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Doctoral Program in Clinical Psychology Program Handbook

A Description of Program Requirements, Available Resources, and Helpful Hints
provided by the Faculty, Students, and Staff of the Clinical Program

Updated August 2017

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Introduction

Welcome to MSU! The information presented in this booklet has been prepared by faculty, students, and staff to help you as you progress through the MSU Clinical Psychology graduate program. Our program includes a very accessible, friendly, and accommodating group of colleagues. We hope this Handbook will serve as a useful resource for helping you to navigate our program and its many training experiences.

This Handbook is broad in scope and very inclusive in nature. We hope that you will consult sections of this handbook as needed throughout your training in the graduate program. Some sections will be most applicable to your first year; other sections will be more relevant in later years. Whenever possible, we have included helpful summaries and checklists to assist you in consolidating this information.

The Handbook always is a work in progress. We hope that you will provide feedback and suggestions to ensure that this resource continues to offer current and helpful information for future classes of students. No matter how comprehensive it is, a handbook cannot cover every situation that you will encounter. Feel free to talk to any of us if you need help or if you have any questions that are not answered in this handbook.

Of course, this Handbook serves to supplement, not replace, the in-person feedback and guidance we hope you will solicit from your faculty, staff, and student colleagues in the department. In addition to your primary mentor, all faculty are available for advice, input, and to answer questions as needed. The Clinical Program also includes a Director of Clinical Training (DCT; currently Michael Nadorff) who helps to coordinate the program's activities and decisions and ensure student success.

Mission Statement

The Clinical Program is committed to excellence in research, teaching and clinical training from a scientist-practitioner perspective. Our goals are to educate students in scientific principles and empirically-supported theoretical models that may guide the study and treatment of psychopathology, as well as the study of psychological factors related to health and well-being. The faculty of the clinical program subscribe to the views that clinical psychologists should be trained to produce, evaluate, and apply scientific knowledge in both research and clinical endeavors, and that ideal training promotes the reciprocal exchange of knowledge between empirical scientific inquiry and clinical practice activities.

The MSU Clinical Program emphasizes training in both research and clinical work. We recognize and value that students have varying career aspirations, and that career goals may evolve over the course of graduate training. Our program, therefore, offers opportunities to achieve excellence in scientific investigation, the practice of clinical psychology, as well as teaching, and guides students as they begin to make these career decisions. Consistent with this approach, we expect that our alumni will pursue a variety of careers, including traditional academic appointments, as well as primarily research, clinical, and teaching positions.

Research experiences at MSU are designed to help students achieve excellence in the development of independent research skills, including the ability to critically evaluate the existing theoretical and empirical scientific knowledge base, to generate novel hypotheses that can be examined using current methods and statistical techniques, to produce research offering the potential to better understand and improve the mental or physical health of adults or youth, and to disseminate research findings to the scientific community and/or broader public of psychology consumers. The program encourages the integration of theoretical and empirical contributions across research areas within clinical psychology and from related psychological sub-disciplines or social sciences. MSU also emphasizes the opportunity to become involved in both basic and applied research. Research activities are designed to include, at a minimum, training in manuscript preparation, oral and written research presentations, and the traditional thesis and dissertation requirements.

In addition to its emphasis on the development of research excellence, the Clinical Program values clinical training and an introduction to teaching and supervision/consultation experiences. We regard clinical training during graduate school as providing an important initial foundation in clinical skills that fully prepares students for the predoctoral internship training experience. Our approach to clinical training is based on the fundamental principle that clinical psychologists have a public responsibility to apply practice techniques that are firmly grounded in a scientific and evidence base when available. Thus, clinical training at MSU prioritizes the development of an evidence-based approach to clinical assessment and intervention, including an awareness of the empirical support for assessment and intervention approaches, a scientific evaluation of clinical practice data, the evaluation of clinical efficacy throughout the treatment process, and the application of scientific principles even in the absence of established empirically-supported treatments. MSU emphasizes the development of competence in these skills and principles as the best measure of clinical training success.

All graduate training emphasizes the program's commitment to three central values. First, the program strives to prepare students to be ethical and professional in their research, clinical, and teaching activities. Second, the program educates and prepares students to be sensitive to issues of diversity and individual differences in all work, including, but not limited to, diversity in gender, race and ethnicity, culture, religion, and sexual orientation. This is achieved through the program's formal commitment to the active recruitment of a diverse group of students and faculty, the integration of diversity training throughout the program curricula, as well as multiple training experiences. Third, the program is dedicated to the importance of dissemination of psychological science to benefit the public interest. Program faculty provide models of opportunities to be advocates and ambassadors of clinical psychology through community-outreach programs, by holding leadership roles within the department, local, and national communities, and by continuing to contribute to the field in academic and/or clinical venues.

Who's Who in the Clinical Program

Core Tenure-Track Faculty

Kevin J. Armstrong

Associate Professor and Graduate Coordinator

Office: 311 Magruder Hall; Phone: 325-7657; E-mail: kja3@msstate.edu

Research Interests: Assessment and diagnostic issues, attention-deficit/hyperactivity disorder, nonprescription stimulant medication use, externalizing disorders.

Mitchell E. Berman

Professor and Department Head

Office: 110 Magruder Hall; Phone: 325-3666; E-mail: mberman@psychology.msstate.edu

Research Interests: Aggressive and self-injurious behavior in humans, treatment of anger and aggressive behavior, effects of alcohol on cognition and behavior.

Hilary L. DeShong

Assistant Professor

Office: 310 Magruder Hall; Phone: 325-7653; Email: hld166@msstate.edu

Research Interests: Utilizing the Five Factor Model of general personality to understand personality models and related constructs (i.e., Machiavellianism, psychopathy), how personality relates to adaptive and maladaptive behaviors (e.g., nonsuicidal self-injury), and the assessment and clinical utility of personality measures.

Torri M. Jones

Assistant Professor

Office: 214 Magruder Hall; Phone: 325-7653; Email: tmj238@msstate.edu

Research Interests: Understanding and intervening with parent and family factors that affect behavioral and emotional outcomes in children with cancer. Also, cultural adaptation issues in assessment and treatment.

Cliff McKinney

Associate Professor and Clinic Director

Office: 140 Magruder Hall, suite 2; Phone: 325-3782; E-mail: cm998@msstate.edu

Research Interests: Parenting, parental mental health, gender dyads, emerging adulthood, etiology and assessment of disruptive behavior disorders.

Michael R. Nadorff

Assistant Professor and Director of Clinical Training

Office: 140 Magruder Hall, suite 4; Phone: 325-1222; E-mail: mn487@msstate.edu

Research Interests: Etiology, assessment, and treatment of suicidal behavior, behavioral sleep medicine, clinical geropsychology, use of technology for psychological treatment.

Arazais Oliveros

Assistant Professor

Office: 202 Magruder Hall; Phone: 325-3202; E-mail: ado56@msstate.edu

Research Interests: Child welfare and prevention of maltreatment, parental mental health and

influence of parent-child relationship, parenting influences on emotion regulation, influence of attachment on conflict and resilience, etiology and assessment of emotion dysregulation.

E. Samuel Winer

Assistant Professor

Office: 140 Magruder Hall, suite 6; Phone: 325-1249; E-mail: sw1388@msstate.edu

Research Interests: Cognitive biases and psychopathology, reward valuation and anhedonia, substance perception of positive information (SPPI), predictors of psychological crisis and suicide, research methodology.

Associated Faculty Who Mentor Clinical Students

Carolyn Adams-Price

Associate Professor

Office: 215 Magruder Hall; Phone: 325-7658; E-mail: ceal@psychology.msstate.edu

Research Interests: Gerontology, specifically aging and creativity, applied cognitive aging, and reducing negative stereotypes about older people. Also interested in gender differences in adolescent development

Robert McMillen

Associate Professor

Office: 204 Magruder Hall; Phone: 325-7127; E-mail: rcm19@msstate.edu

Research Interests: Health impact of smoking and smoking cessation.

Danielle Nadorff

Assistant Professor

Office: 208 Magruder Hall; Phone: 325-3202; E-mail: Danielle.nadorff@msstate.edu

Research Interests: Custodial grandparents (grandparents who are the primary caregiver for their grandchildren), comparing custodial grandparents and foster parents, child safety, early childhood development and predictors of subsequent academic success.

Colleen Sinclair

Associate Professor

Office: 304 Magruder Hall; Phone: 325-5108; E-mail: cs534@msstate.edu

Research Interests: Interpersonal relationships, social influence, psychology and the law, aggressive behavior

Office Staff

Donna Edwards

Business Manager

Office: 110 Magruder Hall; Phone: 325-3202; E-mail: dedwards@psychology.msstate.edu

Marlo Anderson

Administrative Assistant I

Office: 110 Magruder Hall, Phone: 325-0760, e-mail: myc6@msstate.edu

Guiding Principles and Policies

The Clinical Program adheres to several basic principles and policies that guide all aspects of training. Several of these principles are listed below, and resources are offered where applicable.

Graduate Student Bulletin. All graduate students should be familiar with various regulations and requirements listed in the *Graduate Student Bulletin* available on-line at <http://catalog.msstate.edu/graduate/>. Additionally, students should also read and be familiar with the departmental graduate handbook <http://www.psychology.msstate.edu/pdf/psyhandnew.pdf> which contains department-wide policies and procedures that are not specific to the clinical program. Please be sure to talk with either the Graduate Coordinator or the Director of Clinical Training when you have questions about any policies or procedures.

Ethics. The Clinical Program subscribes fully to the professional ethics of the American Psychological Association (APA). All students are expected to read and adhere to the APA Ethical Standards of Psychologists, which can be found at <http://www.apa.org/ethics/code/index.aspx>. Students also should maintain Human Subjects certification via the online exam at <https://www.citiprogram.org/default.asp> and should familiarize themselves with HIPAA regulations.

Grade or Academic Standing Appeals. Students who have concerns about grades or decisions about academic standing are encouraged to speak directly to involved parties (faculty, practicum supervisors, advisors, etc.) prior to talking to administrators such as the DCT, Graduate Coordinator, or Department Head. Students who have concerns are strongly urged to review policies from this handbook, the Psychology Graduate Student Handbook (<http://www.psychology.msstate.edu/pdf/psyhandnew.pdf>), and the Graduate Catalog (<http://catalog.msstate.edu/graduate/>). There is also a page run by the Provost that lists all Academic Operating Procedures (<http://www.policies.msstate.edu/>) that could be helpful to knowing how the university handles different sorts of appeals. Do not hesitate to talk to someone here about how to best go about exploring your concerns.

Diversity. The Clinical Program is strongly committed to issues of diversity pertaining to 1) the recruitment and retention of students and faculty from diverse backgrounds; 2) training in multicultural competence within all professional endeavors; and 3) the maintenance of a safe, respectful, and educated community with respect to all types of diversity. We expect students to develop multiculturalism skills during their training at MSU.

It also is expected that all students will read the APA Guidelines for Multicultural Competence, which can be accessed at <http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>, and the guidelines for psychotherapy with sexual minorities accessed at <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

The clinical psychology program adheres to the University Nondiscrimination policy found at <http://www.policies.msstate.edu/policypdfs/0303.pdf>. MSU is committed to providing an inclusive and welcoming environment for all members of our community. In accordance with its Policy Statement on Non-Discrimination, MSU does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression (hereinafter

his/her “protected status”). The University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on his/her protected status as described above. Any such harassment or discrimination of University students and employees is prohibited.

Working with Diverse Clients. In our program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Student Involvement. Students are integrally involved in the direction and decisions of the Clinical Program. Students are asked for substantial input in decisions regarding training opportunities, faculty hiring, and graduate admissions, for instance. This Handbook was created as a collaborative effort between faculty and students.

Several opportunities for student involvement include:

1. *Attendance at Clinical Faculty Meetings.* Students are asked annually to nominate Student Representatives to attend a portion of Clinical Program faculty meetings. The Student Representatives serve as a liaison between his or her cohort and the faculty, conveying the thoughts, ideas, and needs of students.
2. *Graduate Student Admissions.* Students play a central role in our recruitment of graduate students to the Clinical Program. In particular, students take the primary role in planning the Prospective Applicant Interview Day. This includes organizing applicant visits, housing applicants, providing transportation for applicants, interviewing applicants, and hosting and/or participating in the applicant dinner at the end of the interview.
3. *Committee Opportunities.* Students are invited to serve on several committees. For instance, a psychology graduate student often serves on the MSU Internal Review Board (IRB) as a representative of the Psychology Department and are involved in reviewing IRB submissions. Students also are invited to participate on a variety of other “as-needed” committees, including Faculty Search Committees and Curriculum Revision Committees.
4. *Social Planning!* Students also are encouraged to organize and participate in various student-driven social events throughout the course of each academic year. Examples include a social gathering to welcome the new students, and a party to celebrate the students matching for internship. Typically, each cohort takes responsibility for specific tasks, such as sending out e-mail announcements, preparing main courses, hosting the

gathering, etc.

Disability, Impairment, or Psychological Distress. Students experiencing a temporary impairment in their ability to function competently as a graduate student or clinical psychology trainee are encouraged strongly to contact their primary research mentor and/or the DCT to obtain assistance or referral information. It is important that at least one member of the faculty is aware of issues that may affect your professional performance. It also is ethically necessary for a licensed faculty member to determine whether your abilities are compromised in a significant manner that may meaningfully affect your professional conduct with the public.

Students experiencing a more extensive or ongoing disability (e.g., Learning Disability, a physical or mental health condition) that may affect academic, research, or clinical performance should consult with Student Support Services (<http://www.sss.msstate.edu/>). Reasonable accommodations can be made if a disability is documented.

Occasionally students are interested in seeking psychosocial treatment for their own adjustment issues or psychological concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with personal or professional functioning. Some students also may feel that the experience of therapy, as a client, may add to their training as a clinician, but this is not required by our program. Students are entitled to free services at the MSU Student Counseling Services (<http://www.health.msstate.edu/scs/>). Students also are welcome to discuss their need for a psychological treatment referral with any faculty member, including the DCT, without bias.

Criminal Activities & Reporting Requirements. Beginning in Fall 2016, upon enrollment in the Program, a Criminal Background Check (CBC) is completed. The CBC also may be performed upon Program re-entry subsequent to a leave of absence, program withdrawal or program separation greater than thirty (30) consecutive days, and when deemed necessary by University administrators. The CBC will be completed by the human resources department when they process the students' employment paperwork. All offers of admission to the Program are contingent upon the results of the CBC. Any student who fails to comply with this requirement may not enroll in the Clinical Psychology Program.

In addition to submitting to a CBC, students must also report to the DCT the following events with respect to felonies and misdemeanors other than minor traffic violations:

- Pending criminal charges,
- Criminal convictions,
- Pleas of no contest or nolo contendere,
- Alford pleas, and
- Receipt of deferred prosecution or prayer for judgment.

These reports must be made in a timely (within five (5) business days of the charge or resolution of the charge) and complete manner. Failure to disclose the occurrence of one or more of these events may be a violation of the University's Honor Code and this Policy and may result in disciplinary action, up to and including dismissal from the Program and expulsion from the University.

In the event any CBC report reveals an offense other than a minor traffic violation, or if a student discloses that any of the events identified above have occurred, the DCT will meet with the student. Prior to meeting with the DCT, the student will submit a thorough but succinct statement describing

the incident, the status of the incident, and lessons learned from the experience. In the event the student believes that a CBC report is erroneous in some way, the student may request a repeat check be conducted at the student's expense using the student's Social Security number as the primary identifier.

Applicants with a positive CBC report or a student who have disclosed a pending criminal charge, conviction, or other resolution may be referred to the University's administration. Additionally, the program may separately evaluate whether such students may be permitted to enroll or continue in the program. This decision will be made by the DCT, who will meet personally with the student and who will receive any relevant information the student wishes to provide before rendering a decision.

Applicants who wish to appeal the decision of the DCT may do so by submitting a written statement of appeal to the Department Head of Psychology. The statement of appeal must be submitted within ten (10) calendar days of receiving the DCT's determination. The Head's decision regarding the appeal is final.

Clinical agencies will make the final decision about whether a student with a positive CBC report may be placed at that site for practicum or internship training.

Notes/clarifications:

Students who resided outside the US due to active military deployment, service in the Peace Corps or employment with the US Foreign Service, may submit one of the following alternative forms of documentation in lieu of securing an international background check:

A copy of the Certificate of Release or Discharge from Active Duty Form (Form DD214) detailing an "honorable" discharge status, OR

A copy of the final Description of Peace Corps Volunteer Service detailing completion of service assignment in "good standing", OR A copy of the letter terminating service in "good standing" from the US Foreign Service or affiliated agency.

Accreditation. The MSU Clinical Psychology Program began in fall 2014 and has been fully accredited by the American Psychological Association since 2016. Our next site visit is scheduled for 2021. Questions related to the program's accredited status should be directed to the Commission of Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002
(202) 336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Admissions Policies and Requirements

Our application deadline is December 1st every year. Once the application is received, the DCT and graduate coordinator work together to make a spreadsheet with data from all of the applicants including their fit with program faculty. Once the list is compiled, the DCT conducts a preliminary review of all applications and identifies the applicants who have appropriate qualifications and who are a strong fit for our mentors and program. These applicants are then reviewed by at least two faculty members using the Rating Scale for Graduate Student Selection. This form creates numerical ratings for GPA, GRE, personal statements, research experience, clinical experience, letters of recommendation, and individual history/characteristics. These ratings are then examined to make sure that there is fairly good agreement between the scores, and if so, they are averaged. This helps ensure that we evaluate each applicant as a whole and that we do not provide too much weight to any one metric. It also helps standardize the review process so all applicants receive the same level of consideration. The top applicants based upon their ratings and fit with the program are then invited to come to our interview weekend.

Our interview weekend typically takes place in late February or early March on the MSU campus. The evening before the interview we typically host a potluck dinner to give the applicants an opportunity to informally get to know the graduate students and faculty before the interview. During the interview the next day the applicants get to meet with a majority of the clinical faculty as well as many of the graduate students. Following the interview the program typically hosts a dinner to provide the applicants one last chance to interact with the graduate students and faculty before the end of the interview.

We will occasionally have additional openings after our interview weekend due to factors such as hiring new faculty or having a faculty member who was not planning on accepting students receive a grant. When this occurs we occasionally re-open our application process and send an email out through the Council of University Directors of Clinical Psychology (CUDCP) and other appropriate list-servs asking for any remaining interested students to apply. These applicants are then screened by the DCT and the faculty member with an opening, with the top applicants being invited to interview by Skype. These interviews include the DCT, accepting faculty member, and at least one graduate student. Additional Skype interviews may be setup for the student if requested. Following the interviews, the DCT sends the application materials to the CTC with a recommendation, which then is voted upon during the next CTC meeting.

Our program is a proud member of CUDCP and, as such, we follow the CUDCP guidelines regarding acceptances. Specifically, once we make an offer of admission either orally or in writing it will remain in force until at least April 15th with the financial terms not changing during that time. We are strong proponents of this rule as we believe that a student should have a chance to evaluate all other schools and offers before deciding to come to Mississippi State so that they will hopefully be happy and successful here. The only thing we ask, as a courtesy to other applicants and programs, is that an applicant never hold more than one active admissions offer at a time. When a second offer comes in the student should weigh both offers, keep the preferable offer, and decline the less-preferable offer.

Full Disclosure Data

Applicants commonly wish to review our full disclosure data outlining what has happened with our recent cohorts of students as well as recent years of admissions. These data can be found here:

<http://nadorff.psychology.msstate.edu/MSUClinicalStudentOutcomes.pdf>. Data are updated once a year, typically around April 15th once the new cohort of students has committed to coming to MSU.

Mentorship Model

Like most clinical psychology PhD programs, we work on a mentor model where each student is assigned to work with a primary research mentor. These mentors can come from our core or affiliated faculty. The following faculty currently accept students in the Clinical Psychology PhD Program:

Core Clinical Faculty:

Kevin J. Armstrong, Ph.D.

Mitchell Berman, Ph.D.

Hilary L. DeShong, Ph.D.

Torri Jones, Ph.D.

Cliff McKinney, Ph.D.

Michael R. Nadorff, Ph.D.

Arazais Oliveros, Ph.D.

E. Samuel Winer, Ph.D.

Affiliated Faculty Who Take Clinical Students:

Carolyn Adams-Price, Ph.D.

Robert McMillen, Ph.D.

Danielle Nadorff, Ph.D.

Colleen Sinclair, Ph.D.

Background Checks

Given that psychologists commonly work with individuals who are at-risk or vulnerable it is important to ensure that all of our doctoral students are appropriate for conducting such clinical work. As such, we run background checks shortly after admission while processing your MSU employment paperwork. Should there be problems with the background check the Director of Clinical Training will work with the student to determine whether they are able to continue working in the program. Background checks may also be performed by practicum or internship training sites after a student has enrolled here at MSU.

Training Experiences: Overview

We have designed the program to allow you to gain expertise in both research and clinical skills, to become involved in different types of activities across settings, and to have some flexibility in determining your own training experiences.

Training experiences generally involve several different domains of learning. This Handbook has been organized with respect to each domain.

A summary of coursework and milestone requirements as well as an example 5-year schedule is listed in Appendix A.

Didactic Training

Coursework will offer you a basic foundation in areas of clinical psychology and practice expertise that will be applied more substantially in your research and clinical placements. Coursework helps to develop expertise in research, psychopathology, assessment and evaluation, intervention with individuals and groups, and ethics; courses are applied in focus, when possible. Coursework is designed to help you meet several different sets of training requirements simultaneously, while also allowing for maximal flexibility. A brief discussion of the basis for these requirements is offered below, followed by a list of courses and suggested schedule for all clinical students.

Formal Coursework

Enrollment. Students are required to be enrolled full time throughout their entire course of graduate study. Students who fail to maintain enrollment may be removed from the program.

Although nine hours are required to be considered full-time, all students should enroll in 13 hours each semester except during the internship year. Additionally, students who are receiving funding/tuition waivers over the summer must also register for credits. Those who receive funding through June 30th must enroll in at least three credits over the summer, and those who have funding for the full summer must enroll in at least six credits. All doctoral degree requirements must be completed within eight years of first enrollment at MSU as a graduate student.

MS Residency. Students are strongly encouraged to apply for in-state residency within their first year of graduate training to help reduce the costs of graduate training. This is especially important because taking dissertation hours during your internship year will be charged at the out-of-state rate if you did not establish residency. More information can be found at <http://www.catalog.msstate.edu/undergraduate/admissionsinformation/legalresidentstatus/>

Courses. A minimum of 52 semester hours of successfully completed graduate credit are required for graduation; no more than two courses may be approved transfer credits.

Exemptions. Students entering the program with a Master's degree and thesis in psychology approved by the DCT and Clinical Training Committee (CTC) may have more flexibility in completing coursework requirements. These students may petition for up to two classes to be fulfilled by courses successfully completed at another institution. Although not required, it is our preference for these courses to be in non-clinical areas of psychology.

To be considered for waivers the student should submit the applicable syllabi and/or their master's thesis as soon as possible after accepting our offer of admission. These materials will be reviewed by the DCT, an instructor of the course, and the student's primary advisor, all of whom will make a recommendation regarding waivers to the CTC. A majority vote of the clinical faculty as well as DCT approval is required for a thesis or course waiver. Approval will not be automatic, but will be based on careful consideration of the course materials (syllabi, etc.) submitted by the student as part of his/her petition.

APA Accreditation (and Licensure) Requirements. The American Psychological Association stipulates that students in accredited clinical programs should demonstrate competence in:

1. Discipline-Specific Knowledge (DSK): including a) biological aspects of behavior; b) cognitive and affective aspects of behavior; c) social aspects of behavior; d) history and systems of psychology; e) developmental aspects of behavior

2. Profession-Wide Competencies (PWC): including a) research; b) ethical and legal standards; c) individual and cultural diversity; d) professional values, attitudes, and behaviors; e) communication and interpersonal skills; f) assessment; g) intervention; h) supervision; i) consultation and interprofessional/interdisciplinary skills

**Importantly, these areas of competence may be demonstrated through your participation in coursework, research experiences, and/or clinical practica. Thus, not all areas will be satisfied through specific courses.

Following graduation, you may wish to obtain a license to practice clinical psychology in one or more North American states or provinces. The licensure application (for some states in particular) similarly will require you to demonstrate competence in each of the areas above. Licensure applications in some states (CA, DC, FL, MA, NY in particular) sometimes require *courses*, while other states are more flexible in the procedures used to help you obtain a sufficient level of competence. You can find links to every state and province psychology licensing board at www.asppb.org. The licensure applications and requirements for most locations are available online.

Questions most commonly are asked regarding courses that fulfill the "Discipline Specific Knowledge" requirements listed above. The purpose of this requirement, as specified by APA, is to obtain a broad understanding of major influences on behavior. First, these courses should provide a breadth of scientific psychology and be outside of the area of clinical psychology. Second, the courses should provide breadth and core knowledge within a given domain, such as social psychology, not focusing solely on highly specialized material that does not provide a broader foundation in these domains. Thus, it is meant to offer exposure to courses that are not necessarily clinical in theme or applied in nature. Although many courses offer some general perspective in a domain (e.g., biological, cognitive), the course does not satisfy the requirement unless it offers a broad, fundamental (often non-applied) understanding and knowledge base. Thus, the best courses to take to satisfy these criteria are those that are providing a general overview that might be relevant for both clinical and non-clinical students.

Seminars

In addition to formal coursework, the Clinical Program offers seminars to further enhance training.

Clinical Brown Bag. The clinical faculty and students participate in an hour-long seminar on Fridays, beginning at noon. This seminar is mandatory for all students, though the DCT may waive the

requirement for senior students who must travel a significant (e.g., greater than 50 miles) distance to their practicum sites. The Clinical Brown Bag series offers an opportunity to be exposed in greater depth to ongoing research activities and findings. Speakers include faculty and students from within the MSU Clinical Program as well as presenters from other programs or departments within MSU or in the larger surrounding research community. Presentations in Clinical Brown Bag are not necessarily finished works of completed research, but rather works “in progress” that could foster spirited discussion, possible collaboration, and input. They also can serve as practice talks either for job talks or conference presentations.

Clinical Case Conference. The clinical faculty and students also participate in an hour-long seminar on Fridays at 1:00pm in which clinically-relevant presentations and challenging cases are presented by students, faculty, and other clinicians in the area. This provides students with an opportunity to provide peer consultation as well as to benefit from their peers’ expertise. Additionally, clinically-relevant training (e.g., HIPAA) is commonly provided during these meetings. Similar to Clinical Brown Bag, this is a required meeting, though attendance may be excused by the DCT.

Research Training

The MSU Clinical Program is strongly committed to the development of clinical science skills, including a) the critical, scientific evaluation of theoretical and empirical literature, and clinical assessment and therapy practices; b) familiarity with the scientific method as a basis for inquiry; c) knowledge of empirically-derived findings and research methods common to the study of child/family and/or adult psychopathology and treatment; d) an ability to use or understand a variety of statistical techniques; and e) the ability to engage in independent scientific investigations.

Upon entry into the program all students should complete the online human subjects training course, (located at: <https://www.citiprogram.org/default.asp>), including the HIPAA module. This training needs to be completed annually, or as required by the Office of Research Compliance.

To assist students in developing these competencies, four research tasks are included in the training program. These include 1) consistent involvement in research activities throughout graduate training; and three research milestones: 2) completion of the Master’s thesis; 3) the completion of the Manuscript Submission Examination (described in a different section of this handbook); and 4) completion of the Dissertation, including passing the final oral examination (i.e., Dissertation defense). Each of these is described below.

Research Milestones

We are very excited to help you develop your research skills. Our hope is that you will progress from strongly-mentored research experiences to more independent research skills reflecting your abilities as a scientist with growing autonomy. We thus have different expectations and hopes for you as you progress through each of these milestones.

1. Consistent Involvement in Research Activities

Students are expected to dedicate a minimum of 10 hours each week during the academic year towards research activities. Shortly following arrival in the program (and most typically as determined during graduate admissions), students should identify a primary research mentor. This mentor will be responsible for maintaining consistent contact (i.e. at least 1 hour per week) with the student to supervise research activities. The primary mentor also will be responsible for evaluating

the student's research progress, at least annually, and communicating the results of program feedback to the student.

Research activities in the Clinical Program take place at numerous affiliated sites in addition to the Clinical Program in the Psychology Department. These opportunities may include numerous faculty members, some of whom may have a primary appointment in a psychology graduate program outside of clinical (e.g., cognitive, social, lifespan-developmental, etc.) and some of whom may have a primary appointment outside of the Department of Psychology. This research experience is encouraged and often can provide unique and valuable training opportunities. The primary research mentor must be a member of the core clinical faculty listed within this Handbook or otherwise approved by the Clinical Training Committee. However, an additional faculty member may serve as a co-mentor along with the primary research mentor. If most research work is with the co-mentor, it is still necessary to identify a primary research mentor, as defined above, who will maintain regular contact with the student to monitor research activities and progress, and will provide program feedback.

Research activities should be discussed regularly between the student and the primary research mentor, and may include whatever tasks are a) mutually agreeable and b) have clear potential to advance the student's development as a clinical scientist. Students who work on research with a faculty member who is not their primary research mentor should be sure to regularly update their primary research mentor about these research activities. In addition to assistance on ongoing research projects, we strongly encourage students to actively participate in the preparation of grants, presentations, and publications throughout their graduate training. Beyond the required thesis and dissertation requirements described below, many students complete and publish other studies, reviews, critiques, and book chapters during their years in the program, and most present their research at national conferences throughout graduate school. We strongly encourage such activities, particularly among those students who intend to pursue academic research careers. We are committed to assisting students during all phases of whatever scholarly activity they undertake while here in the program.

It is the joint responsibility of the graduate student and the primary research mentor to ensure that all research activities are fully compliant with the University IRB requirements. Information regarding these requirements, and relevant forms needed to obtain permission to conduct human research, can be found at: <http://orc.msstate.edu/humansubjects/irb/>.

2. Master's Thesis

Students are required to complete a Master's Thesis demonstrating independent research expertise within the first three years of graduate training. A proposal of this thesis is expected by November 10 in the second year of graduate training with a successful defense by the last day of the third year of graduate training. At a minimum, failure to meet either deadline will result in the student being placed on warning status, and a remediation plan to be developed to help the student get back on track and avoid possible probation.

Ideally, the Master's Thesis (and the Dissertation) will result in important, published contributions to the empirical literature. Regardless of whether this goal is attained, we believe that the two research projects should enhance the student's ability to be a good producer and consumer of research. The Master's Thesis is designed to facilitate research training. Thus, students should work closely with their advisor, and sometimes with other committee members, as a research team. Also note that the Master's proposal and defense meetings will not be conducted merely to evaluate the student's

research progress, but also to provide students with a training experience in carefully scrutinizing their own research and acknowledging the limitations inherent in all empirical work.

Although students will draw on the assistance of faculty and other university resources, the final thesis must represent the student's own work. Thus, for example, the student may obtain consultation with statistical procedures but must not have someone else conduct the analyses.

Based on the permission of the primary research mentor and the Master's committee, the Master's thesis may be written in the style and length of a typical manuscript submission for an APA-style journal. However, the committee is entitled to request a longer manuscript length for any reason.

Use of an Existing Dataset. Students may complete their Master's Thesis by formulating unique hypotheses and independently conducting statistical analyses on an existing dataset, such as publicly accessible data, or data collected by their mentor. In all instances, the use of the existing dataset must be approved by the primary research mentor and the Master's Thesis committee (described below). The use of an existing dataset is permissible for the completion of the Master's Thesis (preferred), Manuscript Submission Examination, or the Dissertation, but not all three. An original data collection is required for at least one of these research projects.

Occasionally, students have assisted substantially in the collection of data for a research project in collaboration with other students and/or faculty who are part of a research team or lab. In this case, students may wish to use this experience to satisfy the original data collection requirement for either their Master's Thesis or Dissertation project. This requirement is designed to allow students an opportunity to develop experience with a) the formulation of research hypotheses; b) having substantial input in the selection of the research design and measures; c) obtaining human subjects approval for research; d) soliciting participants or sites for recruitment; e) training research staff, if applicable; f) applying for grant funding, if applicable; and g) conducting and/or managing data collection and entry activities. To obtain permission to credit a research lab project as an original data collection experience, a letter should be submitted to the DCT enumerating in detail the student's involvement in each of the experiences listed above. The DCT will review this request with the student's primary research mentor and at least one additional member of the tenure-track faculty to determine whether these experiences satisfy the requirement. When possible, this decision will be discussed among, and determined by, the clinical training committee at a regular clinical faculty meeting.

Master's Committee. Students should constitute a Master's committee to review a proposal of the thesis and to evaluate the completed thesis. This committee must include at least three members, at least two of whom must be licensed or license-eligible and be tenure-track faculty of the Clinical Program, or be a member of the clinical psychology affiliated faculty. A third member of the committee may be a member of the MSU Graduate Faculty, including faculty who are within other graduate programs of the Psychology Department or in other departments on campus. Not all MSU faculty are members of the Graduate Faculty. The committee request form can be found at http://www.grad.msstate.edu/forms/pdf_forms/committee_request.pdf and the request for change of committee members form can be found at http://www.grad.msstate.edu/files/committee_change_request.pdf.

Master's Proposal. A proposal of the Master's research, typically including a review of relevant literature supporting hypotheses, a description of proposed study methods and procedures, and

planned analyses, must be approved by the Master's committee. The Master's committee should receive a copy of the Master's proposal at least two weeks before the scheduled proposal date. Students must successfully defend their Master's proposal to the Master's Committee before November 10 of the second year of graduate training. Although it may be possible to schedule meetings during the summer, students are reminded that the faculty are not on contract during this time and may not be available to meet. To ensure that faculty will be available over the summer the student is responsible for checking with the master's thesis committee during the academic year.

Master's Defense. Once students and their primary research mentor mutually have agreed that the Master's thesis has been completed (or is near completion), students may schedule a time for the master's defense. This defense is an oral examination, scheduled for 2 hours during which the student offers a brief (15-minute) presentation of the research questions, methodology, and findings. The remainder of time is reserved for questions and deliberation among the committee members. The purpose of this evaluation is in part to review the quality of the Master's thesis; however, this portion of the defense also is meant to enhance the student's skills in critically evaluating their own work and recognizing the limitations inherent in all empirical work.

At the completion of the Master's defense, the committee will determine whether the thesis is acceptable and/or whether it requires revisions. The thesis will not be considered passed until all committee members have approved the final document, or the chair has approved the final document with the other committee members deferring to the chair.

Submission of the Thesis. Following the Master's defense, students submit their completed thesis electronically to the graduate school. Students should follow the Electronic Thesis and Dissertation (ETD) guidelines and departmental specific instructions for preparing and submitting their theses and dissertations. Only final documents with full internal and external approvals should be submitted. For a copy of the ETD Guidelines and to submit an electronic Thesis or Dissertation, visit <http://lib.msstate.edu/thesis/process/>. For standards for preparing theses and dissertations (current as of the time this document was prepared), visit http://library.msstate.edu/content/templates/level2-dept-otd/docs/standards_6th_ed.pdf

Students entering with a Master's degree. In some cases, students entering with a Master's degree in psychology will not be required to complete a second Master's Thesis during graduate training at MSU. Students wishing to waive the Master's requirement should submit a copy of the completed thesis from the prior institution to the DCT. The DCT and the student's primary research mentor will review the thesis to determine its adequacy in meeting the MSU requirement. The DCT and advisor will then make a recommendation to the CTC, which will vote with a majority vote being required to waive the thesis requirement.

3. Presentation Requirements

In addition to the oral defense of the master's thesis and dissertation, the program requires three other presentations before leaving for internship. Students are required to deliver two oral research and one clinical presentation. Research presentations may be a conference-style (e.g., 20 minutes) or colloquium style (50 minutes) talk, delivered during the Clinical Brown Bag meeting. Sometimes several (i.e., 2-3) students offer a 50-minute presentation of a collaborative or lab project; but starting in Fall 2017, this no longer meets the presentation requirement. The oral presentation may be based on thesis or dissertation research, but need not be, as long as the student played an active role in the research and does the presentation. Additionally, students must complete a case presentation during the Clinical Case Conference meeting. The presentation that is used for this requirement must

be done independently beginning in Fall 2017. Students are encouraged to give additional talks to provide a positive atmosphere for practicing job talks or research presentations before going to conferences.

Oral presentations of research and clinical cases, as well as teaching, are an important part of the clinical psychologist's repertoire of skills. Competence in such presentations facilitates obtaining employment and gaining an audience for one's work. These presentation requirements are designed to ensure that students develop such skills before they leave the program.

3. Manuscript Submission Examination

The Manuscript Submission Examination is an examination of a research competency.

Purpose: The purpose of the doctoral comprehensive examination is to develop and assess the competency of professional behaviors in doctoral-level graduate students that are consistent with the program's training goals. In particular, the Manuscript Submission Exam process is designed to assess whether a student is prepared to conduct independent research (i.e., a dissertation). Thus, the goal of the Manuscript Submission Exam process is to help students develop and demonstrate the skills and abilities that enable graduates to conduct and publish independent empirical research.

Successful completion of the Manuscript Submission Exam is generally expected within four years of enrollment and ideally should be completed before proposing the dissertation. The doctoral committee will determine whether the graduate student has successfully fulfilled the requirements of the Manuscript Submission Exam based on the written grading procedures outlined below.

Graduate students admitted to the Ph.D. Program in Clinical Psychology are eligible to begin working on the Manuscript Submission Exam requirements at any point in their course of study after securing agreement from their Major Professor. It is the responsibility of each graduate student to obtain the appropriate signatures and to provide all documents to the DCT to place in their personal file in the Department of Psychology.

Students must demonstrate competency (defined below) on the Manuscript Submission Exam before graduating from the Clinical doctoral program.

The Manuscript Submission Exam Process and Assessment

There are two major components of the Manuscript Submission Exam: (1) Submission of an empirical study to a refereed journal, and (2) an oral defense of the study with a faculty committee. Details of the process and assessment are described below.

Fulfillment of the Manuscript Submission Exam is intended to (a) complement graduate-level course work in research methods, design, statistics, and ongoing research practica, (b) hone conceptual and professional writing skills related to publishing empirical findings in scholarly journals, (c) encourage graduate students to submit completed scholarly works to journals for peer review, and (d) provide graduate students with the opportunity to receive and respond to comments offered by journal reviewers.

The Comprehensive Examination provides the opportunity for students to demonstrate competency in the conduct and dissemination of research in a peer-reviewed journal that contributes to the

knowledge base in psychological science. To meet this competency, students will be expected to formulate a research question and hypothesis, and test this hypothesis using empirical data. The data set used can be derived from the student's thesis project or other student project collected while a graduate student at MSU, publicly available data sets, or data provided by faculty at MSU or elsewhere. Deadlines are as follows:

1. The student must submit a 250-word abstract of the proposed paper, describe the source of the data, justify the journal proposed for submission, and outline all authors on the paper including their role as part of the project on the Manuscript Examination Proposal (MEP) form by October 1 in the year before the student intends to propose the dissertation (year 3 for most students). Students are encouraged to submit more than one MEP, and to begin submitting them early in graduate training, as it often takes several months to receive feedback from a journal.
2. The DCT and primary research mentor will have 10 working days to provide feedback to the student about the proposed paper. The student must have permission from the owner of the data (if not the student's own data) to use the data for this purpose. Although the paper can have co-authors, the student must serve as the primary author (which should earn first-author status on the paper). All co-authors' roles and expectations must be specified on the MEP per the most recently available APA Ethical Principles of Psychologists and Code of Conduct (e.g., APA, 2010). Although a member of the student's committee can serve as an author on the paper if they make a substantial contribution to the project, committee members will have no expectation of authorship. The student must provide documentation that the MSU IRB has approved the project (or exempted the study) on the MEP. If IRB approval is pending, it must be secured before proceeding with the paper and progressing to conducting the study and/or data analysis. Approval of the DCT and primary research mentor is required to go on to the next step.
3. The paper shall be submitted for consideration for publication no later than January 15 of one's third year. Formal confirmation of submission (e.g., an email acknowledging submission through a portal) will be sent by the graduate student to the chair of the committee.
4. If the paper is accepted without revisions, the student will be allowed to schedule an oral examination of the research with their committee. Based on the written document (the paper) and the examination, the student will have to show satisfactory achievement ("Meets competency") in the areas outlined in the Evaluation section below.
5. If the paper is accepted with revisions or receives an invitation to submit with revisions (including a "rejection and resubmit") the student will revise the paper and submit both the response to reviewers and revised paper to the committee. Based on the written document (the revised paper), responses to reviewer/editor, and the oral examination, the student will have to show satisfactory achievement ("Meets competency") in the areas outlined in the Evaluation section below.
6. If the paper is not accepted (or "rejected"), but the rejection includes reviewer comments, the student will write a response that addresses the validity of the reasons for the rejections, how the reviewer comments could be addressed, and how the study could be improved to earn an acceptance to the targeted journal. Based on this written document, the original paper, responses to reviewer/editor, and the oral examination, the student will have to show satisfactory achievement ("Meets competency") in the areas outlined in the Evaluation section below. If reviewer comments are not included in the rejection, then the student must meet with the committee to identify another journal to which the paper can be submitted in order to receive reviews. If a student receives three rejections

without comments (i.e., three desk rejections) the student may request reviews from no less than three tenure-track faculty members and then respond to those reviews.

Empirical Article Evaluation

All students will be rated on the following domains during the oral examinations, including the relevant documents (0 = does not meet expectations; 1 = meets competency/expectations (satisfactory performance); 2 = exceeds expectations (exemplary performance)).

1. Knowledge of scientific underpinnings for the study
2. Quality of writing (clarity; explanatory style; appropriate use of language; adherence to journal publication style)
3. Knowledge of publication process (includes revisions and response to reviewers'/editor as necessary, a summary of the limitations of the study and how the student would propose to make it more competitive for publication)
4. Knowledge of research design and limitations
5. Knowledge of cultural/diversity implications for research
6. Knowledge of ethical issues related to research
7. Ability to interpret data and draw reasonable conclusions
8. Ability to propose future research directions and/or clinical implications

Students must earn a score of 1 or greater for each domain from a majority of the committee (i.e., two out of three) in order to successfully pass the Manuscript Submission Exam. Students who pass the oral examination and have their paper accepted for publication will receive a “*passed the manuscript submission examination with distinction*” in their annual evaluation for that year.

In the event that a student has a score of 0 from two or more committee members for any of the eight domains, the Manuscript Submission Exam will be failed. In the event of a failed Manuscript Submission Exam, the Director of Clinical Training will notify the student in writing within 10 business days. The letter will outline the student’s options for remediating the exam. If the student received a majority score of 0 for one or two domains, the student will be allowed to submit a new written document as part of the remediation plan. The student will then complete a second oral examination. During this examination, the student will again be evaluated on all eight domains, and must receive a score of 1 or greater from a majority of the committee members in order to successfully pass the Manuscript Submission Exam. If a student received a majority score of 0 for three or more domains on their first defense, the student will be required to return to the abstract phase (step 1) of the Manuscript Submission Exam to propose a new project and complete the entire process again. If a student receives a failing score (e.g., a majority score of 0 on any domain) for a second time the student will be dismissed from the clinical program.

4. Dissertation

Students are required to complete a Dissertation of original empirical work. A proposal of this

Dissertation must be successfully proposed to the Dissertation committee by October 1 in the academic year that the student will apply for internship. Successful defense of the Dissertation proposal is a requirement for internship readiness and eligibility. We encourage students to complete the Dissertation at the end of four to five years in the Clinical Program (i.e., before internship). Students must complete their Dissertation, as well as all other degree requirements, within 8 years of beginning enrollment in the program. Additionally, students who have not defended their Dissertation within 12 months of completing internship will be placed on probation and within 18 months of completing internship will be terminated from the program.

Use of an Existing Dataset. Please see the section above (Master's Thesis) regarding policies for the use of an existing dataset as the basis for a Dissertation project.

It may be that students wish to design a Dissertation that will represent an extension of their Master's research. The Dissertation must represent a distinct research effort that is unique both in theoretical conceptualization and in analyses and findings from prior work. Moreover, there may not be redundancy between the student's (or his/her research advisors') recently published work and the Dissertation project. However, often there are opportunities to conduct a new theoretical analysis and/or substantially different methodological (e.g., coding) or analytic approach to prior work. This may be appropriate for the Dissertation project if the work to be extended is the student's own (i.e., if the student is the primary author on the original work). A useful measure of distinctness would be to determine whether two projects would yield two separate publications within the same APA-quality peer-reviewed journal. Projects meeting this standard should be adequate for use as a Dissertation project. The primary research mentor and the Dissertation committee will determine whether the proposed Dissertation project represents a unique contribution that qualifies as meeting the Dissertation requirement.

Dissertation Committee. This Dissertation committee evaluates the Dissertation proposal and completed document. The Dissertation committee is comprised of at least four faculty members, two of whom must be licensed or license eligible or members of the clinical affiliated faculty, and one of whom is the Chair. The Chair of the Dissertation committee must be a tenure-track faculty member. Students are strongly encouraged to have at least one faculty member be from outside the psychology department. If this is not feasible, students are encouraged to have one member be from outside the clinical psychology program. All members of the committee must be full members of the MSU tenure-track Graduate Faculty or be approved for committee service by the graduate school. Note that not all faculty members are full members of the Graduate Faculty.

Dissertation Proposal (i.e., the Preliminary Oral Examination). The Dissertation proposal also serves as the comprehensive examination for the clinical program. Because of this, the Graduate Coordinator must be informed at least three weeks prior to the proposal to facilitate completion of paperwork the Office of the Graduate School requires prior to the proposal meeting. If three weeks are not provided the student may be required to delay their proposal. The dissertation committee should receive a copy of the Dissertation proposal at least two weeks before the proposal defense date. If the document is late the committee members have the right to request a delay in the defense date. The Dissertation proposal meeting typically lasts two hours and includes a brief (10-15 minute) presentation of the theoretical rationale for study hypotheses, experimental methods, and planned analyses. Following this presentation, the Committee will offer suggestions, comments, and inquiries designed to help maximize the potential for the success of the project. The intent is to ensure that the research is sufficiently original, methodologically sound, and important, and that the procedures planned are feasible and appropriate. The student can expect this to be a rigorous

analysis of the project, including its theoretical basis and its methodology. In many circumstances, data collection should not begin until after the Dissertation proposal meeting. As was outlined in the master's thesis section, summer proposals or defenses must be approved by all committee members during the academic year prior to the proposal or defense. Students' completion of the Preliminary Oral Examination is required for admittance to doctoral candidacy and readiness for internship training.

Potential Outcomes. Like the outcomes of the Master's defense, the committee's decision regarding the dissertation proposal and defense is based on the committee's determination that the student has demonstrated all of the competencies in the relevant section of the evaluation form in Appendix B. The acceptability of the proposal and defense will be determined along with any necessary revisions.

Dissertation Defense (i.e., the Final Oral Examination). When the student and advisor mutually have agreed that a penultimate version of the dissertation is ready for evaluation by the committee, the Dissertation defense is scheduled. The Committee should receive a copy of the Dissertation document at least two weeks prior to the scheduled defense. The defense typically lasts about 2 hours and is typically focused on such manageable issues as whether additional analyses are needed, whether results have been interpreted fairly, and whether conclusions drawn are appropriate. As in the case of the Master's thesis review, the Dissertation preliminary oral examination and final oral examination are intended to take place during the academic year, with summer meetings requiring approval by the committee. The dissertation process, with the extensive input of committee members, tends to result in very thoughtfully conceived and carefully executed research. The finished product is usually a source of considerable pride for both the student and the committee members. We hope that most students will quickly prepare their Dissertation for publication.

Clinical Training

The Clinical Program is strongly committed to clinical training. We encourage clinical experiences with a variety of diverse populations in different types of clinical settings throughout graduate training. All graduate students participate in formal practicum training at MSU beginning upon completion of the first year spring semester, although students are likely to use the clinic prior to this during their first year coursework. A predoctoral internship is required for the Ph.D. degree following completion of all other graduate training requirements, with the possible exception of the final Dissertation defense. Each of these experiences is described below.

Practicum Training

In the course of their practicum placements, students are expected to meet the following goals:

1. Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the APA ethical principles.
2. Demonstrate the use of the scientist-practitioner model in a clinical setting, including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. For clinical practice procedures that are not evidence-based, a thorough understanding of related evidence, the limitations of available scientific evidence, and the theoretical or empirical basis for deviations from evidence-based practices should be demonstrated.

To help you understand the minimal expectations for what clinical skills we hope for students to obtain during graduate training, please refer to the evaluation form in Appendix B for developmentally appropriate rankings.

Professional training liability insurance. All students in the program must obtain and maintain professional liability insurance for the duration of their graduate training. Insurance for students is available at <http://apait.org/products/studentliability/>. In recent years, the cost for students is \$35.00 per year.

Responsible Care of Clinic Resources. The clinic has worked hard in recent years to upgrade and improve clinic facilities in which you will be doing a significant portion of your clinical training. All students in the program are expected to treat all clinic resources in a responsible manner; this includes everything from carpeting to furniture, IT, video equipment, etc. Maintaining these resources is a top priority for the clinical program and the clinic.

Reference the Clinic Manual for Important Clinic Policy, Procedure, and Resource Information. The reference document for student clinicians using the MSU Psychology Clinic is the Clinic Manual. The manual provides detailed information about clinic policy and procedures including client recordkeeping, video recording, client payment and collection, emergency procedures, and other information. Clinicians are expected to follow the procedures and policies stated or referenced in the manual. Any discrepancies between the Clinic Manual and other handbooks/sources and/or supervisor preferences should be declared to your direct clinical supervisor and clinic director.

Confidentiality and HIPAA. All students should annually complete HIPAA training each fall and strictly adhere to HIPAA protocol in handling all client related matters.

Please Recycle. We encourage recycling. Receptacles of various types are provided to help reduce needless waste. Besides recycling, the re-use of forms that are still good (current and unmarked) reduces the need to make unnecessary copies

Practicum Selection. All students enroll in practicum in the summer following the first year spring semester and are expected to continuously enroll in either internal or external practicum and see clients from this point forward. Typically, initial practicum placement involves working in the MSU Psychology Clinic conducting intakes, assessments, integrative reports, and therapy consistent with the student's training. Students are expected to maintain at least four active cases at all times while working in the psychology clinic.

Practicum training also may occur at a variety of possible external sites, especially in later years of the program. It is expected that students will complete at least one rotation at a site other than the MSU Psychology Clinic. Each student must receive a positive vote from the CTC to be able to advance to working in an external site. Students will submit three sites to CTC for consideration, with the CTC assigning each student to an external site. Additionally, some sites require an additional application. This will be discussed with you should your site have this requirement. External assignments are typically year-round assignments, and work over spring, summer, and winter breaks is expected. While on external practicum, students can engage in no more than one internal practicum section in the MSU Psychology Clinic.

Students who wish to complete more than the required practicum training (i.e., more than three years) should consult with their primary research mentor and the DCT regarding such plans. At a regular clinical faculty meeting, the clinical faculty will determine whether students may participate in additional practica experiences beyond program requirements based on the student's progress in other program requirements (e.g., Dissertation, coursework), as well as to ensure that the student is completing minimum requirements.

Note that unlicensed students are permitted to participate in clinical activities only as part of a formal training experience, as sanctioned by the Clinical Program. Moreover, only these clinical hours will count towards the doctoral training experiences that are documented within the internship application process. Students who have completed internship training, but not the Dissertation, (i.e., and therefore are unlicensed) also are only permitted to participate in clinical experiences that are sanctioned by the Clinical Program. All such requests must be made in writing, submitted to the DCT, and approved by the clinical faculty at a regular clinical faculty meeting.

Assessment Experience. Students require training in assessment. In addition to the practicum requirements listed above, all students are expected to complete comprehensive assessment batteries. Each battery should include 1) history, 2) diagnostic interviewing, 3) behavioral/symptom rating scales, 4) behavioral or cognitive assessment, 5) integrative summary, and 6) recommendations. The use of personality or projective assessments could supplement, but not replace, a strong clinical diagnostic interview.

In sum, all students should be actively engaged in clinical practica for at least three years. Students will dedicate between 6 and 20 hours each week to their practicum experiences depending on their particular rotation.

Clinical Hours and Record Keeping. As noted below, students are required to keep an ongoing

record of their clinical hours throughout graduate training, using Time2Track. The ongoing tabulation of hours will be helpful in determining the need for additional practica experiences. Clinical hours include: 1) Intervention and Assessment Direct Service; 2) Indirect “Support” Hours; and 3) Supervision. The Clinical Program provides feedback about clinical hours during student evaluations. Students who wish to be successful in the program must follow this feedback. For example, students may be instructed to complete a certain amount of hours before their next evaluation to improve their competitiveness for internship and future career goals.

Practica Evaluations. Prior to the start of practicum training (i.e., first-year evaluation), and following each practicum experience, students complete an evaluation of their clinical training, including the quality of their overall experience and supervision, as well as the extent to which their clinical training included attention to diversity issues. The clinical training evaluations are based on the relevant sections of the evaluation form (Appendix B).

Predoctoral Internship

To be eligible for the Ph.D. degree, all students must complete a predoctoral internship and must provide the Clinical Program with documentation indicating successful completion of the internship. The predoctoral internship occurs at a training site that is commonly not directly affiliated with the Clinical Program at MSU and requires a separate application. Most internship placements occur in a remote location.

Students complete the predoctoral internship when all other program requirements have been completed, with the possible exception of the final Dissertation defense. Upon completion of all remaining requirements, student progress is reviewed by the faculty of the Clinical Program, and their eligibility for internship training is determined.

Students will receive substantial instruction, guidance, and advice throughout the internship application procedure, typically beginning in the summer prior to the internship application year. The Association of Psychology Predoctoral and Internship Centers (APPIC: www.appic.org) determines the timeline of the internship application procedure. Students are only allowed to apply to APA-accredited internships. A student may only apply to a non-accredited internship with DCT and CTC approval.

Multicultural Training

The MSU Clinical Psychology Program is very enthusiastic about opportunities to offer training in multicultural capability/competence. We believe that the development of multiculturalism is a lifelong process, and we hope to help guide that process during graduate training. Students enter the program with different levels of awareness, knowledge, and skills related to multiculturalism. We aim to meet students at their current level of multicultural competence and help them grow during their years in the program. We have created a list of multicultural competencies we aim to train during graduate training.

Multicultural Competencies

By the end of the training sequence in the MSU Clinical Psychology Program, we hope students will have achieved....

Awareness

- of one's own personal cultural place/heritage, including concepts of oppression and privilege (including but not limited to aspects of identity such as race, ethnicity, SES, gender, sexual orientation, religion)
- of how one's own personal cultural place/heritage has shaped one's values, perspectives, and biases
- of how one's own personal cultural place/heritage has a potential impact on their work as a psychologist.
- of clients'/research participants' cultural place/heritage and how it influences their view of therapy, research, mental health, and response to intervention

Knowledge

Cross-Cutting

- of cultural identity models and the impact of oppression, privilege, and discrimination on psychological functioning
- of strengths and limitations of assessments in different groups, and when assessment instrument norms should and should not be used
- of how to conduct a cultural assessment as well as how to evaluate traditional assessment tools for appropriateness
- of the current state of the research literature on cultural tailoring of clinical interventions, and how to help advance this literature and/or adapt evidence-based interventions accordingly
- of issues that are often salient for a particular multicultural group (e.g., acculturation differences for migrants vs. refugees; safety issues with clients who are coming out), and the potential limits of applying this work to understanding individuals
- of how to work with translators

Clinical

- of health disparities (i.e., differential access to treatment; institutional or cultural barriers to treatment; the degree to which seeking help through therapy is acceptable in one's culture), and how to adapt one's behaviors as a clinician accordingly

- of how to assess whether diversity issues may be relevant to one's client and/or provision of treatment, and how to address these issues in treatment, if necessary/applicable.
- of the role of multiculturalism in case conceptualization, assessment, and treatment

Research and Teaching

- of conducting research with diverse groups and subsequent strategies for gaining entry, increasing participation, etc.
- of the limits to “generality” of research findings to diverse groups, *why* findings are not applicable to all groups, and *what* would be needed to examine and enhance generality.
- of diversity in learning styles of students in the classroom, how this affects classroom behavior, and how to tailor pedagogical and supervision approaches to accommodate this diversity.

Skills

- ability to address issues of difference in a non-defensive and nonjudgmental manner (with client, with supervisor/supervisee, colleagues)
- ability to seek out cultural information relevant to one's client -- e.g., journals to look into, ways to identify researchers examining the relevant issues
- ability to recognize when one's biases are influencing perceptions as a clinician, researcher, or teacher, and how to use skillful questioning (curious, non-judgmental) to educate oneself and dispel perceptions
- ability to build rapport in cases where significant differences may make this difficult
- ability to recognize when outside consultation is needed and when one's competence may be limited due to inexperience or unfamiliarity with relevant cultural issues
- ability to skillfully and appropriately make use of possible allies that are culturally-relevant to the client (e.g., extended family, healers, clergy)
- ability to adjust/tailor research protocols or clinical interventions in response to an assessed cultural issue/factor
- ability to conduct a cultural assessment
- ability to use diverse teaching strategies that can increasing engagement of diverse students

Multicultural Training

As part of the Clinical Program's strong commitment to the training of its students in multicultural competence within all professional endeavors and to the maintenance of a safe, respectful, and educated community with respect to all types of diversity, the experiences below related to diversity training are provided for all graduate students in the program. This list illustrates the discrete experiences that students will have in relation to diversity training across their time in the Clinical Program, which works within a diversity training model of building awareness, knowledge, and skills related to multiculturalism. Many courses in our clinical psychology doctoral program incorporate attention to diversity (e.g., courses on assessment, courses on evidence-based treatments) and thus we attempt to integrate a focus on diversity into all aspects of training.

1. Diversity training incorporated in individual courses (e.g., cognitive assessment, personality appraisal, behavior therapy, clinical skills).
2. Specific course on diversity training (i.e., Diversity in Applied Psychology)

3. Safe Zone and Green Zone trainings to train individuals on working with diverse clients.
4. Multicultural case conference: Presentations by more senior students of clinical cases where diversity played an important role, followed by a discussion among students, faculty, and supervisors. These case presentations are intended to provide students with increased exposure to clinical situations where some aspect of diversity was salient to the case conceptualization and to provoke discussion of clinical skills and considerations important in demonstrating multicultural competence in clinical work.

Training in Teaching

Many clinical students' initial teaching experience comes as a Teaching Assistant in undergraduate classes during the first or second years. Many students choose to teach their own psychology undergraduate class as an instructor of record (IOR) once they have acquired a minimum of 18 credits in graduate psychology coursework. Before or concurrent with this experience, students are required to complete the teaching practicum course. This course covers the major topics in college teaching, with special emphasis on the skills needed to stimulate and involve students, to motivate them to work outside of class, and to evaluate them accurately and fairly.

Clinical students are supervised directly by their research mentor when they teach their own courses. They meet to discuss and receive assistance in their teaching. Each student who is an IOR also is observed in their classroom once each semester.

Graduate students desiring an academic career can be assured they will receive exposure to the published literature on college teaching and explicit training in the essential skills of college teaching. We believe that our students have the option to be well-prepared for the classroom teaching duties associated with an academic career.

Evaluation

Students receive numerous types of feedback regarding their progress in the graduate program. Some of these feedback sources are formally prescribed by the Department or University; others are offered informally. Importantly, students need not wait until a formal evaluation procedure has occurred to obtain frank and honest feedback about their progress. It always is possible to request a meeting with one's primary research mentor or the DCT to discuss professional performance and program expectations.

Formal evaluation occurs in several formats and at multiple times throughout training.

Course Grades. Although graduate coursework is only one measure of students' competence and progress, course grades provide a familiar and frequent measure of professional performance. Letter grades of A, B, C, D and F are given in most courses and grades of Satisfactory or Unsatisfactory are given for some other courses. The Clinical Program generally de-emphasizes course grades as an indicator of student progress since the majority of learning occurs outside the classroom context. The following outcomes regarding coursework grades result in termination from the program: 1) two C grades or lower in the same semester, 2) three or more C grades or lower cumulatively. Any C grades and a semester GPA below 3.0 results in at least a warning, and could result in university level probation. Courses in which a grade of C or lower is earned must be retaken until a grade of B or better is attained.

Warnings and Probation: Students who are significantly behind on milestone projects or are not meeting program expectations (e.g., receiving a grade of C in a course, showing significant clinical deficiencies in practicum, producing unacceptable work) may be put on a warning status. The warning status is meant to inform the student that their performance has not met program expectations and remediation is necessary to avoid probation. Students on warning status are provided with a letter outlining the deficiencies as well as a remediation plan designed to address the issues. Should the student not successfully complete the remediation plan, or should there be a major deficit identified that immediately puts the student at risk of program termination, the student shall be put on probation status. Again, the student will be provided with specific guidelines and deadlines to remediate the situation. Failure to adhere to these guidelines and deadlines will result in termination from the program.

Student Progress Evaluations (Appendix B). Evaluations of student's progress are conducted twice a year in the student's first year and then once annually thereafter for each student enrolled in the Clinical Program. These evaluations may be a particularly good measure of student progress because they often reflect the student's performance in research, clinical, and/or teaching (if applicable) endeavors, as well as classroom performance, general professionalism, adherence to professional ethics, multicultural development, lifelong learning attitudes, and the student's ability to work in an effective, cooperative, and timely manner.

Evaluations typically include a review of a student's progress towards specific Clinical Program and Departmental requirements (e.g., Master's thesis, completed practicum rotations, Dissertation) as well as an assessment and discussion of a student's acquisition of specific skills and competencies that are thought to be essential and necessary for functioning as a clinical psychologist, in all roles and respects. To assist the CTC in making these evaluations, students will be asked to complete an annual

report form that will typically be due to the DCT near the end of each spring semester. Students receive written documentation regarding their progress, professional strengths, and weaknesses, if applicable. The vast majority of graduate students in the Clinical Program are expected to receive highly favorable evaluations indicating satisfactory or exemplary professional performance.

If either professional weaknesses or conditions that significantly compromise the potential for a student to successfully perform as a psychology trainee are defined, students are offered strategies for potential remediation. It is expected that most all students will be capable of excelling in the graduate program with remedial guidance or referral for additional support and resources. However, it is possible that students may evidence continual difficulties meeting program requirements and expectations, and/or failed attempts at remediation. In these rare circumstances, students may be given grades that threaten academic eligibility. Students' difficulties in research or clinical domains are reflected in their grades on courses that capture their research or practicum experiences.

Doctoral Candidacy. Admittance to doctoral candidacy is determined by the MSU Graduate School upon approval of the Clinical Program. Student progress is determined by the clinical faculty at a regular faculty meeting. To be eligible for doctoral candidacy, students must complete all Master's requirements (including required coursework, practicum, and the Master's defense), the Manuscript Submission Examination, and propose their dissertation. The recommendation of the Clinical Program is based on satisfactory completion of each of these requirements as well as an overall evaluation of 1) the student's potential to successfully complete doctoral requirements; and 2) the student's potential to function competently as a clinical psychologist, in all roles and respects.

Upon completion of the Doctoral Oral Examination (i.e., the Dissertation Proposal), students are eligible to apply to the graduate school for admission to doctoral candidacy, as defined by the MSU Graduate School by using the form found at http://www.grad.msstate.edu/forms/pdf_forms/admission_to_candidacy.pdf. At this time, the Clinical Program also will determine the student's readiness for internship training. Only students who are evaluated as ready for internship training may apply for the predoctoral internship.

Grievance and due process procedures. If a student believes that he or she has been treated unfairly or inappropriately by faculty, staff, or other students, either on an academic or interpersonal matter, the student is encouraged to address the matter according to the following procedures. In most cases, the first action would be to address the concerns with the other person(s) involved and attempt an informal resolution of the area of concern. If the student is not satisfied with the resolution of the problem, the student should next contact his or her advisor for assistance. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the DCT, the Department Head of Psychology, the Psychology Graduate Coordinator, and the Dean of the Graduate School. Even if the student is able to satisfactorily resolve the concern through informal conversation with the other person involved, the DCT should be informed of any serious incidences or infractions that have occurred (e.g., sexual or other forms of harassment). There may be circumstances in which the student feels that he or she cannot discuss the issue with one of the parties described above (e.g., fear of retaliation from the other person; one of the persons in the chain above is the basis of concern); in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. Our hope is that your stay at MSU will be constructive and prepare you for your career as a clinical psychologist free from such incidences; however, should they arise, we want you to have the freedom to address them with our support and without fear of retaliation.

Funding

Please refer to http://www.grad.msstate.edu/files/ga_handbook.pdf for the MSU Graduate Assistant Handbook.

Types of Assistantships: Research Assistantship (RA) - RAs are usually paid from funds obtained by faculty members in support of their research. Therefore, appointments are arranged through discussions between faculty members and graduate students. See your advisor or Program Coordinator for procedures used. Students are expected to participate actively in the research program in which they are appointed and to perform the duties assigned by their supervisor.

Teaching Assistantship (TA) - TAs are coordinated by the Department Head in consultation with the Graduate Coordinator, Program Coordinators, teaching faculty, and graduate students. If you wish to have a teaching assistantship in any given academic year, you should discuss your plans with your advisor and/or Program Coordinator. Employment as a Teaching Assistant carries an obligation to perform such duties as are assigned by the supervisor.

All first-time graduate TAs are required to attend and pass the TA Workshop (<http://www.grad.msstate.edu/workshop/>), which is held about a week before the beginning of each semester. The workshop focuses on the role of the classroom instructor and presents such topics as the role of the TA, syllabus construction, ethics in the classroom, assessing academic achievement, and academic support services. Failure to complete and pass a required teaching workshop will render a student ineligible for a teaching assistantship. If you are awarded a teaching assistantship, the Graduate Coordinator will register you and provide additional information about required training.

International students with TAs must attend and pass an additional workshop designed for students whose primary native language is not English (i.e., many international students). This week-long session focuses on communication skills, cultural adjustment to the United States, and an orientation to the University.

Students who are not successful in a required workshop are not permitted to hold a TA. These students are strongly encouraged to attend a special semester-long class (at no cost to them). This class further assists the students with their language deficiencies as diagnosed in the fall workshop. At the end of the semester, the students are again tested on their language skills. International students must be considered successful in both components of the workshop to be eligible for classroom instruction.

Stipends for assistantships are fairly steady from year to year and are competitive with stipends available at other large universities. See your advisor or the Program Coordinator for current amounts.

Continuing full-time students who do not have assistantships due to being past their fourth year in the program will be ranked by the Graduate Committee, and the polled rankings will determine the order in which the assistantships will be offered. Although each rater may use slightly different criteria for determining individual rankings, students should be aware that GRE scores, GPA, research progress, and progress in preparing for internship will be considered in making these rankings.

Assistants work 20 hours per week for the Department, with specific assignment overseen by the Graduate Coordinator. An effort will be made to accommodate requests for particular kinds of work

experiences, but the primary function of the assistantship is to provide limited financial support to the student while at the same time accomplishing necessary research, teaching, and other tasks for the Department.

Research Assistantships are also available outside of the Department. A single paper application for any open positions can be obtained at Student Affairs. Download the application at http://www.saffairs.msstate.edu/pdfs/graduate_assistant_application.pdf and deliver to the Student Affairs Office. Additional information about assistantships outside the Department can be obtained by contacting your advisor and/or the Graduate Coordinator.

Tuition and Fee Waivers. Students who hold a 50% teaching and/or research assistantship through the Psychology Department during the academic year will receive a tuition and partial fee waiver. All students are required to pay a modest sum each semester for specific student fees.

Outside Employment. It is expected that students will not obtain additional employment unrelated to their graduate training. Any such employment must be approved by the Clinical Program, and if the student has funding, by the graduate school. In addition, it is expected that students will not obtain employment that is not directly sponsored or endorsed by the Clinical Program. If such an opportunity for employment arises, students should discuss the opportunity with their primary research mentor and the DCT prior to accepting any position.

Outside Volunteer Work. Our students are good citizens and thus often desire to volunteer in the community. We encourage students to engage in volunteer work so long as it is not negatively affecting their training or research. Students should make the DCT and their advisor aware of the volunteer activities they engage in. Students are encouraged not to engage in clinical service work when possible. Should a student work in a clinically-oriented placement they should not identify as a clinician or as a member of our doctoral training program. These experiences may not be used as clinical hours for internship.

Other Training Opportunities

Professional Societies. Students are strongly encouraged to participate in the activities of professional societies or organizations in psychology throughout their graduate training. Professional organizations offer opportunities for grants, professional presentations, conference networking, leadership experiences, as well as other professional development resources. A summary of specific reasons for joining professional associations, with some common associations relevant to clinical psychology, is offered in Appendix C.

Conferences. The majority of clinical students attend and present at a variety of conferences each year. Several resources are available to assist with travel expenses. Information regarding conference travel awards through the psychology department for graduate students can be found here: <http://www.psychology.msstate.edu/gradprograms/current/ttra/>

Social Media Policy

In an increasingly technologically connected and public world, students are encouraged to remain mindful of your behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is likely that students, clients, supervisors, potential internship sites, research participants, and future employers may be interested in searching or accessing online information about you. Although all of the information that may exist about you may not be within your control, students are urged to exercise caution and restraint and to utilize safeguards when possible. Activities online, including those that you may consider purely personal in nature, may unfortunately reflect upon your professional life. Keep in mind the ideals of the preamble to the APA ethics code in which we aspire to do no harm to our clients, our research participants, or the profession with our actions. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering “friend” requests and consider the boundary implications. For example, it is not advisable to become virtual “friends” with clients or former clients or undergraduates for whom you have supervisory or evaluative responsibilities.
2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the MSU email system are considered public records and the property of MSU. Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
3. Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.
5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.

It is not the intention of the clinical psychology program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications and make efforts to protect your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics or local, state, or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program.

Personal Use of Online Blogs and Social Networking Sites

You must be careful in your personal life to make sure your personal communications and postings are not perceived to be associated with the university.

- Follow all applicable MSU policies. For example, you must not share confidential or proprietary information about MSU and you must maintain employee privacy.

- If your blog, posting, or other online activities are inconsistent with, or would negatively impact MSU's reputation or brand, you should not refer to MSU or identify your connection to MSU.
- Write in the first person. Where your connection to MSU is apparent, make it clear that you are speaking for yourself and not on behalf of MSU. In those circumstances, you may want to include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer." Consider adding this language in an "About me" section of your blog or social networking profile.
- If you communicate in the public internet about MSU or MSU-related matters, disclose your connection with MSU and your role at MSU. Use good judgment and strive for accuracy in your communications; errors and omissions reflect poorly on MSU, and may result in liability for you or MSU.
- Use a personal email address (not your msstate.edu address) as your primary means of identification. Just as you would not use MSU stationery for a letter to the editor with your personal views, do not use your MSU e-mail address for personal views.
- Be respectful and professional to fellow employees, business partners, competitors and employees. Avoid using unprofessional online personas.
- Ensure that your blogging and social networking activity does not interfere with your work commitments.

MSU has various Academic Operating Policies (www.policies.msstate.edu) that are regularly updated and govern the use of technology resources on campus. Students should be familiar with policies such as 01.11 Policy on Access to Information Technology Resources at Mississippi State University, 01.12 Use of Information Technology Resources, 01.13 World Wide Web Pages and other Electronic Publications, 01.16 Provision of Information Technology Resources, 01.19 Misuse of University Assets, 01.25 Privacy of Electronic Information, and 06.05 Electronically Stored Information (ESI) and Compliance with Federal Court Rules in Federal Lawsuits. Students may be alerted to other relevant policies during the academic school year. Please stay up to date on institutional policies related to these matters.

Appendix A: Required Coursework and Milestones

Stats/Research Courses

- _____ EPY/PSY 8214 Quantitative Methods II
- _____ PSY 8803 Quantitative Methods III
- _____ PSY 8513 Research Methods
- _____ PSY 8000 Thesis (6 hours minimum)
- _____ PSY 9000 Dissertation (21 hours minimum)

Core Clinical Courses

- _____ PSY 8354 Intelligence Testing (Cognitive Assessment)
- _____ PSY 8364 Personality Appraisal
- _____ PSY 8323 Psychopathology
- _____ PSY 8333 Systems of Psychotherapy (Evidence Based Interventions)
- _____ PSY 8533 Clinical Practicum in Psychology (Clinical Skills)
- _____ PSY 8233 Ethical and Professional Issues
- _____ PSY 8383 Behavior Therapy
- _____ PSY 8823 Diversity in Applied Psychology (or equivalent, i.e., COE 9053 Advanced Multicultural Counseling)
- _____ PSY 8450/8460 Professional Practicum (8 hours minimum)
- _____ PSY 9730 Internship (3 hours)

Foundation Courses

- _____ PSY 6603 Biological Psychology
- _____ PSY 8613 Advanced Social Psychology
- _____ PSY 8713 Issues in Cognitive Psychology
- _____ PSY 8313 Developmental Psychology
- _____ EPY 8113 Systems and Theories (History of Psychology)

Milestones

- _____ Thesis Proposal (second year, 11/10 deadline)
- _____ Thesis Defense (end of third year, 8/1 deadline)
- _____ Comprehensive Examination Proposal (MEP; third year, 10/1 deadline)
- _____ Comprehensive Examination Passed
- _____ Dissertation Proposal (fourth year, 10/1 deadline)
- _____ Admitted to Doctoral Candidacy*
- _____ Permitted to Apply for Internship (fourth year, 10/1 deadline)**
- _____ Dissertation Defense
- _____ Internship Completed
- _____ Degree Conferred
- _____ EPPP***
- _____ Licensure as a Psychologist Obtained***

All degree requirements must be completed within 8 years of first date of enrollment.

*To be accepted for doctoral candidacy, students must meet the following criteria:

1. Be within 6 credit hours of completing all course requirements (excludes PSY 9000 Dissertation and PSY 9730 Internship)
2. Thesis defended
3. Manuscript Submission Examination passed
4. Dissertation Proposed
5. Approval of the Clinical Training Committee and Director of Clinical Training

**To be permitted to apply for internship, students must meet the following criteria:

1. Be admitted into doctoral candidacy
2. Approval of the Clinical Training Committee and Director of Clinical Training

***EPPP and Licensure occurs after graduating from the program and is strongly encouraged.

Example 5-Year Course Sequence

	Fall (13 Credits Required)	Spring (13 Credits Required)	Summer
First Year	QMII (4) Research Methods (3) Intelligence Testing (4) Thesis (2)	Personality Appraisal (4) Clinical Skills (3) Psychopathology (3) QMIII (3)	Practicum (1-4) Thesis (0-X)
Second Year	Behavior Therapy (3) Systems of Psychotherapy (3) Practicum (1-4) Thesis (1-X)	Dev/Soc/Cog/His #1 (3) Ethics (3) Practicum (1-4) Thesis (1-X)	Practicum (1-4) Thesis (0-X)
Third Year	Dev/Soc/Cog/His #2 (3) Dev/Soc/Cog/His #3 (3) Biological Psych (3) Practicum (1-4) Dissertation (1-X)	Dev/Soc/Cog/His #4 (3) Diversity (3) Practicum (1-4) Dissertation (1-X)	Practicum (1-4) Dissertation (0-X)
Fourth Year	Practicum (1-4) Dissertation (1-X)	Practicum (1-4) Dissertation (1-X)	Practicum (1-4) Dissertation (0-X)
Fifth Year	Internship (3)	Internship (3)	Internship (3)

Students must sign up for 13 credits in fall/spring semesters from their first to fourth years. After registering for all offered required courses appropriate for their year in the program, students should reach 13 credits with thesis/dissertation, practicum hours, and electives as appropriate. Students are expected to spend a minimum of 10 hours weekly in research activities for the duration of the program, and students are strongly encouraged to propose/defend in advance of deadlines in addition to working on additional research projects. Continual enrollment in practicum (i.e., 1 to 4 credits per semester) is required upon completion of first year spring. Please note that the above is only an example. As such, a different timeline may apply to your situation and some courses, especially the foundation courses, may be offered at variable times. During the internship year, students must register for Internship during the fall semester and then again for 2 more semesters (either spring/summer, or spring/fall, depending on the date of completion for the internship). Please consult with the DCT or Graduate Coordinator if you have questions about this.

Appendix B: Student Progress Evaluation Form

MISSISSIPPI STATE UNIVERSITY – CLINICAL PSYCHOLOGY TRAINING PROGRAM CLINICAL TRAINEE EVALUATION FORM						
Student Name:	Class (Year of entry):	Academic Year:				
Research Mentor:	Practicum supervisors last Fall/Spring:					
Evaluator Name:	GTA/GRA supervisors (if applicable):					
Standing in Program: Good Warning On Probation	Time period covered for evaluation:					
_____ Master’s thesis proposed (Date: _____) _____ Master’s thesis defended (Date: _____) _____ MSS abstract passed (Date: _____) _____ MSS Exam passed (Date: _____) _____ Dissertation proposed (Date: _____) _____ All coursework completed (Date: _____) _____ Internship placement (Date: _____) _____ Defended Dissertation (Date: _____)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Flags and Quick Facts</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 5px;"> _____ On probation _____ Any grades of C or below _____ GPA below 3.0 </td> <td style="width: 50%; padding: 5px;"> _____ GPA for evaluation period _____ Cumulative GPA </td> </tr> </tbody> </table>		Flags and Quick Facts		_____ On probation _____ Any grades of C or below _____ GPA below 3.0	_____ GPA for evaluation period _____ Cumulative GPA
Flags and Quick Facts						
_____ On probation _____ Any grades of C or below _____ GPA below 3.0	_____ GPA for evaluation period _____ Cumulative GPA					

PROFESSIONALISM, ETHICS AND RELATIONAL COMPETENCIES	PERFORMANCE (Circle one)				
1. Professional Behavior: Attendance at clinical brownbag and departmental colloquia, behavior and dress are appropriate, engagement in service to department or the field 1 = Insufficient participation in departmental activities, inappropriate behavior or dress 2 = active participant in departmental activities, appropriate behavior and dress 3 = active participant in departmental activities, appropriate behavior and dress, has presented at brownbag or done notable departmental service 4 = active participant in departmental activities, appropriate behavior and dress, has engaged in service to the field such as being a student representative to a national group, reviewing conference abstracts, etc. 5 = active participant in departmental activities, appropriate behavior and dress, has obtained a leadership position in a national organization EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, 4th years and beyond expected at 4	1	2	3	4	5

<p>2. Ethical Decision Making and Conduct: Responsible, reliable, and ethical in all aspects of training. Knowledgeable about ethical/legal standards and guidelines, and engages in ethical decision-making. Sensitive to and responsive to issues of diversity. Also includes preparation for and responsiveness to feedback from mentors.</p> <p>1 = Insufficient (e.g. ethical violations, other documented egregious unprofessional behavior) 2 = No egregious violations but some deficits in responsibility or accountability 3 = No deficits in professional behavior, responsible, reliable and accountable 4 = Demonstrates good ethical decision making, seeks consultation, clearly adopts professional values of psychology 5 = Nuanced and/or sophisticated independent ethical decision making, cultural/contextual considerations, displays professionalism across multiple contexts</p> <p>EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4</p>	1	2	3	4	5
<p>3. Accountability and reliability, self-awareness and reflective practice, self-care</p> <p>1 = Unacceptable (e.g. several times unreliable or unaccountable, inadequate self-care resulting in incapacity), 2 = No egregious violations but some deficits in self-care, self-awareness, responsibility, or accountability 3 = No deficits in professional behavior, good self-care, responsible, reliable and accountable; 4 = In addition to good accountability, reliability and self-care, good self-awareness of own strengths and deficits, seeks consultation or supervision as needed 5 = Exceptional reliability and accountability (1-2 every five years). Strong sense of awareness and seeks consultation or supervision as needed</p> <p>EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4</p>	1	2	3	4	5
<p>4. Performance in funding role (i.e. graduate assistantship, teaching assistantship, research assistantship, instructor of record, funded practica experience).</p> <p>1 = Unacceptable (e.g. several times unreliable or unaccountable, makes significant errors or notable deficits in judgment), 2 = No egregious violations but some deficits in performance 3 = No deficits in performance noted, reliable and accountable, has completed all tasks as requested/assigned on time and acceptably. 4 = Notable performance in assistantship work, regularly goes above and beyond (or meets all expectations in a very demanding role) 5 = Exceptional commitment to assistantship work, goes well above and beyond, active commitment to TA Nation, has taken on a leadership role and actively helps other graduate students</p> <p>EXPECTATION: Rising 2nd years and beyond expected at 3</p>	1	2	3	4	5
<p>Qualitative Feedback (basis for ratings):</p>					
<p>Commendations:</p>					
<p>Recommendations:</p>					

CLASS PARTICIPATION AND PERFORMANCE		PERFORMANCE (Circle one)				
1. Grades in classes during the evaluation period 1 = C in 2 courses, or below a C in any course, 2 = A grade of C in any course, 3 = 3.0 – 3.49 GPA, 4 = 3.50 – 3.74 GPA, 5 = 3.75 or higher GPA EXPECTATION: Rising 2nd year expected at 3, Rising 3rd year and beyond expected at 4	1	2	3	4	5	
2. Class Participation 1 = no class participation, 2 = minimal class participation, 3 = adequate class participation, 4 = good class participation; 5 = very strong class participation EXPECTATION: Rising 2nd year expected at 3, Rising 3rd year and beyond expected at 4 or above	1	2	3	4	5	
3. Writing Skills 1 = Writing is a significant weakness and requires intervention 2 = Writing is a weakness and may require an intervention 3 = Writing is acceptable but requires significant revision 4 = Writing is good and requires minor editing 5 = Writing is a notable strength of the student, writes at a professional level EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4	1	2	3	4	5	
4. Attendance and unexcused absences, tardiness or needing to leave class or educational experiences early 1 = Multiple unexcused absences 2 = 1-2 unexcused absences or tardiness/leaving early that affects learning 5 = No problems with unexcused absences, tardiness, or leaving early during the evaluation period EXPECTATION: Rising 2nd year expected at beyond expected at 5	1	2			5	
Qualitative Feedback (basis for ratings): 						
Commendations: 						
Recommendations: 						

SCIENCE/RESEARCH		PERFORMANCE (Circle one)				
1. General: Critical thinking, scientific foundation of psychology, data analysis 1 = Insufficient 2 = grasps concepts, accumulating knowledge, basic data skills 3 = some independent idea generation, independent analysis/interpretation 4 = independent idea generation 5 = research productivity independent, mentoring is consultative. EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4	1	2	3	4	5	
2. Research Milestones 1 = No milestones, 2 = thesis proposed, 3 = thesis defended, 4 = manuscript submission exam passed, 5 =dissertation proposed or on track for proposal by October EXPECTATION: Rising 2nd years expected at 1-2, Rising 3rd years expected at 2-3, Rising 4th year expected at 4, final year prior to internship expected at 5	1	2	3	4	5	
3. Research Productivity: Conference activities (symposia, poster presentations) 1 = no conference activity, 2 = conference attended, 3 = co-authored poster or talk, 4 = first author poster, 5 = oral presentation (as presenter) or symposium chaired EXPECTATION: Rising 2nd year expected at 2, Rising 3rd year expected at 3, Rising 4th year and beyond expected at 4 or above	1	2	3	4	5	
4. Research Productivity: Publications or work on publications done during the evaluation period 1 = no publication efforts 2 = collaborative work on publication preparation 3 = first author manuscript preparation OR collaborative co-author work submitted 4 = in addition to continued publication efforts, first author manuscript submission OR acceptance of a collaborate co-authored publication in the last year 5 = more than one paper accepted for publication in the last year EXPECTATION: Rising 2nd year expected at 2, Rising 3rd year expected at 3, Rising 4th year and beyond expected at 4 or above	1	2	3	4	5	
5. Additional research experiences (journal or grant review, grantsmanship)	N	Y				
Qualitative Feedback (basis for ratings): 						
Commendations: 						

Recommendations:

CLINICAL	PERFORMANCE (Circle one)				
<p>1. Assessment (measurement, psychometrics, administration, interpretation, diagnosis)</p> <p>1 = Insufficient, 2 = Basic knowledge of assessment, 3 = adequate administration of tests, learns new test administration when appropriate, report writing adequate, 4 = some independence of battery selection, interpretation and diagnosis, 5 = sophisticated integration of interview and assessment results</p> <p>EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4</p>	1	2	3	4	5
<p>2. Intervention (therapeutic alliance, case conceptualization, intervention planning and outcome tracking, quality of intervention implementation, breadth of intervention techniques)</p> <p>1 = Insufficient 2 = Strong interviewing skills, able to establish rapport with client 3 = Demonstration of basic therapy skills (achieve therapeutic alliance, able to administer therapeutic techniques with guidance, constructs treatment plan with assistance) 4 = Case conceptualization with minimal assistance, demonstration of independent thinking, demonstration of at least one treatment technique/manualized treatment 5 = Sophisticated and/or nuanced therapy technique, capacity for working with difficult cases, makes appropriate independent decisions, demonstration of breadth of intervention techniques</p> <p>EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4</p>	1	2	3	4	5
<p>3. Supervision behaviors</p> <p>1 = Insufficient use of supervision, fails to incorporate feedback, or does not follow through with instructions 2 = Makes good use of supervision and is growing as a clinician through incorporating feedback 3 = Is able to identify areas of potential growth and seek feedback or training, knows what is needed in supervision and actively seeks out information 4 = In addition to making strong use of supervision, is beginning to mentor junior students, providing appropriate feedback 5 = Serves as a competent mid-level supervisor to other students, provides valuable feedback in an appropriate manner</p> <p>EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th years are expected at 4 or above</p>	1	2	3	4	5
<p>Qualitative Feedback (basis for ratings):</p>					
<p>Commendations:</p>					

Recommendations:

OVERALL PERFORMANCE AND PROGRESS IN PROGRAM	PERFORMANCE (Circle one)				
<p>1. Progress in program</p> <p>1 = Is on probation due to inadequate progress on milestone projects or performance in classes, or at risk of dismissal for any reason 2 = Significantly behind schedule on a milestone project or inadequate performance in one or more classes that is trending toward probation 3 = On pace with expected milestones as well as expected performance in class 4 = Ahead of expected schedule on milestone projects 5 = Significantly (more than 6 months) ahead of expected schedule on milestone projects or exceptional performance in training activities (one every 3-4 years)</p> <p>EXPECTATION: All students expected at 3.</p>	1	2	3	4	5
<p>2. Global assessment of performance</p> <p>1 = Performance during assessment period is seriously deficient in one or more areas. Immediate remediation is required 2 = Performance during the assessment period is below average given the student's year in program 3 = Student is performing as expected given the student's year in the program 4 = Student is performing 1-2 years above their year in program. The student is advanced compared to his/her peers and has done work that is well above average 5 = The student's work has been exemplary, with the student performing at a near faculty level both in quantity and quality of research in addition to meeting or exceeding all other program expectations</p> <p>EXPECTATION: All students expected at 3.</p>	1	2	3	4	5
<p>Qualitative Feedback (basis for ratings):</p>					
<p>Commendations:</p>					
<p>Recommendations:</p>					

TEACHING		PARTICIPATED (Circle one)		QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS:
Expectations: None (all optional)				
1.	Teaching (instructor)	N	Y	
2.	TA	N	Y	
3.	Teaching support (guest lecture, etc.)	N	Y	
4.	Peer supervision	N	Y	
5.	Research mentorship	N	Y	

ADDITIONAL DOMAINS OF COMPETENCE		PARTICIPATED (Circle one)		QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS:
Expectations: All students should have "S" in Didactics; all other domains optional				
1.	Awards/Other Acknowledgments	N	Y	
2.	Consultation	N	Y	
3.	Administration/Service	N	Y	
4.	Advocacy	N	Y	

GOALS AND RECOMMENDATIONS FOR NEXT YEAR

CTC APPROVAL FOR CONTINUATION IN THE PROGRAM? YES WARNING PROBATIONARY* NO*

Evaluation Proctor: _____ **Date of feedback** _____ **Student⁺:** _____ **Date** _____

* Probationary status requires explicit conditions of probation (e.g., tasks, length). A “No” vote ends the current discussion and initiates the call for a formal dismissal hearing.

+ Student signature on this document indicates the evaluation has been received and feedback given and does not necessarily indicate agreement with the evaluation. Students may request to have a letter of response appended to the end of this evaluation should there be a disagreement with the evaluation.

Comments on/about feedback meeting:

Appendix C: Professional Societies in Psychology

Data from the past decade have revealed a notable decline in student membership across most professional societies in psychology. This disturbing trend has implications not only for the vitality of these psychology societies, but perhaps more importantly, the types of activities and services that professional organizations can undertake to benefit our field at local and national levels. Professional societies serve a crucial function in the training and education of psychologists, the dissemination of psychological science, and advocacy for the field of psychology and its consumers.

This appendix offers information regarding the importance of membership in professional societies and some specific details regarding organizations relevant to clinical psychology. This information is directed towards students to offer some incentive to join professional societies in psychology and to increase the visibility of several clinically-relevant organizations.

Students often indicate that their decision to join a professional society was strongly encouraged by a faculty mentor. We hope that faculty will disseminate this appendix to students as a reference for becoming involved in professional psychology.

Graduate Students: Why Should You Join a Professional Society?

Graduate students typically do not have very much money. If lucky, a student stipend will offer enough support to cover living expenses, books, travel, Starbucks coffee, and perhaps some occasional food. Students understandably must be fairly conservative when electing to join professional societies, and need to carefully consider the direct benefits of their financial investment.

Students who have joined professional societies typically report high levels of satisfaction with their decision. Listed below are some factors that students cite as important benefits of membership as well as some specific information regarding professional societies in psychology.

Identity

Most students who join a professional society state that the primary reason inspiring membership was to ‘enhance their professional identity.’ Psychology is indeed a diverse and fragmented field, and affiliation with a particular group (e.g., in adult clinical, health, child clinical) often helps to define yourself, and for others to define you. There is a reason why psychologists list their professional memberships on their CV; the groups you affiliate with can offer some clues regarding your areas of expertise, theoretical orientations, and professional interests. Having said this, at \$20-80 each, an identity can get a little pricy! Here are some other reasons that also may be worthwhile.

Advocacy

Although most do not realize it, professional societies serve a major function in advocating for the field and profession of psychology. At the national level, the advocacy of our professional societies was largely responsible for the inclusion of psychology students in graduate education legislation, providing subsidy to doctoral and internship training programs, and increasing the number of training slots available for students. Professional societies were instrumental in increasing the federal allocation to NIH to support research. Our societies are forerunners in the fight for mental health care parity, and to safeguard state and local licensing laws. Professional societies routinely call upon their members to testify before congress and its subcommittees regarding bills with significant potential impact on the field or consumers of psychology. And unlike most other disciplines with the resources to employ or hire professional lobbyists, psychology relies almost exclusively on its members to help

support this advocacy. By joining a professional society, you are literally making it possible for the field to advocate for these, and many more issues that are critical for our field.

Networking

It would be virtually impossible to meet professionals outside of your own (or local) training programs without professional societies. Conventions offer unique and important opportunities for students, as well as vita-building presentation experiences. Networking is useful not only for increasing the potential impact and visibility of your work, but also for establishing connections with professionals who will likely be reviewing your applications for internship and postdocs, reviewing your manuscript and grant proposals, and offering you opportunities for collaboration. Convention fees alone do not cover the cost required to organize these networking opportunities; membership dues are the backbone of many societies' annual budget.

Information Dissemination

Most professional societies have several outlets, such as newsletters, listserves, and websites to help keep abreast of important developments in the field. Many societies also fund their own journal for the dissemination of scientific findings. Again, membership dues are needed to support these functions.

Discounted Expenses

Of course, membership in a professional society also can offer you some direct financial benefit. Many societies offer free or discounted journal subscriptions, which still remains a more convenient way to organize your library while sparing your toner cartridges and downloading bandwidth. Members also typically receive substantial discounts on convention registration fees as well as continuing education, which will be helpful as you progress in the field. Many associations also offer discounts for non-psychology related items, such as magazines, rental cars, car insurance, etc.

Eligibility for Awards, Grants

Membership in a professional societies typically allows eligibility for student awards, travel grants, and mentoring fellowships. These awards are made possible through membership dues.

I'm Convinced! Now Which Society Should I Join?

There are many, many professional societies in psychology, including several national organizations (some listed below) as well as regional and state psychological associations. This list offers a quick review of some groups you may want to consider.

American Psychological Association

The largest psychology organization, APA is very actively involved in advocacy for the science and practice of psychology. Student dues (currently **\$43/annually**) automatically confer membership in APAGS, the graduate student organization within APA, governed by students, advocating specifically for student issues, with substantial benefits for student members (e.g., subscription to gradPsych). APA has one of the largest conventions in the field (approximately 15,000 attendees each year). APA offers major discounts on APA journals and APA books. More info can be found on their website (<http://www.apa.org/membership/students.html>) and on the APAGS website (www.apa.org/apags). Free journal: *American Psychologist*. Free Newsletters: The Monitor and gradPsych.

Association for Psychological Science

The Association for Psychological Science (<http://www.psychologicalscience.org>) emerged in the mid-1990s as a response to the perception that APA was not dedicating enough attention to the science of

psychology. APS dedicates many resources to advocacy of psychological science, and its membership is more representative of the various subdisciplines of psychology (e.g., cognitive, experimental) than is APA (which has a higher percentage of applied psychologists). APS has a student section as well (<http://www.psychologicalscience.org/apssc>) and current membership dues are **\$56/annually**. Free journals: *Psychological Science*, *Current Directions in Psychological Science*, *Clinical Psychological Science*, and *Psychological Science in the Public Interest*.

Association for Behavioral and Cognitive Therapies

Specifically focused on and advocating for evidence-based treatments, including predominantly cognitive and behavioral approaches to psychopathology and treatment, ABCT's (<http://www.abct.org/Home/>) membership is comprised of a close network of faculty and students from some of the best doctoral and internship programs. Although somewhat adult focused many regard ABCT as “the” conference to attend because its relative small size makes it easier to see old friends and meet new ones. The ABCT Conference also is known to provide some of the most valuable continuing education experiences, as well as high profile statistical institutes and “Master Clinician” training experiences. ABCT has many special interest groups related to specific areas of research and clinical interest. Membership dues are currently **\$40/annually**. Free Newsletter: the Behavior Therapist.

Society for Research in Child Development

The main society for developmental psychologists, SRCD (www.srkd.org) is a large association with a significant proportion of its work dedicated to the study of developmental psychopathology. Accordingly, many clinical child psychologists are members of SRCD and benefit from its very active advocacy initiatives. SRCD's biennial convention attracts approximately 7000 registrants each year and the programs are typically of very high quality (the acceptance rate for submitted programs is one of the lowest). Current dues for students are \$75/annually. Free journals: *Child Development*, *Monographs of the Society for Research on Child Development*. Free Newsletters: Social Policy Report, and SRCD Developments.

Society for Research on Adolescence

The Society for Research on Adolescence (SRA; <http://www.s-r-a.org>) is one of the “break-out” groups of SRCD, comprised of many of the same members and holding its convention on the alternate years of SRCD's convention. The Society is focused specifically on research and policy relevant to adolescence. Membership dues are currently **\$53/annually**. Free Journal: *Journal of Research on Adolescence*. Also offers a Free Newsletter.

Society of Behavioral Medicine

The Society of Behavioral Medicine (www.sbm.org) is “the” organization to join if you are interested in health psychology. The Society and its convention is to health psychology what ABCT and its convention are to adult clinical. Membership dues are **\$80/annually**. Free Journal: *Annals of Behavioral Medicine*

Society of Clinical Child and Adolescent Psychology (Division 53)

SCCAP is the only child clinical association open to student membership. The society (www.clinicalchildpsychology.org) is strongly invested in the development and promotion of evidence-based treatments for child and adolescent psychopathology as well as developmental psychopathology research. SCCAP offers several student awards, outstanding convention programming at the APA convention, and excellent opportunities to network with the leaders in clinical child. It is recommended as a “must” for students interested in children (\$20/annually). Free

Journal: *Journal of Clinical Child and Adolescent Psychology*. Free Newsletter: *In Balance*.

Society of Pediatric Psychology (Division 54)

Pediatric psychology is a small field, so membership in SPP is a “must” for anyone interested in this area of practice or research. Division leaders are extremely accessible and friendly, with an active listserv and excellent newsletter. This is a very active division with many opportunities for students (www.apa.org/divisions/div54). Dues are **\$20/annually**. Free Journal: *Journal of Pediatric Psychology*. Free Newsletter too.

Society of Clinical Psychology (Division 12)

The Society of Clinical Psychology (<http://www.apa.org/divisions/div12/homepage.html>) is a long-standing division within APA with a strong foothold in advocacy both within and outside the larger American Psychological Association. Representing clinical practice and science across the lifespan, the Society has several sections related to different specialty areas and several student awards. Membership dues are **\$30/annually**. Free Journal: *Clinical Psychology: Science and Practice*. Free Newsletter: *The Clinical Psychologist*.

Society for Personality Assessment (SPA)

The Society for Personality Assessment is dedicated to the development of methods of **personality assessment**, the advancement of research on their effectiveness, the exchange of ideas about the theory and practice of assessment and the promotion of the applied practice of personality assessment. With your membership you also can get a subscription to the *Journal of Personality Assessment* as well as a subscription to the newsletter *The Exchange*.

Association for Research in Personality (ARP)

ARP is a scientific organization devoted to bringing together scholars whose research contributes to the understanding of personality structure, processes, and development. It sponsors a biennial conference and the *Journal of Research In Personality* and co-sponsors *Social Psychological and Personality Science*. Student membership is \$45 the first year.

Appendix D: First Year Primer from the Second+ Year Classes

First Year Primer

Welcome first years!

We are excited to have you all join us at MSU and look forward to getting to know each of you. There are many “housekeeping” tasks ahead of you as you settle into the program. We’ve put together an instructive list of the tasks that you will need to undertake. Some of these you will do immediately; the need for others will arise later in the semester. We hope this is helpful for you as you navigate this new environment. Flag us down in the hall if you have any questions! Good luck from the upperclassmen!

1. Things to do Your First Week on Campus

1.1 Get Keys

Once you get on campus and into Magruder Hall, go to the front office and ask for Ms. Donna Edwards. When she is available, she can provide you with a key to Magruder Hall if you need one. The TA offices now have lockboxes on their doors with codes, and she can tell you the code to the office that you are in.

To get your student ID, go to Allen Hall (located across the Drill Field from Magruder Hall and the Union). The student ID office is on the first floor and in the right wing of the building (if you enter from the front). You will get your picture taken and your card created there! Please note that you must be registered for classes before you will be allowed to sign up for an ID or parking.

While you are in the student ID office, you might want to walk over to the IT desk (in the same office as the student IDs are made, just a separate desk). If you hand them your phone, they can help you set up your email account on your smart phone so that you can send and receive emails from your Msstate.edu account on your phone.

If you wish to get a meal plan for campus, go to <http://www.campusdish.com/en-US/CSS/MSSStateDining/MealPlans/> and you can see your different options for eating on campus. You can get actual “block meal” plans or “flex dollars” put on your account, and you use your student ID card to hold those meals or dollars and to swipe at the various places to eat on campus. Check out the information on the website and you can purchase your plans there too.

1.2 Get a copy of SPSS & Microsoft Word

SPSS is the main statistics program you’ll use at MSU, which you’ll need as soon as you start your first semester. SPSS is free to graduate students. To get it:

- 1) Go to: <http://www.its.msstate.edu/software/downloads>
- 2) Click on: “SPSS (check that you are getting the most recent release)”
- 3) Click on “Student Use”
- 4) Select “Download” as the method
- 5) Select the appropriate version and your operating system (Windows/Macintosh)

You can also upgrade to the newest version of Microsoft Office at a discounted rate (\$10) if you have

an older version. As new versions are implemented at MSU, more information will be available from ITS or the department. See its.msstate.edu to learn more about software you can download for free or at reduced prices. Currently, to get office software:

- 1) Go to: <http://www.its.msstate.edu/software/ees>
- 2) Click on the link for “Microsoft Home Use Program”
- 3) Sign in using your MSU NetID and password
- 4) Follow the directions on the page. Once you purchase the product, you’ll be able to download it immediately.

There may be other software that the university provides to students based on site-licensing agreements. Look regularly to see if there are other pieces of software that will help you in your work at MSU!

2. Things to do in Your First Month on Campus

2.1. IRB ethics training

Online ethics training should be completed immediately. The modules are located at www.citiprogram.org. Completed training is necessary to be involved in any research activities. You will need to register if you do not already have an account. If you do have an account you will have to make sure to add Mississippi State University as your current institution. You must complete all required modules in the Human Subjects Research (HSR) Series and achieve a score of at least 80% on all quizzes. Refresher courses are required to keep your training up-to-date, so make sure to take note of when your training expires in order to avoid a lapse in training. Additional training modules may be required as determined by the DCT. Please download a copy of your training completion, keep a copy, and email a copy to the DCT and any faculty you are doing research with inside or outside the department.

2.2 HIPAA training

In addition to the CITI training, you will also receive training on the Health Insurance Portability and Accountability Act (HIPAA). HIPAA establishes patient confidentiality procedures for healthcare providers. First year students will attend a full HIPAA training; upon completion of the training, you will take a written test. You must pass this test. Should you fail the written test, you must re-do it. Every year following, students (and faculty) will attend a refresher course.

2.3 Printing /Copiers

There are several locations on campus where you can print, scan, and/or copy documents by charging the cost to your MSU account. As a graduate student, you will primarily be using the printers and copiers at the Library as you begin collecting sources for your research (when the full text is not available online, that is). This link (<http://lib.msstate.edu/documents/>) lists information about the types of printing services that the library provides, and their associated costs. Because the cost of printing and copying is charged to your MSU account, you do not have to worry about adding money to your student ID card, setting up a special library printing account, or any other preliminary steps before you go to the library to copy or print a document for the first time. If your research lab has a printer (and your advisor grants you permission), you can print documents without charging your account by using the printer within your research lab. If you are a GTA, your professor will likely ask you to make copies of course materials at some point. Policy on use of the departmental copy machine is made by the department’s Business

Manager, Ms. Edwards. You'll be provided information on that during orientation. Ask the undergraduate assistants at the front desk, Ms. Anderson, or Ms. Edwards (in that order) if you have any questions about how to use the copier.

2.4 MSU Psychology Clinic

We have an in-house clinic located at 70 Morgan Avenue. You will begin working at this clinic alongside other graduate clinicians in your first summer term. Before working at the clinic, students must have supervisor approval and be familiar with clinic procedures as described in the clinic manual. It's important to note this start date so you can prepare proper business casual attire appropriate for clinic work. Our clinic provides a range of services, such as comprehensive assessments (e.g., intelligence, achievement, personality, emotional and behavioral functioning), individual and group therapy, and parent management training. You will work closely with other graduate clinicians and supervisor(s) to learn many impactful clinical skills!

General Department Information

Campus Resources

1) Library information (<http://lib.msstate.edu/>)

The Mississippi State Mitchell Memorial Library is a great place for renting study rooms, accessing databases for scholarly articles, attending workshops (such as those on research or thesis and dissertation formatting), printing posters for professional conferences, and getting advice on how to search for writing and library materials.

2) Student Health Center (<http://www.health.msstate.edu/>)

University Health Services offers health information and resources from various divisions: Health Education and Wellness, the Counseling Center, Sexual Assault Services and the Longest Student Health Center. It is a useful place to access information on how to make wise choices for overall mental and physical wellbeing and healthy living.

3) Sanderson Center (<http://www.recsports.msstate.edu/facilities/sanderson-center/>)

The Joe Frank Sanderson Center is a great place to take a break from your academic work to release some endorphins. Physical exercise has been associated with many things that help with graduate school (e.g., reduce stress, ward off anxiety, boost self-esteem, improve sleep). Sanderson offers many features such as basketball courts, swimming pools, aerobics/dance studios, a climbing wall, and racquetball courts. Take advantage of them!

4) Welcome Center (<http://www.visit.msstate.edu/>)

The Mississippi State Welcome Center is perfect for getting acquainted with what MSU has to offer. You may be interested in taking a campus tour offered by the Maroon VIP student guides or to simply learn about the history and traditions of this beautiful university.

5) Graduate Student Association (<http://www.grad.msstate.edu/current/orgs/gsa/>)

The GSA provides an enriching experience for graduate students beyond what is offered in your department. This is a wonderful resource for expressing student concerns and networking with other graduate students.

6) Parking Operations (<http://www.parkingoperations.msstate.edu/>)

Register for your parking permit here! If you are a GTA, be sure to receive current verification of your assistantship from the front office of Magruder so you can receive your GA parking decal. You must also first register for classes before they will allow you the privilege of parking on campus. Also, the website will provide you with information regarding shuttle services, renting golf carts and “Bully Bikes”, and any other parking and transportation information (i.e., street closures, restrictions, and other recent changes). Drive safely!

7) Barnes & Noble

Hopefully you’ve been to a Barnes and Noble before, but this isn’t just any ol’ Barnes & Noble – this is the Mississippi State University Barnes & Noble! This 2-story store is complete with a Starbucks (the kind that makes you sandwiches!), cowbells, electronic items, school-spirited apparel and gifts that you cannot find elsewhere. Side note: this is the only place in Starkville where you can find an escalator. Oh yeah, they also have books – lots of books.

8) Campus Book Mart (<http://www.campusbookmart.net/cbm/>)

This place also has books and apparel. It’s not exactly a “university affiliated” bookstore, but it’s relatively close to campus and it offers an alternative option for textbook and apparel shopping – sometimes a cheaper option.

9) ITS – Information Technological Services (<http://its.msstate.edu>) 662-325-0631

You can get access to training information and software at free or reduced academic prices through this site. Software links exist for antivirus software (required for computers on MSU connections), utilities, Microsoft office software, and statistical analysis tools. The helpdesk phone also provides assistance with browser issues, operating system questions, and more.

Payroll information

One of the most important tasks to work on is to set up Direct Deposit for your payroll checks. To do this, you will log in to your MyState account, go to Banner, and then under Account Information scroll down to Direct Deposit Account Information. Here, you will insert the bank account number that you wish to receive your direct deposits. If you wish to receive a physical check instead of a direct deposit, you will need to go to 329 McArthur Hall to pick up each pay check. Ms. Donna Edwards can give you more information on this.

Travel grant information

When planning to present research at various conferences, there are three main ways to obtain financial assistance through departmental and/or university travel grants. These three main grants are The Psychology Undergraduate and Graduate Student Scholarships (PUGSS), the Travel Assistance Grants for Graduate Students (TAGGS), and the Arts & Sciences Graduate Student Travel Support Program (GSTSP). Also, once a specific conference has been chosen, students should seek travel assistance programs for that particular conference. Often times, conferences will allow students to work at the conference to help cover conference cost. Additionally, conferences typically have grants that first authors can compete for, and this competition is usually based on the review process after your poster has been submitted.

For the most up-to-date on travel awards, please go here:

<http://www.psychology.msstate.edu/gradprograms/current/ttra/>.

Conference information

Presenting research at conferences is an important part of your graduate training and your career as a clinical psychologist. Listed below are some of the conferences that students have attended in the past. Keep in mind that some of the smaller conferences may be within driving distance and will likely be less expensive to attend. The national conferences are held in a different location each year, in cities all over the United States. These are generally more costly to attend, but they offer a wider selection of talks, workshops, and poster sessions. Talk to your advisor and fellow lab members about conferences that your lab generally attends. Also, if you see a conference that you would like to attend, find other students in the program who are interested in going. Rooming with other students and carpooling can dramatically cut down the costs of attending a conference!

International Conferences

International Convention of Psychological Science (ICPS)

Deadline for abstracts: Late September

Conference dates: Mid-March

National Conferences

American Psychological Association Annual Convention (APA)

Deadline for abstracts: Early December

Conference dates: Early August

Annual Convention of the Association for Behavioral and Cognitive Therapies (ABCT)

Deadline for abstracts: Late February

Conference dates: Late November

Annual Meeting of the Society for Personality and Social Psychology (SPSP)

Deadline for abstracts: Early September

Conference dates: Mid to Late February

Association for Psychological Science Annual Convention (APS)

Deadline for abstracts: End of January

Conference dates: Late May

Association for Research in Personality (ARP)

Deadline for abstracts: Fall

Conference dates: June (biennial)

Society for Personality Assessment (SPA)

Deadline for abstracts: October

Conference dates: March

Regional Conferences

Mississippi Psychological Association Annual Convention (MPA)

Deadline for abstracts: Late May

Conference dates: Mid-September

Society for Southeastern Social Psychologists Annual Conference (SSSP)

Deadline for abstracts: Mid-September

Conference dates: Mid-October

Southeastern Psychological Association Annual Meeting (SEPA)

Deadline for abstracts: Mid-October

Conference dates: Mid-late March

Mississippi State University Graduate Research Symposium

Deadline for abstracts: February

Dates: Mid-late March

Program lab information

Making Sense of Us: A Child and Family Research Clinic (Magruder Rm 326)

Primary investigator: Cliff McKinney, Ph.D.

Graduate Students: Courtney Walker, Jay Kwan, Melanie Stearns, Mary Rogers, Ellie Steele, Erica Szkody

Areas of interest: Etiology and assessment of disruptive behavior disorders, child and adolescent adjustment, parenting styles and behaviors, and parent-child/adolescent relationships.

Sleep, Suicide, and Aging Laboratory (Magruder Rm 219)

Primary Investigator: Michael Nadorff, Ph.D.

Graduate students: Kat Speed, Patricia Cartwright, Caitlin Titus

Areas of interest: Behavioral sleep medicine interventions, suicide, and aging.

Personality, Emotion, and Treatment Laboratory (PET Lab; Magruder Rm 310)

Primary Investigator: Hilary L. DeShong, Ph.D.

Graduate students:

Areas of interest: General personality and personality disorders, adaptive and maladaptive behaviors, Dark Triad (Machiavellianism, narcissism, and psychopathy).

Emotional Processes and Experimental Psychopathology Laboratory (Magruder Suite 140 rooms 1, 3, and 5)

Primary investigator: E. Samuel Winer, Ph.D.

Graduate students: Taban Salem, Jessica Swinea, Gage Jordan, Jenna Kilgore, Amanda Collins

Areas of interest: Implicit and explicit predictors of psychopathology and dysfunction, with a particular emphasis on how people process prospectively rewarding stimuli.

ADHD & Externalizing Behavior Lab (Magruder Rm 309)

Primary investigator: Kevin Armstrong, Ph.D.

Graduate Students: Joanna Hachtel, Morgan Dorr, Kara Nayfa

Areas of interest: Assessment and diagnostic issues, attention-deficit/hyperactivity disorder, and the illicit use of prescription stimulants.

The Clinical Studies Laboratory (Magruder Rm 317)

Primary investigator: Mitch Berman, Ph.D.

Graduate students: Matthew Timmins, Suzanne Amadi, Nathan Barclay

Areas of interest: Aggression, suicide, and alcohol/drug use.

Regulation and Resilience Research Lab (Magruder Rm 326)

Primary investigator: Arazais Oliveros, Ph.D.

Graduate students: Lediya Dumessa, Ashley Coleman, Anisha Thomas

Areas of interest: Child welfare and prevention of maltreatment, parental mental health and influence on parent-child relationship, parenting influences on emotion regulation, influence of attachment on conflict and resilience, and etiology and assessment of emotion dysregulation.

Child Behavior Lab

Primary investigator: Torri Jones, Ph.D. (Magruder Rm 214)

Graduate students: Richard Nelson

Areas of interest: Etiology and treatment of childhood disruptive behavior, cultural applicability of assessment and treatment, and behavior management in pediatric cancer.

Grandfamilies Lab

Principal investigator: Danielle Nadorff, Ph.D. (Magruder Rm 217)

Graduate students: Ethan Lantz, Ian McKay

Areas of interest: Custodial grandparents (grandparents who are the primary caregiver for their grandchildren), comparing custodial grandparents and foster parents, child safety, early childhood development and predictors of subsequent academic success.

The Social Relations ColLABorative (Social Science Research Center)

Principal investigator: H. Colleen Sinclair, Ph.D.

Areas of interest: Interpersonal relationships, social influence, psychology and the law, aggressive behavior.

Mississippi Tobacco Data (Social Science Research Center)

Principal investigator: Robert McMillen, Ph.D.

Areas of interest: Researching tobacco use and the impact of non-smoking ordinances and regulations in the state of Mississippi.

Party Planning Responsibilities

Throughout the year, graduate students gather for various social events. At the beginning of the year we have a meet and greet potluck, typically at a faculty member's home. Although not mandatory, this is a good opportunity to get to know your fellow classmates and faculty members. In addition, at the beginning of the semester the whole department gathers for a meet and greet at a local restaurant to get to know students in the various psychology graduate programs. Each year during the prospective student interviews (in February or March), students are asked to show the interviewees around and can volunteer to house students during the interview day. Other semester activities are conducted to foster social relationships amongst the cohorts. Lastly, each cohort is asked to organize an event of their choice during the semester.