

Jackson State University

College of
Liberal Arts

2022 Program Handbook

Clinical Psychology Doctoral Program



by: Juliette Schweitzer, PhD (original credit to Bryman Williams, PhD)
Interim Director of Clinical Training

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Message from Director of Clinical Training

“Welcome to Jackson State University (JSU)! Admission to JSU’s Clinical Psychology Doctoral Program means that students have distinguished themselves by their academic and professional achievements. The doctoral program has many resources to assist students during their matriculation in the program. In addition to the faculty and fellow graduate students, students have access to libraries, computer laboratories, schools, medical facilities, clinics, and professional organizations. It is important that students remember, however, that the successful completion of graduate training in this program is dependent on his/her ability to multitask, sustain professionalism during challenges, and maintain high ethical standards.”

A. INTRODUCTION TO THE CLINICAL PSYCHOLOGY DOCTORAL PROGRAM

This *Handbook* is designed to familiarize students and potential applicants 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 the progress of graduate training. Incoming students are required to read this handbook in its entirety and reference it, when needed. Ignorance of policies and procedures in this handbook is not an acceptable excuse. This *Handbook* is edited yearly. Graduate students are responsible for following the curriculum and degree requirements listed in the *Handbook* of the year in which they were first admitted. Graduate students are issued a *Handbook* during the initial orientation of the program.

1. Program Training Aims, Objectives, and Competencies

- **AIM #1:** To produce highly skilled graduates who are eligible for licensure and who can function as scientists and clinicians by ensuring the students ascertain a breadth of knowledge in 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.
- C2: Ability to demonstrate an understanding of research methodology.
- C3: Ability to conceptualize and conduct independent research on topics relevant to professional psychology.

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.
- **AIM #2:** To increase cultural awareness, knowledge, and skills of students by providing them a depth in knowledge about multiculturalism as it relates to the field of 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.
- **AIM #3:** To develop ethnic minority psychologists who are competent in the clinical and research practice.

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.
- **AIM #4:** To provide field experiences that meet the diverse health, service, and psychological 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.

Students in this program are immersed into a curriculum anchored in the cumulative body of psychological knowledge, with a firm basis in inferential statistics, research design, and experimental methodology. The program develops a comprehensive knowledge base and teaches skills to improve students' ability to effectively function 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 by which the mission will be accomplished is consistent with the goals and mission of JSU as a comprehensive and urban university. The essential components of the program are students and faculty that are committed to addressing multicultural issues and comfortable with conducting 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

JSU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to (SACS) award the bachelor's, master's, education specialist, Doctorate of Education, and Doctorate 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 APA accredited by the American Psychological Association's (APA) Commission on Accreditation. The program will be up for reaccreditation in 20120. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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

B. ADVISEMENT

The Clinical Psychology Doctoral Program is a full-time, on-campus program requiring a minimum of five years of post-baccalaureate study, including the completion of dissertation research and a one-year, full-time pre-doctoral internship. 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.

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. Advisement and Mentoring

JSU's Clinical Psychology Doctoral Program is determined to develop a strong collegial relationship between faculty and students. These relationships facilitate the instructional process by maximizing the support available to students.

a. Academic and Research Advisors

Each first year student will be assigned an academic advisor by the Director of Clinical Training (DCT) at the beginning of the first semester of enrollment. The academic advisor is a faculty member of regular or adjunct graduate faculty status with clinical interests related to those of the student. By the end of September during the students' first semester of enrollment in the program, students are instructed to choose a research advisor from the department faculty. 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

submitting their choices to the DCT. The DCT will then make assignments that match the student's and faculty's requests as closely as possible. Students should discuss their program of studies with the academic advisor, who is responsible for signing most of the student's forms. Both advisors will contribute to the Annual Student Evaluation on the student's progress in academic, research, and professional areas. The DCT assume these roles until an advisor is selected or if the academic advisor is unavailable. The student MUST meet with the academic advisor at least 3 times per semester.

It is not unusual for the clinical and research interests of the students to change over the course of their matriculation in the program. In such a case, it is acceptable for students 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. The student is allowed to have the same person serve as academic and research advisor.

C. PROGRAM KNOWLEDGE AREAS AND COMPETENCIES

Per APA's standards of accreditation, students are required to ascertain a number of skills and competencies while matriculating in this scientist-practitioner program. These skills and competencies are divided into two areas: Discipline Specific Knowledge Areas (DSKs) and Profession-Wide Competencies (PWCs). DSKs represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. DSKs are in four categories. PWCs are nine broad competency areas in which all trainees must be appropriately trained by the completion of training.

1. Discipline Specific Knowledge (DSK) Areas

Below are the four categories that cover the program's DSKs. All students take the courses below during their first 4 years in the program.

Category 1: History and Systems of Psychology

Our program provides a course in history and systems (PSY 715) instead of requiring that students have foundational knowledge in this area. In addition, students gain additional exposure to this content area by taking the PSY 751 Psychotherapy and PSY 710 Theories of Personality. The listed courses provide content about the origins and development of major ideas in the discipline of psychology.

1) History and Systems of Psychology

- PSY 715 History and Systems
- PSY 751 Psychotherapy
- PSY 710 Theories of Personality

Category 2: Basic Content Areas in Scientific Psychology

Each of the following course addresses topics such as 1) affect, mood, and emotion in various ways. Students are evaluated through the use of exams and other graded assignments; 2) neural, physiological, anatomical, and genetic aspects of behavior; 3) learning, memory, thought processes, and decision-making; 4) transitions, growth, and development across an individual's life; and 5) group processes, attributions, discrimination, and attitudes.

1) Affective Aspects of Behavior

- PSY 751 Psychotherapy
- PSY 710 Theories of Personality
- PSY 740 Psychopathology
- PSY 760 Clinical Practicum I
- PSY 761 Clinical Practicum II
- PSY 762 Clinical Practicum III
- PSY 764 Externship I
- PSY 765 Externship II
- PSY 766 Externship III

2) Biological Aspects of Behavior

- PSY 712 Advanced Developmental Psychology
- PSY 713 Biological Psychology
- PSY 752 Behavior Therapy
- PSY 744 Introduction to Neuropsychological Assessment
- PSY 755 Psychopharmacology

3) Cognitive Aspects of Behavior

- PSY 711 Learning and Cognition
- PSY 714 Social and Cognitive Bases of Behavior
- PSY 742 Cognitive Assessment
- PSY 743 Personality Assessment
- PSY 712 Advanced Developmental Psychology
- PSY 744 Introduction to Neuropsychological Assessment
- PSY 751 Psychotherapy
- PSY 760 Clinical Practicum I
- PSY 761 Clinical Practicum II
- PSY 762 Clinical Practicum III
- PSY 764 Externship I
- PSY 765 Externship II
- PSY 766 Externship III

4) Developmental Aspects of Behavior

- PSY 712 Advanced Developmental Psychology

- PSY 713 Biological Psychology
- PSY 772 Health Psychology

5) Social Aspects of Behavior

- PSY 720 Cross Cultural Psychology
- PSY 721 Psychology of African Americans
- PSY 722 Psychology of Urban Environment
- PSY 723 Psychology of Gender
- PSY 714 Social and Cognitive Bases of Behavior
- PSY 753 Group Therapy
- PSY 775 Marital and Family Therapy
- PSY 751 Psychotherapy
- PSY 760 Clinical Practicum I
- PSY 761 Clinical Practicum II
- PSY 762 Clinical Practicum III
- PSY 764 Externship I
- PSY 765 Externship II
- PSY 766 Externship III

Category 3 - Advanced Integrative Knowledge in Scientific Psychology

Each of the four courses and two research projects includes graduate-level scientific knowledge that entails integration of multiple (affective, cognitive, and social aspects of behavior) basic discipline-specific content areas identified in Category 2. Advanced integrative knowledge in Category 2 area is acquired through an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods.

- PSY 714 Social and Cognitive Bases of Behavior
- PSY (764, 765, 766) Externship I, II, & III
- Research Projects: Second Year Paper & Dissertation Research – The matriculation with this program requires that students complete a minimum of two research projects: *second year paper* and *dissertation research*. Both projects require an integration of multiple basic discipline-specific content areas.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

Each of the following course addresses topics such as 1) strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation; 2) quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate

analysis, null hypothesis testing and its alternatives, power, and estimation; and 3) theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization

1) Research Methods

- PSY 734 Psychometrics
- PSY 731 Advanced Statistics I
- PSY 732 Advanced Statistics II
- PSY 733 Multivariate Methods I
- PSY 730 Research Methods
- PSY 700-01 Research Seminar
- PSY 700-02 APA Research Writing
- PSY 735 Research Practicum I
- PSY 736 Research Practicum II

2) Statistical Analysis

- PSY 734 Psychometrics
- PSY 731 Advanced Statistics I
- PSY 732 Advanced Statistics II
- PSY 733 Multivariate Methods I
- PSY 730 Research Methods
- PSY 700-01 Research Seminar

3) Psychometrics

- PSY 734 Psychometrics
- PSY 731 Advanced Statistics I
- PSY 732 Advanced Statistics II
- PSY 733 Multivariate Methods I
- PSY 735 Research Practicum I
- PSY 736 Research Practicum II

Minimum Levels of Achievement for DSKs

Foundational and advanced integrative knowledge is evaluated via four tools. They include course grades, graduate area comprehensive examination, clinical competency examination and practicum/externship training evaluation forms.

- 1) *Course Grades.* Students' knowledge in the above areas is evaluated through applying course grading systems. Students must receive a B or better to pass courses.
- 2) *Graduate Area Comprehensive Examination.* Students are show their foundational and advanced integrative knowledge via the GACE. The GACE is modeled after the national

psychology licensure exam called the Examination for Professional Practice in Psychology (EPPP). It consists of 200 multiple choice questions. A passing grade of 70% or higher is required to pass the exam. Students are eligible to take the GACE after completion of their second year paper, which typically occurs the fall semester of their third year in the program. The exam covers the following content areas: 1) Assessment and Diagnosis; 2) Biological Bases of Behavior; 3) Social Cognitive Bases of Behavior; 4) Professional/Ethical/Legal Issues; 5) Growth and Lifespan Development; 6) Research Methods; 7) Social and Multicultural Bases of Behavior; and 8) Treatment/Intervention. The development of GACE items is overseen by the program GACE committee. Students get no more than three attempts to pass the GACE before being dismissed from the program.

- 3) *Clinical Competency Examination (CCE)*. All doctoral students are required to take the CCE. The CCE is an oral examination designed to evaluate students' understanding of and skill in assessment, diagnosis, ethical practices and intervention. In order to fulfill this requirement, the student must present a case study of a client from a recent practica via a power point presentation to a 4-person committee (3 clinical faculty members and 1 external person). In the event a student fails the examination, it can be retaken only once. Students get no more than two attempts to pass the CCE before being dismissed from the program.
- 4) *Practicum/Externship Training Evaluation Forms*. These forms are used by clinical supervisors at the on-campus practicum site (APSC) and external practica sites to evaluate student competency: 1) *Assessment*; 2) *Psychotherapy and Intervention*, 3) *Consultation*, 4) *Profession, Ethical, and Legal Conduct*, and 5) *Supervision*. Students must have an overall rating of 2.0 or higher in order to pass the course. The ratings include:
 - 3 = Exceeds Expectations – *Student functions exceptionally for level of training*
 - 2 = Meets Expectations – *Students functions adequately to above average for level of training*
 - 1 = Development Required – *Student needs further training and supervision to meet expectations*
 - NA = Not Applicable – *Competence area does not apply*

2. Profession-Wide Competencies

I. Research

Achievement of Competency. The program provides opportunities for our students to achieve competency in the area of research. These opportunities include research-focused foundational courses; research-focused advanced courses; infusion of research in other courses; individual research projects (second year paper and dissertation); oral and written dissemination of research (papers and posters); minimization of course offerings on Fridays to create protected research time; and faculty mentoring in research. Through these experiences our students develop the independent ability to engage in research activities. Our statistics and research writing and research practicum courses, for instance, foster competency in research design and data analyses; the infusion of relevant research articles in

non-research courses foster critical literature reviews; dissertation and second year paper experiences foster independence in study design, how to manage a study, data management and analyses and write-up of results; the oral and written dissemination of research fosters competency in efficacy studies, clinical case studies, theoretical papers, program evaluation projects, and program development projects.

II. Ethical and legal standards

Achievement of Competency. The program provides ample opportunity for our students to achieve competency in the area of ethical and legal standards. These opportunities include formal coursework (PSY 750 Ethics in Psychology), coverage of ethical and professional clinical practice in clinical training and mandatory CITI training as part of research activity and the infusion of knowledge of ethical and legal standards into other coursework. The courses and course requirements that address or include ethical and legal components include: PSY 750 Ethics in Psychology, PSY 745 Forensics Psychology, PSY 760 Clinical Practicum, PSY 761 Clinical Practicum II, PSY 762 Clinical Practicum III, PSY 764 Externship I, PSY 765 Externship II, PSY 766 Externship III, Clinical Competency, and items on the Graduate Area Comprehensive Exam.

III. Individual and cultural diversity

Achievement of Competency. The program provides ample opportunity for our students to achieve competency in the area of individual and cultural diversity. The PSY 750 Ethics in Psychology includes a strong focus on cultural and individual diversity when discussing APA Ethical Principles of Psychologists and Code of Conduct; the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and the relevant professional standards and guidelines. By incorporating diversity related reading in all coursework, critical thinking is enhanced by understanding the strengths and limitations of these contributions as applied to psychopathology, assessment and intervention. Specific programmatic areas that address diversity include: PSY 720 Cross Cultural Psychology, PSY 721 Psychology of African Americans, PSY 722 Psychology of Urban Environment, PSY 723 Psychology of Gender, Clinical Competency Exam, and items on the Graduate Area Comprehensive Exam.

IV. Professional values, attitudes, and behaviors

Competency Achievement. Our program takes very seriously the fact that our students cannot be deemed eligible for internship if they have not achieved

competency in the area of professional values, attitudes and behaviors. Achieving this competency is mostly done in the context of clinical training and faculty modeling and mentoring. While, there is no formal course to address professional values, attitudes and behaviors, our program includes components in our doctoral handbook as well as coverage in PSY 720 Cross Cultural Psychology. Additionally, there are opportunities to observe faculty members modeling lifelong learning, scholarly inquiry, and professional problem solving through such activities as developing and updating courses, conducting research, and attending and participating in professional conferences. Some areas are also addressed through the Clinical Competency Exam and items on the Graduate Area Comprehensive Exam.

V. Communication and interpersonal skills

Achievement of Competency. This competency covers communication in the context of relationships/interpersonal effectiveness and competency in communication as it relates to clinical work and research. Achieving this competency is mostly done in the context of clinical training and faculty modeling and mentoring where students learn to develop and maintain effective relationships with peers, supervisors, supervisees, program and departmental staff, those receiving professional services, the community and organizations. Regarding communication in clinical work and research, by virtue of being a clinical psychology Ph.D. program, students have plenty of opportunity to develop writing skills in course required papers, second year paper, dissertation, conference presentations, integrated psychological reports, and therapy session notes. Students present their cases in weekly supervision in practicum and externship, affording them the opportunity to hone their oral communication skills. Students are also encouraged to develop these skills through attending conferences and presenting posters and papers. Courses are also specifically designed to allow for discussion and incorporate student presentations so that students are able to learn how to integrate their thoughts and express them verbally and non-verbally in concise and meaningful ways.

VI. Assessment

Achievement of Competency. The program provides formal and informal opportunities to achieve competency in Assessment. Assessment training, like the rest of our training is cumulative and graded in complexity. After completing the training courses (PSY 743 Personality Assessment and PSY 742 Cognitive Assessment) students start their practica training which tends to incorporate assessments that become more complex as they progress through their practicum trainings in addition to their therapy cases. In these courses, students administer, score, interpret, and report the results of these common psychological tests

relevant to cognitive or personality assessment). Both courses integrate a focus on diversity issues to ensure cultural competence in clinical assessment.

VII. Intervention

Achievement of Competency. The program provides formal and informal opportunities to achieve competency in Intervention. Intervention training, like the rest of our training is cumulative and graded in complexity. Students take Cognitive Assessment and Personality Assessment in the first year of graduate training to develop a theoretical knowledge of interventions. In the second year, students take practicum I, II, and III across three consecutive semesters. This course, taught in our in-house clinic (Applied Psychological Services Clinic, APSC) offers students contained first experiences with adult and child/adolescent clients. Here, students learn how to (1) establish and maintain effective relationships with clients, (2) develop and implement EBP informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables, and (3) to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking. Students are evaluated on the relevant competencies in addition to feedback during weekly supervision based on video recordings and direct observation by supervisors.

VIII. Supervision

Achievement of Competency. The program provides formal and informal opportunities for students to develop knowledge of supervision models and practices. Across practicums and externships, students are provided multiple opportunities to experience differing supervisor approaches. Also, a mentoring relationship is encouraged between the 3rd year externship students and the second year practicum students. The externship students are required to serve as mentors for Clinical Practicum I and II students (see Course Syllabi). The purpose of the mentoring relationship is two-fold. First, it provides the clinical practicum students with assistance as they acclimate to the experience of providing psychological services to real clients seen in the APSC. Second, it provides the externship students with their first exposure to training other clinicians and to the practice of basic skills essential in clinical supervision and consultation.

IX. Consultation and interprofessional/interdisciplinary skills

Achievement of Competency. The program provides formal and informal opportunities demonstrate knowledge and respect for the roles and perspectives of other professions as well as knowledge of consultation models and practices. In externship courses, students are placed in a variety of psychological settings.

Placement at Mississippi State Hospital, UMMC, the VA, Harbor House, and several of the private clinics. Students can practice their skills in inter-disciplinary work in their external externships which in most cases include multi-disciplinary teams (psychiatry, social work, occupational therapy, nursing). Consultation is initiated by the student and coordinated with one of the current clinical supervisors. We also consider teaching opportunities in the department as opportunities to gain experience in this domain. Our students can elect to become teaching assistants and eventually take on the challenge of teaching an undergraduate course with consultation from faculty.

D. CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

1. 5-Year Sequence of Program Courses (*Please note that this model should only be used as a guide. Courses may be moved due to availability and student demand*)

YEAR 1		
COURSES by SEMESTER	CLINICAL-RELATED Components	RESEARCH-RELATED Components
<i>Fall Semester</i>		
PSY 731 (3) Advanced Statistics I PSY 710 (3) Theories of Personality PSY 740 (3) Psychopathology PSY 742 (3) Cognitive Assessment PSY 700-01 (1) Research Seminar	1) <u>Relevant Courses</u> <ul style="list-style-type: none"> • PSY 710 Theories of Personality • PSY 740 Psychopathology • PSY 742 Cognitive Assessment • PSY 743 Personality Assessment • PSY 751 Psychotherapy • PSY 750 Ethics in Psychology • PSY 711 Learning & Cognition 	1) <u>Relevant Courses</u> <ul style="list-style-type: none"> • PSY 731 Advanced Statistics I • PSY 700-01 Research Seminar • PSY 732 Advanced Statistics II • PSY 730 Research Methods • PSY 700-02 APA Research Writing
<i>Spring Semester</i>		
PSY 732 (3) Advanced Statistics II PSY 730 (3) Research Methods PSY 743 (3) Personality Assessment PSY 751 (3) Psychotherapy PSY 700-02 (1) APA Research Writing	2) <u>Pre-clinical Practica</u> <ul style="list-style-type: none"> • Use of cognitive testing materials for APSC • Practicing of assessment 	2) <u>Second Year Paper</u> <ul style="list-style-type: none"> • Selection of second year paper advisor • Determination of topic • Selection of 2 additional committee members • Submission for IRB approval • Initiation of data collection process
<i>Summer Semester</i>		
PSY 750 (3) Ethics in Psychology PSY --- (3) Elective (course varies) PSY 711 (3) Learning & Cognition		

YEAR 2		
COURSES by SEMESTER	CLINICAL-RELATED Components	RESEARCH-RELATED Components
<i>Fall Semester</i>	1) <u>Relevant Courses</u>	1) <u>Relevant Courses</u>

PSY 713 (3) Biological Psychology PSY 761 (3) Clinical Practicum I PSY 733 (3) Multivariate Methods I PSY 735 (1) Research Practicum I PSY --- (3) Elective (course varies)	<ul style="list-style-type: none"> • PSY 713 Biological Psychology • PSY 761 Clinical Practicum I • PSY 712 Advanced Development Psychology • PSY 752 Behavior Therapy • PSY 736 Research Practicum II 	<ul style="list-style-type: none"> • PSY 733 Multivariate Methods I • PSY 735 Research Practicum I • PSY 734 Psychometrics • PSY 736 Research Practicum II
<i>Spring Semester</i>		
PSY 712 (3) Advanc. Develop. Psych. PSY 734 (3) Psychometrics PSY 761 (3) Clinical Practicum II PSY 752 (3) Behavior Therapy PSY 736 (1) Research Practicum II	2) Clinical Practica at APSC <ul style="list-style-type: none"> • Orientation to APSC • Assignment of mentor from 3rd year class • Assessment and treatment of clients • Completion of 3 practica • Determination of potential externship sites 	2) Second Year Paper <ul style="list-style-type: none"> • Initiation of data collection and analysis processes • Procurement of committee signatures • Submission of abstract for symposia, journal publication or poster presentation • Presentation of research to psychology majors
<i>Summer Semester</i>		
PSY 762 (3) Clinical Practicum III PSY --- (3) Elective (course varies)		3) Graduate Area Comp Exam (GACE) <ul style="list-style-type: none"> • Start studying for GACE

YEAR 3		
COURSES by SEMESTER	CLINICAL-RELATED Components	RESEARCH-RELATED Components
<i>Fall Semester</i>		
PSY 714 (3) Social & Cognitive Bases of Behavior PSY 720 (3) Cross-Cultural Psych. PSY 715 (3) History & Systems PSY 764 (3) Externship I	1) <u>Relevant Courses</u> <ul style="list-style-type: none"> • PSY 714 Social & Cognitive Bases of Behavior • PSY 761 Cross-Cultural Psych. • PSY 715 History & Systems • PSY 764 Externship I • PSY 721 Psychology of African Americans • PSY 765 Externship II • PAY766 Externship III • PSY 753 Group Therapy • Electives 	1) <u>Relevant Courses</u> <ul style="list-style-type: none"> • PSY 714 Social & Cognitive Bases of Behavior • PSY 761 Cross-Cultural Psychology • PSY 715 History & Systems • PSY 721 Psychology of African Americans • PSY 790 Dissertation Research
<i>Spring Semester</i>		
PSY 721 (3) Psych. African Americans PSY 765 (3) Externship II PSY 753 (3) Group Therapy PSY --- (3) Elective (course varies)	2) <u>Externship</u> <ul style="list-style-type: none"> • Initiation of externship 	2) <u>Dissertation Research (DR)</u> <ul style="list-style-type: none"> • Section of DR chair • Selection of DR committee • Determination of DR topic
<i>Summer Semester</i>		
PSY 790 (3) Dissertation Research PSY --- (3) Elective (course varies)	3) <u>Clinical Competency Exam (CCE)</u> <ul style="list-style-type: none"> • Selection of CCE advisor • Selection of committee • Completion of CCE 4) <u>Predoctoral Internship</u> <ul style="list-style-type: none"> • Prepare internship application 	

YEAR 4		
COURSES by SEMESTER	CLINICAL-RELATED Components	RESEARCH-RELATED Components
<i>Fall</i>	1) <u>Relevant Courses</u> <ul style="list-style-type: none"> • PSY 766 Externship III • Electives 2) <u>Predoctoral Internship</u> <ul style="list-style-type: none"> • Submission of applications • Relocate for internship 	1) <u>Relevant Courses</u> <ul style="list-style-type: none"> • PSY 790 Dissertation Research • PSY 770 Advanced Seminar • Electives 2) <u>Dissertation Research</u> <ul style="list-style-type: none"> • Complete dissertation proposal presentation • Get IRB approval • Engage in data collection and analysis
PSY 766 (3) Externship III PSY 790 (3) Dissertation Research PSY 770 (3) Advanced Seminar		
<i>Spring</i>		
PSY 790 (3) Dissertation Research PSY --- (3) Elective (course varies)		
<i>Summer</i>		
PSY 790 (3) Dissertation Research		

YEAR 5		
COURSES by SEMESTER	CLINICAL-RELATED Components	RESEARCH-RELATED Components
<i>Fall</i>	1) <u>Relevant Course</u> <ul style="list-style-type: none"> • PSY 799 Internship 2) <u>Predoctoral Internship</u> <ul style="list-style-type: none"> • Complete internship 	1) <u>Relevant Course</u> <ul style="list-style-type: none"> • PSY 790 Dissertation Research 2) <u>Dissertation Research</u> <ul style="list-style-type: none"> • Defend dissertation research
PSY 799 (1) Internship* PSY 790 (3) Dissertation Research		
<i>Spring</i>		
PSY 799 (1) Internship* PSY --- (3) Elective (course varies)		
<i>Summer</i>		
PSY --- (3) Elective (course varies)		

2. Timeline of Significant Deadlines and Dates

YEAR 1		
FALL	SPRING	SUMMER
Select/change Research Advisors and Graduate Assist. Mentors	Annual student evaluation	
Complete Transfer of Credits	Course registration for Summer and Fall semesters	
Initiate 2 nd year paper		
Annual Meet-n-Greet		

YEAR 2		
FALL	SPRING	SUMMER
Select/change Research Advisors and Graduate Assist. Mentors	Annual student evaluation	Deadline for Second Year Paper
Initiate APSC practicum	Course registration for Summer	

	and Fall semesters	
Annual Meet-n-Greet		

YEAR 3		
FALL	SPRING	SUMMER
Select/change Research Advisors and Graduate Assist. Mentors	Second Administration of GACE	Complete dissertation proposal
First administration of GACE	Annual student evaluation	Initiate APPIC process
Initiate externship	Clinical Competency Exam	
Annual Meet-n-Greet	Course registration for Summer and Fall semesters	
	Initiate dissertation proposal	

YEAR 4		
FALL	SPRING	SUMMER
Select/change Research Advisors and Graduate Assist. Mentors	Annual student evaluation	Leave for internship
Annual Meet-n-Greet	APPIC Ranking and Match Days	Defend dissertation
APPIC application process	Course Registration for Summer and Fall	
Deadline for dissertation proposal		

YEAR 5		
FALL	SPRING	SUMMER
Select/change Research Advisors and Graduate Assist. Mentors	Attending Predoctoral Internship	Attending Predoctoral Internship
Annual Meet-n-Greet	Annual Student Evaluation	Defend dissertation
Attending Predoctoral Internship	Course registration for Summer and Fall	Graduation process
Defend dissertation	See postdoctoral placement	
	Defend dissertation	

3. Doctoral Course Descriptions

a. General Core (18 Total Hours)

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 Total Hours)

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 required 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 (21 Total hours)

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 objective and projective personality assessment, integration of results into the written psychological test report.

- Prerequisites: PSY 710, and 742

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 Total hours)

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.

PSY 776 LGBT+ Psychology (3 hrs)

A study of LGBTQ+ people from an intersectional, affirmative perspective that includes consideration of the developmental, cultural, and interpersonal contexts that impact LGBTQ+ people's identities, lives, and mental health. Empirically based clinical practice information including affirmative psychotherapy and supervision will be explored.

e. Practica and Externships (20 Total hours)

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 psychodiagnostics 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

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 (variable credits 1 or 3 hrs)

- Continuation of PSY 765

PSY 767 Externship IV (variable credits 1 or 3 hrs)

- Continuation of PSY 766

PSY 768 Externship V (variable credits 1 or 3 hrs)

- Continuation of PSY 767

- f. Electives (minimum of 9 Total hours) *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)

Psychology of addiction: techniques and procedures for intervention and treatment.

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 755 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)

Evidenced-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 (15 Total hours)

PSY 790 Dissertation Research (variable credits 1 – 9 hrs).

- May be repeated

h. Internship (9 Total hours)

PSY 799 Internship (variable credits 1 – 6 hrs)

Internship in an APA-accredited mental health setting. Prerequisite: All coursework, second year paper, clinical-competency examination, and dissertation proposal.

- May be repeated

4. Required Courses

The curriculum is presented in a model course sequence. While the courses generally are offered in the sequence shown below, exceptions can occur. Some courses may be offered during a semester different from what is noted on the model, for instance. Students, in conjunction with their advisors and the DCT, may plan an individualized course sequence that will best meet their educational goals and timetable. In doing so, however, communication between aforementioned persons 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 program requires 18 hours of General Core Courses, 16 hours of Research Core Courses, 21 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.

5. Multicultural Seminar

Graduate students will participate in diversity programming to increase their cultural awareness, knowledge, communication, and competency in multicultural awareness. The multicultural programs will occur once per month during the Fall and Spring semester (e.g., 6 sessions per academic year). The multicultural awareness training will benefit the student by encouraging student motivated advocacy, awareness of human rights, inclusion of different identity groups, and better relationships among groups. Although multicultural training may not change a student's belief system, however the objectives of the multicultural training will include measurable increases in awareness, knowledge, and understanding of strategies or examples of how to demonstrate inclusion.

6. Electives

The doctoral curriculum allows students to take elective courses in order to meet individual special interests and enrich his/her educational experience. Note that in the curriculum, a certain number of electives are specified. With the approval of the DCT, course offerings in other academic doctoral programs at JSU may also be taken as electives. With the approval by the DCT, students can take doctoral-level courses at other SACS-accredited universities as long as the maximum transferred hours have not been met.

7. Courses for Non-Clinical Psychology Students

There are a number of courses that can be taken by non-clinical psychology students. Non-clinical psychology students must have prior approval from the DCT and professor assigned to teach the course before enrolling in any particular course. Also, non-clinical psychology students can take no more than 9 hours of program courses. Non-clinical psychology students are allowed to take any program courses, **excluding** courses in the following areas: Clinical Core, Practica, Externships, Dissertation Research, and Internship.

8. Required Forms

a. Request for Transfer of Graduate Credit Forms

Graduate students with previous graduate coursework may request transfer of credit hours by following the procedures described below. Graduate credit may be transferred from graduate schools of regionally accredited institutions. The DCT will forward the syllabi of the courses to faculty typically assigned to teach the course. The faculty will notify the DCT if the course should be accepted or denied. Transfer credit is processed by the DCT. The process

includes the completion of required forms and submission of students' official transcript(s) and syllabi. Credits are usually transferred no later than the preceding semester that the course is offered. All graduate credits earned at other institutions can be transferred. The Graduate School's requirements for this process are listed below:

a) Policy

1. Only courses in which a student has achieved a grade of 'B' or better will be considered for transfer.
2. A maximum of 15 hours may be transfer at the doctoral level.
3. The proposed credits must be in an area that is the same or closely related to the course.
4. A time limit of eight years applies to transferred credit for master and specialist level. A time limit of ten years applies to transfer credit at the doctoral level. A department or program may have different time limit, consult the Graduate Catalog or your advisor.

b. Application for Graduate Degree Candidacy

When approximately 80% of degree requirements have been completed, the student must submit application for advancement to candidacy. Please note that students cannot be advanced to candidacy until:

- All admission requirements have been met.
- All incompletes ("I" grades) have been removed, excluding Dissertation Research.
- Application for Degree Candidacy approved by the DCT.
- Overall GPA is 3.00 or higher.

c. Graduate School Dissertation Forms: *Committee Approval Form* and *Committee Report of Defense Results*

Two forms must be completed after the successful proposal of the dissertation includes: Committee Approval Form and the Committee Report of Defense Results.

1. Committee Approval Form

Students select their dissertation chair with the consent of the DCT and department chair. The dissertation chair assists the student with the formation of a dissertation committee five graduate faculty members. The external member of a committee must be members of the JSU graduate faculty. The Committee Approval Form constitutes a student's committee and documents approval of the student's research proposal by the student's committee. The signatures of each committee member validate their approval of the proposal. The student must complete all of the "typed" areas prior to printing the form and obtaining the necessary signatures.

2. Committee Report of Defense Results Form

The Committee Report of Defense Results Form constitutes a student's committee

and documents approval of the student's successful defense by the student's committee. The signatures of each committee member validate their approval of the dissertation defense. The student must complete all of the required areas of the form prior to requesting the necessary signatures. This form must be submitted prior to clearance for graduation.

9. Research Training Requirements

The 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 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.

1st year	1 st semester	PSY 700-01: Research Seminar PSY 731: Advanced Statistics I
	2 nd semester	PSY 730: Research Methods PSY 732: Advanced Statistics II PSY 700-02: APA Research Writing
2nd year	1 st semester	PSY 735: Research Practicum I PSY 733: Multivariate Methods I
	2 nd semester	PSY 736: Research Practicum II PSY 734: Psychometrics

Students will be actively involved in research throughout their graduate training. During their second semester, the students' research activities will consist of observational and supervised experiences associated with PSY 700-01 Research Seminar. In their third through fifth semesters, students will engage in the application of research vis-à-vis PSY 735 and 736 (Research Practica). Students must complete the second year paper by the end of the second academic year. Additionally, students must develop the project into a manuscript for publication in a journal or presentation at a conference. 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 research.

Students will spend a minimum of three hours per week for one credit of Research Practicum. A letter grade will be given for each course. An incomplete ("I") does not prevent enrollment into another Research Practicum course. Students may engage initiate their dissertation research after passing the GACE. Enrollment into PSY 790 Dissertation Research is only permitted after successfully passing the GACE and completing the second year paper.

The abovementioned research series is structured both as an apprenticeship approach to the acquisition of research skills and as a structured individual learning experience. As students advance, they 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 with planning activities for the research sequence.

- a) Students will be able to review, critically analyze, and examine strengths and weaknesses of any research article 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, students 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, students will be able to summarize the conceptual and the methodological issues.
- d) Given the skills described above, students 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, students will be able to develop multiple methodological strategies to address these questions.
- g) Given multiple methodological strategies, students 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, students will be able to select an optimal methodological strategy.
- h) Given a methodological strategy, students will be able to implement the various components of that strategy (i.e., to conduct the research).
- i) Given a set of research data, students will be able to conduct an analysis by employing relevant analysis techniques.
- j) Given the data and their analyses, students will be able to interpret them, particularly in relationship to the conceptual framework.
- k) Given the above components of the research process, s students 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. Second 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 guidelines for meeting second-year paper requirements, which are consistent with those of other major universities 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 within-subjects 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 required 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 requirements of completing the second year research project and paper, the students must present the research at 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. He/she must also present his/her research to psychology majors (i.e., class, colloquium or Majors Meeting) after completion of the study but prior to the administration of the GACE during the following semester. 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. Second Year Paper Guidelines: The guidelines that should be utilized to develop the second year paper will ensure that the process is 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.
 - a) First Semester of 1st Year: 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) Second Semester of 1st Year: 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) Summer Semester of 1st year: 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) IRB Approval: 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 (July) of the student's second year.
- e) First Draft: 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: 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) Completion of Second Year Paper: As previously mentioned, the second year project and research paper should be completed by the end of the second year in the program (end of July). In addition, the power point presentation should to psychology majors should be done prior to taking the GACE. Failing to complete the second year project and having the second year paper submitted 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 the GACE until they have completed this requirement.

b. Dissertation

Each student is required to successfully complete dissertation research that focuses on 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. Additionally, students are strongly encouraged to incorporate a multicultural component to their dissertation. The component may include utilizing a culturally-sensitive assessment, sampling from a minority population, and/or implementing a culturally-specific intervention.

Composition of Dissertation Committee: The dissertation proposal meeting is an oral presentation of a proposed dissertation research project to a 5-member committee of four

graduate faculty from the Psychology Department and one external member. If the student would like to have a 5-member committee comprised of two external members, the student must ascertain the approval from his/her dissertation chair and DCT. Please note that the Graduate School requires that all committee members have Graduate Faculty status. It is the student's responsibility to collaborate with the dissertation chair to ensure that all committee members have been granted graduate faculty status by the JSU Graduate Council. A minimum of 4 dissertation committee members must be present at the dissertation proposal and dissertation defense meetings. The absent dissertation committee member can opt to approve the dissertation proposal or defense based on the other committee members' approval or have the student meet with him or her to provide an overview of his or her presentation no later than one week after the dissertation meeting. Note that no committee member can miss both the dissertation proposal and dissertation defense meetings.

To be eligible to register for Dissertation Research credit (PSY 790), a student must have:

- 1) secured the signature of a chairperson;
- 2) be in good academic standing;
- 3) have completed the 2nd year paper requirement;
- 4) have passed the GACE; and
- 5) have passed the 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.

1. Format of the Dissertation Proposal Meeting: The dissertation proposal meeting is an oral presentation of a proposed dissertation research project to a 5-member committee of, at least, four graduate faculty from the Psychology Department and one outside member. Two outside members with three psychology faculty members for the dissertation committee can be considered with approval from the DCT. Please note that the Graduate School requires that all committee members have Graduate Faculty status. It is the student's responsibility to collaborate with the dissertation chair to assure that all committee members have been granted graduate faculty status by the JSU Graduate Council. This includes providing the committee member the graduate faculty status application for completion. This form is signed and submitted to the DCT for further processing. The length of the presentation will be determined by the student and his or her dissertation committee but normally should not exceed one hour. At the conclusion of the presentation, there must be sufficient opportunity for discussion, advisement, and feedback. The dissertation proposal meeting is 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.

- A. Selection of a dissertation committee chair.
- B. Selection 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 required to develop a timeline that outlines how he or she will complete the entire dissertation proposal process.
 - C. Selection of a dissertation committee includes the notification and approval from the DCT of the composition of the committee.
 - D. Development of a draft of the Introduction and Method sections of the dissertation in consultation with the committee chair.
 - This draft should include complete citations utilizing the most current APA format.
 - E. Submission of the draft to the rest of the committee members at least 14 calendar days prior to a formal proposal meeting.
 - Committee members can opt to provide feedback during or prior to the dissertation proposal meeting.
 - F. A formal dissertation proposal meeting is held for the student to present his or her dissertation proposal and address comments and feedback of committee members and attendees.
 - Committee members can sign the Committee Approval Form to indicate approval of the dissertation proposal.
2. Format of the Dissertation Defense: The dissertation defense will be in the form of an oral presentation of the student's dissertation to a faculty committee of five persons, four of which are faculty from the Psychology Department. The fifth member must be doctoral level but can be from another academic field. Currently, two outside members with three psychology faculty members for the dissertation committee can be considered with approval from the DCT. Please note that the Graduate School requires that all committee members have Graduate Faculty status (the application form can be accessed at the JSU website with the assistance of the dissertation chair). It is the student's responsibility to assure that all committee members have been granted graduate faculty status by JSU. External committee members from other institutions can provide a similar form of documentation from his/her institution, which must be approved by the Graduate School. 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 time for questions and comments. This presentation should cover, at a minimum, 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.
3. Procedures for the Dissertation Defense:
- A. Completion of final draft of the dissertation in consultation with the committee chair. All chapters should be complete and all citations must be included using the most recent APA format.
 - B. Presentation of the final draft of the dissertation to other committee members at least two weeks prior to the dissertation defense meeting. Committee members can opt to provide feedback prior to or during the dissertation defense meeting.

- C. The dissertation defense meeting is open to all students and faculty. A notice describing the time of the meeting and the title of the dissertation must be posted on college and departmental bulletin boards and emailed to faculty and students at least one week in advance of the dissertation defense.
- D. The student must schedule the exam at least one week in advance. Dissertation defense meetings can only be scheduled during days in which classes are in session.

After the conclusion of the dissertation defense presentation, the dissertation committee will evaluate the student's performance. Students may be given a "pass," "fail," or "conditional pass."

Each committee member makes a choice among three options: pass, conditional pass, and fail. A passing vote indicates that 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 a minimum of one semester to implement. A failing vote indicates that in the committee member's judgment, the dissertation has no scientific merit and cannot 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 student is deemed to have failed the examination. As stated in the Graduate Catalog, “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 completed on a dissertation defense form are submitted by the chair to the DCT. The DCT will submit to the Dean’s office and then to the Graduate School. Regardless of the 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 the case 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 the case of a failure, the student must reconstitute the dissertation committee, as needed, address the necessary changes, schedule a new dissertation proposal meeting, and begin a revised project.

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

10. Statement on Research Data

The 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 in Research Practicum, the faculty member bears the responsibility for providing clarity regarding research data. In the case of student-initiated research, which includes all dissertations, the student bears the responsibility for providing clarity regarding 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 has the responsibility 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.

11. 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:

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 principle 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.

12. 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 predoctoral internship. Placements are within a variety of community treatment settings and involve work with a diversity of clients and clinical problems. Students may be required to undergo fingerprinting and background checks before starting externships. 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
- 4) PSY 743 Personality Assessment

Prerequisites for PSY 761 Clinical Practicum II:

- 1) PSY 760 Clinical Practicum I
- 2) PSY 710 Psychotherapy

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
- 2) Completion of the second-year paper.

Prerequisite for PSY 766 Externship III

- 1) PSY 765 Clinical Externship II
- 2) Completion of the Graduate Area Comprehensive Exam.

Students register for Clinical Practica and also for faculty supervision. Agency placements and faculty supervision assignments for externships are established by the DCT, who oversees the practica and externship process. Students must successfully complete practica training prior to completing the Clinical Competency Examination. Students required to repeat practica courses will also be required to work closely with their clinical supervisor by meeting on a biweekly basis. *No student will begin a practicum if on probation for any reason, except with approval from the DCT for the specific purpose of retaking a previously failed practicum.*

Students are given an opportunity to review the list of available externship placements to determine his/her preference each semester. Lists and site descriptions are available from the DCT. Placement preferences are considered but cannot be guaranteed due to lack of demand. Under no circumstance should students seek a placement nor attempt to contact potential externship supervisors without first conferring with the DCT. Only in extraordinary circumstances are students permitted to take an externship in a setting where they are employed. Elective 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 typically allowed for vacation. Students should be aware that some practicum sites require evening or weekend as well as daytime hours. Students are expected to meet all clinical obligations during holidays and between-session breaks for both clinical practica and externships, as negotiated with the practica/externship during the signage of the training agreement. 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 DCT.

If a student is interested in an externship placement, he or she must contact the designated person at the externship site. Note that most sites require an interview. Should the site supervisor feel that the student does not meet requirements for placement, an alternate placement will be arranged.

At the end of the practicum/externship, the clinical supervisor will complete an evaluation of the student's clinical and professional functioning utilizing the Practica and Externship Training Evaluation Form. Clinical supervisors are expected to have the student review, discuss, and sign the evaluation. The supervisor submits a recommended grade to the DCT, who assigns the final grade. Grades are not assigned until evaluation forms are received from all of the supervisors. The student will also complete an evaluation of both his/her clinical supervisor.

A grade of "C" or less in practicum/externship is considered unsatisfactory performance, and the student will be required to repeat the course). If a student experiences any difficulty while at the practicum/externship, it should be reported immediately to the faculty member supervising practicum/externship placements and the DCT. Such problems may include lack of supervision, impaired staff relationships, inappropriate or inadequate assignments, etc. Questions about practicum/externship policies and procedures should be addressed to the DCT.

b. Predoctoral Internship

A major applied component of doctoral training is the predoctoral internship. All students, without exception, are required to successfully complete a 2,000-hour predoctoral internship. The predoctoral internship typically lasts about 12 months. Students that need more than the required amount of time to complete an internship must meet with the DCT and internship training director. The student is primarily responsible for completing the predoctoral internship process, but he/she will receive a considerable amount of guidance from the DCT and other faculty. Students must only apply to APA-accredited predoctoral internships. BEFORE submitting their predoctoral internship application to APPIC and the National Matching Service, a student MUST:

- 1) be in good academic standing;
- 2) have successfully completed the second year paper, if applicable;
- 3) have successfully completed the Clinical Competency Examination; and
- 4) have successfully completed their dissertation proposal as evidenced by the completion of required documentation.

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 a predoctoral internship, a student MUST

- 1) be in good academic standing;
- 2) have completed all coursework except for the dissertation; and
- 3) completed work necessary to clear all "I" grades from the transcript.

All students must maintain contact with the DCT while on internship. This includes contacting the DCT to discuss problem areas or concerns that arise, postdoctoral applications, and other relevant issues that may occur while on internship.

13. Student Liability Insurance

All doctoral students are required to carry student liability insurance from the American Psychological Association's Insurance Trust (APAIT) or some equivalent agency. The annual premium is designed to cover activities such as practica, externship, and internship. Students are required to enroll in the plan prior to their first practicum placement, and they are required to maintain continuous coverage throughout the remainder of their graduate training. Application forms for APAIT are available from the DCT or online at www.apait.org. 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.

14. Examination Requirements

- a. Graduate Area Comprehensive Examination

Each student is required to take the 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 Graduate School to take the GACE.

To be eligible for the GACE, students must be in good standing (i.e., not on probation, leave of absence, etc.), have successfully completed the second year paper, completed Practica I, II, and III, and have completed work necessary to clear all "I" grades from the transcript.

Students must be registered at the time of the examination, which is done on days assigned by the Graduate School. It is the students' responsibility, with the help of the academic advisor and DCT, to meet all criteria for taking this exam. The exam covers the following eight content areas. The approximate percentage of the exam items devoted to each area is about 10 to 15%:

- A. Assessment and Diagnosis: Psychometrics, assessment models, methods for assessment of individuals and organizations/systems, diagnostic classification systems and issues (DSM), psychopathology.
- B. Biological Bases of Behavior: Neuroscience, physiological bases of behavior and illness, psychopharmacology.
- C. Social Cognitive Bases of Behavior: Cognitive science; theories of learning, memory, motivation and emotions; relationships between cognition, behavior, affect, temperament and mood; psychosocial factors.
- D. Professional/Ethical/Legal Issues: APA Ethical Code, professional and legal standards, guidelines for ethical decision making, training, supervision, and research.
- E. Growth and Lifespan Development: Child, adolescent and adult development, developmental theories, atypical patterns of development, risk factors in developmental outcomes, family systems.
- F. Research Methods: Research design, methodology, program evaluation, statistical procedures, and research interpretation.
- G. Social and Multicultural Bases of Behavior: Social cognition, social interaction processes, organizational dynamics, theories of personality, multicultural issues and special populations.
- H. Treatment/Intervention: Interventions for specific disorders and concerns,

treatment theories, consultation.

The GACE consists of 200 multiple choice questions to be taken in one 4-hour sitting. The GACE is modeled after the national psychology licensure exam called the Examination for Professional Practice in Psychology (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 predoctoral internship. A student may retake the exam once if a passing grade is not attained during the first administration. There must be, at a minimum, a two-month study period between testing administrations. If, after the second attempt, the student has not attained the passing level of performance, the student must petition to the Graduate Faculty and the Dean of the College of Liberal Arts for a third attempt. If the petition is denied or the student fails the third attempt, he or she will be dismissed from the graduate program. The Dean of the Graduate School will be informed if the student is granted or denied a third attempt.

GACE construction, administration, and scoring will be coordinated by a subcommittee of graduate faculty members including the DCT. They 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. The DCT will then have the students complete the online GACE form, which will be submitted to the Graduate School. Permission to take the GACE earlier than the date required by the Graduate School must be approved by the DCT, Dean of the College of Liberal Arts, and the Dean of the Graduate School. A student must complete work necessary to clear all "I" grades from the transcript before being eligible to take GACE.

b. Clinical Competency Examination

All doctoral students are required to pass the Clinical Competency Examination (CCE) 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 dismissal from the doctoral program.

To be eligible for the CCE, students must be in good academic standing (i.e., not on probation, leave of absence, etc.), have passed the GACE, completed Practica I, II, and III, and have completed work necessary to clear all "I" grades from his/her transcript. The CCE is typically completed by the end of the Spring semester of the third year of training, and must be completed before applying for predoctoral internship. The CCE must be conducted only on days in which classes are in session. Examinations may be scheduled during the Summer session if the committee is available and agrees to this arrangement. It is the student's responsibility, with the help of the academic advisor, to meet all criteria for taking this exam.

1. Format of the CCE: The CCE 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 similar academic field. The length of the presentation will be determined by the student and his or her CCE but normally should not exceed 90 minutes. There must be sufficient opportunity for questions by the committee members. The presentation should cover the following 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 evaluate the student's presentation provide feedback to the student.

2. Procedures for the CCE:

1. The committee chair should be a clinician from within the department.
2. The student selects an individual therapy case, group therapy case, extensive assessment (e.g., complete neuropsychological battery), or community intervention project. Students are disallowed from using clinical cases that were initiated during Clinical Practicum I in the APSC unless the case lasted a minimum of 6 sessions with a minimal of two sessions occurring while enrolled in Clinical Practicum II.
3. Selection of a CCE committee; notification of and approval from the DCT 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 and circulated electronically 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.

For the CCE, 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.

- If all committee members choose “pass,” the student passes.
 - If all committee members choose “fail,” the student fails.
 - 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.
9. 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. As stated in the Graduate Catalog “students who fail their oral examination may petition the Dean of the College of Liberal Arts 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.

E. ACADEMIC REGULATIONS

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

Required books and other materials required for each class will be listed on course syllabi. Students are 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 areas such as word

processing, psychological assessment, informational databases, statistical analyses, etc., all graduate students are encouraged to have access to personal computer. Computer facilities are provided on JSU campus. All students are strongly encouraged to become student members of the Mississippi Psychological Association by the beginning of their first spring semester. (*The university is working on putting graduate courses in the JSU VIBE book rental program)

2. Academic Calendar and Classes

a. Academic Year

The academic calendar is outlined in the annual *JSU Graduate Catalog*. The academic year of the program is divided into two semesters. Students are expected to register for both semesters unless they have an approved leave of absence. Summer session courses are equivalent to the regular semester in contact hours but are shortened in length. Registration in coursework typically is required during the summer sessions of the first and second year academic years. Eligible students may register for PSY 790 Dissertation Research 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 missed work.

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 missed work. 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 funding (through tuition waivers, stipends, teaching assistantships, research assistantships, etc.) for all students during their first three years in the program, when available. Funding through teaching opportunities, grants, and waivers are typically available for 4th year students. The 5th year students do not receive funding because they are expected to be away completing predoctoral internships, which are funded by the predoctoral internship sites. Distribution of tuition waivers will be determined by a 3-person committee comprised of the DCT, Department Chair, and Director of the APSC.

a. Stipend

The program will provide student funding in the form of stipend payments (regular payments intended to cover part of the students' educational expenses). Stipends are

issued 9 months per academic year. Please note that the stipend amount depends, in part, on university funding provided during that budget period. The funding covers the Fall and Spring semesters. The 3rd year students are typically funded through tuition waivers. The 4th year students are typically funded through some tuition waivers, and teaching and research assistantships, if they are available.

b. Graduate Tuition Waiver

The Graduate School, through the departments offering graduate studies, administers a number of tuition waivers. These scholarships provide tuition expense only and may vary in amount from partial to full tuition waiver. Tuition-waivers are awarded per academic year. Please refer to the JSU website for additional information because these guidelines are subject to change.

c. Stipend/Tuition Waiver Service

The Psychology Department piloted an approach in 2021 for students to provide service to the department as a component of their stipends/tuition waivers offered by the psychology department which was fairly successful and fully implemented. Students provide approximately 6 hours of service as a teaching assistant, research assistant, clinic assistant, DCT assistant, etc. If classes and other required duties prohibit this service, the student can apply for a waiver for that academic year (must be applied for each year it is needed).

4. Matriculation Status

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

5. Registration Policies

Graduate students are responsible for submitting their course registration form to the DCT. It is required that students review their upcoming semester schedule with their academic advisors prior to the start of each semester. Please note that there are some courses that can only be added by the DCT. In such cases, the DCT is responsible for adding the course after being notified by the student. All enrolled students must maintain continuous enrollment while in the program, unless he or she has taken a leave of absence. Moreover, 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 attending 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 at the Office of Financial Services in B. F. Roberts Hall or online through his/her JPAWS account.

a. New Students

New students are required to attend Fall orientation, which is held during the week prior to

the start of classes. 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
- Other relevant materials

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 deadlines for dropping and adding courses. 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 predoctoral internship 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 DCT. The Graduate School places a limit on the number (13) of hours in which a student can be enrolled. 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. 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 DCT.

e. Auditing of Courses

Under special circumstances, students may be permitted to audit a course. Permission from the course professor 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."

6. Transfer of Credit Procedure

Graduate students with qualifying previous graduate coursework may request transfer of credit. Per the Graduate School, transfer of credit must be completed by the end of the first semester of enrollment. The procedure begins with the student meeting with the DCT to determine which courses possibly can be transferred. The DCT will submit the syllabi, transfer request, and supporting documentation to the faculty members assigned to teach the courses. This faculty members has the discretion to determine if substantial equivalency exists between the two courses. Additionally, the faculty member may choose to meet individually with the student making the request to discuss course and/or assess the graduate student's knowledge in that area. The faculty member then notifies the DCT about the final decision to transfer or not transfer the course. Once a final decision about the list of courses that are approved or disapproved for transfer, the DCT will submit the Graduate School's Transfer of Credit form, Degree Plan form, and official transcripts to the appropriate persons for final approval.

The Graduate School limits the number of transfer credit hours to 15, which is typically the equivalent to 5 courses that are 3 semester hours each. The Graduate School requires that all courses are completed within 8 years of the first enrollment into the program. Also the courses 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. Any transfer courses to be considered as satisfying General Core, Research Core, or Multicultural/Diversity Core requirements must have a PSY or equivalent prefix. The remaining courses can be transferred as satisfying Elective course requirements. Only a limited number of courses can be transferred from a particular core. Below are the only program courses that can be replaced with transferred courses, per core:

a. General Core (2 course limit)

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

b. Research Core (2 course limit)

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

c. Multicultural/Diversity Core (1 course limit)

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

PSY 721 Psychology of African-Americans

d. Electives (5 course limit)

PSY 771	Human Sexuality (3 hrs)
PSY 774	Group Processes (3 hrs)
PSY 772	Health Psychology (3 hrs)
PSY 741	Psychopathology of Childhood and Adolescence (3 hrs)
PSY 775	Marital and Family Therapy (3 hrs)
PSY 773	Theory and Treatment of Addictive Disorders (3 hrs)
PSY 744	Neuropsychological Assessment (3 hrs)
PSY 745	Forensic Psychology (3 hrs)
PSY 776	Neuro-Behavioral Science (3 hrs)
PSY 755	Psychopharmacology (3 hrs)
PSY 777	Multivariate Methods II (3 hrs)
PSY 770	Advanced Seminar (3 hrs)

7. Student Enrollment

a. Residency Status

All students must have full-time residency during their first three academic years in the program, 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 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.
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. 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, or personal reasons, may be granted a leave of absence. Students must apply in writing for leave of absence to the DCT. If granted, the leave shall be for a stated period of time, not to exceed one year. Students should apply for a leave of absence no later than one month prior to registration for the next semester. Time spent on an approved leave of absence is not charged against the eight-year time limit.

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 enrollment. 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 Faculty for an extension. Students can receive up to a total of 24 months extension in the program. The provisions of extensions will not exceed 6 months at a time. Extensions will be provided based on the student's progress during past extensions. Additionally, students may not be given future extensions. If it is determined that the student has not shown adequate progress during each extension, he or she may be at risk of being dismissed.

In order to remain an active and matriculating student, registration is required in every semester 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. 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.

8. 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:

A	-	Excellent	4 quality points per credit
B	-	Satisfactory	3 quality points per credit
C	-	Marginal Pass	2 quality points per credit
F	-	Failure	0 quality points per credit
IP	-	In progress	0 quality points (no longer recommended for use as of March 2021)
I	-	Incomplete	0 quality points
W	-	Withdrawal	
S	-	Satisfactory	(used for dissertation and quickly converts to an 'A')
U	-	Unsatisfactory	(used for dissertation and quickly converts to an 'F')

~~Use of the IP Grade — The "IP" grade should 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. The student must request the “I” by completing a student request form and preparing a plan of completion/form with the instructor. The incomplete is granted at the discretion of the course instructor but must be initiated by the student and approved by administration. 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.

If the professor chooses not to assign an Incomplete by not approving the student request form, the grade assigned will then be based on the professor’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. Please refer to the JSU website for additional information because these guidelines are subject to change.

9. 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 GPA.

10. 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.

11. 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. Remediation 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 Graduate School.

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 DCT 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 DCT. 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 CCE, 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 from Program

A grade lower than “B” in a clinical Practicum or Externship course reflects inadequate performance and requires a student to be evaluated for fitness to continue 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 predoctoral internship, termination from the program is automatic. The DCT 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. Lack of significant progress in the program within one year prior to an extension or after an extension has been requested by the student;
2. academic probation extends beyond one year;
3. three or more grades below “B” have been received;
4. two grades of “F” are received;
5. 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;
6. the CCE is failed a second time;
7. a grade lower than “B” is received for Internship;
8. there is evidence of an ethical violation of the standards of the profession as delineated in the most recent version of APA’s Ethical Principles of Psychologists and Code of Conduct; and
9. in the opinion of the faculty the student demonstrates significant professional impairment as described in the Program Policy on Professional Impairment available from the DCT.

d. Unprofessional Student Behavior

Students who conduct themselves in an unprofessional manner that is not representative of the student decorum outlined JSU or the Program are at risk of being suspended or dismissed from the program by the graduate faculty. The suspensions/dismissal and length of the suspensions are determined by the Graduate Faculty. Examples of unprofessional behavior include, but are not limited to, the following:

1. Excessive tardiness in attendance and completing tasks in class and at practica/externship/predoctoral internship sites;
2. Argumentative and rude behavior towards supervisors, professors, administrators, and/or peers;
3. Substance use-related matters that impact the students’ ability to adequately perform school-related responsibilities and duties;
4. Lack of appropriate responsiveness to feedback from supervisors and professors;

5. Acts of plagiarism (i.e., the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment)

12. Annual Student Review

Students 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 during predoctoral internship. In addition, each graduate student will be reviewed in the Spring semester of the academic year. Students will be reviewed in a meeting attended by the Graduate Program Faculty. Please note that students must meet with his/her academic advisor prior to submitting the advisor Student Form B. 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 most recent version of American Psychological Association's 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 DCT, with his or her consent.
- I. 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.
 - J. 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 30 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 problem
- 6) and a copy of the evaluation is placed in a student's 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.

13. 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.

14. Plagiarism

Students are expected to submit tests and assignments that they have been completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

Original Work. Assignments such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the University and/or program College's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program College's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their College and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular college. At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a College-recognized method of citation. Deviating from College standards (see above) are considered plagiarism.

Tendering of Information. All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

Acts Prohibited. Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:

- plagiarism any form of cheating
- conspiracy to commit academic dishonesty
- misrepresentation
- bribery in an attempt to gain an academic advantage
- forging or altering documents or credentials
- knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

Additional Matters of Ethical Concern—Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

15. Discrimination

JSU has an academic environment that is fair, humane, and responsive to all students. It is an

environment that provides support, 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 department chair and DCT.

16. Privacy & Audio/Videotape Recordings

Signed consent forms must be obtained prior to audio or video tape recording of any interaction between student(s) and client(s). Students must request permission to tape class lectures from the professor. 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. 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 DCT. 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 DCT. 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 DCT.

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 dissertation proposal/defense, GACE, and CCE are not generally subject to formal appeal.

a. Informal Procedure

Before initiating a formal appeal, a student must attempt 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 DCT (in writing and within 30 days of the event which engendered the complaint) requesting his/her intervention. The DCT shall then meet with all parties involved and attempt to develop 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 DCT. 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 DCT 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 DCT, 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. An alternate will be selected who is the individual with next highest vote tally.

19. Graduation Procedures

Students must consult with the DCT and Graduate School regarding the procedures for graduation. Graduation exercises for JSU take place each Spring and Fall semesters. Students who are eligible to participate in the graduation ceremony may contact the Graduate School for information about graduation ceremonies.

F. 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 University'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.

2. Programs Administered by the Division of Graduate Studies

The Graduate School offers limited funding in the form of tuition waivers and graduate assistantships. 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 tuition waivers should contact the Graduate School.

3. Programs Administered by the Doctoral Program

The Clinical Psychology Doctoral Program may offer financial assistance to academically qualified full-time students. Financial assistance may be in the form of Teaching or Research Assistantships or stipend payment. Teaching assistantships are generally available only to Master's level doctoral students but doctoral students that have completed at least 18 hours in the program are also eligible. 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 25 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 DCT 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 DCT before accepting such employment.

G. 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 regularly 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

There should be one student representative per cohort. The student representative is determined by the cohort members. 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. 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. Starting in Spring of 2021, there is also a Clinic Representative determined by the cohort members currently participating in practicum in the APSC. Clinic concerns can be presented by the Clinic representative in the APSC Clinic meetings.

3. Professional Organizations

Graduate students are required to become student members of the 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. The 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 and office personnel.

5. Computer/Statistical PC Labs

The Psychology Department has two computer laboratories that provide internet, statistical, and word processing facilities to faculty and graduate students. All graduate students are encouraged to have a computer at home with internet access to aid in the completion of assignments.

6. E-Mail, Mailboxes, and Notice Boards

Students are required to keep the DCT updated with their current email address. All doctoral students are assigned personal mailboxes located in the student lounge area. These mailboxes provide for communication between the program faculty/staff 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.

7. 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 have a department that regulates licensing/certification that should be contracted to receive the most current information.

8. 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.

9. Typing of Student's Work

The doctoral program will not 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.

10. Use of Supplies

Clerical and office supplies are not provided to graduate students.