Completion of an undergraduate major in psychology or related field and required undergraduate prerequisite courses including: Introduction to Psychology, Research Methods, and Statistics.
- Scores from the Graduate Record Examination, General Aptitude Test (the subject tests are not acceptable).
- Three letters of recommendation from professors or colleagues.
- A 1 to 2-page personal statement addressing the following items: how your academic and/or professional career has prepared you for graduate study, career interests, and how Detroit Mercy's I/O psychology MA program will allow you to accomplish your professional goals.

Q: What do successful applicants look like?

Successful applicants have earned a cumulative GPA that exceeds 3.0, scored above the 50th percentile in the Quantitative and Verbal Reasoning sections on the Graduate Record Exam (GRE), as well as successfully completing foundational courses in psychology including Introduction to Psychology, Research Methods, and Statistics in Psychology.

Q: Is there a required number of psychology courses to take before entering the program? What about statistics?

We prefer that students have at least two Psychology courses and a Statistics course.

Q: Is research experience required for admittance?

Although undergraduate research experience is not a requirement, it is preferred. By becoming involved in research, students gain an enhanced understanding of proper research methodology, as well as develop an idea of what interests them.

Q: Do students enroll on a full-time or part-time basis?

Since Detroit Mercy's MA in I/O Psychology is structured as a *One-Year* program, a vast majority of students enroll on a full-time basis. Full-time students complete four evening courses in the Fall and Winter semesters and three evening courses in the Summer semester. This allows for students to complete their core-coursework and possess the desired competencies and I/O-related knowledge to successfully enter the workforce.

Part-time students typically complete two courses per semester, which will generally take approximately two years to complete the program.

Q: Does the program set an individual up for the option of obtaining a PhD after completion?

Yes, students who earn their MA from our program are well prepared to move on to a PhD program. However, we call our program a "terminal master's degree" program because the next best step after our program is career related employment. Most of our graduates are employed in high paying and personally rewarding career related positions even before they graduate or shortly thereafter. Approximately one or two graduates, every couple of years or so, go on for a PhD. These graduates are interested in primarily academic positions teaching and conducting research at the college level.

Q: Is there an advisor I can speak to about more questions regarding the program?

The Program Director, Dr. Kathleen Zimmerman-Oster, will be able to advise you with any questions you have regarding the program.

zimmerka@udmercy.edu

Q: I already have a Bachelors' degree in a different major, should I take community college psychology courses to help my application?

We prefer that students have at least two Psychology courses and a Statistics course. It would be best for us to review your transcripts to give you a definitive answer. But, yes. We have had a few students take community college courses prior to beginning our program.

Q: Do my previous business courses (like Management and Marketing) help me in any way? Are there any other business classes I should consider taking at a community college?

They would help prepare you for our I/O Psychology MA program. However, taking additional business courses would not be necessary.

Q: Would credits transfer from community colleges?

Only graduate credits would transfer.

Q: If I took community college courses after I apply to the program, would they still be considered?

Yes.

Q: Is there anything I can do to help my application to the I/O program?

Yes, submitting a strong personal statement that shares your interests and dedication to graduate study during our interview process.

Financial Assistance

Q: Is financial assistance available?

Yes, financial assistance is available through Work Study and paid employment/tuition remission. Graduate students are eligible for several financial aid programs funded by the federal government and the State of Michigan. For more information, please contact the University of Detroit Mercy Financial Aid Office at 313-993-3350.

Applicants are encouraged to submit the FAFSA as soon as possible and prior to the assistantship interviews in April to determine their eligibility for Graduate Work Study and field experience positions. Each position allows the individual to perform I/O related tasks, which enhances professional development.

The program offers several opportunities to support your educational endeavor with research and teaching assistantships. These opportunities vary from year to year and require a separate interview. Many involve working with the Institute for Leadership and Service (ILS). Previous responsibilities have included: Coordinators of the following programs: Emerging Leaders Program, Step Up: Be a Leader and Pay it Forward, Treo Upward Bound Program, Ford Community Corps Partnership, ILS Research, Assessment, and Evaluation, I/O Program Research, Assessment, and Program Management

Ford Community Corps Coordinator

The FCCP Coordinator manages Ford-funded projects associated with the University of Detroit Mercy. Within this position, the coordinator communicates with Ford representatives, Detroit Mercy faculty, and staff, as well as Detroit Mercy student leaders and co-directors. Job responsibilities include monitoring and assisting in the development and execution of student-led projects, developing documents that highlight events and announcements for Ford projects, as well as managing a monetary budget. I/O Psychology-related competencies that will become refined from this position include time-management, conflict resolution, problem solving, and strong leadership skills.

Successful FCCP Coordinators have had a passion for community engagement, eagerness to inspire students to lead in the community, as well as being a competent public speaker and self-driven. For further information, please visit: <http://www.DetroitMercy.edu/about/mission-vision/lead-serve/>

Emerging Leaders Program Coordinator

The Emerging Leaders Program (ELP) Coordinator is responsible for to educate, engage and empower all Detroit Mercy students. The coordinators work preparing and delivering presentations to faculty members and students informing them of ELP updates, leadership events, and service opportunities. Additionally, the coordinators manages a leadership database compiled with undergraduate and graduate students working towards the leadership pin and/or medallion, schedules, plans, and Leadership Slam events, as well as promotes events. Using the "Social Change Model," the ELP offers students the opportunity to explore their leadership potential and abilities through involvement in programs, events, and activities that include learning, leadership, spirituality, and service, on and off campus. I/O Psychology-related tasks include holding team meetings to evaluate program effectiveness, collaborate with other university organizations to enhance leadership skills, marketing of the program, application review, and event scheduling, as well as providing consultation advice to students.

For further information, please visit: <http://www.DetroitMercy.edu/about/mission-vision/lead-serve/>

Coordinator, I/O Psychology Department Research and Evaluation & Communication and Development The Graduate Research Assistant for the I/O Psychology Department works alongside Dr. Kathleen Zimmerman-Oster, Director of the I/O Psychology MA Program. The research assistant performs a wide array of research-related tasks including assessment construction, data collection, data analysis, and report generation (Narrative, Tables/Charts, and PowerPoint). Additional job responsibilities include collaborating with Detroit Mercy's Institute for Leadership Service (ILS) in regards to staying current on leadership research and advancing the ILS assessment tools, as well as marketing the I/O Psychology MA program.

Within this position, individuals will gain an abundance of I/O Psychology related skills. Examples include performing research in a variety of settings, data analysis, project management, and leadership knowledge. For further information, please feel to contact io-psychology@udmercy.edu.

Q: How do I express my interest for one of these positions?

If you are interested in applying for one of these positions, please contact Dr. Kathleen Zimmerman-Oster with your resume and a short essay (250 words) indicating your ability to perform the responsibilities associated with the desired position.

During the Summer, prior to entering Fall semester, applicants will complete a work sample and interview process. Applicants typically receive notification within 3-4 weeks.

Faculty

Q: How many Faculty are within the I/O Program?

We have two Full-Time Professors and three Part-Time Adjunct Professors.

Q: What experiences do the I/O Psychology faculty members have?



Kathleen A. Zimmerman-Oster, PhD
zimmerka@udmercy.edu

Dr. Zimmerman-Oster is a Professor of Psychology, the Director of the Industrial/Organizational I/O Psychology M.A. Program, and Director of Research, Evaluation, and Leadership Development for the Institute of Leadership and Service. She teaches social psychology, psychology of leadership, and Industrial/organizational (I/O) psychology. Many of her courses include a service-learning component, which qualifies towards the Emerging Leaders Program Medallion Award. Her areas of special interest, research, and consulting include leadership development across the lifespan, organizational change, and human resources assessment. Dr. Zimmerman-Oster is the President of TEST, Incorporated (Training, Evaluation, & Survey Technicians). TEST, Incorporated provides consultation and technical assistance in the areas of training, evaluation, and survey research to local non-profit and human service organizations. Dr. Zimmerman-Oster holds a Bachelor of Arts from the University of Detroit and Master of Arts and doctorate degree from Wayne State University. She joined Detroit Mercy in 1989.



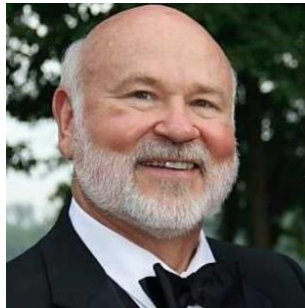
Linda H. Slowik, PhD
Slowikh@udmercy.edu

Linda H. Slowik, Ph.D. is an Associate Professor of Psychology and Department Chair at the University of Detroit Mercy. She earned her doctorate in Industrial/Organizational Psychology from Wayne State University, and Bachelor of Arts from the University of Minnesota, Duluth. Her research interests focus on matters related to engagement and organizational communities, with attention on factors such as affective reactions, interpersonal relationships, stress, and organizational support. Dr. Slowik takes an inclusive, generalist approach to organizations, studying organizational membership broadly speaking, with attention to matters of social justice. She consults in a variety of programs, grants, and projects in which psychology and statistics provide insight and guidance. Her work has been published in scholarly outlets such as the *Journal of Organizational Behavior*, *Human Relations*, the *Journal of Occupational and Organizational Psychology*, and the *Academy of Management Review*.



Cheryl Boglarsky, PhD
boglarka@udmercy.edu

Dr. Boglarsky is responsible for maintaining the *scientific integrity* of Human Synergistics International products, including the development of organizational culture surveys, group, and individual development assessments. She is an expert on *research design and methodology, measurement, and statistics*, as well as *small group processes*. She has extensive experience facilitating group-training sessions and brings many years of teaching experience to her training-related vita. She is currently an adjunct professor at the University of Detroit Mercy. Dr. Boglarsky received her B.A. in psychology, with a minor in sociology, from the University of Michigan-Dearborn. Furthermore, her academic training is in *social psychology* and she holds a doctorate in psychology from Wayne State University.



Larry Kazmirowski, MA
kazmirla@udmercy.edu

Lawrence (Larry) A. Kazmirowski is a hands-on, seasoned training and organizational development professional. He has thirty plus years' experience in a broad range of organizations including the public sector, utilities, manufacturing companies, food service, government agencies, educational institutions, and financial institutions. He has developed working relationships and led training and organizational development initiatives with all organizational levels from the Hourly Employees to the Executive Office.

He has designed and launched major corporate training and development initiatives such as a Corporate University and a Succession Planning Process for senior-level leadership positions. A Bachelor's Degree in Psychology and a Master's Degree in Industrial/Organizational Psychology from the University of Detroit have provided a solid academic foundation and a broad base of knowledge of diagnostic tools and analytical processes. Currently, Larry is an adjunct professor at the University of Detroit Mercy and an independent consultant focusing on Team and Leadership Development. He is the owner of Human Resource Options LLC. He teaches Issues in Industrial and Organizational Psychology and Training and Development.

Program Curriculum/Structure

Q: What is the difference between a Human Resource Management (HRM-MBA) and an MA in I/O Psychology?

An I/O Psychology MA prepares you to function as a professional psychologist practitioner. As such, your professional affiliation with other psychologist's places expectations that you will ascribe to the APA Code of Ethics and will have general knowledge about psychological concepts. In addition, the I/O MA traditionally focuses on theory, research, and prepares individuals to function in a variety of work settings.

The HRM-MBA, however, prepares you to function in a more supervisory or managerial role. This may include management of systems, as well as people. As such, your professional affiliations with other HRM professionals place vague expectations about ethical considerations and focuses on HRM operations. An HRM degree typically prepares you to address a specific work situation of HRM, such as salary administration, benefits, or employee relations.

Q: What does the *One-Year* program schedule look like?

Semesters		
Fall (1)	Winter (1)	Summer
PYC: 5700	PYC: 5040	PYC: 5730
PYC: 5710	PYC: 5720	PYC: 5760
PYC: 5750	PYC: 5740	PYC: 5880
PYC: 6600	PYC: 5790	

In the Fall and Winter semesters, students complete four evening courses. In the Summer semester, students complete three hybrid (part online) evening courses. Additional courses can be selected from a variety of psychology, community development, management (MBA), and Six Sigma courses, which can be reviewed on the program webpage.

The *One-Year* signifies an additional year of coursework that occurs post-undergraduate, which allows for students to successfully enter the workforce in an I/O Psychology related position.

Q: What is the typical number of students in each class?

The average classroom size is 10 students.

Q: How many students make up each cohort?

There are 8-12 students per cohort with projected growth to 15 in the next two years.

Q: What do you think are the top 5 I/O programs in your region?

University of Detroit Mercy
Wayne State University

Q: What gives your program a competitive advantage over other programs?

- Internships and Parallel Capstone Course
- Graduate Research Assistantships conducting I/O projects and gaining I/O Competencies
- Mission-driven Service Learning
- Individual Plans of Work within a diverse cohort of students
- Faculty with breadth and depth of experience in the field along with academic scholarship success

Q: How much control do I have in the selection of my courses and their scheduling?

Course offerings generally rotate on a yearly basis. Thus, most courses are offered one time per year. All courses are offered during the evenings, 6:40 to 9:10 pm. Summer courses generally begin early May and end mid-June, 5:00 to 7:30 pm.

Q: Are there any daytime courses offered?

Rarely, an elective course may be offered during the day or on Saturdays.

Q: What do courses usually entail?

Courses vary from formal lecture courses, which survey a given topic, or set of topics, to applied and research seminars, which provide hands-on opportunities. Assignments range from typical essay exams to student research proposals to student projects, which require out of class contacts within organizational settings.

Q: What type of networking is available?

Students interact with one another as colleagues. This professional affiliation can be formalized through involvement in (1) the Psychology student honor society, PSI CHI <http://www.psichi.org>, (2) two local professional associations: Michigan Association of Industrial/Organizational Psychologists (MAIOP) www.maiop.org, and the Association for Talent Development (formerly the American Society for Training and Development (ASTD) <https://www.td.org>. A subscription to "TIP", The Industrial/Organizational Psychologist, will keep you updated on current developments occurring in the field, as well as position openings nationwide. In a modest student alumni association is operational.

Q: What makes Detroit Mercy's program stand out compared to other I/O programs?

Detroit Mercy's program is well recognized for its applicable coursework. Specifically, students receive the opportunity to complete courses that require organizational involvement through the development and administration of psychometric assessments, in addition to providing diagnoses for improving various aspects of an organizations work environment.

Additionally, Detroit Mercy's curriculum covers many different aspects of I/O Psychology. Whether it be performing research, coordinating training and development programs, or providing leadership training to upper-management professionals.

Not to mention, a unique component of Detroit Mercy's program is the Internship and Capstone Experience. Students complete meaningful internships while enrolled in the Capstone Experience, which allows for the integration of theory and practice.

Internships

Q: Would my internship/practicum be assigned to me or am I able to choose where I work? And if I am already working in an I/O relevant position could I base my internship/practicum on my current position?

One of the strongest components of Detroit Mercy's I/O Psychology MA program is the ability to customize your internship and practical experience to fit your needs. Students work with the program director, Kathleen Zimmerman-Oster, PhD, to find the best fit. A database of student internship sites is shared with students. Additionally, since Dr. Zimmerman-Oster has been the director of this program for over 20 years, she has developed a long list of alumni and professional contacts that are willing to supervise our interns.

Yes, some students do stay at their current place of employment. For ethical reasons, we typically negotiate an opportunity for the student to be supervised for their internship by someone other than their current immediate supervisor. This is especially important if your employer is paying your tuition. For example, if a student is working in HR, they typically find another project in another department or a new project and have another colleague supervise their work. This item can be discussed further to see what might work for your situation. In addition, because our students are job ready, many students take new career related positions after their first year and are able to count this employment toward their internship.

Internship Process and Policy:

Internships may occur in one of the following situations:

- 1) *A formal internship arranged by the University and/or the student.*
- 2) *An internship at a student's current place of employment, provided that they are supervised by someone other than their regular supervisor and doing I/O related projects other than or in addition to their regular work responsibilities.*
- 3) *A new employment opportunity that utilizes a student's growing I/O skills.*

Each of the above options require documentation in the form of 1) a Letter of Agreement, 2) a meeting between the Program Director/Internship Coordinator, the student, and the employment supervisor, 3) a weekly log of work and project reflections and activities (this may include a project Action Plan), 4) a post internship Student/Self Performance Appraisal, and 5) a post internship Employer Performance Appraisal.

*Finding and securing an internship is a **joint responsibility**. That means the Program Director and faculty will assist in connecting you to internship supervisors and employment opportunities via our vast network of alumni and professional connections. However, you are required to present yourself professionally by possessing the following items (which are also part of the Capstone/Internship Course requirements):*

1. *A professional resume and draft cover letter,*

2. *A professional LinkedIn presence,*
3. *An "elevator speech" that conveys your definition of I/O Psychology and your particular interests,*
4. *Well-rehearsed interview skills and capabilities,*
5. *Continuous review of the I/O MA Blackboard announcements and content related to competencies, internships, and employment opportunities, and*
6. *Registration with the Detroit Mercy Center for Career and Professional Development (CCPD).*

Q: What are the requirements for the Internship Experience?

Internship experience requirements include conducting two projects in a work environment under the supervision of a faculty member and an organizational representative. This involves approximately 250 paid or unpaid hours. Details of the projects are defined by the students and in consultation with the workplace representative. Appropriate sites for the internship experience include any public or private organization capable of providing supervision. In general, large organizations are more likely to accommodate these endeavors. However, many students have enjoyed their experience working with non-profit organizations and/or being intensively mentored in unpaid positions. Most students actually complete up to 500 internship hours so that they can build their resume, experience an array of job types, and crystalize what aspects of the I/O field is the best fit for their future. Dr. Zimmerman-Oster arranges this component of the program and it is a joint responsibility with the student to engage in an active search. Organizations treat internships like employment opportunities. That means LinkedIn accounts; strong resumes, successful interviews, and professional conduct are required early on in the program. However, guidance and growth in these areas is provided during the yearlong Capstone/Internship Course.

Q: Where have previous internship sites been?

Previous internship sites include:

- Advantasure
- AJM Packaging Group
- Alix Partners
- American Axle & Manufacturing, Inc.
- Blue Cross Blue Shield
- BorgWarner
- Bosch
- CARE of Southeastern Michigan
- Carhartt, Inc.
- City of Detroit
- Consumers Energy
- Development Dimensions International
- DTE Energy
- Emergent Holdings
- Fiat Chrysler Automotive (FCA)
- Focus Hope

- Ford Motor Co.
- General Motors (GM)
- HIROTEC America
- Human Synergistics
- Kelly Services
- Magnet Consulting
- Meridian Health Plan
- Plante Moran
- Quicken Loans
- United Shore
- Volkswagen Group of America
- Wayne County

Post-Graduation

Q: What will I be equipped to do with a master's degree in I/O Psychology?

- Address Multi-Cultural and International Workplace Issues;
- Design Training and Development Programs;
- Develop Methods to Improve Job Satisfaction, Employee Retention, and Organizational Environments;
- Measure Employee Performance and Motivation;
- Perform Advanced Research and Statistical Analyses;
- Selection, Placement, and Talent Management;
- Construct Psychometric Assessments; and
- Consider Ethical Implications of Workplace Strategies.

Q: What organizations do Detroit Mercy I/O Psychology graduates work in/for?

A few organizations that currently employ Detroit Mercy I/O Psychology graduates include:

- Accenture;
- Ally;
- Blue Cross Blue Shield;
- Carhartt, Inc.;
- Consumers Energy;
- Deloitte;
- General Motors (GM);
- Mastercard;
- Nike;
- Kelly Services;
- Lear Corporation;
- Lockheed Martin; and
- Quicken Loans

Q: What percentage of Detroit Mercy I/O Psychology master's graduates finds employment within six months of graduation?

Within six months of graduation, 100% of graduates find I/O related employment.

Q: What placement services are available?

The Center for Professional Practice and Career Development <http://www.udmercy.edu/current-students/cec/>, located on the McNichols campus, provides a wealth of employment supports listed below; including the organizational resource library. This library has detailed information about several employers, which will be useful for your employment campaign.

CEC resources for students:

TitanCareerLink – online job search and career services system for University of Detroit Mercy students and alumni. Students can access job postings, employer contact information, job leads, create a resume, schedule appointments using Skype or access one of the additional resources listed below. To access your TitanCareerLink account visit: <http://www.udmercy.edu/cec>.

What can I do with this major ... - This tool connects students to common career areas, typical employers, and strategies designed to maximize career opportunities related to a major or career interest.

TypeFocus Careers – The program assesses personality type and generates customized reports, which help people understand themselves better so they can choose more effective career strategies. As the user works through the reports, information from one section is automatically incorporated into the next section. This also contacts information from O*Net on bright outlook occupations as well as related occupations.

Big Interview – This program is provided by the **Career Education Center**, for the exclusive use of students and alumni of **University of Detroit Mercy**. Big Interview offers a “FAST TRACK” or a “MASTERY TRACK” systems of lessons and virtual interview practice – to get you ready... fast. Big Interview also teaches you how to get inside the head of any interviewer and prove that you’re the candidate they’re looking for.

Candid Career - A fun and efficient way to explore careers! Similar in nature to YouTube. Use Candid Career to discover career fields and advice. Use the advice to further educate yourself on your favorite careers, complete pre-requisites, and pursue internships and job openings.

NACELink Salary Calculator – Students and alumni can use the salary calculator to determine potential compensation rates based on degree and geographical location. This is available on all job postings next to the salary.

One to One appointments – Students and alumni can schedule appointments to meet with a Career Development Facilitator to develop a job search plan, gain assistance with resumes creation or review, assistance with interview skills.

Course Descriptions

PYC 5040 Advanced Research 3 credits
(Prerequisite or co-requisite: PYC 6600) Advanced research design and methodology in psychology, focusing on appropriateness of methodology, including validity issues and practical applications.

PYC 5700 Issues in Industrial/Organizational Psychology 3 credits
 Comprehensive survey of the field of I/O Psychology, including personnel psychology, organizational psychology, and engineering psychology.

PYC 5710 Industrial/Organizational Assessment I: Psychometric Theory/Test Construction 3 credits
(Prerequisite or co-requisite: PYC 5700) In-depth exploration of psychometric theory, including primary focus on reliability, validity, utility theory, and application of these to test construction. Coverage of such topics as scaling issues, selection, procedures models for combining test data, and factor analysis.

PYC 5720 Industrial/Organizational Assessment II: Human Resources Assessment 3 credits
(Prerequisite or co-requisite: PYC 5710) Specialized examination of human resources assessment behind the use of HR instruments in organizational systems, for organizational change and evaluation

PYC 5730 Ethical Issues in the Workplace 3 credits
 This course is designed to make students thoroughly familiar with and sensitive to the ethical principles, which govern professional practice, especially in the industrial setting of men and women in the work environment. The course will also explore the interaction of motivation and morale of personnel with the pressure of ethical standards in industry and organizations.

PYC 5740 Training and Development 3 credits
 Systematic review and practicum in the training and development of employees. Principal focus is on application of learning theory and research to design and implementation of training programs. Needs assessment is included, goal setting and evaluation of training.

PYC 5750 Leadership Models 3 credits
 Survey of theoretical approaches, empirical findings, and applied practice pertaining to leadership in the workplace. Relationships between theoretical models and applied practice and between leadership process and the content of leadership behavior are emphasized.

PYC 5760 Multi-Cultural Issues in the Workplace 3 credits
 Presentation and class exercises on principles of culture applied to work behavior in internationally diverse settings. Exploration of cross-cultural perceptions, attitudes, values, and behavioral expectations to clarify interpersonal relations among people of different backgrounds, and to enhance their productive performance.

PYC 5790 Capstone Experience 3 credits
 Integrative, independent-study and seminar experience relates theory, research and practice in Industrial/Organizational psychology. Guest speakers, student presentations integrate I/O principles with practicum experience and career preparation. The final examination is the I/O MA Program's comprehensive exam, which is administered in mid-April. This course is meets bi-monthly.

PYC 5880 Practicum Experience

3 credits

Supervised practice of Industrial/Organizational psychology in the workplace. Emphasis on skills in assessment, interpersonal communication, decision making, problem solving, trouble shooting, and insight into organizational problems and needs. (Meet bi-monthly)

PYC 6600 Statistical Methods I

3 credits

Advanced statistical methods in Psychology. Linear models including analysis of variance (factorial and repeated measures), multiple regression, and analysis of covariance. Continuous and categorical dependent measures are covered.

APPENDIX A: Plan of Work Forms

UNIVERSITY OF DETROIT MERCY

M.A. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PLAN OF WORK

Name _____

Student ID _____

Date of Admission _____

Full Time _____ Part time _____

I. COURSE WORK

Course no.	Course Title	Detroit Mercy		Transfer		Term & Year Completed
		Credits	Grade	Credits	Grade	
PYC 5040	Advanced Research Methods					
PYC 5700	Issues in Industrial Organizational Psychology					
PYC 5710	Psychometric Theory/Test Construction					
PYC 5720	Human Resource Assessment					
PYC 5730	Ethical Issues in the Workplace					
PYC 5740	Training and Organizational Development					
PYC 5750	Leadership Models					
PYC 5760	Multicultural Issues and Race Relations in the Workplace					
PYC 5790	Capstone Experience					
PYC 5880	Practicum Experience					
PYC 6600	Statistics I					

Total Credits Required: 33

Total Transfer Credits: _____

Total Detroit Mercy Credits _____

II. OTHER PROGRAM REQUIREMENTS

COMPREHENSIVE EXAMINATION

Pass _____ Date completed

III. UNDERGRADUATE REQUIREMENTS TO BE COMPLETED

Course Title	College/University	Semester/Year if Detroit Mercy	Grade Received
Introductory Psychology			
Research Methods			
Statistics			

Comments:

I have reviewed and approved this student's plan of work.

_____ Date: _____
Signature (Advisor)

I take full responsibility for following this approved plan of work.

_____ Date: _____
Signature (Student)

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