# TABLE OF CONTENTS

**A. INTRODUCTION TO THE CLINICAL PSYCHOLOGY DOCTORAL PROGRAM**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Training Goals, Objectives, and Competencies</td>
<td>5</td>
</tr>
<tr>
<td>2. Accreditation</td>
<td>8</td>
</tr>
<tr>
<td>3. Advisement</td>
<td>9</td>
</tr>
<tr>
<td>a. Academic and Research Advisors</td>
<td>9</td>
</tr>
<tr>
<td>b. Graduate Assistants for Research and Administrative Mentoring</td>
<td>9</td>
</tr>
</tbody>
</table>

**B. CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required Courses</td>
<td>10</td>
</tr>
<tr>
<td>2. Ph.D. Model Course Sequence</td>
<td>11</td>
</tr>
<tr>
<td>3. Timeline for Significant Deadlines</td>
<td>12</td>
</tr>
<tr>
<td>4. Colloquium Series</td>
<td>14</td>
</tr>
<tr>
<td>5. Electives</td>
<td>14</td>
</tr>
<tr>
<td>6. Doctoral Courses Descriptions</td>
<td>14</td>
</tr>
<tr>
<td>7. Required Forms</td>
<td>19</td>
</tr>
<tr>
<td>a. Request for Transfer of Graduate Credit Forms</td>
<td>19</td>
</tr>
<tr>
<td>b. Doctoral Degree Plan</td>
<td>19</td>
</tr>
<tr>
<td>c. Petition for Graduate Degree Candidacy</td>
<td>20</td>
</tr>
<tr>
<td>d. Graduate School Dissertation Forms A and B</td>
<td>20</td>
</tr>
<tr>
<td>e. Application for Degree</td>
<td>20</td>
</tr>
<tr>
<td>f. Graduate School Application for Clearance Form</td>
<td>20</td>
</tr>
<tr>
<td>8. Research Training Requirements</td>
<td>20</td>
</tr>
<tr>
<td>a. Second Year Paper</td>
<td>22</td>
</tr>
<tr>
<td>b. Dissertation</td>
<td>27</td>
</tr>
<tr>
<td>9. Statement on Research Data</td>
<td>31</td>
</tr>
<tr>
<td>10. Statement of Authorship of Research</td>
<td>31</td>
</tr>
<tr>
<td>11. Clinical Training Requirements</td>
<td>33</td>
</tr>
<tr>
<td>a. Practicum and Externships</td>
<td>33</td>
</tr>
<tr>
<td>b. Internship</td>
<td>35</td>
</tr>
<tr>
<td>12. Student Liability Insurance</td>
<td>36</td>
</tr>
<tr>
<td>13. Examination Requirements</td>
<td>36</td>
</tr>
<tr>
<td>a. Graduate English Competency Examination</td>
<td>36</td>
</tr>
<tr>
<td>b. Graduate Area Comprehensive Examination</td>
<td>36</td>
</tr>
<tr>
<td>c. Clinical Competency Examination</td>
<td>38</td>
</tr>
</tbody>
</table>

**C. ACADEMIC REGULATIONS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required Books, Equipment, Materials, and Supplies for Graduate Study</td>
<td>41</td>
</tr>
</tbody>
</table>
Aid .......................................................... 57
2. Program Administered by the Division of Graduate Studies ... 57
3. Programs Administered by the Doctoral Program ........... 57
4. Policy on Employment ................................... 57

E. MISCELLANEOUS POLICIES AND ADDITIONAL INFORMATION .................................................. 59
1. Faculty Decision Making ............................... 59
2. Graduate Student Representation .................. 59
3. Professional Organizations ......................... 59
4. Testing Equipment .................................. 60
5. Computer Network .................................. 60
6. Computer/Statistical PC Lab ....................... 60
7. E-mail, Mailboxes, and Notice Boards ............ 60
8. Licensure/Certification ............................. 60
9. Student Evaluation of Courses ..................... 61
10. Typing of Student’s Work ......................... 61
11. Use of Supplies ................................... 61

F. CLINICAL PSYCHOLOGY DOCTORAL PROGRAM FACILITY – PROFESSIONAL INTERESTS ........................................ 62
1. Interim Director of Clinical Training ............... 62
2. Chair .................................................. 62
3. Faculty ............................................... 62
A. INTRODUCTION TO THE CLINICAL PSYCHOLOGY DOCTORAL PROGRAM

The Clinical Psychology Doctoral Program welcomes you to graduate study at Jackson State University. Because of the competitive nature of the application process, your admission means that you have distinguished yourself by your academic and professional achievements.

The doctoral program has many resources available to you during your education. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer laboratories, schools, hospitals, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than with anyone else.

This Policies and Procedures Handbook was designed to familiarize you with the specific policies and procedures governing the doctoral program. Knowledge of the contents of the Handbook and of the Graduate Catalog is essential to ensure the smooth progress of your graduate training. You are required to read this handbook at the start of your program and to make frequent reference(s) to it. Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them. This Handbook is published annually. Graduate students are responsible for the curriculum and degree requirements listed in the Handbook of the year for which they are first admitted. Graduate students are issued a Handbook their first semester in the program. The graduate program will continue to evolve. If requirements change during the student’s enrollment in the program, it may be at the student’s discretion whether to follow the new requirements or to abide with the original program. Consult with the Director of Clinical Training on this issue.

1. Program Training Goals, Objectives, and Competencies

GOAL #1

- To produce graduates who are skilled in the science, theory and practice of psychology.

Objective 1

- Students will acquire knowledge of psychology as a scientific discipline.

  Competencies
  - C1: Ability to demonstrate knowledge of scientific psychology, its history, research, and methodology.
  - C2: Ability to apply the knowledge of scientific psychology to clinical practice.

Objective 2

- Students will acquire knowledge of and skills to conduct and evaluate empirical research in professional psychology.

  Competencies
  - C1: Ability to apply statistics to data analyses
Objective 3
- Students will have an entry level competence in assessment and treatment approaches supported by theory and empirical practice.

Competencies
- C1: Ability to administer achievement, aptitude, and intelligence tests
- C2: Ability to demonstrate and interpret cognitive and personality assessments for children and adults
- C3: Ability to apply empirically-validated treatments to various patient populations
- C4: Ability to demonstrate skills in conceptualization, diagnostic evaluation, and treatment planning

GOAL #2
- Students will increase awareness, knowledge, and skills in multicultural psychology.

Objective 1
- To increase the number of clinical psychologist who are knowledgeable about the impact of multiculturalism in professional psychology.

Competencies
- C1: Ability to explain the impact of culture on race, gender, ethnicity, sexual orientation, SES, urban versus rural regionality and disability on culturally-diverse populations
- C2: Ability to describe the similarities and differences among concepts, theories, and paradigms about multiculturalism
- C3: Ability to apply skills and knowledge from multicultural training during the delivery of psychological services to culturally-diverse populations

Objective 2
- To educate trainees about multicultural specific training related to the psychology of African Americans.

Competencies
- C1: Ability to express an understanding of the impact of historical, socioeconomic, political, and cultural experiences on the psychology of African Americans
- C2: Ability to utilize cutting-edge theoretical and research practices grounded in multiculturalism towards the understanding of African Americans
- C3: Ability to demonstrate an understanding of how African American cultural experiences influence the therapeutic alliance
GOAL #3

- To produce graduates who have the requisite knowledge and skills to conduct their work in accordance with ethical, legal, and professional standards in their practice and research.

**Objective 1**

- To increase the number of graduates who display ethical, legal, and professional behavior in their practice and research.

**Competencies**

- C1: Ability to apply appropriate principles when confronted with a clinical case, treatment dilemma or service delivery problem posing ethical, legal, and/or quality assurance challenges
- C2: Ability to demonstrate understanding about codes of conduct promoted by APA and other professional organizations

GOAL #4

- To produce students that will engage in clinical and research experiences involving the diverse psychological, health, and service needs of ethnic minority populations.

**Objective 1**

- To increase the numbers of students capable of planning and conducting research that includes multiculturalism.

**Competencies**

- C1: Ability to exhibit a foundation in current knowledge in the field of multiculturalism
- C2: Ability to apply knowledge of research methodology utilized in conducting research in multiculturalism
- C3: Ability to exhibit knowledge of descriptive and inferential statistics used in quantitative analyses
- C4: Ability to identify psychological barriers to working with persons from diverse cultures

**Objective 2**

- To increase the numbers of students capable of providing psychological services to ethnic minority populations.

**Competencies**

- C1: Ability to demonstrate competence in utilizing psychological assessment and interventions appropriate for ethnic minority populations
- C2: Ability to conduct case conceptualization, dialogue, evaluation, and treatment planning with ethnic minority populations
Participants in this program will be guided by a curriculum anchored in the cumulative body of psychological knowledge with a firm basis in statistics, research design, and experimental methodology. The program develops a knowledge base and teaches skills so that the student effectively functions as an empirically oriented clinical psychologist in diverse settings. This is accomplished through a sequence of formal clinical courses, and distinguished by in-depth exploration of multicultural issues and exposure to ethnic minority communities.

The process through which this mission will be accomplished is consistent with the goals and mission of JSU as a comprehensive and urban university. Essential parts of the program are students and faculty who are committed to multicultural issues and who are comfortable with objective assessment and systematic intervention on both an individual and community level. The department strives to support students and faculty involved in basic and applied research while providing a challenging intellectual environment that welcomes excellence in teaching, research, and community service.

2. Accreditation

Jackson State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor’s, master’s education specialist, Doctor of Education, and Doctor of Philosophy degrees.

If you have questions about the university’s accreditation status or the accreditation process contact the SACS office in writing or by phone:

Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4907
(404) 679-4501

The Clinical Psychology Doctoral Program is accredited as a program in clinical psychology by the American Psychological Association through the year 2010. The program is up for reaccreditation in 2011. If you have questions about the program’s accreditation status or the accreditation process contact the responsible APA Office in writing or by phone:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978
E-mail: apaaccred@apa.org
Web: www.apa.org/ed.accreditation
3. Advisement

The Clinical Psychology Doctoral Program seeks to develop strong collegial relationships between faculty and students. These relationships facilitate the instructional process by maximizing the support available to students.

a. Academic and Research Advisors

During the first month of the student’s first semester in the program, the student is instructed to choose an academic advisor and a research advisor from the faculty within the department. The academic advisor is a faculty member of regular or adjunct graduate faculty status with clinical interests related to those of the student. The research advisor can be any member of the regular or adjunct graduate faculty of the department with research interests that best match those of the student. Students should spend time getting to know various faculty members prior to rank ordering their choices and providing them to the Director of Clinical Training (DCT). The DCT will then make assignments that match the student’s and faculty’s requests as closely as possible. The academic advisor will typically serve as the chair of the student’s Clinical Competency Exam Committee, and either advisor may serve as the chair of the Dissertation Committee. Students should discuss their program of studies with the academic advisor, who will sign most of the student’s registration and other forms. Both advisors will be responsible for completing an Annual Student Evaluation on the student’s progress in academic, research, and professional areas. The DCT can sign registration and other forms until an advisor is selected or if the academic advisor is unavailable. The student will meet with the academic advisor on a weekly or bi-weekly basis. (In addition, the student will also be assigned a separate on-site Clinical Supervisor from the department during all practicum and externship activities.)

It is not unusual for the clinical and research interests of the students to change over the course of their graduate career. In such a case, it is acceptable to switch to an advisor who more closely fits the student’s new interests. Such changes will usually be made during the beginning of the fall semester of the academic year.

b. Graduate Assistants for Research and Administrative Mentoring

Students that receive monthly stipend payments from the department are matched with faculty for the purpose of launching new research projects, which contributes to the continued efforts to maintain a high level of research productivity from students and faculty. This allows students working on their 2nd Year Papers to have, at least, two completed research projects by the time they are ready for their dissertation proposal. Additionally, faculty members receive valuable assistance in initiating and completing own research endeavors. As a graduate assistant, he/she dedicates up to 8 hours per week receiving research or administrative experience (e.g., Assistant to DCT, Assistant to APSC Director, Assistant to CHP Director) with a chosen professor. For instance, the student can assist faculty in class preparation and test administration and scoring, occasionally teach an undergraduate class or lab, and help the faculty with their current research projects by assisting with literature searches/reviews, data collection, data analysis, etc.
B. CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

The clinical psychology program is a full-time, on-campus program typically requiring a minimum of five years of post-baccalaureate study, including the completion of dissertation research and a one-year, full-time pre-doctoral clinical internship. This five-year minimum may be shortened under certain circumstances, but in all cases a minimum residency requirement of three years must be met. A student is expected to complete all requirements for the degree and graduate within eight years of the date of first registration. (See Time Limit Requirements).

Students must satisfactorily complete all of the required courses listed below. In addition, they must successfully complete the Graduate Area Comprehensive Examination (GACE), Clinical Competency Examination, and Dissertation Research. Each of these components is discussed in the following sections of this Handbook.

1. Required Courses

   The curriculum is presented in a model course sequence. While the courses will generally be offered in the sequence shown, exceptions can occur. Some courses may be offered during the summer sessions. Students, in conjunction with their advisors and the Director of Clinical Training, may plan an individualized course sequence that will best meet their educational goals and timetable. In doing so, however, care should be exercised to ensure that all prerequisites and co-requisites are met. It should be emphasized that students should seek guidance and approval from appropriate faculty members before making such adjustments.

   The Ph.D. program requires 18 hours of General Core Courses, 16 hours of Research Core Courses, 22 hours of Clinical Core Courses, 9 hours of Multicultural/Diversity Core Courses, 20 hours of Practica and Externship Courses, 9 hours of Elective Courses, 9 hours of Dissertation Credit, and a one year internship in an APPIC- approved setting (during which the student registers for at least 2 hours of Internship Credit). The required courses, arranged in a model sequence, are presented on the following pages.
2. Ph.D. Model Course Sequence

**YEAR 1**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 731 (3) Advanced Statistics I</td>
<td>PSY 732 (3) Advanced Statistics II</td>
<td>PSY 751 (3) Psychotherapy</td>
</tr>
<tr>
<td>PSY 750 (3) Ethics</td>
<td>PSY 730 (3) Research Methods</td>
<td>PSY --- (3) Elective (course varies)</td>
</tr>
<tr>
<td>PSY 740 (3) Psychopathology</td>
<td>PSY 710 (3) Theories of Personality</td>
<td>PSY 711 (3) Learning &amp; Cognition</td>
</tr>
<tr>
<td>PSY 742 (3) Cognitive Assessment</td>
<td>PSY 743 (3) Personality Assessment</td>
<td></td>
</tr>
<tr>
<td>PSY 700-01 (1) Research Seminar</td>
<td>PSY 700-02 (1) APA Research Writing</td>
<td></td>
</tr>
<tr>
<td>Total: 13 credits</td>
<td>Total: 13 credits</td>
<td>Total: 3 to 9 credits</td>
</tr>
</tbody>
</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 713 (3) Biological Psychology</td>
<td>PSY 712 (3) Adv. Develop. Psych.</td>
<td>PSY 762 (3) Clinical Practicum III</td>
</tr>
<tr>
<td>PSY 761 (3) Clinical Practicum I</td>
<td>PSY 734 (3) Psychometrics</td>
<td>PSY --- (3) Elective (course varies)</td>
</tr>
<tr>
<td>PSY 733 (3) Multivariate Methods I</td>
<td>PSY 761 (3) Clinical Practicum II</td>
<td></td>
</tr>
<tr>
<td>PSY 735 (1) Research Practicum I</td>
<td>PSY 752 (3) Behavior Therapy</td>
<td></td>
</tr>
<tr>
<td>PSY --- (3) Elective (course varies)</td>
<td>PSY 736 (1) Research Practicum II</td>
<td></td>
</tr>
<tr>
<td>Total: 13 credits</td>
<td>Total: 13 credits</td>
<td>Total: 3 to 6 credits</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 714 (3) Social &amp; Cognitive Bases of Behavior</td>
<td>PSY 721 (3) Psych. of African Americans</td>
<td>PSY 790 (3) Dissertation Research</td>
</tr>
<tr>
<td>PSY 720 (3) Cross-Cultural Psychology</td>
<td>PSY 765 (3) Externship II</td>
<td>PSY --- (3) Elective (course varies)</td>
</tr>
<tr>
<td>PSY 715 (3) History &amp; Systems</td>
<td>PSY 753 (3) Group Therapy</td>
<td></td>
</tr>
<tr>
<td>PSY 764 (3) Externship I</td>
<td>PSY --- (3) Elective (course varies)</td>
<td></td>
</tr>
<tr>
<td>Total: 12 credits</td>
<td>Total: 12 credits</td>
<td>Total: 3 to 6 credits</td>
</tr>
</tbody>
</table>
## YEAR 4

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 766 (3) Externship III</td>
<td>PSY 790 (3) Dissertation Research</td>
<td>PSY 790 (3) Dissertation Research</td>
</tr>
<tr>
<td>PSY 790 (3) Dissertation Research</td>
<td>PSY --- (3) Elective (course varies)</td>
<td></td>
</tr>
<tr>
<td>PSY 770 (3) Advanced Seminar</td>
<td>PSY 722 (3) Psych. in Urban Envir.*</td>
<td></td>
</tr>
<tr>
<td>Total: 9 credits</td>
<td>Total: 9 credits</td>
<td></td>
</tr>
</tbody>
</table>


** Internship must be at an APA-accredited APPIC-member training site.

3. Timeline for Significant Deadlines

## YEAR 1

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Academic and Research Advisors</td>
<td>File Form I (January)</td>
</tr>
<tr>
<td>File Transfer Of Graduate Credit Form</td>
<td>Apply For Graduate School Financial Aid By March 1st (Diversity Scholarship and Tuition Waiver)</td>
</tr>
<tr>
<td>Graduate English Competency Exam (GECE)</td>
<td>Annual Student Evaluation (April)</td>
</tr>
<tr>
<td>Initiate 2\textsuperscript{nd} Year Paper</td>
<td>Apply For Student Loan and Departmental Financial Aid before April 1</td>
</tr>
</tbody>
</table>

## YEAR 2

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit plan with timeline for Second Year paper to both advisors (Research and Academic)</td>
<td>Complete 2\textsuperscript{nd} Year Paper</td>
</tr>
<tr>
<td>Apply For Graduate School Financial Aid By March 1st</td>
<td></td>
</tr>
<tr>
<td>Annual Student Evaluation (April)</td>
<td></td>
</tr>
<tr>
<td>Apply For Student Loan AND Departmental Financial Aid before April 1</td>
<td></td>
</tr>
</tbody>
</table>
### YEAR 3

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Second Year Paper for conference presentation or publication</td>
<td>Graduate Area Competency Exam (2nd Administration)</td>
</tr>
<tr>
<td>Notify DCT and Graduate School of Intention to participate in next administration of the Graduate Area Competency Exam</td>
<td>Form Clinical Competency Exam Committee</td>
</tr>
<tr>
<td>Identify dissertation committee chair</td>
<td>Apply For Graduate School Financial Aid By March 1st</td>
</tr>
<tr>
<td>Graduate Area Competency Exam (1st administration)</td>
<td>Clinical Competency Exam</td>
</tr>
<tr>
<td></td>
<td>File Form II</td>
</tr>
<tr>
<td></td>
<td>Annual Student Evaluation (April)</td>
</tr>
<tr>
<td></td>
<td>Apply For Student Loan AND Departmental Financial Aid Before April 1</td>
</tr>
</tbody>
</table>

### YEAR 4

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Proposal (No later than November 1st)</td>
<td>Internship Interviews (January)</td>
</tr>
<tr>
<td>Begin internship application process</td>
<td>APPIC (Internship) Computer Match Date (February)</td>
</tr>
<tr>
<td>Internship Interviews (December - January)</td>
<td>Annual Student Evaluation (April)</td>
</tr>
<tr>
<td></td>
<td>Apply for Student Loan before April 15</td>
</tr>
</tbody>
</table>

### YEAR 5

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>Internship</td>
</tr>
<tr>
<td>Mid-year Internship Evaluation</td>
<td>File Form III (January)</td>
</tr>
<tr>
<td>Defend Dissertation Research</td>
<td>File Form IV (May)</td>
</tr>
<tr>
<td></td>
<td>Pay Graduation Fee of $100.00 at the Financial Services Offices</td>
</tr>
<tr>
<td></td>
<td>Annual Student Evaluation (April)</td>
</tr>
<tr>
<td></td>
<td>Defend Dissertation Research</td>
</tr>
</tbody>
</table>
4. Colloquium Series

A lecture series is offered to all doctoral students and faculty. Faculty and students are encouraged to attend. The colloquia are typically presented by speakers from local institutions, including Jackson State University. The lectures will include a variety of topics regarding disadvantaged, under-represented, and minority populations, as well as clinical issues and training.

5. Electives

The doctoral curriculum allows the student to take elective courses in order to meet individual special interests and to enrich the educational experience. Students may choose electives from the doctoral offerings of the Clinical Psychology Doctoral Program. Note that in the curriculum a certain number of electives are specified. With the consent of the Director of Clinical Training, course offerings in other academic doctoral programs at the University may also be taken as electives. It must be noted that students can take doctoral-level courses at other SACS-accredited universities as long as the maximum transferred hours have not been met.

6. Doctoral Course Descriptions

a. General Core (18 hrs)

PSY 710 Theories of Personality (3 hrs)
Consideration of the major theoretical orientations concerning personality and the evidential basis for each.

PSY 711 Learning and Cognition (3 hrs)
Research and theory in human and animal learning, memory, and cognition.

PSY 712 Advanced Developmental Psychology (3 hrs)
A study of the biological, social, and cultural factors affecting human development. Cross-cultural perspectives will be emphasized.

PSY 713 Biological Psychology (3 hrs)
Physiological bases of learning and motivation; nervous system structure, function, and disorder in relation to behavior.

PSY 714 Social and Cognitive Bases of Behavior (3 hrs)
Theory and research on attitude formation and change, attributional styles, prejudice, interpersonal perception, group dynamics, self-regulation, and cognitive styles.

PSY 715 History and Systems (3 hrs)
Historical evolution of psychology from philosophical antecedents to the development of major systems and theories.
b. Research Core (17 hrs)

PSY 731 Advanced Statistics I (3 hrs)
*Elements of probability theory, discrete and continuous random variables and their distributions, principles of estimation, hypothesis testing, introduction to regression and analysis of variance, computer applications.*

- Prerequisite: PSY 211-212 or equivalent

PSY 732 Advanced Statistics II (3 hrs)
*Advance topics in regression and analysis of variance, analysis of covariance, non-parametric procedures, and computer applications.*

- Prerequisite: PSY 731

PSY 730 Research Methods (3 hrs)
*An in-depth study of research methodology with emphasis on scientific thinking. The course covers basic within- and between- group experimental designs, mixed designs, single subject experiments, non-experimental research (correlational methods, case studies, meta-analysis) and program evaluation. Research ethics are stressed. Further, students are encouraged to begin developing a topic for their second year paper.*

PSY 734 Psychometrics (3 hrs)
*Theories of measurement; evaluation of psychological assessment processes; test construction, validation, uses, problems, and social implications.*

- Prerequisite: PSY 732

PSY 700-01 Research Seminar* (1 hr)
*Review and discussion of ongoing departmental research project; literature review of research topics of interest. The seminar is intended to assist the student in developing research ideas for implementation.*

PSY 700-02 APA Research Writing (1 hr)
*Designed to enhance students’ ability to write technical documents (e.g., 2nd Year Paper, dissertation, manuscripts) and prepare manuscripts for submission to nationally recognized, peer-reviewed journals.*

- Prerequisite: PSY 700-01

PSY 733 Multivariate Methods I (3 hrs)
*Multivariate analysis of variance and covariance, canonical correlation, factor analysis, discriminant analysis, selected advanced topics.*

- Prerequisite: PSY 731
- Prerequisite: PSY 732

c. Clinical Core (24 hrs)

PSY 750 Ethics in Psychology* (3 hrs)
*Professional and ethical issues affecting the practice of psychology. Focus will be on the*
development of sound ethical and professional standards in psychology practice, teaching, and research.

PSY 740 Psychopathology* (3 hrs)
Etiology, epidemiology, and dynamics of behavior and personality disorders, theory, research, diagnosis and treatment. Introduction to DSM IV-TR as a diagnostic tool.

PSY 751 Psychotherapy* (3 hrs)
Critical examination of principles, techniques, research, and theoretical models in psychotherapy.

PSY 742 Cognitive Assessment* (3 hrs)
Administration and interpretation of major intelligence tests and other cognitive instruments. Interpretation and report writing are emphasized.
- Prerequisites: PSY 616

PSY 743 Personality Assessment* (3 hrs)
Theoretical, conceptual and methodological aspects of objectives and projective personality assessment, integration of results into the written psychological test report.
- Prerequisites: PSY 710, and 742.

PSY 756 Assessment Principles in Clinical Psychology* (3 hrs)
This course provides a comprehensive review of assessment principles, procedures, and empirically supported methods used by clinical psychologists in clinical, educational, and multicultural settings.
- Prerequisite: PSY 742, 743, Advanced Standing

PSY 752 Behavior Therapy* (3 hrs)
Principles of behavior modification and their application in psychotherapy.
- Prerequisites: PSY 751

PSY 753 Group Therapy* (3 hrs)
Therapeutic procedures for small clinical groups, dynamics of clinical groups.

d. Multicultural/Diversity Core (9 hrs)

PSY 720 Cross-Cultural Psychology (3 hrs)
An examination of research and practice regarding assessment and treatment of culturally diverse populations with particular emphasis on the cultural context of symptoms and causes of psychological disorders.

Note: The student must take at least two of the following three courses:

PSY 722 Psychology in the Urban Environment (3 hrs)
The city as an environment, personal space and territoriality, crowding, noise, crime, drugs, and other urban hazards. Special problems of minorities in urban setting.
PSY 723 Psychology of Gender (3 hrs)  
Research and theory regarding gender differences and similarities.

PSY 721 Psychology of African-Americans (3 hrs)  
A study of the psychological literature pertaining to the cultural, social, and political realities of African-Americans; a critical analysis of the development of Black Psychology and its contributions to clinical psychology.

e. Practica and Externships (20 hrs)

PSY 760 Clinical Practicum I* (3 hrs)  
Supervised training experience in interviewing and cognitive assessment.  
- Prerequisites PSY 750, PSY 751, PSY 740, and PSY 742

PSY 761 Clinical Practicum II* (3 hrs)  
Supervised training and experience in personality assessment and psychotherapeutic procedures.  
- Prerequisites: PSY 760, PSY 761, PSY 751, and PSY 743

PSY 762 Clinical Practicum III* (3 hrs)  
Supervised training and experience in psychodiag nostics and psychotherapy. This course requires a minimum of ten clock hours per week. The student is expected to become competent in interviewing, assessment, therapy, and case conceptualization.  
- Prerequisite: PSY 761

PSY 735 Research Practicum I* (variable credits 1 – 6 hrs)  
Supervised experience conducting a psychological research project. The student will review literature, conceptualize a research problem, formulate a research hypothesis and design a study to test it, execute the study, analyze the data, and write the second year paper.  
- May be repeated

PSY 761 Research Practicum II* (variable credits 1 – 6 hrs)  
Continuation of PSY 735. May be repeated.

PSY 764 Externship I* (3 hrs)  
Fifteen hours per week of supervised clinical experience in approved community, institutional, or hospital settings.  
- Prerequisite: PSY 762

PSY 765 Externship II* (3 hrs)  
- Continuation of PSY 764

PSY 766 Externship III* (3 hrs)  
- Continuation of PSY 765

f. Electives (minimum of 9 hrs) The student must take at least 3 of the following 12 courses:
PSY 771 Human Sexuality* (3 hrs)
Biological, psychological, social, and cultural bases of human sexuality. Diagnosis and treatment of sexual dysfunctions and disorders.

PSY 774 Group Processes* (3 hrs)
Large- and small-group dynamics, theory and research concerning minority/majority group relations.
- Prerequisites: PSY 714

PSY 772 Health Psychology (3 hrs)
Psychological, social, and cultural factors related to physical and mental disorders; impact of life-style on health; significance of cultural values in diagnosis and treatment; clinical psychology in community health settings.

PSY 741 Psychopathology of Childhood and Adolescence (3 hrs)
Patterns of maladjustment in childhood and adolescence with attention to the emotional, motivational, and intellectual consequence of cultural deprivation.
Prerequisite: PSY 712

PSY 775 Marital and Family Therapy* (3 hrs)
A study of psychotherapeutic practice and theory applied in the treatment of families and couples.

PSY 773 Theory and Treatment of Addictive Disorders* (3 hrs)

PSY 744 Neuropsychological Assessment* (3 hrs)
Administration and interpretation of selected neuropsychological tests and batteries.
- Prerequisite: PSY 743

PSY 745 Forensic Psychology (3 hrs)
Competency to stand trial, criminal responsibility, expert witnesses, jury dynamics, and other applications of psychology within the legal system.

PSY 776 Neuro-Behavioral Science (3 hrs)
The brain in relation to cognition, perception, and judgment; analysis and comparison of normal and brain-damaged modes of functioning.
- Prerequisite: PSY 713

PSY 775 Psychopharmacology* (3 hrs)
Physiological, psychological, and behavioral effects of psychoactive drugs with attention to those prescribed for psychiatric disorders. Role of the clinical psychologist in approaches combining drugs and psychotherapy.
- Prerequisite: PSY 714

PSY 777 Multivariate Methods II (3 hrs)
Structural-equation models, log-linear models, and selected advanced topics based on student...
needs and interests.

- Prerequisite: PSY 733

PSY 770 Advanced Seminar (3 hrs)
Evidence-based information regarding entry into professional practice; theories of clinical supervision and supervisory roles; internship application and interview process; dissertation completion; clinical competency development.
- May be repeated

g. Dissertation Research (9 hrs)

PSY 790 Dissertation Research* (variable credits 1 – 6 hrs).
- May be repeated

h. Internship (2 hrs)

PSY 799 Internship* (variable credits 1 – 6 hrs)
Internship in an APPIC-approved mental health setting. Prerequisite: All coursework, clinical-competency examination, dissertation proposal.
- May be repeated

* denotes courses open only to students enrolled in the Clinical Psychology Ph.D. program. Students not enrolled in our clinical program are limited to taking 9 hours of the department’s graduate courses.

7. Required Forms

a. Request for Transfer of Graduate Credit Forms

Graduate students with qualifying previous graduate coursework may request transfer of credit by following the procedures described in the Transfer of Credit section below. Two forms are required for transfer of credit. These are a Departmental Transfer of Credit Form and a University Transfer of Credit Form. Both forms are completed in collaboration with the Director of Clinical Training and submitted to the Department Chair. The University Transfer of Credit Form is then forwarded to the Dean of the Graduate School along with official transcripts listing the courses and grades to be transferred. These forms should be completed prior to submission of the Doctoral Degree Plan of Form I.

b. Doctoral Degree Plan (Form I)

The Doctoral Degree Plan or Form I should be completed no later than the beginning of the graduate student’s second semester at Jackson State University. This form identifies the student’s program of study for the University. It contains the program requirements and serves as a checklist prior to graduation to ensure all the requirements have been met. It is signed by the student’s advisor and the Department Chair prior to submission to the Dean of the College.
c. Petition for Graduate Degree Candidacy (Form II)

Form II is a petition for Graduate Degree candidacy. Form II is typically filed when all of the core courses and examinations have been completed. It is submitted immediately after the student has had his or her dissertation proposal accepted. It must be signed by the advisor and the Department Chair prior to submission to the Dean of the College.

d. Graduate School Dissertation Forms: Committee Approval Form (Form A) and Committee Report of Defense Results (Form B)

Two forms must be completed after the successful proposal of the dissertation (Form A) and a successful oral defense of the dissertation (Form B).

e. Application for Degree (Form III)

Form III is to be completed by January 10th for the Spring Commencement and by June 10th for the Summer Commencement. It must be signed by the advisor and the Department Chair prior to submission to the Dean of the College.

f. Graduate School Application for Clearance (Form IV)

Form IV is the Final Clearance. This form is completed and filed within 10 days prior to Commencement. A graduation fee of $100.00 should be paid at the Financial Services Offices simultaneously with the submission of this form. Prior to Commencement, the student should also check with the Offices of Alumni Affairs, Dean of Students, Placement, Library, and Director of Financial Aid for any additional requirements for graduation. It must be signed by the advisor and the Department Chair prior to submission to the Dean of the College.

8. Research Training Requirements

The doctoral program includes research training as part of the required curriculum. Graduates are expected to exhibit competence in research skills and will engage in research activities following the completion of the program. The Ph.D. program will provide opportunities to learn and demonstrate research skills, in part through the following required courses:

The courses comprise a research series arranged in a logical graded sequence to support students’ developmental needs.

<table>
<thead>
<tr>
<th>1st year</th>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Seminar (PSY 700-01)</td>
<td>Research Methods (PSY 730)</td>
</tr>
<tr>
<td></td>
<td>Advanced Statistics I (PSY 731)</td>
<td>Advanced Statistics II (PSY 732)</td>
</tr>
<tr>
<td></td>
<td>APA Research Writing (PSY 700-02)</td>
<td></td>
</tr>
</tbody>
</table>
2nd year

1st semester
- Research Practicum I (PSY 735)
- Multivariate Methods I (PSY 733)

2nd semester
- Research Practicum II (PSY 736)
- Psychometrics (PSY 734)

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. During their second semester, the student’s involvement usually will consist of observational and supervised experiences associated with PSY 700-01 Research Seminar. In their third through fifth semesters, it is expected that the student will take a more active role in research with corresponding enrollment in PSY 735 and 736 (Research Practica). The student should complete the second year paper by the end of the second academic year and prepare the project for conference presentation or publishable manuscript submission during fall semester of the third year. In the third year, following the successful completion of their Graduate Area Comprehensive Exam (GACE), the student should begin planning independent research that will lead to the completion of the dissertation.

Students will spend a minimum of three hours per week for one credit of Research Practicum. A letter grade will be given for each. An incomplete (“I”) does not prevent enrollment in another Research Practicum.

Students may engage in their dissertation research following successful completion of their GACE. Enrollment in PSY 790 Dissertation Research is only permitted after successfully passing the GACE and during the semester in which the student will do the clinical competency examination.

The above course sequence is structured both as an apprenticeship approach to the acquisition of research skills and as a structured individual learning experience. In the more advanced phases, students are expected to develop sophistication in conceptualizing and conducting independent research in clinical psychology by completing and defending a research study deemed to be of publishable quality. Presentation and defense of the study to the department will be the capstone accomplishment for the student.

The following list of learning objectives is a guideline to assist students and research advisers as they plan activities for the research sequence.

a) Given any research article in clinical psychology, the student will be able to review it critically and discuss strengths and weaknesses in the following areas:
   1) the conceptualization of the research problem;
   2) the formulation of research question/hypotheses;
   3) the formulation and execution of the research strategies;
   4) the execution of the analyses; and
   5) the interpretation of the data and the analyses.

b) Given multiple articles in a content area, the student will be able to abstract the
salient points critically abstract the salient points and present them in a cogent manner.

c) Given the research literature in a specific content area, the student will be able to summarize the conceptual and the methodological issues.

d) Given the skills described above, the student will be able to state a research problem(s) that is/are logically derived from the critical review of the literature.

e) Given a research problem, the student will be able to state one or more research questions/hypothesis that are logically derived from the research problem and that are logically related to the summary of the conceptual and methodological issues.

f) Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address these questions.

g) Given multiple methodological strategies, the student will be able to assess each critically in terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g., feasibility, cost, effectiveness); following the assessment, the student will be able to select an optimal methodological strategy.

h) Given a methodological strategy, the student will be able to implement the various components of that strategy (i.e. to conduct the research).

i) Given a set of research data, the student will be able to conduct an analysis by employing relevant analysis techniques.

j) Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.

k) Given the above components of the research process, the student will be able to present the study in a format and style appropriate for publication in an APA journal.

These objectives are organized similarly to an outline of a research publication. Although each student should master the component research skills outlined above, it is not necessary to follow each objective in the order presented. The order is a matter of convenience, and research may or may not be conducted in such an order.

a. The 2nd Year Paper

1. **Overview:** The second-year project is scientific and empirical in nature and should be derived from a true experimental, quasi-experimental, correlational, quantitative, or other research design. The paper on which this project is based includes components and content consistent with that of a published empirical manuscript. Satisfaction of the second-year paper guidelines is an educational endeavor as well as a developmental milestone. Moreover, this program
requirement functions as an appropriate mechanism to prepare students for the challenges involved in the completion of a doctoral dissertation. Thus, completion of the scientific second-year research project and scholarly second-year paper serves as sufficient preparation for the development of a doctoral dissertation proposal, the timely completion of the dissertation research, and the successful defense of the dissertation study. This paper should comply with the style rules of the sixth edition of the Publication Manual of the American Psychological Association (referred to as the APA Manual). The development of the second-year project, the structure along with content of the second-year paper, and the future guidelines for meeting second-year paper requirements, which are consistent with those of other major universities including Southern Illinois University Carbondale is outlined in the subsequent sections.

2. Development of the Second-Year Project: Students are responsible for the conceptualization and implementation of the second-year research project that should be driven by a credible theoretical framework applicable to the constructs of interest. With the guidance of faculty (research advisor or faculty research mentor, for example) and the information incorporated into the curriculum of graduate courses, the student must do the following to satisfy the requirements for the successful completion of a second-year project and research paper.

   a) Select a research topic.
   b) Develop research questions. It is acceptable for students to have a single research question although this is not the case in most instances.
   c) Generate research hypotheses. It is acceptable for students to have a single research hypothesis although this is not the case in most instances.
   d) Identify the independent variables (i.e., the variables that will be manipulated).
   e) Determine the number of levels that will be associated with each independent variable. Levels of the independent variable represent the number of conditions, groups, interventions, treatments, etc., to which participants will be exposed during the course of the experiment. For example, if the student is interested in the effects of an antidepressant medication (independent variable) on mood (dependent variable). The study can consist of two groups (or conditions). Group One (control group) can be administered a placebo (no drug) and Group Two (experimental group) can be given a medium (or high) dose of the drug. In this particular example, there are two groups representing two levels of the independent variable.
   f) Identify the dependent variables (i.e., variables that will be measured such as mood in the previous example).
   g) Determine the instrument (e.g., survey, test, assessment, evaluation, questionnaire, or data collection sheet) or method (e.g., tracking eye movements or using a stopwatch to determine reaction time speed) that will be used to measure the dependent variable. In the previous example, the student can choose to use the second edition of the Beck Depression Inventory (BDI-II) to measure mood prior to and following treatment.
with the antidepressant medication. Students must obtain permission to use copyrighted materials. In some cases, students purchase the instruments used in their research.

h) Provide operational definitions for all terms used in the present study. This includes definitions of the constructs of interest, the terms used in the theoretical framework or model employed, the independent and dependent variables, and any other unfamiliar, technical, or relevant terms used in the study.

i) Develop an experimental design for this research project that includes a detailed description of the target population, research participants (with inclusion and exclusion criteria if applicable), recruitment method, procedure for collecting data, research instruments that will be used to collect data, and proposed statistical analyses. In the previous example, the researcher will use a within-subjects experimental design that will involve pre- and post-testing of participants. The participants will be administered the BDI-II before and after drug treatment.

j) Select the appropriate descriptive and/or inferential statistical procedures that will be used to analyze the data and thereby test the research hypotheses. In the previous example, a repeated-measures t-Test or withinsubjects analysis of variance (ANOVA) for dependent groups/samples can be used to analyze the data in this study of the effects of color on mood.

k) Complete the Jackson State University Institutional Review Board (IRB) application and supporting documents including the Informed Consent Form, Verbal Announcement or Research Flyer, Debriefing Statement, and Research Certification. Students also are required to attach an official letter of support from any cooperating institution (if applicable), original copies of the instruments that will be used to collect data along with permission granted to use those documents, and any other materials that will be used in the study. If a cooperating institution will take part in this project, our student must receive IRB approval from that institution’s research regulating/governing body as well.

l) Schedule experimental sessions and collect data following IRB approval.

m) Code, score (if applicable), and input/enter data into Predictive Analysis Software (PASW, version 18.0) for analysis.

n) Interpret the results of the statistical analyses and report the findings in the second-year paper using the format of the latest edition of the APA Manual.

3. **Structure of the Second-Year Paper:** The second-year paper should be well-written and include a comprehensive review of the current literature in a logical fashion that leads to the reason for the paper’s research. This academic and scientific endeavor should be an original work in at least some minor way (inclusion of an instrument never used in previous research, for example). Typically, the second-year project involves the collection of data from human participants and the statistical analysis of this data as supporting or not supporting stated research hypotheses. The second-year research project on
which the second-year paper is based must have the approval of the IRB prior to any data collection, presentation of the proposed research in any forum other than research or supervision classes, or submission of a manuscript for possible publication in a reputable source such as a scholarly, peer-reviewed journal. It is departmental policy that the official IRB Approval Form be included as an appendix in all second-year papers. The research findings are reported in the results section of the paper. In the discussion section of the research report, the results should be interpreted and the student is encouraged to include information on the implications of the present findings followed by ideas on clinical as well as practical applications of the results. They also include information regarding the limitations of the study and recommendations for future research. To satisfy the final requirement for the completion of a second-year research project and paper, the students can choose to present the paper in a symposium/panel discussion or as a poster at a state, regional, or national conference or the paper can be developed into a manuscript of sufficient quality to be published as a scholarly, peer-reviewed journal article (in a reputable journal in the field) of which the student is first author. The second-year paper should become a “work-in-progress” in the first semester of the first year of a student’s doctoral training. It will be promulgated in the first research course taken by first year students, and overseen and evaluated by the student’s chosen and/or assigned research advisor or faculty research mentor. Development of the second-project and completion of the second-year paper along with its presentation (in the form of a panel discussion/symposium or as a poster) at a state, regional, or national conference/convention or submission (as an abstract or manuscript) to a scholarly, peer-reviewed journal for possible publication serve to prepare students for the doctoral dissertation research project.

4. Future Guidelines for Meeting the Second-Year Paper Requirements: The clinical program will assign a departmental committee of three clinical faculty to research and recommend new criteria for the second-year paper to ensure that it will be uniformly rigorous and sufficiently graded in complexity (meeting minimal standards as described) to be the logical prequel to and preparation for the doctoral dissertation proposal. Recommendations for committee members and proposed second-year paper guidelines listed below will be approved by the clinical faculty before April 30, 2012.

   a) During the first semester, each student will be required to select a second-year paper research committee composed of two faculty members and one committee chair (e.g., the student’s research advisor or faculty research mentor) who will be responsible for overseeing and evaluating the quality of this research project. The chair must be a faculty member holding a tenured or tenure-track appointment in the Department of Psychology. Prior to the end of the first semester of the first year in the program, each student will begin the process of second-year paper topic selection and research. Then early in the second semester of the first year, students with the assistance of the second-year paper committee chair will select a topic and begin writing the introduction and a rigorously
thorough review of the literature relevant to the research topic. The literature review generally will be organized both temporally (older to most recent) and logically (generally related to most relevant), making it easy for the reader to see the implications of previous studies for the research proposed in the second-year paper.

b) By the end of the second semester of the first year, the student, in consultation with the chair and other committee members, will complete the introduction and literature review which will end with the research proposed by the student. The student’s research will have well-stated and logical research questions, research hypotheses, and operational definitions of the constructs relevant to the proposed study.

c) By the middle of the summer semester of the first year, the student and the chair, with recommendations and approval of the other two committee members, will design the methods used to conduct the research. The research methods will include a detailed description of the participants that will be offered the opportunity to be included in this study with specific inclusion and exclusion criteria, if applicable, process of data collection from a specific population from which the sample will be drawn with instruments appropriate to the research questions, and an indication of the statistical analyses that will be used to analyze the data collected during the experimental sessions. In consultation with the chair, each student will be required to develop a specific research proposal that is approved by the chair, the other committee members and finally the IRB prior to the responsible conduct of research. The deadline for an accepted proposal that will be used to complete the IRB application and supporting documents for the second-year paper and IRB approval of the application with supporting documents for the second-year research project will be March 31st in the second semester of the student’s second year. This deadline is before the annual evaluation of graduate students which traditionally occurs in the spring semester. In most cases, the proposal should be presented and accepted by the chair well before this deadline. Failure to meet this proposal deadline will result in the inability to register for graduate courses/credit until the proposal is accepted. Formal petitions for exceptions must be approved by the student’s chair and the Director of Clinical Training (DCT).

d) Optimally, IRB approval should be received by the end of the fall semester of the second year, and data collection should ensue and be completed by the middle, but no later than the end, of the spring semester of the second year. Data should be run and analyzed using the latest version of Predictive Analysis Software (or PASW, formerly called the Statistical Package for the Social Sciences, or SPSS), and findings should be interpreted and incorporated into the second-year paper in the results and discussion sections ideally by the end of the spring semester of the second year with the completed paper to be presented to the student’s second-year paper committee no later than the end of the summer semester of the student’s second year.

e) A completed copy of the second-year paper must be thoroughly
evaluated by the chair and then approved by the entire committee before a final copy is placed in the student’s academic file folder.

f) Documentation and signatures, as is the case with dissertation proposals and defenses, will become part of the student’s record and placed in the departmental academic file folder. In addition, a letter to the DCT from the student’s chair stating that the second-year paper has been satisfactorily completed and submitted for presentation at a professional conference. Minimally, the paper should be of the quality to be accepted as a poster presentation, paper presentation, or part of a panel discussion at a state, regional, or national psychology conference. The second-year paper also should be of sufficient quality to be prepared as a manuscript for submission and consideration for publication in a reputable peer-reviewed journal. The submission of the second-year paper to a professional conference or reputable journal should be done within three months of the committee’s approval. Documentation of acceptance of the second-year research project for paper or poster presentation at a conference or a letter (or email) acknowledging receipt of the article for review for publication from a journal editor should be included in the student’s academic file along with a final copy of the second-year paper.

i. The chair of the student’s second-year paper committee is charged with evaluating the student’s research project and submission to a professional conference or reputable journal in regard to its appropriateness as research consistent with criteria as stated above and the student’s performance in pursuit of this goal as well as readiness for the preparation of a dissertation research proposal.

ii. The letter to the DCT should clearly recommend that the student is on track to propose a doctoral dissertation before the individual will be allowed to apply for a predoctoral internship.

g) As previously mentioned, the second-year project and research paper should be completed by the end of the second year in the program. Failing to complete the second-year project and having the second-year paper accepted by the end of the spring semester of the third year in the program constitutes seriously unacceptable progress toward the doctoral degree. Students in this position will not be allowed to register for further coursework until they have completed this requirement.

b. The Dissertation

Each Ph.D. student is required to successfully complete a dissertation dealing with a practical or theoretical area of clinical psychology. Traditionally, the dissertation represents an independent research project that demonstrates the student’s ability to survey, integrate, and evaluate literature relevant to the student’s project; to develop and implement a research strategy designed to investigate a question, problem, or hypothesis; and to organize, clearly communicate, and defend, in both written and oral form, results and their implications.
To be eligible to register for Dissertation Research credit (PSY 790), a student must secure the signature of a chairperson, be in good academic standing, and have successfully completed the GACE and Clinical Competency Examination. The Graduate School will not accept or approve a dissertation without corresponding documentation that the research was reviewed and approved by the Institutional Review Board prior to the start of the project.

The format of the Dissertation Proposal Meeting is as follows:

The Dissertation Proposal Meeting will be in the form of an oral presentation of a proposed dissertation research project to a committee of, at least, four Graduate Faculty from the Psychology Department. An outside member is required for the Dissertation Defense and that member may or may not participate in the Proposal meeting. Please note that the Division of Graduate Studies requires that all committee members have Graduate Faculty status. It is the student’s responsibility to assure that all committee members have been granted graduate faculty status by the JSU Graduate Council. The length of the presentation will be determined by the student and his or her Dissertation Committee but normally should not exceed one hour. There must be sufficient opportunity for discussion, advisement, and feedback. The Dissertation Proposal Meeting is not an adversarial meeting, but rather an opportunity for a student to receive consultation in a collaborative manner from faculty members in order to conduct the best project possible using accepted scientific methods in a pragmatic and parsimonious manner.

The procedures required for the Dissertation Proposal Meeting are listed below.

1) Selection of a dissertation committee chair (usually the student’s academic or research advisor);

2) Selection by the student of a dissertation topic. In most cases, the student must formally propose his or her dissertation prior to data collection. The only exception is research using pre-existing databases. In the latter, the proposal meeting must take place prior to any analyses. Students are encouraged to develop a timeline that outlines the entire dissertation proposal process.

3) Selection of a Dissertation Committee includes the notification and approval from the Director of Clinical Training of the composition of the committee. Filing of Graduate School Form A (Formation of Dissertation Committee Form).

4) Generation of a draft of the Introduction and Methods Sections of the dissertation in consultation with the committee chair. This draft should include complete citations in APA 6th Edition format.

5) Presentation of the draft to other committee members at least two weeks prior to a formal proposal meeting. Students are encouraged to establish a
A formal proposal meeting is held for the student to present proposal and address comments and feedback of committee members and attendees. Approval is indicated by all committee members initialing the proposal and placing it in the students file. In addition, Graduate School Form B, Doctoral Dissertation/Project Title and Proposal Form must be filed.

The format of the Dissertation Defense is as follows.

The Dissertation Defense will be in the form of an oral presentation of the student’s dissertation to a faculty committee of five, four of which are Clinical Program Faculty from the Psychology Department. The fifth member is from outside the department such as a practicum supervisor. The outside member can be a psychologist or from another academic field. Please note that the Division of Graduate Studies requires that all committee members have Graduate Faculty status (the application form can be accessed at the JSU website). It is the student’s responsibility to assure that all committee members have been granted graduate faculty status by the JSU Graduate Council. The length of the presentation will be determined by the student and his or her Dissertation Defense Committee but normally should not exceed two hours. There must be sufficient opportunity for questions. This presentation should cover these topics: (A) Introduction, (B) Hypotheses, (C) Methods, (D) Statistics, (E) Results and (F) Discussion. Following the presentation and subsequent discussion (if any), the committee will meet for evaluation and recommendations and then provide feedback to the student.

The procedures for the Dissertation Defense are listed below:

1) Generation of final draft of the dissertation in consultation with the committee chair. All chapters should be complete and all citations must be included (in APA format-most recent edition).

2) Presentation of the final draft of the dissertation to other committee members at least two weeks prior to the Dissertation Defense Meeting.

3) The Graduate School must be notified in writing at least two weeks before the Dissertation Defense Meeting.

4) The Dissertation Defense Meeting is open to all students and faculty, and a notice describing the time of the meeting and the title of the dissertation must be posted on departmental bulletin boards at least one week in advance.

5) The student must schedule the exam at least two weeks in advance. Exams will not be scheduled within two weeks of the end of any semester.

Following the defense, the dissertation committee will meet to evaluate the student’s performance. Students may be given a “pass,” “fail,” or “conditional pass.”
Graduate School Form B (Thesis, Specialist Project, and Dissertation Transmittal Form) must be filed at this time.

Each committee member makes a choice among three options: pass, conditional pass, and fail. A passing vote should indicate that in the committee members collectively believe that only minor editorial changes and/or simple re-analyses are required for the dissertation to have sufficient scientific merit. A passing vote also indicates that these changes can be completed within one semester. A conditional pass indicates that in the committee members’ judgment, significant editorial changes and re-analyses are required for the dissertation to have sufficient scientific merit and that these changes are likely to require at least one semester to implement. A failing vote indicates that in the committee member’s judgment, the dissertation has no scientific merit and can not be salvaged.

For the dissertation proposal and the dissertation defense, the decision about the outcome depends on the combined evaluations of the members of the committee.

1. If all committee members choose “pass,” the student passes.

2. If all committee members choose “fail,” the student fails.

3. If at least one committee member chooses “conditional pass” and all other committee members choose “pass,” the student passes conditionally. The student must satisfy the conditions imposed by the committee before the conditional pass is converted to a pass.

4. If at least one committee member chooses “fail” but at least one other committee member chooses “pass” or “conditional pass,” the committee chooses by consensus between the following options.

   ➢ The committee may agree to assign a conditional pass and specify conditions which must be satisfied before the conditional pass is converted to a pass.

   ➢ The examination may be continued. In this case, the decision about the outcome of the examination is deferred until the examination has been resumed and concluded. The student is given direction regarding what additional work should be completed before the examination is resumed. Substantial additional work and substantive revision may be required. The student may be required to provide the committee with a revised document at least two weeks prior to the resumed examination. At the resumed examination, each committee member again has a choice among the three options of pass, conditional pass, and fail.

An examination may be continued no more than two (2) times. If the student has not
achieved at least a conditional pass after two continuations of the examination, then the student is deemed to have failed the examination. [For dissertation defenses only] As stated in the Graduate Catalog 2009-2011 (p. 25), “students who fail their oral examination may petition the Academic College Dean or designee for a second examination after an interval of six months has elapsed.”

The results of the exam are submitted to the Graduate School. Regardless of outcome, the committee will provide feedback to the student concerning his or her performance and any recommended revisions. Four out of five committee members must vote pass or conditional pass for the student to pass or to pass conditionally the Dissertation Defense Meeting.

In cases of a conditional pass, students will not have to schedule another Dissertation Defense Meeting; however, they will be required to have each committee member review the revised final draft of the dissertation and initial it, indicating their final approval. In cases of failure, the student must reconstitute a Dissertation Committee, schedule a new Dissertation Proposal Meeting, and begin a different project.

Dissertation Guidelines describing the dissertation format and approved forms are available from Graduate School and the department. Students should become thoroughly familiar with current guidelines that contain specific and detailed information about dissertation content, format, and procedure, etc.

9. Statement on Research Data

The Clinical Psychology Doctoral Program adheres to the Ethical Principles of the American Psychological Association on research data, which apply equally to faculty and students. All research involving human subjects must be submitted for IRB review and approved by the IRB prior to conducting the study.

In the case of faculty initiated and directed research, including research involving students enrolled for Research Practicum, the faculty member bears the responsibility for clarifications concerning research data.

In the case of student initiated research, which would include all dissertations, the student bears the responsibility for clarifications concerning research data. For research done at external agencies, the cooperating agency will provide an approval letter for all relevant aspects of the research. The student’s Dissertation Chair is responsible for monitoring this process. To protect the originality of the dissertation, the student’s Dissertation Chair is also responsible to approve or disapprove requests by others in or out of the Doctoral program to use the student’s data prior to the publication of the dissertation.

10. Statement of Authorship of Research

The Clinical Psychology Doctoral Program adheres to the Ethical Principles of the
American Psychological Policies on authorship of research involving graduate students, as presented below and as presented in the APA’s ethical principles (2003):

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student’s doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

To warrant credit as an author, a psychologist has to contribute significantly to the design, analyses, and writing of a report. (American Psychological Association, 1987, Casebook on Ethical Principles of Psychologists, p. 104).

a. Only second authorship is acceptable for the dissertation supervisor, except under exceptional circumstances.

b. Second authorship may be considered obligatory if the faculty supervisor designates the primary variables or makes major interpretive contributions or provides the database.

c. Second authorship is a courtesy if the supervisor designates the general area of concern or is substantially involved in the development of the design and measurement procedures or substantially contributes to the write-ups of the published report.

d. Second authorship is not acceptable if the supervisor provides only encouragement, physical facilities, financial support, critiques, or editorial contributions.

e. In all instances, agreements should be reviewed before the writing for publication is undertaken and at the time of submission. If disagreements arise, they should be resolved by a third party using these guidelines. (American Psychological Association, February 19, 1983, Authorship guidelines for dissertation supervision).
When a faculty member supervises students enrolled in Research Practica, and their work is an extension of ongoing faculty research, first authorship of any subsequent publications would typically go to the faculty member; secondary authorship would go to students if the above criteria are met.

When a student is the principal contributor to a study done under faculty supervision, first authorship belongs to the student. This is always the case with dissertations. Faculty participation in authorship of publications in these cases would be determined by the above guidelines.

Students should also refer to the latest edition of Jackson State University’s Institutional Review Board policies and application for the protection of human subjects in research.

11. Clinical Training Requirements

a. Practicum and Externships

The practicum and externship experiences are intended to provide the student with assessment and intervention experience prior to internship. Placements are within a variety of community treatment settings and involve work with a diversity of clients and clinical problems. Prerequisite courses for the doctoral practicum and externship placements are as follows:

Prerequisites for PSY 760 Clinical Practicum I:

1) PSY 750 Ethics in Psychology
2) PSY 740 Psychopathology
3) PSY 742 Cognitive Assessment

Prerequisites for PSY 761 Clinical Practicum II:

1) PSY 760 Clinical Practicum I
2) PSY 710 Theories of Psychotherapy
3) PSY 743 Personality Assessment

Prerequisite for PSY 762 Clinical Practicum III:

1) PSY 761 Clinical Practicum II

Prerequisite for PSY 764 Externship I

1) PSY 762 Clinical Practicum III

Prerequisite for PSY 765 Externship II

1) PSY 764 Clinical Externship I; completion of the second-year project.
Prerequisite for PSY 766 Externship III

1) PSY 765 Clinical Externship II; completion of the Graduate Area Comprehensive Exam.

Students register for the Clinical Practica and also for faculty supervision. Agency placements and faculty supervision assignments in the later practica are made by the Director of Clinical Training, whose office oversees the practicum process. Students must successfully complete practicum training prior to sitting for the Clinical Competency Examination. Students required to repeat practicum courses will also be required to work closely with their clinical supervisor by meeting on a biweekly basis. No student may begin a practicum if on probation for any reason, except on approval from the Director of Clinical Training for the specific purpose of retaking a previously failed practicum.

Students are given an opportunity to review the list of available external practicum placements and to indicate placement preferences each semester. Lists and site descriptions are available from the Director of Clinical Training. Placement preferences are considered but cannot be guaranteed. Under no circumstance should students seek a placement without first conferring with the Director of Clinical Training, nor should they attempt to contact field supervisors to discuss placements without the permission of the Director of Clinical Training. Only in extraordinary circumstances will students be permitted to take a Practicum in a setting where they are employed. The Director of Clinical Training will make final assignments. Elective practicum placements will be provided on an “as-available basis.”

Students are typically assigned placements that span one or two practica over an 11-month period. Two weeks during that period are allowed for vacation. Students should be aware that some practicum sites require evening or weekend as well as daytime hours. Students will be expected to meet all clinical obligations during holidays and between-session breaks for both clinical practica and externships. If a student elects to remain at a site on a voluntary basis following the end of the official registration period, formal approval is required by the Director of Clinical Training.

Once a student receives a placement, he or she must contact the designated person at the practicum site. Typically, the site will require an interview to which the student should take his/her current curriculum vitae. Should the site supervisor feel that the student is does not meet requirements for placement, an alternate placement will be arranged.

Twice during the course of the practicum, the site supervisor and faculty supervisor complete an evaluation in which the student is rated on clinical and professional functioning. Site supervisors are expected to have the student review, discuss, and sign the evaluation. The supervisor submits a recommended grade to the Director of Clinical Training, who assigns the final grade. Grades are not assigned until evaluation forms are received from all of the supervisors. The student also submits
an evaluation of both his/her site and his/her supervisor.

A grade of “C” or less in practicum is considered unsatisfactory performance, and the student will be required to repeat the course (see Remediation Policy).

If a student experiences any difficulty while at the practicum site, it should be reported immediately to the faculty member supervising practicum or externship placements that semester and/or the Director of Clinical Training. Such problems may include lack of supervision, inadequate supervision, impaired staff relationships, inappropriate or inadequate assignments, etc. Questions on practicum policies and procedures should be addressed to the Director of Clinical Training.

b. Internship

A major applied component of doctoral training is the internship. All students, without exception, are required to complete successfully a 2,000-hour Internship, typically completed in one calendar year. With the permission of the Director of Clinical Training, a student may take up to two years to complete the internship, which will require a minimum half-time commitment. Internships generally cannot be completed on an accelerated schedule.

It will be the student’s responsibility to investigate and apply for internship opportunities. Guidance will be provided by the Director of Clinical Training. Doctoral students should only apply to APA-accredited internships and under no circumstances may they apply to non-APPIC listed sites.

BEFORE submitting their internship application to APPIC and the National Matching Service, a student MUST

1) be in good academic standing;
2) have successfully completed the Clinical Competency Examination; and
3) have completed their dissertation proposal and have had it accepted by their dissertation committee as indicated by a fully signed and executed Committee Approval Form.

Students not meeting the above criteria are not allowed to apply for internship. Submission of internship applications to APPIC and the National Matching Service without meeting these three prerequisites and without program permission will be considered a major ethical and professional violation that could result in dismissal from the program.

BEFORE attending an internship, a student MUST

1) be in good academic standing;
2) have completed all coursework except for the dissertation; and
3) complete work necessary to clear all “I” grades from the transcript.
Students not meeting the above criteria must formally withdraw from the internship and provide documentation that the withdrawal has been properly executed. Attending an internship without meeting the aforementioned three prerequisites and without program permission will be considered a major ethical and professional violation that could result in dismissal from the program.

Students planning to apply for internships will be assisted by the Director of Clinical Training beginning with a meeting held at the beginning of Fall semester. Prior to submitting applications, a student’s eligibility must be reviewed by the Director of Clinical Training.

All students will be formally evaluated twice in the course of internship. Students are encouraged to contact the Director of Clinical Training at any time to discuss problem areas or concerns.

12. Student Liability Insurance

All doctoral students are required to carry student liability insurance through the American Psychological Association’s Insurance Trust (APAIT). The annual premium is $35.00, designed to cover activities such as practicum and internship. Students are required to enroll in the plan prior to their first practicum placement, and they are required to maintain continuous coverage for the remainder of their graduate training.

Application forms are available from the Director of Clinical Training or online at www.apait.org. The phone number for APAIT is 800-477-1200.

APAIT’s student professional liability insurance policy provides protection while the student is attending Jackson State University and while he or she is functioning in approved Doctoral program activities. The policy does not provide coverage for non-approved or non-Doctoral program related activities.

13. Examination Requirements

a. Graduate English Competency Examination (GECE)

This test is required of any incoming graduate student with a Baccalaureate degree. Incoming graduate students with a Master’s degree or the equivalent are not required to take this test. This test is taken during the first term. It is designed to show the strengths and weaknesses of each student in the areas of grammar and usage, logic, organization, and content. Students scoring low on this test must pass English 500-Advanced Laboratory Writing. This examination can only be taken once. It is expected that students who must take English 500 will do so no later than their second semester of enrollment.

b. Graduate Area Comprehensive Examination (GACE)

The purposes of the GACE are (A) to demonstrate knowledge of psychology, (B) to
serve as a mechanism for identifying areas in which a student may need additional coursework, and (C) to satisfy Department and University requirements. Although all exams are necessarily evaluative, an overriding philosophy is that the evaluation process should be an opportunity for learning by the student and an opportunity for him or her to demonstrate what he or she has learned in his or her graduate classes. The first administration of the GACE is typically done during the Fall semester of the third year. Students apply directly to the Division of Graduate Studies to take the GACE. The exam covers the following eight content areas, the approximate percentage of the exam items devoted to each area is between 10 and 15%:

1) Assessment and Diagnosis: Psychometrics, assessment models, methods for assessment of individuals and organizations/systems, diagnostic classification systems and issues (DSM), psychopathology.

2) Biological Bases of Behavior: Neuroscience, physiological bases of behavior and illness, psychopharmacology.

3) Social Cognitive Bases of Behavior: Cognitive science; theories of learning, memory, motivation and emotions; relationships between cognition, behavior, affect, temperament and mood; psychosocial factors.

4) Professional/Ethical/Legal Issues: APA Ethical Code, professional and legal standards, guidelines for ethical decision making, training, supervision, and research.

5) Growth and Lifespan Development: Child, adolescent and adult development, developmental theories, atypical patterns of development, risk factors in developmental outcomes, family systems.

6) Research Methods: Research design, methodology, program evaluation, statistical procedures, and research interpretation.

7) Social and Multicultural Bases of Behavior: Social cognition, social interaction processes, organizational dynamics, theories of personality, multicultural issues and special populations.

8) Treatment/Intervention: Interventions for specific disorders and concerns, treatment theories, consultation.

The GACE consists of 200 multiple choice questions to be taken in one four-hour sitting. It is modeled after the national psychology licensure exam (EPPP). A passing grade of 70% correct will be required before the student will be permitted to take the Clinical Competency Exam, propose his or her dissertation, or apply for internship. A student may retake the exam once if a passing grade is not attained. There must be, at a minimum, one-month study period between administrations. If, after the second attempt, the student has not attained the passing level of performance, he or she will be dismissed from the graduate program.
GACE construction, administration, and scoring will be coordinated by a graduate faculty member appointed by the Director of Clinical Training. This individual will solicit the necessary questions during the Fall semester from the faculty responsible for teaching courses in the each of the eight content areas described above.

Graduate students with at least two years prior graduate course work from a SACS-accredited Department of Psychology may request to take the GACE during their second year of study. They must submit their request in writing to the DCT the semester before the exam is to be taken. The DCT will then have the students complete the online GACE form for submission to the Division of Graduate Studies. Under no circumstances will approval to take the test early be considered as a mitigating factor if the student then fails the exam. A student must complete work necessary to clear all “I” grades from the transcript before being eligible to sit for the exam.

c. Clinical Competency Examination

All doctoral students are required to pass the Clinical Competency Examination before they propose their dissertation. The examination evaluates the student’s understanding of and skill in assessment and intervention, as well as his or her study of ethical principles. In the event a student fails the examination, it can be retaken only once. Failure to pass the second examination will result in automatic dismissal from the doctoral program.

To be eligible for the Clinical Competency Examination, students must be in good academic standing (i.e., not on probation, leave of absence, etc.), have successfully completed the GACE, completed Practica I, II, and III, and have completed work necessary to clear all “I” grades from the transcript. The Clinical Competency Examination is ideally completed by the end of the Spring semester of the third year of training, and must be completed applying for internship.

The student must be registered at the time of the examination, which must be conducted while school is “in session,” not between sessions or during breaks. School is “in session” between the first day of class and the last day of final examinations. Examinations may be scheduled in the Summer session if the Committee is available and agrees to this arrangement. It is the student’s responsibility to be certain that he or she sits for and passes the examination AFTER all prerequisite courses are completed and BEFORE submitting his or her internship application.

The format of the Clinical Competency Exam is as follows.

The Clinical Competency Examination will be administered in the form of an oral presentation of an individual therapy case, group therapy case, extensive assessment evaluation (e.g., complete neuropsychological battery), or community intervention project to a faculty committee of four, including at least two who are licensed or
license-eligible to practice psychology and at least one person from outside the department such as a practicum supervisor. The outside member can be a psychologist or from another academic field. The length of the presentation will be determined by the student and his or her Clinical Competency Exam Committee but normally should not exceed two hours. There must be sufficient opportunity for questions. The presentation should cover these topics in a manner relevant to the case: (A) clinical research, (B) actual or recommended assessment procedures, (C) psychopathology, (D) actual or recommended intervention procedures, and (E) ethics. Following the presentation, the committee will meet for evaluation and recommendations and then provide feedback to the student.

The procedures for the Clinical Competency Examination are listed below.

1) The committee chair should be a clinician within the department.

2) Selection by the student of an individual therapy case, group therapy case, extensive assessment (e.g., complete neuropsychological battery), or community intervention project.

3) Selection of a Clinical Competency Exam committee; notification of and approval from the Director of Clinical Training of the composition of the committee.

4) Generation of an annotated outline of the presentation in consultation with the committee chair. All content areas and readings should be address and all complete citations (in APA format – most recent edition) should be included.

5) Presentation of the outline to other committee members for comments, suggestions, revisions, and approval (no committee meeting is necessary unless requested). This process may involve several meetings between the student and individual committee members.

6) A final outline is deposited in the student’s file two weeks before the oral presentation.

7) The meeting is open to all students and faculty and a notice describing the time and title of the meeting must be posted on departmental bulletin boards at least one week in advance. All students in years 1 through 3 are strongly encouraged to attend.

8) The examinee must schedule the exam at least two weeks in advance. Exams will not be scheduled within two weeks of the end of any semester.

For the Clinical Competency Examination, decision about the outcome depends on the combined evaluations of the members of the committee. Each committee member makes a choice among three options: pass, conditional pass, and fail.
5. If all committee members choose “pass,” the student passes.

6. If all committee members choose “fail,” the student fails.

7. If at least one committee member chooses “conditional pass” and all other committee members choose “pass,” the student passes conditionally. The student must satisfy the conditions imposed by the committee before the conditional pass is converted to a pass.

8. If at least one committee member chooses “fail” but at least one other committee member chooses “pass” or “conditional pass,” the committee chooses by consensus between the following options:

   - The committee may agree to assign a conditional pass and specify conditions which must be satisfied before the conditional pass is converted to a pass.
   - The examination may be continued. In this case, the decision about the outcome of the examination is deferred until the examination has been resumed and concluded. The student is given direction regarding what additional work should be completed before the examination is resumed. Substantial additional work and substantive revision may be required. The student may be required to provide the committee with a revised document at least two weeks prior to the resumed examination. At the resumed examination, each committee member again has a choice among the three options of pass, conditional pass, and fail.

An examination may be continued no more than two (2) times. If the student has not achieved at least a conditional pass after two continuations of the examination, then the student is deemed to have failed the examination. [For dissertation defenses only] As stated in the Graduate Catalog 2009-2011 (p. 25), “students who fail their oral examination may petition the Academic College Dean or designee for a second examination after an interval of six months has elapsed.”

The results of the exam are submitted to the Graduate School. Regardless of outcome, the committee will provide feedback to the student concerning his or her performance and any recommended remedial work.

A letter specifying the conditions of the conditional pass must be signed by the committee chair and deposited in the student’s file. Students do have the option to retry the clinical competency examination under the close supervision of his or her committee chair.
C. ACADEMIC REGULATIONS

1. Required Books, Equipment, Materials, and Supplies for Graduate Study

Required books and other materials required for each class will be listed in course syllabi. Students will be required to purchase these materials no later than the third week of class in order to receive a grade in the class unless they receive written permission from the instructor.

Given the expanding reliance of clinical psychologists on personal computers in the 21st century in areas such as word processing, psychological assessment, informational databases, statistical analyses, etc., all graduate students are required to have a personal computer at home. They are also required to have internet access at home. Computer facilities will be provided at JSU (see below). All students are strongly encouraged to become Student Members of the Mississippi Psychological Association at the beginning of their first spring semester.

2. Calendar and Classes

a. Academic Year

The academic calendar is outlined in the *Graduate Catalog*. The academic year of the Ph.D. program is divided into two semesters. Students are expected to register for both semesters unless they have an approved leave of absence (see Student Enrollment). Summer session courses are equivalent to the regular semester in contact hours but are shortened in length. Registration and participation in coursework are required during the summer sessions of the first and second year for all graduate students (refer to the model course sequence on pages 3-4). Eligible students may register for PSY 790 Dissertation during summer sessions. Other courses may be offered periodically during summer sessions, and they are optional.

b. Attendance

Attendance at all regularly scheduled meetings of a course is expected. Students who find it necessary to miss a class have the responsibility to obtain the missed information and/or make up work missed.

c. Religious Holidays

It is policy of the University to excuse without penalty students who are absent due to religious observances and to allow the makeup of work missed. Examinations and special required out-of-class activities ordinarily are not scheduled on those days when religiously observant students refrain from participating in secular activities. The University is closed on many commonly observed religious holidays.
3. Student Funding

The program provides some funding (through diversity scholarships, tuition waivers, stipends, teaching assistantships, research assistantships, etc.) for all students during their first four years in the program. The 5th year students are expected to be on paid internships.

a. Stipend

Most of the students’ funding from the program will be in the form of stipends (regular payments intended to cover part of the students’ educational expenses). Students receiving stipends are expected to serve as graduate assistants to faculty members; their duties as graduate assistants also contribute to their education and professional development. During the first three years, the students typically receive stipends that range from $400 to $800 per month (the amount of stipend funding depends in part on university funding for that budget period). The funding covers the Fall and Spring semesters. Typically, the 1st year students are paid the most to help defray out-of-state fees. The 4th year students are typically funded through diversity scholarships, tuition waivers, and teaching and research assistantships.

b. Graduate Diversity Scholarship

As noted in the policies and procedures of the university, students who wish to apply for a diversity scholarship (6 hours per semester for one academic year are waived) must be admitted to the Division of Graduate Studies as a degree seeking student and must complete the University’s Application for a Diversity Scholarship. Preference is given to Mississippi residents. Applications are available from department chairs and academic deans or designee. Students should apply directly to the department chair and academic dean or designee of the desired major field. Scholarships are awarded per academic year.

c. Graduate Tuition Waiver

As noted in the policies and procedures of the university, the Division of Graduate Studies through the departments offering graduate studies, administers a number of tuition waivers (6 hours per semester for one academic year are waived). These scholarships provide tuition expense only and may vary in amount from partial to full tuition waiver. Application procedure is the same as outlined under Graduate Assistantships. Tuition-waivers are awarded per academic year.

4. Matriculation Status

Students who have been accepted and registered are considered to be matriculated.

5. Registration Policies
Graduate students are responsible for all course registration. This may be done online at “JSU PAWS” (a link is found on the JSU website home page). The student’s ID number is his or her university assigned “J-Number,” and their initial PIN number (secret code) is obtained from the ID Center. It is required that students review their upcoming semester schedule with their academic advisors prior to the start of each semester. Their registration is not considered final until such a review takes place.

All enrolled students must be in continuous registration every Fall and Spring semester until they receive their degree (see Student Enrollment, p.34). In the event that the student has (A) completed all course work; (B) not registered for internship; and (C) not passed their final defense, continuous registration for a minimum of 1 credit PSY 790 Dissertation must be maintained until the degree is awarded. If a student schedules a proposal or final defense during a summer semester, registration for a minimum of 1 credit of dissertation/research project during that term is required. Students going on internship must register for the Fall and Spring semesters (at least 1 credit each of PSY 799) to fulfill their curriculum requirements.

Arrangement with the university regarding payment of tuition and fees is part of the registration process. This must be done in person at the Office of Financial Services in B. F. Roberts Hall.

a. New Students

New students are required to attend Fall orientation, which is held during the week of registration. Orientation includes a discussion about all program and university policy, stipends, tuition, program training goals, objectives, competencies, outcomes, and other issues associated with completing the program. The DCT provides the students with a number of handouts including:

- Doctoral Student Orientation Packet
- Clinical Psychology Doctoral Program Student Handbook
- Division of Graduate School Catalogue
- Academic Responsibility
- Guide to Successful Matriculation

The DCT reviews each document with the students and requests that they sign a document indicating they reviewed and were provided the student handbook.

b. Late Registration

Students who complete their registration late (including paying tuition) will be assessed a late registration fee. The academic calendar stipulates the last day for completing late registration.

c. Drop/Add
The academic calendar outlines the dates and refund schedule for courses dropped by the student. A course that is dropped within the time frame indicated on the academic calendars will not appear on the student’s official transcript. Before the residency requirement is satisfied, dropping a course that would bring a student’s course load below the minimum semester requirement (9 credits) requires approval by the Director of the Clinical Training.

If students wish to enroll for more than 13 hours in one semester, they must first have the written approval of their academic advisor. The academic advisor’s recommendation will be considered by the DCT prior to final approval of the enrollment overload. Courses may not be added to the student’s schedule after the “add” deadline has passed.

d. Withdrawal from Classes

A student that wants to withdraw from a class after the published “drop date” must complete this action at the Registrar’s Office in B. F. Roberts Hall. Before the residency requirement is satisfied, any course withdrawal that would bring a student’s course load below the minimum semester requirements (9 credits) requires approval by the Director of Clinical Training.

e. Auditing of Courses

Under special circumstances, students may be permitted to audit a course. Permission from the course instructor is required, and space in the class must be available. Fees for auditing will be charged at the rate of regular tuition. No credit is given, but such courses appear on the transcript as “Audit.” Clinical courses are open only to students who have matriculated in the Ph.D. program in Clinical Psychology.

6. Request for Transfer of Graduate Credit Forms

Graduate students with qualifying previous graduate coursework may request transfer of credit by following the procedures described in the Transfer of Credit Procedure section below. Two forms are required for transfer of credit. These are a Departmental Transfer of Credit Form and the Graduate Division Transfer of Credit Form. The Department of Psychology Transfer of Credit Form is submitted to the Curriculum Committee and any departmental faculty selected to review the coursework. The Graduate Division Transfer of Credit Form (obtained from the Division of Graduate Studies) is forwarded to the Dean of the Graduate Division following approval from the Curriculum Committee along with official transcripts listing the courses and grades to be transferred. These forms should be completed prior to submission of the Form I Doctoral Degree Plan of Study.

7. Transfer of Graduate Credit Procedure

The Division of Graduate Studies limits the number of transfer credit hours to 15, which
is typically the equivalent to 5 courses that are 3 semester hours each. The Division of Graduate Studies requires that any courses to be transferred to have been completed within 8 years of the first enrollment. Also the course must be equivalent to 700 level courses at JSU and should include coverage of pertinent multicultural issues commensurate with the program’s focus and expectations. Program policy is to allow up to two of these courses to be transferred as satisfying specific course requirements listed under the General Core or Research Core:

**General Core**

- PSY 710 Theories of Personality
- PSY 711 Learning and Cognition
- PSY 712 Advanced Developmental Psychology
- PSY 713 Biological Psychology
- PSY 714 Social and Cognitive Bases of Behavior
- PSY 715 History and Systems

**Research Core**

- PSY 731 Advanced Statistics I
- PSY 732 Advanced Statistics II
- PSY 734 Psychometrics
- PSY 733 Multivariate Methods I

Program policy is to no more than one of these courses to be transferred as satisfying specific course requirements listed under the Multicultural/Diversity Core:

- PSY 720 Cross-Cultural Psychology
- PSY 722 Psychology in the Urban Environment
- PSY 723 Psychology of Gender
- PSY 721 Psychology of African-Americans

Any transfer courses to be considered as satisfying General Core, Research Core, or Multicultural Core requirements must have a PSY or equivalent prefix. The remaining courses can be transferred as satisfying elective requirements.

The procedure for transfer of credit should begin the first semester the student is enrolled in the program and ideally should be completed by the end of the first year in the program. For those courses that the student wishes to be considered for transfer as satisfying General Core or Research Core requirements, the procedure begins with the graduate student’s presenting the syllabus from the course directly to the Curriculum Committee, a standing subcommittee of the Graduate Program Committee. The committee will review the syllabus and then forward the transfer request and supporting documentation to the faculty member having most recently taught that course at JSU. This identified faculty member has the discretion to use appropriate criteria to determine if in his or her opinion substantial equivalency exists between the two courses. In so doing, the faculty member may choose to meet individually with the
student making the request and the faculty member may choose to assess the graduate student’s knowledge in that area by examination. The faculty member then signs and submits the Department of Psychology Graduate Transfer of Credit form with his or her recommendation and forwards it to the Curriculum Committee for the final decision.

For those courses that the student wishes to be considered for transfer as satisfying Elective requirements, the procedure begins with the graduate student presenting the syllabus from the course directly to the Curriculum Committee for the final decision.

Once the Curriculum Committee has reached a final decision for the list of courses that are approved for transfer for that student, the student completes (types) the Graduate Division’s Transfer of Credit Form, appends original official transcripts from the previous institution, and submits it to the Department Chair for approval. It is then forwarded to the Graduate Division for review and approval. The Form I Plan of Study reflects the courses accepted for transfer after approval has been given by the Division of Graduate Studies.

8. Student Enrollment

   a. Residency Status

   All students must be in full-time residence for the first three remain in Full-time status for those 3 years, excluding Summer session, to be eligible for the doctoral degree. This requirement is independent of the number of transfer credits the students may receive. In order to maintain student status in the Ph.D. program, students must be registered continuously under one of the following categories until all program requirements are met:

1) For the purposes of fulfilling the three-year residence requirement, students are considered to be full-time if they complete at least nine credit hours each semester. Completing less than nine credit hours in any given semester requires special permission from the Director of Clinical Training. If permission is given, this semester is not credited toward the residency requirement and therefore must be made up.

2) After students have met the residency requirement, all students registered for at least one (1) credit will be considered full-time by the doctoral program.

For purposes of tuition and financial aid, in-state residency, full-time enrollment, and part-time enrollment may be defined differently. The application for out-of-state students to apply for in-state residency may be obtained from the Office of Financial Services in B. F. Roberts Hall. Students applying for financial assistance MUST clarify this with the Graduate School and the Office of Financial Aid.

   b. Inactive Student/Leave of Absence

   Students who must interrupt their studies for an appropriate reason, such as illness,
may be granted a leave of absence. Students must apply in writing for leave of absence to the Director of Clinical Training. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances, students should apply for a leave of absence no later than one month prior to registration for the next semester. Students on approved leaves of absence are not charged tuition. Time spent on an approved leave of absence is not charged against the eight-year time limit (see Time Limits).

Students who interrupt their studies or who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

c. Time Limits

All students are expected to complete their program within eight years from the date of first registration. This means that the student is expected to graduate with the doctoral degree within this period of time. In the event that a student does not complete all requirements within the eight-year time limit, he or she must petition the Graduate Program Committee for an extension.

In order to remain an active and matriculating student, registration is required in every semester (excluding summer) until the completion of degree requirements, unless a leave of absence has been granted. Continuous registration for at least one-hour of PSY 790 Dissertation Research maintains the student’s active status. In the event that research or supervised training experiences require faculty time during the summer, the student must also register for at least one hour of PSY 790 that session as well. Failure to remain in continuous registration will be deemed as the student’s formal withdrawal from the program. All other program, doctoral program, and University requirements will be in effect.

9. Grading Policy

The student’s proficiency in the work of graduate courses is rated in terms of letter grades. One semester of graduate credit represents one hour per week of class contact time for sixteen weeks. Grade point average (GPA) is determined on a 4.0 scale. The following are letters used to designate a student’s standing in a course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent;</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory;</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass;</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure;</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In progress;</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete;</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal.</td>
<td></td>
</tr>
</tbody>
</table>

Use of the IP Grade - The "IP" grade is to be assigned for Projects, Internships,
Dissertation Research, or independent study. The final grade(s) for these courses should be assigned upon the successful defense of the project, dissertation or completion of the internship or independent study.

A grade of “I” (incomplete) indicates that the student has not completed the course requirements, and the instructor has given additional time to do so. An “I” grade is not routinely assigned in courses. A student may not, by choice, take an incomplete; the incomplete is granted solely at the discretion of the course instructor. No more than two “I” grades are allowed at any time unless granted by the Graduate Dean. At the time that a grade of “Incomplete” is given, a “Notice of I Grade” form is to be completed and signed by the instructor and the student. The original is kept on record in the students file. The form serves as a contract and must specify the following:

a. the requirements to be completed by the student to remove the incomplete;

b. the time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor but must not exceed 10 weeks from the end of the semester, unless the remediation is taking the class again at its next available opportunity; and

c. the grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor’s assessment of the quality and quantity of work completed.

A “W” grade is assigned when a student withdraws from a course after the “last day to drop courses” indicated in the academic calendar and prior to the 5th week of class. A grade of “W” will appear on the student’s official transcript. Students who stop attending class but who fail to withdraw officially prior to the 5th week of class will be assigned a failing grade.

10. Repeating Courses

Students in graduate degree programs are permitted to repeat one (1) course upon the recommendation of the departmental graduate advisor. Only one such repeat is allowed in a graduate program. Both grades will show on the transcript, and both will be used in computing the grade point average (GPA).

11. Course Loads

The minimum course load for a full-time graduate student during each semester of the academic year is nine (9) semester hours and the maximum is thirteen (13) semester hours. The minimum course load for the eight week summer session is six (6) semester hours and the maximum course load is nine (9) semester hours.

12. Academic Standing
The academic standing policy for the Clinical Psychology Doctoral Program requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

a. Remedia
tion Policy

A student receiving a grade of “F” in any course must repeat the course the next semester when the course is offered. Both grades shall remain on the student’s record and shall count toward an accumulation of below “B” grades (see Dismissal section). Both grades will be counted toward the student’s grade point average.

A grade lower than “B” in a Clinical Core, Clinical Practicum, or Externship course does not satisfy curriculum requirements. If such a grade is received, the course must be repeated. Both grades shall remain on the student’s record and shall count toward an accumulation of below “B” grades (see Dismissal). Both grades will be counted toward the student’s grade point average.

If a grade lower than “B” is received in a General Core, Research Core, Multicultural/Diversity Core or Elective, the student has the option of repeating the course or not. If the student repeats the course, both grades shall remain on the student’s record and shall count toward an accumulation of below “B” grades (see Dismissal). Only one course repetition is provided by policy of the Division of Graduate Studies.

A grade lower than “B” in a first-year Practicum-prerequisite course requires that the prerequisite course must be repeated (and at least a grade of B obtained) before Practicum can be started, even if the student is not on probation. A grade lower than “B” in a Clinical Core, obtained during practicum or externship, independent of probationary status, can be grounds for removal from that practicum or externship following review by the Director of Clinical Training. If, while on the practicum, a student goes on probation, the Director of Clinical Training will decide whether the student will terminate or continue practicum.

b. Probation

Academic probation will occur automatically when any of the following conditions exists.

1) the cumulative grade point average falls below 3.0;

2) a final grade of “F” is awarded in a course;

3) two grades below “B” have been received (during the same semester); and/or

4) a grade below “B” is received on a practicum.
The student and the Dean of the Graduate School will receive written notification of the student’s probationary status from the Director of Clinical Training.

In addition, the Graduate Program Faculty may vote to place a student on probation because of deficiencies in a student’s professional or ethical conduct at any time. The specific dimensions on which a student’s professional and ethical behavior is evaluated are listed below in the Section on the Annual Student Review.

No student on probation will be permitted to begin a practicum/externship, register for the Clinical Competency Exam, apply for Internship, or register for PSY 790 Dissertation credit. Probationary status may also affect eligibility for financial aid, assistantships, fellowships, and scholarships.

c. Dismissal

A grade lower than “B” in a Clinical Practicum or Externship course reflects inadequate performance and requires a student to be evaluated for fitness for continuation in the program. In addition, if a student is to continue, the class must be repeated, and a grade of, at least, “B” must be achieved. The student may be placed in a different Clinical Practicum or Externship.

If a student receives a grade lower than “B” for internship, termination from the program is automatic. The Director of Clinical Training assigns the internship grade based on feedback (written and/or oral) from the Internship site.

Automatic dismissal from a doctoral program in the Clinical Psychology Doctoral Program will occur when any of the following conditions exists:

1) academic probation extends beyond one year;

2) three or more grades below “B” have been received;

3) two grades of “F” are received;

4) the GACE is failed a second time; It must be noted that the graduate school allows for a student to petition for a third administration of the GACE;

5) the Clinical Competency Examination is failed a second time;

6) a grade lower than “B” is received for Internship;

7) there is evidence of an ethical violation of the standards of the profession as delineated in the American Psychological Association’s (2002) _Ethical Principles of Psychologists and Code of Conduct_; and

8) in the opinion of the faculty the student demonstrates significant professional
impairment as described in the Program Policy on Professional Impairment available from the Director of Clinical Training.

13. Annual Student Review

Individuals aspiring to obtain a Ph.D. in Clinical Psychology should be aware that faculty, supervisors, and administrators have a professional, ethical, and potentially legal obligation to ensure that the students who complete this program are competent to manage future relationships (e.g., client, collegial, consulting, professional, public, scholarly, supervisor, teaching) in an ethical, effective, and appropriate manner. Because of this commitment and within the parameters of their administrative authority, the program faculty, training staff, supervisors, and administrators strive to admit, advance, graduate, or recommend only students/trainees without demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Each student is evaluated, on an ongoing basis, while enrolled in the program, including while on internship. In addition, each graduate student will be reviewed in the Spring Semester of the academic year. Students will be reviewed in a meeting limited to the Graduate Program Faculty. Student representatives will be absent during the review process. The areas evaluated during the annual evaluations are as follows.

a. grades in clinical, core, and elective courses;

b. practicum evaluations;

c. research evaluations;

d. progress in program;

e. sensitivity to ethnic, cultural, and human diversity issues;

f. additional professional activities (e.g., membership in professional organizations, conference presentations, service on departmental committees);

g. professionalism; while it is difficult to define operationally specific characteristics associated with professionalism, there are several behavioral categories considered to be integral to and necessary parts of professional functioning; these broad areas are the following:

1) academic abilities
   a. academic standing as discussed above;
   b. ability to communicate orally and in writing;
   c. timely and responsible completion of assignments;
   d. Clinical Competency Examination performance; and
   e. management of dissertation or directed research;
2) responsible behavior
   a. dependability in commitment (e.g. punctuality in attending classes, submitting papers and assignments, meeting with clients);
   b. accepting responsibility for own work;
   c. carrying through and completing tasks; and
   d. seeking needed guidance from appropriate sources.

h. ethical behavior
   a. completing the Ethics class with a grade of B or better; students receiving a lower grade must retake the course, and a grade of B or better must be achieved. Only one course repetition is permitted; and
   b. abiding by the ethical standards of the profession as delineated in the American Psychological Association’s (2002) Ethical Principles of Psychologists and Code of Conduct; abiding by Program requirements as outlined in this Handbook, the University requirements as outlined in the Graduate Catalog, and in other materials available in the Office of the Director of Clinical Training, with his or her consent.

9. intrapersonal behavior
   a. demonstrating ability to function independently;
   b. displaying mature and appropriate behavior;
   c. showing usual and customary judgment and discretion in both student and professional activities;
   d. participating in activities that are related to professional development; and
   e. developing intrinsic criteria to evaluate one’s own performance.

10. interpersonal behavior
    a. developing and maintaining positive relationships with peers and faculty;
    b. ability to give, accept, and utilize constructive criticism; and
    c. developing satisfactory working relationships with supervisors and advisers.

The process is as follows: 1) each student’s academic and research advisors lead a discussion outlining the student’s current progress on academic and research issues based on the Annual Student Evaluation Forms A and B; 2) the DCT notes feedback related to the student success, areas of improvement, and/or potential problems; 3) each student will receive a brief letter (copy will be placed in students’ file) from the DCT containing a general summary of the outcome of the evaluation; 4) the DCT meets with each student within 14 days of the meeting to discuss the student’s progress; the academic advisor may attend that meeting; 5) the DCT, academic advisor and student develops reasonable corrective actions to taken by the student to address areas of improvement and problems; 6) and a copy of the evaluation is placed in students’ file. The academic advisor and the DCT are responsible for scheduling a meeting with the student on a monthly basis 1) to monitor the student’s progress in incorporating corrective actions, and 2) evaluate the effectiveness of the corrective actions.

If there is a student with a problem that needs further assistance, the academic advisor
and the DCT will work with the student to develop an effective remediation plan within 30 days of the meeting.

Each student will receive a brief letter from the DCT containing a general summary of the outcome of the evaluation. Each student will then meet with his/her advisor to receive specific feedback. A copy of this letter will also be placed in the student’s file.

14. Ethical Issues

a. General Guidelines for Students

All students are expected to be knowledgeable about and conform to both the letter and spirit of the *Ethical Principles of Psychologists and Code of Conduct* as approved and adopted by the Committee on Scientific and Professional Ethics and Conduct (adopted American Psychological Association, 2002), the APA 2004 Multicultural Guidelines, the Mississippi Licensing Law; and to the provisions of the American Psychological Association’s *General Guidelines for Providers* (1987). From time to time, these materials are amended. Students are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive:

1) No student should represent himself or herself as being in possession of the doctoral degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed and the Board of Trustees has met and conferred the degree. Degree conferral will appear on the student’s transcript when this process has been completed.

2) It is misleading and inappropriate to append “Ph.D. student” or some similar designation after one’s name.

3) A student should guard against being in a position having final clinical responsibility for clinical work. This point is most important both ethically and legally.

4) Students should familiarize themselves with the state licensure laws in Mississippi and in any state to which they are considering relocating after completion of their graduate training.

15. Discrimination

Jackson State University works to create an academic environment that is fair, humane, and responsive to all students, an environment that supports, nurtures, and rewards career and educational goals on the basis of ability and work performance.

Racial, ethnic, or gender discrimination and sexual or other harassment by faculty,
administration, other students, or University employees are inimical to such an environment. Such conduct is an abuse and, whenever imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Office of the Director of Clinical Training.

16. Policy on Privacy & Audio/Video Tape Recording

Signed consent forms must be obtained prior to audio or video tape recording of any interaction between student(s) and client(s). Students must have permission to tape class lectures. Audio- or video-tape recording of closed door meetings between students and faculty, other students, instructors, supervisors, and/or advisors is explicitly prohibited, unless such taping is expressly consented to by all parties to the conversation. By his/her signature that he/she has read and agreed to abide by the policies and procedures of this Handbook, the student acknowledges his/her acceptance of the program policy on privacy and audio- and video-tape recording.

17. Policy on Dual Relationships between Faculty and Students

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Sexual relationships between faculty and students are explicitly prohibited. Sexual harassment of students by faculty is prohibited. It is specifically required that whenever either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Director of Clinical Training of the Clinical Psychology Doctoral Program. This documentation shall be retained in both the student’s and the faculty member’s permanent files. As necessary, the Grievance Committee shall review any complaints that might arise as the result of dual employment relationships.

Further, no services provided to a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised University research, internship or course work). Approval of such rendering of service must be in writing by the Director of Clinical Training.

The provision of psychological services by faculty to students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the provision of psychological services to a student must be approved by the Director of Clinical Training.
18. Student Appeals and Grievance Committee

The student appeals process is intended to address, in a prompt and orderly manner, student grievances concerning a policy, procedure, or action by a faculty member. Grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, differential treatment, arbitrary or capricious action, or procedural irregularities. Likewise results of the Ph.D. GACE and Clinical Competency Examination are not generally subject to formal appeal.

a. Informal Procedure

Before initiating a formal appeal, a student must make every effort to resolve the complaint informally. The student must first meet with the party against whom the complaint is directed. If an acceptable resolution cannot be achieved at this level, the student shall notify the Director of Clinical Training (in writing and within 30 days of the event which engendered the complaint) requesting his/her intervention. The Director shall then meet with all parties involved and attempt to effect a resolution. If resolution fails at this level, the student may proceed with a formal complaint.

b. Formal Procedure

The formal procedure for submitting a complaint is as follows.

1) The student shall present a written appeal to the Chairperson of the Grievance Committee. This document should contain a concise statement of the nature of the grievance along with all relevant facts and supporting evidence.

2) The Grievance Committee will evaluate all information it deems relevant to the complaint. The Committee, at its discretion, may interview the student or any other party having information pertinent to the review. On completion of its review, the Committee will submit a written report to the Department Chair and the Director of Clinical Training. The report will indicate whether the grievance should be upheld or denied and provide justification for the Committee's recommendation.

3) The student shall be notified in writing of a decision within 45 working days from the date the formal appeal is submitted. After reviewing the Grievance Committee's report, the decision of the Chair and the Director of Clinical Training shall be final. By his/her signature that he/she has read and agreed to abide by the policies and procedures of this Handbook, the student acknowledges his/her acceptance of the decision rendered.

In the event of a complaint regarding the Director of Clinical Training, the student shall, initially, give written notification to the Chair of the Department. The Chair shall attempt an informal resolution. If that fails, the formal procedure described above shall be followed except that the final decision shall be that of the Chairs of the Department and the Grievance Committee.
The Grievance Committee is a standing committee of the Graduate Program. Three faculty members will be appointed annually by vote at the first graduate program meeting of the year of the Graduate Program Faculty and Student Representative. An alternate will be selected who is the individual with next highest vote tally.

19. Graduation Procedures

Students who have completed all requirements for the doctoral degree must submit an application for degree. Forms III and IV are available from the Division of Graduate Studies. A fee of $100.00 is required upon submission of the degree application form.

The application requires approval by the university officials shown on the form. These offices verify that requirements are met and that the student’s accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral of the degree. Following the conferral of the degree, which is noted on the official transcript, a diploma is mailed to the student.

Graduation exercises for Jackson State University take place each Spring and Summer semesters. Students who are, or expect to be, eligible to participate in the graduation ceremony may contact the Division of Graduate Studies for information about graduation ceremonies.
D. FINANCIAL AID

In order to assist the greatest number of students with the direct and indirect costs of their education, Jackson State University and the Clinical Psychology Doctoral Program provide several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, teaching assistantships, and research assistantships.

1. Programs Administered by the Office of Student Financial Aid

The primary form of financial aid administered through Jackson State’s Office of Student Financial Aid is the Stafford Loan. Students interested in this form of financial aid should contact the Office of Student Financial Aid for information, application, and materials. The Financial Aid office deadline to process loans for Fall semester is April 15.

2. Programs Administered by the Division of Graduate Studies

The Graduate School offers limited scholarships and tuition waivers. Although funded by the Graduate School, applications are initiated at the departmental level. The University maintains limited funds to provide partial tuition relief for students exhibiting special needs. Such support is extremely limited and should not be anticipated by the majority of students. Students interested in obtaining information about Diversity Scholarships and tuition waivers should contact the Director of Clinical Training.

3. Programs Administered by the Doctoral Program

The Clinical Psychology Doctoral Program offers financial aid to academically qualified full-time students. Financial aid may be in the form of Teaching or Research Assistantships. Unless otherwise specified, financial support is based upon merit and financial need. The deadline for initial application for the upcoming academic year is typically April 1st. Updates to the application must be completed by the end of the Spring semester Teaching assistantships are generally available only to Master’s level doctoral students or doctoral students that have completed at least 18 hours in the program. These positions may include some travel to off-campus sites. It must be noted that students that receive financial support from the department will be assigned to faculty members to assist on research projects and/or mentoring about coordinating departmental programs (i.e., Applied Psychological Services, Community Health Program, etc.)

4. Policy on Employment

Students are reminded that the doctoral program is a full-time commitment. Any employment should not be permitted to interfere with a student’s program obligations. To ensure this, students are not permitted to work more than 20 hours per week during fall and spring semesters or more than 30 hours per week during summer semesters. There is no limitation on the number of hours per week students can work between semesters or when they are not registered. Request for a maximum five-hour variance in
this policy must be submitted to the Director of Clinical Training for review. Approval requires a minimum GPA of 3.5 and substantiated financial need.

The independent practice of psychology by students in the program is not permitted (refer to the APA’s Standards for Providers of Psychological Services). Students may accept jobs of a psychological nature such as psychometrician, but they have an obligation to ensure that they do not violate professional ethics or licensing standards or laws. The graduate student must seek approval and advice concerning such employment from his or her clinical advisor and the Director of Clinical Training before accepting such employment.
E. MISCELLANEOUS POLICIES AND ADDITIONAL INFORMATION

This section of the Handbook contains additional policies and information that will be of interest to students.

1. Faculty Decision Making

Faculty of the Clinical Psychology Doctoral Program meet weekly to review such program policy issues such as curricula and admission guidelines, as well as to evaluate graduate students. Faculty appointments, evaluation, and promotions are managed through faculty committees. Decisions are made following a simple majority vote.

One or two student representatives may attend regular faculty meetings. The student representatives’ presentation of their concerns is listed as the first agenda item. The student representatives are then excused from the meeting before discussions involving confidential information associated with students, faculty, and other departmental issues. The DCT formulates a response to their concerns that is later submitted to the student representatives. Any student interested in having input or involvement on a particular issue should contact his or her student representative.

2. Graduate Student Representation

Two options for graduate student representation on faculty committees are available. Students may elect one representative for the entire graduate student body or they may elect a total of four representatives, one for each of the first four classes.

A meeting is required at the beginning of each academic year to select the student representative(s). From then on, graduate students are encouraged to meet as a group on at least a monthly basis, and more often as issues dictate. Students utilize these meetings to discuss professional and training issues and to communicate their collective interest to their representative(s). They also need these meetings to keep their representative(s) informed, so that the students can receive the best representation at faculty meetings.

No more than two student representatives are allowed to attend a meeting at one time. The first agenda item in the graduate faculty meeting is dedicated to allowing the student representatives present concerns or questions on the behalf of the student body. For questions that cannot be addressed during the meeting, the DCT will provide a comprehensive response to those questions no later than 5 working days. The response is forwarded to the student representatives. The students will leave the meeting after the first agenda item is completed.

3. Professional Organizations

Graduate students are required to become student members of the American Psychological Association (APA) during their first year of study for access to insurance coverage (APAIT). In order to develop professionally, students are also urged to join other professional organizations in psychology as early as possible in their careers.
Southeastern Psychological Association (SEPA), the Association for the Advancement of Behavior Therapy (AABT), the Society for Behavioral Medicine (SBM), and the Mississippi Psychological Association (MPA) are the most relevant organizations for doctoral students to join. Students should give consideration to becoming members of these organizations prior to joining others.

4. Testing Equipment

Instruments and kits needed for assessment classes are available for loan through the testing library in the Applied Psychological Service Center. Loan arrangement may vary according to the course and equipment involved. Conditions will be explained by the course instructor.

5. Computer Network

Access to University services is available through the network in the Psychology Department PC Lab.

6. Computer/Statistical PC Lab

The Psychology Department maintains two PC laboratories that provide internet, statistical, and word processing facilities to faculty and graduate students. All graduate students are required to have a PC at home with internet access (see Academic Regulations above). Students are responsible for ensuring that the Program has their current email address on file.

7. E-Mail, Mailboxes, and Notice Boards

Students are required to keep the Director of Clinical Training updated with their current email address. All doctoral students are assigned personal mailboxes located in the Graduate Program offices. These mailboxes provide for communication between the Doctoral program and students. Therefore, it is imperative the students check their mailboxes routinely. Students should have regular mail sent to their home address. Students are responsible for ensuring that the University and the Program have their current mailing address on file. Information may be sent to students via email at the discretion of the program.

Notice boards are located in various locations in the department. These boards provide a valuable source of information regarding class schedules, typing services, student meetings, dissertation proposals and final defenses, Clinical Competency Examinations, continuing education seminars, apartments for rent, etc.

8. Licensure/Certification

Information regarding the licensing/certification requirements of psychologists in Mississippi and a number of other states may be obtained by contacting the Mississippi State Board of Psychology. Other states likely have a department that regulates
licensing/certification that should be contracted to receive the most current information.

9. Student Evaluation of Courses

In the final week of the semester, faculty/course evaluation forms are available online. The student is requested to give anonymous feedback regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

10. Typing of Student’s Work

The doctoral program cannot provide secretarial support to students. In unusual circumstances in which such typing might be justified (e.g., manuscripts for publication, professional presentation), the student should request support through their Academic Advisor.

11. Use of Supplies

Clerical and office supplies are not provided to graduate students.
F. CLINICAL PSYCHOLOGY DOCTORAL PROGRAM FACULTY - PROFESSIONAL INTERESTS

A. Interim Director of Clinical Training

Bryman Williams, Ph.D., Assistant Professor
Clinical Psychology, Jackson State University, 2003
- Areas of Interest:
  1) HIV/AIDS prevention, treatment, and care
  2) Violence among children
  3) Adult psychopathology
  4) Program evaluation and assessment
  5) Multicultural issues

B. Interim Chair

Richard Chiles, Ph.D., Assistant Professor
Counseling Psychology, Northwestern University, 1990
- Areas of interest:
  1) Conceptualizations of the psychoanalytic process and its impact on psychoanalytic treatment
  2) Personality development: The relationship between developmental psychology and intrapsychic experiences

C. Faculty

Pamela G. Banks, Ph.D., Full Professor
Clinical Psychology, University of Southern Mississippi, 1985
- Areas of Interest:
  1) Anxiety Disorders, e.g. anxiety sensitivity and panic attacks
  2) Violence Prevention and Anger Management
  3) Stigma Reduction and mental illness
  4) Multicultural competencies
  5) Stress Management and health status

Taunjah P. Bell, Ph.D., Assistant Professor
Experimental Psychology, specialization in Behavioral Neuroscience, Southern Illinois University-Carbondale, 2007
- Areas of interest:
  1) Effects of vagus nerve stimulation (VNS) on anxiety and the capacity of atropine methyl nitrate to attenuate VNS effects in laboratory rats
  2) Effects of VNS on medically refractory epilepsy, clinical anxiety and treatment-resistant depression in humans
  3) Neurobiological mechanisms underlying emotional control and emotional responses; 4) Impairments in neural mechanisms leading to exaggerated fear and anxiety disorders as well as new forms of treatment for anxiety and depression
Richard Chiles, Ph.D., Assistant Professor
*Counseling Psychology, Northwestern University, 1990*
- Areas of interest:
  3) Conceptualizations of the psychoanalytic process and its impact on psychoanalytic treatment
  4) Personality development: The relationship between developmental psychology and intrapsychic experiences

Keith Hudson, Ph.D., Assistant Professor
*Counseling, Mississippi State University, 2004*
- Areas of interest:
  1) Treatment modalities
  2) Marriage and family issues
  3) Adolescent delinquency
  4) Multidimensional influences

Dawn Bishop McLin, Ph.D., Associate Professor
*Counseling Psychology, Mississippi State University, 2001*
- Areas of Interest:
  1) Unintentional injury and seatbelt use among minority populations
  2) Multiculturalism
  3) Culturally Competent Mental Health Professional
  4) Eating disorders/Obesity among minority populations
  5) Program Evaluation

Cheryl Moreland, Ph.D., Assistant Professor
*Counseling Psychology, University of Southern Mississippi, 1999*
- Areas of Interest:
  1) Racial identity development
  2) HIV and risky sexual behaviors
  3) Multicultural counseling and therapy
  4) Group therapy
  5) Clinical supervision

Bob Nevels, Ph.D., MSCP, FICPPM, Associate Professor
*Clinical Psychology, Jackson State University*
- Areas of Interest:
  1) Pharmacopsychology
  2) Integration of psychotherapy and pharmacotherapy into best practice
  3) Neuropsychology and Neuroscience
  4) Psychotherapy outcomes
  5) Males and masculinity psychology, including diversity perspectives
  6) Anti-scientific attitudes in the general culture and future implications.

Debra Sue Pate, Ph.D, Associate Professor
Cognitive Psychology, University of California at San Diego, 1982

- Areas of Interest:
  1) Human cognition
  2) Neuropsychology
  3) Psycholinguistics
  4) History of psychology
  5) Caregiver issues
  6) Teaching of psychology

Kaye Sly, Ph.D., Associate Professor
Clinical Psychology, Southern Illinois University-Carbondale, 1995. Director of the Community Health Program, and a Licensed Clinical Psychologist

- Areas of Interest:
  1) HIV/STD prevention service and research
  2) Women’s health disparities
  3) Substance abuse treatment and prevention
  4) Dual diagnosis

Vicki L. Prosser, Ph.D., C.I.M., Adjunct Professor
Clinical Psychology, Jackson State University, 2001

- Areas of Interest:
  1) Assessment-ADHD, Learning Disorders, and Personality;
  2) Ethics and Human Research
  3) Juveniles and Psychological Functioning-Legal Issues
  4) Women's Issues-Sexual Abuse, Sexual Assault, and Physical Violence
  5) Teaching undergrad and graduate students