**Master of Science (MS) in Clinical Psychology Program**  
**Student Conduct Code**

To foster its mission of training students to become ethical and effective professionals, the MS program has developed a Conduct Code to make explicit program expectations of students. Many of these standards entail being ethical and responsible in one's academic and clinical work, as well as treating others in a respectful and ethical way in a variety of interpersonal settings.

These standards are intended to foster the personal, academic, and professional development of its students, thus enhancing students' achievement of the program's learning outcomes. Failure to abide by this Code will require, at minimum, remediation. Repeated or serious violations can potentially result in dismissal from the program. By continuing in the MS program, you agree to adhere to the standards spelled out in this Conduct Code as well as standards described in the MS Program Student Handbook.

1. **Academic Diligence:** The MS program is academically rigorous. Students must put forth sufficient effort to maintain satisfactory performance in their classes and to make consistent progress toward completing their degree requirements, including the master thesis. All MS study plan classes must be passed with a B- or higher and students must maintain an overall 3.0 GPA to remain in good standing. Obtaining less than a B- in a class will require repetition of that class. This may delay taking classes for which repeated classes are prerequisites and thus potentially delay completion of the MS degree.

2. **Student Responsibility:** Students are responsible for completing course, research, and clinical assignments promptly and thoroughly and for meeting deadlines. They are also expected to be aware of all degree requirements and all information in the MS Program Student Handbook. They are expected to seek clarification of expectations if they are not clear about them. If circumstances interfere with completing work on time, students are responsible for communicating clearly with their instructors or supervisors about their situation. Such communication does not guarantee accommodation (e.g., extended time to complete an assignment) by an instructor or supervisor. However, communication will likely enhance collaborative problem-solving of barriers to achievement. In classes, students are expected to avoid disruptive activities such as (a) arriving late, (b) texting or viewing internet/social media material, and (c) chatting with others about irrelevant topics. Faculty may set individual policies for their classes regarding what constitutes responsible conduct.

3. **Follow Through on Commitments:** When students make commitments, they are expected to follow through on them. This includes responsibilities for graduate assistantships and agreements to work on research with professors. It also includes commitments regarding internship sites. In particular, once they have accepted an offer from an internship site, ethical students will honor that commitment. It is not ethical to accept an offer from an internship and then to break the agreement if a more desirable offer comes along later.

4. **Academic Honesty:** A hallmark of higher education is academic honesty. This means that what students present as their own work is legitimately a product of their efforts. Cheating on exams and plagiarism are violations of academic honesty. Plagiarism is presenting others' ideas or words as one's own. Plagiarism may be written or verbal. When referencing the ideas of others, it is essential to cite the source and to paraphrase appropriately. Violations of academic honesty can result in a variety of penalties, including a failing grade in a course and dismissal from the program. Not knowing what constitutes plagiarism is not an acceptable excuse for plagiarizing. If you have questions regarding the nature of plagiarism or how to avoid plagiarizing, you are expected to consult your instructors, the Program Coordinator, and/or university librarians.
5. **Respectful Treatment of Peers, Professors, Supervisors and Clients:** Success as a therapist requires well-developed interpersonal skills. Such skills are also extremely helpful in other professional work. At the core of these skills is maintaining respectful interactions with others. Examples of appropriate and expected social conduct include but are not limited to:

a. Discussions with individuals in our academic community should remain civil, even when people disagree about topics.

b. Feedback to others should always be presented in a constructive way; it is expected to be behaviorally descriptive and not personal.

c. Students should use courtesy when speaking with and about others in our academic community. For example, when referring to professors in the presence of others, use an appropriate title (e.g., Doctor, Professor) rather than last name only.

6. **Personal Responsibility and Maturity:** Students have the responsibility to avoid engaging in behaviors that impair their academic or professional work. This can include excessive activities—either personal or job-related—that leave insufficient time for study. Impairment of academic or clinical work due to substance use is unacceptable. Students are responsible for realizing when they are having academic or personal difficulties and for seeking assistance in addressing them. MS faculty, including the Program Coordinator, are committed to supporting students. At times, personal psychotherapy may be recommended or required for students to address difficulties.

7. **Professional Conduct:** Students should act professionally toward others with whom they have professional relationships—including peers, clients, professors, and supervisors. They should be aware of the image they present to others. This includes but is not limited to: dressing appropriately for the situation, using professional-sounding personal email addresses, refraining from using inappropriate language in a professional setting, and presenting a professional image on social media (remember: social media posts may be seen by others indefinitely). This also includes following guidelines outlined in the MS Program Student Handbook for resolving concerns and conflicts.

8. **Attention to and Learning from Feedback:** Feedback from faculty and supervisors is essential to student growth. Feedback may be formal or informal. Students are expected to be open and work diligently to incorporate feedback in a constructive manner.

9. **Ethical Knowledge and Responsibility:** Ethical behavior is at the core of successful academic and clinical practice. Students are expected to know applicable ethical standards, including those related to both clinical and research activities, and to follow them scrupulously in their work. This includes maintaining confidentiality of material related to their clinical practice, including video files of their work with clients.

I acknowledge and understand the expectations set forth by this Conduct Code. By signing below, I agree to abide by these provisions.

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Signature                                        Printed name                                     Date