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Doctoral Program in Clinical Psychology Program Handbook

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

Updated October 2024

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Introduction

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

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

The Handbook is always a work in progress, as it must be responsive to changes in accreditation, licensure requirements, educational standards, and changes in the world in general. As such, our program rules and requirements may change during your time here, though we hope to have these changes impact you as little as possible. We hope that you will provide feedback and suggestions to ensure that this resource continues to offer current and helpful information for future classes of students. No matter how comprehensive it is, a handbook cannot cover every situation that you will encounter. Feel free to talk to any of us if you need help or if you have any questions that are not answered in this handbook.

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

Mission Statement

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

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

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

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

All graduate training emphasizes the program's commitment to three central values.

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

Who's Who in the Clinical Program

Clinical Program Faculty

Carolyn Adams-Price

Professor

Office: 207 Rice Hall, Phone: 662-325-7658; E-mail: cea1@psychology.msstate.edu

Research Interests: Gerontology, specifically aging and creativity, applied cognitive aging, attachment to place and the rural context of aging, including minority aging and reducing negative stereotypes about older people. Also interested in gender differences in adolescent development

Kevin J. Armstrong

Associate Professor

Office: 226 Rice Hall; Phone: 662-325-7657; E-mail: kja3@msstate.edu

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

Mitchell E. Berman

Professor and Assistant Dean for Graduate Academic Affairs

Office: Rice Hall; Phone: 662-325-3666; E-mail: mberman@psychology.msstate.edu

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

Tom Carskadon

Professor

Office: 206 Rice Hall; Phone 662-325-3202; E-mail

tomcarskadon@psychology.msstate.edu

Research Interests: Psychological Types, Myers-Briggs Type Indicator, Academic Achievement

Hilary L. DeShong

Associate Professor and Graduate Coordinator

Office: 208 Rice Hall; Phone: 662- 325-7771; Email: hld166@msstate.edu

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

Mary E. Dozier

Assistant Professor

Office: 204 Rice Hall; Phone: 662-325-0523; Email:

maryedozier@psychology.msstate.edu

Research Interests: Assessment and treatment of hoarding and other anxiety and fear-based disorders in older adults.

Jennifer Krafft

Assistant Professor

Office: 202 Rice Hall; Phone: 662-325-7490; Email: jek299@msstate.edu

Research Interests: Mindfulness and acceptance-based treatment; acceptance and commitment therapy (ACT); self-help; tech-based interventions; hoarding, OCD, and anxiety; mental health stigma; ecological momentary assessment/intervention; measurement; aging.

Brittany Lancaster

Assistant Professor

Office: 210 Rice Hall; Phone: 662-325-7490; E-mail: bd1195@msstate.edu

Research Interests: Pediatric psychology; obesity; sleep; behavioral interventions; digital interventions, rural and medically underserved youth and families

Cliff McKinney

Professor

Office: 219 Rice Hall, Phone: 662-325-3782; E-mail: cm998@msstate.edu

Research Interests: Parental psychopathology, psychological and physical maltreatment, parent-child relationships, gender dyads, and emerging adulthood.

Robert McMillen

Professor

Office: 221 Rice Hall; Phone: 662-325-7127; E-mail: rcm19@msstate.edu

Research Interests: Health impact of smoking and smoking cessation.

Danielle Nadorff

Associate Professor

Office: 201 Rice Hall; Phone: 662-325-3202; E-mail: Danielle.Nadorff@msstate.edu

Website: <http://www.grandfamilieslab.com>

Research Interests: Kincare, specializing in the social, mental, emotional, behavioral, and physical outcomes for “custodial grandchildren” and the grandparents who raise them.

Michael R. Nadorff

Professor

Office: 235 Rice Hall; Phone: 662-325-1222; E-mail: mn487@msstate.edu

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

Arazais Oliveros

Associate Professor

Office: 209 Rice Hall; Phone: 662-325-3202; E-mail: ado56@msstate.edu

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

Ben Porter

Assistant Professor

Office: 203 Rice Hall; Phone: 662-325-1769; E-mail: bwp125@msstate.edu

Research Interests: Military and Veteran health and well-being, impact of romantic relationships in the military compared with civilians; archival data analysis.

Emily Stafford

Clinical Associate Professor and Clinic Director

Office: 229 Rice Hall; 662-325-0170; Email: emily.stafford@msstate.edu

Ty Stafford

Clinical Assistant Professor and Director of Clinical Training

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Program and Department Leadership

Director of Clinical Training (DCT)

Dr. Ty Stafford currently serves as the DCT for the clinical psychology program. In general, the DCT is responsible for the administrative duties related to the clinical program, which includes, but is not limited to: maintenance of APA accreditation including communication with the Commission on Accreditation, maintenance of student files including alumni data, practicum site visits and quality assurance, communication with practicum supervisors, internship preparation, communication with internship sites, course scheduling including TA teaching assignment recommendations, mentor/faculty/student conflict mediation, new student program orientation, and complete necessary reports and applications to MSU. As a faculty member, Dr. Stafford reports directly to the Department Head.

Department Head

Dr. Jarrod Moss currently serves as the Interim Department Head for the psychology program. Dr. Moss is responsible for the oversight and daily operation of the entire psychology department and is responsible for things such as determining annual budgets, approving suggested schedules and funding from program directors, annual evaluation of department faculty and staff, and a host of other responsibilities.

Graduate Coordinator

Dr. Hilary DeShong currently serves as the graduate coordinator for the department. In general, the graduate coordinator's responsibility is to coordinate the administrative aspects of graduate student responsibilities and progress. This includes, but is not limited to, communication between the program among its faculty and students and the graduate school, ensure university and graduate school policy and relative deadlines are being met, make official announcement of graduate student scheduled defenses, review final documents (e.g., thesis and dissertation) for students prior to submitting to the library, organize new student department orientation, assist the department head in planning class schedules and TA assignments, and assist students in navigating the admissions and graduation process.

Clinic Director

Dr. Emily Stafford currently serves as the clinic director for the MSU Psychology Clinic, the training clinic housed within the psychology department which is used primarily to train clinical psychology students. Dr. Stafford is responsible for the day-to-day operations and administration of the clinic including, but not limited to, managing clinic budgets and supplies, managing waitlist, coordinating committee meetings, supervising students' operations within the clinic, supervising student initial contact with clients (e.g., phone calls, screenings), ensuring compliance with the necessary regulatory bodies, and assisting with any crisis management that may be required.

Clinical Training Committee (CTC)

CTC consists of all clinical faculty and elected student representatives. CTC makes many decisions related to student training including approving handbook changes, collaborating on student annual evaluations, providing consultation related to student progress, making recommendations and approving graduate curriculum changes, assisting with creation and completion of student remediation plans, and managing student admissions. Although student representatives are members of the CTC, students cannot participate and are not present for student evaluative matters (e.g., annual evaluations, remediation discussions). Students should note that as all clinical faculty members are part of CTC, the training goals, progress, and needs of all students are a matter of discussion in CTC and necessary as part of the ensuring student timely and appropriate progress through the program.

Guiding Principles and Policies

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

Graduate Student Bulletin. All graduate students should be familiar with various regulations and requirements listed in the *Graduate Student Bulletin* available on-line at <http://catalog.msstate.edu/graduate/>.

Department Graduate Handbook. Students should also read and be familiar with the departmental graduate handbook <https://www.psychology.msstate.edu/sites/www.psychology.msstate.edu/files/PsychologyGradStudentHandbook.pdf> which contains department-wide policies and procedures that are not specific to the clinical program. Please be sure to talk with either the Graduate Coordinator or the Director of Clinical Training when you have questions about any policies or procedures.

Ethics. The Clinical Program subscribes fully to the professional ethics of the American Psychological Association (APA). All students are expected to read and adhere to the APA Ethical Standards of Psychologists, which can be found at <http://www.apa.org/ethics/code/index.aspx>.

We would like to highlight APA Ethics 7.04, which states that graduate students are not required to disclose personal information unless “the information is necessary to evaluate or obtain assistance for students whose personal problems could be reasonably be judged to be preventing them from performing their training – or professionally related activities in a competent manner or posing a threat to students or others.” Thus, when there are personal problems that are significantly impacting your performance, we expect that you tell a member of the clinical faculty as that information could have implications not only for you, but also for those you treat and teach.

Students also should maintain Human Subjects certification via the online exam at <https://www.citiprogram.org/default.asp> and should familiarize themselves with HIPAA regulations.

Residency Requirements. Our program requires all students to spend at least four years in-residence at MSU, with all of these years being in full-time residence in Starkville, MS or a nearby location before applying for internship. This requirement is both for the benefit of your training, as substantial time is necessary both to receive the required training for a PhD and for our faculty to supervise and evaluate you, as well as to ensure compliance with the requirements of the American Psychological Association.

Grade or Academic Standing Appeals. Students who have concerns about grades or decisions about academic standing are encouraged to speak directly to involved parties (faculty, practicum supervisors, advisors, etc.) prior to talking to administrators such as the DCT, Graduate Coordinator, or Department Head. Students who have concerns are strongly urged to review policies from this handbook, the Psychology Graduate Student Handbook (<https://www.psychology.msstate.edu/sites/www.psychology.msstate.edu/files/PsychologyGradStudentHandbook.pdf>) and the Graduate Catalog (<http://catalog.msstate.edu/graduate/>). There is also a page run by the Provost that lists all Academic Operating Procedures

(<http://www.policies.msstate.edu/>) that could be helpful for knowing how the university handles different sorts of appeals. Do not hesitate to talk to someone here about how to best go about exploring your concerns.

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

APA has provided a number of guidelines and criteria related to psychological practice with diverse populations. It is expected that all students will read and be familiar with these guidelines, which can be found at <https://www.apa.org/practice/guidelines>. These guidelines include:

- [Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality](#)
- [Professional Practice Guidelines for Psychological Practice with Boys and Men](#)
- [Professional Practice Guidelines for Psychological Practice with Girls and Women](#)
- [Guidelines for Psychological Practice with Transgender and Gender Nonconforming People](#)
- [Guidelines for Psychological Practice with Military Service Members, Veterans, and Their Families](#)
- [Guidelines for Psychological Practice with Older Adults](#)
- [Guidelines for Psychological Practice with Sexual Minority Persons](#)
- [Guidelines for Assessment of and Intervention with Persons with Disabilities](#)
- [Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization](#)

The clinical psychology program adheres to the University Nondiscrimination policy found at <http://www.policies.msstate.edu/policypdfs/0303.pdf>. MSU is committed to providing an inclusive and welcoming environment for all members of our community. In accordance with its Policy Statement on Non-Discrimination, MSU does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's race, color, ethnicity, sex, pregnancy status, religion, national origin, disability, age, sexual orientation, gender identity, genetic information, status as a U.S. veteran, or any other status protected by state or federal law (hereinafter their "protected status"). The University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on their protected status as described above. Any such harassment or discrimination of MSU students and employees is prohibited.

Working with Diverse Clients. In our program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively

impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

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

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

Several opportunities for student involvement include:

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

Disability, Impairment, or Psychological Distress. Students experiencing a temporary impairment in their ability to function competently as a graduate student or clinical psychology trainee are

encouraged strongly to contact their primary research mentor and/or the DCT to obtain assistance or referral information. This is consistent with APA Ethics Code 7.04, which states that disclosure is required if “the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.” It is important that at least one member of the faculty is aware of issues that may affect your professional performance. It also is ethically necessary for a licensed faculty member to determine whether your abilities are compromised in a significant manner that may meaningfully affect your professional conduct with the public.

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

Occasionally, students are interested in seeking psychosocial treatment for their own adjustment issues or psychological concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with personal or professional functioning. Some students also may feel that the experience of therapy, as a client, may add to their training as a clinician, but this is not required by our program.

1. Students are entitled to free services at the MSU Student Counseling Services (<http://www.health.msstate.edu/scs/>), though it should be noted that utilizing the student counseling center may preclude students from later doing practicum work at student counseling due to the potential for dual relationships.
2. All graduate students who are also employees of the university (e.g., GA/TA) are eligible to participate in the Employee Assistance Program, which includes three free counseling sessions per concern. Greater information can be found at the MSU Human Resources website: <https://www.hrm.msstate.edu/benefits/eap>
3. All MSU clinical psychology doctoral students may receive pro-bono mental health services through a partnership that we have with the other clinical psychology programs in the state. If you are interested in mental health services please reach out to Mary Grace at (662) 325-0621 or mgrace@behavioralhealth.msstate.edu and tell her you are a MSU clinical psychology doctoral student who is interested in mental health services. She will get some screening information from you regarding the services that you require and will reach out to the other training clinics in the state to see whether they are able to see you. MSU faculty will not be notified, only clinic directors at other schools. Once a clinic is identified, Ms. Grace will provide you with information regarding which clinic, the supervisor at that clinic in case there is a conflict there, and how to reach out to the clinic in order to initiate services. From that point on all interactions will be between you and the clinic you have been linked with, with no further MSU involvement. Our hope is that this system will provide you access to care without needing to inform faculty. However, should you run into difficulties please let either Dr. Ty Stafford or Dr. Michael Nadorff (Ms. Grace’s immediate supervisor) know, and we will help troubleshoot the process and find a way to help you get linked with a provider.
4. Starkville Counseling Associates, <https://starkvillecounseling.com>, has a pro-bono list and understands the special needs and financial limitations of our students. They offer both

therapy and medication management as required. To get on their list please call their office, and when you speak with Beverly, let her know that you are a part of our program and ask to be added to their pro-bono therapy list.

5. Students may also consult with the Mississippi Office of Vocational Rehabilitation, though it should be noted that this method may take several weeks. If you are interested in receiving mental health or other job-related services through vocational rehabilitation their information can be found here: <https://www.mdrs.ms.gov/workforce/vocational-rehabilitation>.
6. The DCT is occasionally aware of clinicians who are willing to see students pro bono or at a reduced rate. If the above strategies have not yielded successful results, then speak with the DCT to see whether there may be alternatives.

Sometimes due to acute need or reduced fee options being exhausted, students choose to seek therapy services paid fully out of pocket. Below are community providers that you may wish to consider:

Licensed Psychologists

Ellis Glenn 662-327-7388

Lane James 662-329-0114

Mary Cecille Goysich (Tupelo) 662-377-4685

Mariana Lucchesa Naldi 662-328-9225

Rachel Sherrill 662-753-4658

LPC's

Cori Cater 662-769-1879

John Hawkins 662-435-0050

Karla Morgan 662-648-9977

Monarch Counseling and Wellness: <https://www.gtrhealingplace.com/>

Students are welcome to discuss their need for a psychological treatment referral with any faculty member, including the DCT, without bias. However, due to being in a faculty role with the students, the faculty member will aim to be involved as little as possible, primarily just providing referral information for the student. The DCT can help with referrals, as needed.

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

In addition to submitting to a CBC, students in the program must also report to the DCT if an event occurs while in the program. Students are required to report any of the following with respect to felonies and misdemeanors, other than minor traffic violations:

- Pending criminal charges

- Criminal convictions
- Pleas of no contest or nolo contendere
- Alford pleas
- Receipt of deferred prosecution or prayer for judgment.

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

In the event any CBC report reveals an offense other than a minor traffic violation, or if a student discloses that any of the events identified above have occurred, the DCT will meet with the student. Prior to meeting with the DCT, the student will submit a thorough but succinct statement describing the incident, the status of the incident, and lessons learned from the experience. In the event the student believes that a CBC report is erroneous in some way, the student may request a repeat check be conducted at the student's expense using the student's Social Security number as the primary identifier.

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

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

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

Notes/clarifications:

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

- A copy of the Certificate of Release or Discharge from Active Duty Form (Form DD214) detailing an "honorable" discharge status, OR
- A copy of the final Description of Peace Corps Volunteer Service detailing completion of service assignment in "good standing", OR
- A copy of the letter terminating service in "good standing" from the US Foreign Service or affiliated agency.

Accreditation. The MSU Clinical Psychology Program began in fall 2014 and has been fully accredited by the American Psychological Association since 2016. Our most recent site visit

occurred in November of 2023 and as of this writing we are awaiting APA's decision regarding reaccreditation. Questions related to the program's accredited status should be directed to the Commission of Accreditation:

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

Admissions Policies and Requirements

Our application deadline is December 1st every year. Once the application is received, the DCT and/or identified faculty member serving as admissions chair work together to make a spreadsheet with data from all the applicants including their fit with program faculty. Once the list is compiled, the DCT and/or admissions chair conduct a preliminary review of all applications and identify the applicants who have appropriate qualifications and who are a strong fit for our mentors and program. These applicants are then reviewed by at least two faculty members using the Rating Scale for Graduate Student Selection. This form creates numerical ratings for GPA, GRE, personal statements, research experience, clinical experience, letters of recommendation, and individual history/characteristics. For Fall 2021-2025 admissions the GRE was/will be optional for the program and thus was/will not be included in this score. These ratings are then examined to make sure that there is appropriate agreement between the scores, and if so, they are averaged. This helps ensure that we evaluate each applicant as a whole and that we do not provide too much weight to any one metric. It also helps standardize the review process, so all applicants receive the same level of consideration. Additionally, faculty are encouraged to do initial, virtual pre-interviews with applicants they are interested in prior to determining if they would like to invite them for interview. The top applicants based upon their ratings and fit with the program are then invited to come to our interview days.

Our interview days will take place in late January or early February on the MSU campus, though virtual interviews were held in 2021 and 2022 due to the COVID-19 pandemic. The evening before the interview, current graduate students typically host a potluck dinner to give the applicants an opportunity to informally get to know the graduate students before the interview. During the interview the next day the applicants get to meet with a majority of the clinical faculty as well as many of the graduate students. Following the interview, the program typically hosts a dinner to provide the applicants one last chance to interact with the graduate students and faculty before the end of the interview.

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

Our program is a member of CUDCP and, as such, we follow the CUDCP guidelines regarding acceptances. Specifically, once we make an offer of admission either orally or in writing it will remain in force until at least April 15th with the financial terms not changing during that time. We are strong proponents of this rule as we believe that a student should have a chance to evaluate all other schools and offers before deciding to come to MSU so that they will hopefully be happy and successful here. The only thing we ask, as a courtesy to other applicants and programs, is that an

applicant never hold more than one active offer of admission at a time. When a second offer comes in the student should weigh both offers, keep the preferable offer, and decline the less-preferable offer as quickly as is feasible.

Application Fee Waivers

When a fee waiver is provided to an applicant the department is responsible for paying the graduate school for the application fee. Thus, an initial review is conducted at the time of the fee waiver request before granting a waiver. The student is asked to provide the program with a CV and a personal statement including the faculty member(s) with whom they are interested in working with as their primary mentor. Those faculty and the DCT review the information. If the faculty and the DCT feel that they would likely make it to the interview round of admissions, then a fee waiver is provided. If the student is unlikely to make it to the interview round, we inform the student that they are welcome to apply and will be given full consideration, but that the program unfortunately cannot fund their application fee due to limited funds being made available to the doctoral programs by the department.

Full Disclosure Data

Applicants commonly wish to review our full disclosure data outlining what has happened with our recent cohorts of students as well as recent years of admissions. These data can be found here: <https://www.psychology.msstate.edu/files/MSUClinicalStudentOutcomes.pdf>. Data are updated once a year, typically around late May once the new cohort of students has committed to coming to MSU.

Mentorship Model

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

Mitchell Berman, Ph.D.

Hilary L. DeShong, Ph.D.

Mary E. Dozier, Ph.D.

Jennifer E. Krafft, Ph.D.

Brittany Lancaster, Ph.D.

Cliff McKinney, Ph.D.

Robert McMillen, Ph.D.

Danielle Nadorff, Ph.D.

Michael R. Nadorff, Ph.D.

Arazais Oliveros, Ph.D.

Ben Porter, Ph.D.

From time to time a student may find that they are not a strong match with their research advisor, and they may wish to switch to another major professor. This is a significant move that has notable impacts on both faculty members, their labs, and potentially on the program. It also can notably slow a student's progress. Because of this, lab switches should occur only when absolutely necessary, and only after consultation with one's current mentor, prospective mentor, and the DCT. If possible, any concerns should be worked out with the major professor, and a mediator can be provided to assist if the student or mentor makes such a request. After consultation, if the student believes an advisor switch is in their best interest, the question is referred to CTC for further discussion and consideration. CTC will analyze the impact the switch will have on the student as well as both advisors/labs. If approved, CTC may provide the student with the names of other advisors who CTC believes would be suitable and have the capacity to take the student on. The student will then contact each faculty member to set up a meeting to discuss fit. Afterwards, they will select a mentor out of those available and inform the DCT/CTC. Should CTC be unable to identify mentors who are willing and available to take the student on, the student will be given one semester to find a mentor who agrees to take them on as a mentee. A student must find a mentor to be able to continue in the program. If an advisor switch must occur, it is recommended that it occur between milestone projects (e.g. after thesis but before dissertation) to ensure the least amount of impact on the student's work possible. As such, students may be required to continue working with their primary mentor to complete certain milestones.

While rare, there may be some instances where a faculty member can no longer serve as primary mentor to a student (e.g., the faculty member leaves MSU). When this occurs, the DCT and CTC will work with the student to find an appropriate mentor following the steps outlined above.

Training Experiences: Overview

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

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

A summary of coursework and milestone requirements as well as an example 5-year schedule is listed in [Appendix A](#). However, this may not fit your specific training needs. Thus, you should work closely with your advisor to determine the best training sequence/plan for you.

Student Files. Student records are maintained on Microsoft Teams, in a folder where only program faculty and staff have access. The files are maintained by the graduate coordinator, DCT, and clerical support when available. In addition, the DCT maintains a regular backup of the files in case something were to happen to the university's servers. Because licensure board requests commonly require student records from long ago (e.g. verification of practicum experiences), we plan on maintaining all records indefinitely unless a student/alumnus requests their records be destroyed after graduation. However, if this action is taken the program may not be able to provide verifications for licensure. We do not store copies of syllabi in student files, so students are urged to keep all syllabi to facilitate licensure post-graduation.

Didactic Training

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

Formal Coursework

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

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

MS Residency. Students are strongly encouraged to apply for in-state residency within their first year of graduate training to help reduce the costs of graduate training if there is not something preventing you from doing so (e.g. being on parents' insurance). This is especially important because taking dissertation hours during your internship year will be charged at the out-of-state rate if you did not establish residency. There have also been some changes in how our internship class is coded that may result in it also having an out-of-state tuition charge. More information can be found at

<http://www.catalog.msstate.edu/undergraduate/admissionsinformation/legalresidentstatus/>

Courses. A minimum of 52 semester hours of successfully completed graduate credit are required for graduation

Exemptions. Students entering the program with a master's degree in psychology or related field that is approved by the DCT and Clinical Training Committee (CTC) may have more flexibility in completing coursework requirements. These students may petition for up to three classes (not to exceed 12 total hours) to be fulfilled by courses successfully completed at another institution. Note that APA allows an undergraduate History and Systems course to be used in lieu of the graduate-level History and Systems. Beginning with Fall 2022 admissions, we will no longer waive clinically-oriented classes that contribute to our training in the APA Profession-Wide Competencies, but those that align with the Discipline-Specific Competencies will still be considered. Please see APA requirements on the next page for more information on these areas.

A student's master's thesis may also be considered in order to waive our master's thesis requirement. To be considered for a full waiver of the master's thesis requirement, the master program completed by the student must require the student have completed/passed a thesis defense meeting. In the case of a master's thesis that was not defended at the master's program, a committee may be formed at MSU and the thesis that the student completed in their program may be defended here using our program's standards.

To be considered for waivers the student should submit the applicable syllabi and/or their master's thesis as soon as possible after accepting our offer of admission, and at the latest by October 1st of the first year. These materials will be reviewed by the DCT, an instructor of the course, and the student's primary advisor, all of whom will make a recommendation regarding waivers to the CTC. A majority vote of the clinical faculty as well as DCT approval is required for a thesis or course transfer. Approval will not be automatic, but will be based on careful consideration of the course materials (syllabi, etc.) submitted by the student as part of their petition. Once approved by CTC the waiver request will be submitted to the graduate school at the time that the student applies for a degree that requires the waived course.

Consistent with APPIC rules, clinical hours may only be counted if they were accrued as part of a requirement for a graduate training program, were properly supervised, and have been verified by the student's former program. Students wishing to count hours earned in a previous graduate program should have their former training director email the DCT with an accounting of the number of hours (including direct, indirect, and supervision hours) and their verification of the accuracy of these hours.

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

1. Discipline-Specific Knowledge (DSK): including a) biological aspects of behavior; b) cognitive and affective aspects of behavior; c) social aspects of behavior; d) history and systems of psychology; e) developmental aspects of behavior
2. Profession-Wide Competencies (PWC): including a) research; b) ethical and legal standards; c) individual and cultural diversity; d) professional values, attitudes, and behaviors; e) communication and interpersonal skills; f) assessment; g) intervention; h) supervision; i) consultation and interprofessional/interdisciplinary skills

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

Following graduation, you may wish to obtain a license to practice clinical psychology in one or more North American states or provinces. The licensure application will typically require you to demonstrate competence in each of the areas above. Licensure applications in some states (CA, DC, FL, MA, NY in particular) require *courses*, while other states are more flexible in the procedures used to help you obtain a sufficient level of competence. You can find links to every state and province psychology licensing board at www.asppb.net. The licensure applications and requirements for most locations are available online. Our faculty reviewed our curriculum in relation to each state's requirements over Summer 2020. Our consensus opinion on whether our curriculum meets the licensure requirements for each state may be found here: https://www.psychology.msstate.edu/sites/www.psychology.msstate.edu/files/MississippiState_ProfessionalLicensing_Clinical%20Psychology.pdf. We cannot guarantee any particular state board's decisions regarding their evaluation of an applicant's set of materials, but the faculty opinions match published information available at the time this document was created.

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

Seminars

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

Clinical Brown Bag. The clinical faculty and students participate together in an hour-long seminar on Fridays, beginning at noon. This seminar is mandatory for all students, though the DCT and brown bag coordinator may waive the requirement for senior students who must travel a significant distance (e.g., greater than 50 miles) to their practicum sites. The Clinical Brown Bag series offers an opportunity to be exposed in greater depth to ongoing research activities and findings. Relevant clinical talks, or case presentations, are also occasionally presented. Speakers include faculty and students from within the MSU Clinical Program as well as presenters from other programs or departments within MSU or in the larger surrounding research community. Presentations in Clinical Brown Bag are not necessarily finished works of completed research, but rather works “in progress” that could foster spirited discussion, possible collaboration, and input. They also can serve as practice talks either for job talks or conference presentations.

Research Training

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

Upon entry into the program all students should complete the online human subjects training course, (most recently located at: <https://www.citiprogram.org/default.asp>), including the HIPAA module. This training needs to be completed annually, or as required by the Office of Research Compliance. Check the certificate you receive for how long it is valid.

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

Depending on the specific mentor, a student may be involved in other research projects beyond their research milestones. Students should be proactive in discussing these expectations with their mentors. Students should also consider their own professional goals when having these discussions, as this may help guide the discussion and decided expectations between student and faculty mentor.

Research Milestones

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

1. Consistent Involvement in Research Activities

Students are expected to dedicate a minimum of 10 hours each week during the academic year towards research activities. Students who are accepted into the program are accepted with the expectation that they will be working under the tutelage of a specific mentor. This mentor will be responsible for maintaining consistent contact (i.e., at least 1 hour per week) with the student to supervise research activities. The primary mentor also will be responsible for evaluating the student's research progress, at least annually, and communicating the results of program feedback to the student. The mentor is also typically responsible for supervising the student's teaching unless the student is enrolled in a teaching practicum course that semester and, thus, is supervised by its instructor. There are times when teaching is mentored by another faculty member, but that teaching mentor relationship is established and approved by the Graduate Coordinator before a semester begins.

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

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

It is the joint responsibility of the graduate student and the primary research mentor to ensure that all research activities are fully compliant with the University IRB requirements. Information regarding these requirements, and relevant forms needed to obtain permission to conduct human research, can be found at: <https://www.orc.msstate.edu/compliance/human-subjects/hrpp-irb>. Theses and dissertations MUST have either an IRB approval or waiver letter in their appendices before the library and graduate school will accept them as satisfying degree requirements.

2. Master's Thesis

Students are required to complete a Master's Thesis demonstrating independent research expertise within the first three years of graduate training. A proposal of this thesis is expected to be completed by November 10 in the second year of graduate training with a successful defense by August 1st of the third year of graduate training. At a minimum, failure to meet either deadline will result in the student being placed on warning status and being required to develop a remediation plan to be approved by their advisor, the DCT, and the CTC to help the student get back on track and avoid possible probation with the graduate college.

Timeline and feedback turn-around. Students should begin working on a thesis idea as soon as they begin the doctoral program. It usually takes multiple rounds of revisions of a document to be ready for proposal, and then several more rounds to prepare for defense for most students. Although some faculty may turn documents around more quickly, students should expect it to take their research mentor two weeks to review the document. This allows for sufficient time to carefully read and edit the manuscript, and to provide high quality feedback. Given this, a full draft should be completed approximately three to four months before the student intends to propose or defend. It is often helpful to develop a timeline early in the process so both the student and research mentor know when to expect drafts to be turned in and returned. Students may need to specifically propose a timeline to their mentor to help establish expectations and conduct progress assessments.

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

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

Based on the permission of the primary research mentor and the Master's committee, the Master's thesis may be written in the style and length of a typical manuscript submission for an APA-style journal. However, the committee is entitled to request a longer manuscript length for any reason (e.g., more detailed literature review). Those who are thinking of writing a shorter document would be wise to consult with their committee early in the process to ensure there is unanimous agreement with the shorter document. Students should plan on writing a longer, more comprehensive manuscript for their dissertation that includes a full, detailed review of the literature. While no specific page recommendations can be provided, the length will be highly dependent on the size and area of literature the student is planning to study.

Use of an Existing Dataset. Students may complete their Master's Thesis by formulating unique hypotheses and independently conducting statistical analyses on an existing dataset, such as

publicly accessible data, or data collected by their mentor. In all instances, the use of the existing dataset must be approved by the primary research mentor and the Master's Thesis committee (described below). The use of an existing dataset is permissible for the completion of the Master's Thesis (preferred), Manuscript Submission Examination, or the Dissertation, but not all three. An original data collection is required for at least one of these research projects, unless an exception is approved as described below.

Occasionally, students have assisted substantially in the collection of data for a research project in collaboration with other students and/or faculty who are part of a research team or lab. In this case, students may wish to use this experience to satisfy the original data collection requirement for either their Master's Thesis or Dissertation project. This requirement is designed to allow students an opportunity to develop experience with a) the formulation of research hypotheses; b) having substantial input in the selection of the research design and measures; c) obtaining human subjects approval for research; d) soliciting participants or sites for recruitment; e) training research staff, if applicable; f) applying for grant funding, if applicable; and g) conducting and/or managing data collection and entry activities. To obtain permission to credit a research lab project as an original data collection experience, a letter should be submitted to the DCT enumerating in detail the student's involvement in each of the experiences listed above. The DCT will review this request with the student's primary research mentor and at least one additional member of the clinical program faculty to determine whether these experiences satisfy the requirement. If there is unanimous agreement, then the waiver will be approved. Should any of the three not agree, it will be referred to the full CTC for consideration.

Master's Committee. Students should assemble a Master's committee to review a proposal of the thesis and to evaluate the completed thesis. This committee must include at least three members, at least two of whom must be members of the clinical faculty. A third member of the committee may be a member of the MSU Graduate Faculty, including faculty who are within other graduate programs of the Psychology Department or in other departments on campus. Not all MSU faculty are members of the Graduate Faculty. The committee request form can be found at https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Committee_Request_Form_2.pdf and the request for change of committee members form can be found at https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Request_for_Change_of_Committee_Member%28s%29_Form.pdf. Students are urged to consult with their advisor and the department's Graduate Coordinator several weeks before a proposal or defense meeting if considering committee members from outside the department.

Master's Proposal. A proposal of the Master's research, typically including a review of relevant literature supporting hypotheses, the theoretical model(s) guiding the study, a description of proposed study methods and procedures, a power analysis, and planned analyses, must be approved by the Master's committee. The Master's committee should receive a copy of the Master's proposal at least two weeks before the scheduled proposal date. The Graduate Coordinator should at that time receive a copy of a flier to email to the department that includes the title, student name, MS Thesis Defense, Date, Time, Location, Thesis Chair, and Thesis Committee Members. The proposal document should include an appendix with a copy of any specialized measures or procedures. Proposals are closed meetings, meaning that only the student proposing, the committee, any university-appointed observers, and members of the graduate faculty may be present. At the beginning of the meeting the student is asked to leave while the

committee discusses whether the manuscript is developed enough for a proposal. If a majority of the committee feel that the document is ready for proposal, then the student is allowed to continue the proposal meeting. If at least two faculty members feel the document is not ready then the meeting is concluded, and the proposal is not successful. Following a presentation and discussion of the proposal, the student is again asked to leave the room, and the faculty vote on whether the student successfully proposed, with support being required from at least 2/3 (66%) of the committee to pass the proposal. A student must successfully propose before starting the research project.

Students must successfully propose their Master's thesis to the Master's Committee before November 10 of the second year of graduate training. Although it may be possible to schedule meetings during the summer, students are reminded that the faculty are not on contract during this time and may not be available to meet. If a summer proposal is desired by the student, the student should check during the academic year about faculty availability during the summer months. Summer proposals are considered an uncommon occurrence and should not be expected to be granted for students outside of unusual circumstances. Students should bear this in mind as they prepare to meet their milestone deadlines.

Master's Defense. Once students and their primary research mentor mutually have agreed that the Master's thesis has been completed (or is near completion), students may schedule a time for the master's defense. **Please contact the Graduate Coordinator a month before your defense.** The Graduate Coordinator must receive a flyer for the defense meeting 2 weeks before it occurs so that there is time to assemble paperwork required by the Office of the Graduate School. There are other forms to complete. The Graduate Coordinator will work with you and your committee to get them submitted. The thesis defense is an oral examination, scheduled for 2 hours during which the student offers a brief (e.g., no more than 30 minutes) presentation of the research questions, methodology, and findings. The presentation portion of the meeting is open to the public, including other students and those outside of the university. The remainder of time is reserved for questions and deliberation among the committee members, and thus is closed due to it being an evaluative meeting. The purpose of this evaluation is in part to review the quality of the Master's thesis; however, this portion of the defense also is meant to enhance the student's skills in critically evaluating their own work and recognizing the limitations inherent in all empirical work. Although it may be possible to schedule meetings during the summer, students are reminded that the faculty are not on contract during this time and may not be available to meet. If a summer defense is desired by the student, the student should check during the academic year about faculty availability during the summer months. Summer defenses are considered an uncommon occurrence and should not be expected to be granted for students outside of unusual circumstances.

At the completion of the Master's defense, the committee will determine whether the thesis is acceptable and/or whether it requires revisions. The defense meeting is rated "passed" as long as no more than 1 committee member rates the defense as less than pass. The thesis document must still be satisfactorily revised and the thesis requirement will not be considered passed until all committee members have approved the final document, or the chair has approved the final document with the other committee members deferring to the chair, and the document has been accepted by the Graduate Coordinator, Dean, and Library staff.

Submission of the Thesis. Following the Master's defense, students prepare their manuscript to be submitted electronically to the graduate school. Students should follow the Electronic Thesis and Dissertation (ETD) guidelines and departmental specific instructions for preparing and submitting their theses and dissertations. Only final documents with full internal and external approvals should be submitted. For a copy of the ETD Guidelines and to submit an electronic Thesis or Dissertation, visit <https://www.library.msstate.edu/thesis>. Please note that this process, the templates, and the standards manual are periodically updated (mostly recently in 2019) so do NOT rely on older templates provided by others.

- For standards for preparing theses and dissertations (current as of the time this document was prepared), see <https://scholarsjunction.msstate.edu/td-standards/>
- For the most current version of a MS Word template, download the template created by library staff for "College of Education/Department of Psychology" (currently listed as Template APA 4.4, but they may update it at their discretion).
 - Note the library has found some predictable inconsistencies with how mac versions of Word interact with the template. You can contact the library staff for the running list they keep of features that may work differently on mac computers.

The following document process can be expected:

- Students will first get their final revisions approved by their advisor and committee.
- Then students submit the document to the Graduate Coordinator for a formatting review.
- Then the document is sent by the Graduate Coordinator to the Dean of the College of Arts & Sciences and the student delivers the signature page last signed by the Graduate Coordinator.
- Once signed by the dean, the signature page is delivered to the library and the document is ready to be submitted in electronic form to the library.

Students expecting to graduate in a particular semester are required by the library and grad school to enroll in LIB 9010 – a zero credit, zero cost course that helps the library and grad school solve a variety of problems with auditing graduates. This course can be added to a student's schedule during the semester, after the normal drop/add period. If you defend in time to graduate the same semester in which you defend, you'll need to enroll in that course. The course, for these people, serves as a way to deal with formatting the document and making deadlines in the graduate school system. For late defending students, you will enroll in the course the next semester but will have to consult with the library staff and Graduate Coordinator about formatting the signature page and overall document.

Students entering with a Master's degree. In some cases, students entering with a Master's degree in psychology will not be required to complete a second Master's Thesis during graduate training at MSU. Students wishing to waive the master's requirement should submit a copy of the completed thesis from the prior institution to the DCT by October 1 of their first year. The DCT and the student's primary research mentor will review the thesis to determine its adequacy in meeting the MSU requirement. The DCT and advisor will then make a recommendation to the CTC, which will vote with a majority vote being required to waive the thesis requirement. For students who did not defend their thesis at their master's institution a master's committee may be formed at MSU and a defense held in order to meet the master's thesis requirement.

3. Doctoral Comprehensive Examination: The Manuscript Exam Paper (MEP)

The MEP is an examination of a research competency.

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

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

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

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

The MEP Process and Assessment

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

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

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

1. The student must submit to the DCT and their advisor a 250-word abstract of the proposed paper, as well as a paragraph describing the source of the data, justifying the journal proposed for

submission, and outlining all authors on the paper including their role as part of the project on the MEP Proposal Form ([Appendix F](#)) by October 1 in the year before the student intends to propose the dissertation (year 3 for most students). Students are encouraged to submit more than one MEP, and to begin submitting them early in graduate training, as it often takes several months to receive feedback from a journal. Once submitted students will receive feedback on the abstract from both the DCT and major professor within two weeks.

2. The DCT and primary research mentor will have 10 working days to provide feedback to the student about the proposed paper. The student must have permission from the owner of the data (if not the student's own data) to use the data for this purpose. Although the paper can have co-authors, the student must serve as the primary author (which should earn first-author status on the paper). All co-authors' roles and expectations must be specified on the MEP form per the most recently available [APA Ethical Principles of Psychologists and Code of Conduct](#). Although a member of the student's committee can serve as an author on the paper if they make a substantial contribution to the project, committee members will have no expectation of authorship. The student must provide documentation that the MSU IRB has approved the project (or exempted the study) on the MEP form. If IRB approval is pending, it must be secured before proceeding with the paper and progressing to conducting the study and/or data analysis. Approval of the DCT and primary research mentor is required to go on to the next step. Once approved, the student should obtain signatures from at least three faculty members indicating that they are willing to serve on the MEP committee.

3. The paper shall be submitted for consideration for publication no later than January 15 of one's third year. Formal confirmation of submission (e.g., an email acknowledging submission through a portal) will be sent by the graduate student to the chair of the committee and the DCT. Failure to meet the January 15th deadline will result in the student being put at least on warning status, with probation being possible.

4. If the paper is accepted the student will have the option of completing a paper review defense given that they have demonstrated an ability to respond to feedback based upon the paper's acceptance. The final paper, a draft showing all edits between the first submission and final submission in redline/track changes, all edits requested by the journal as well as author responses, the journal acceptance letter, and a letter to the committee outlining the publication process, cultural/diversity implications of the project, ethical issues or considerations related to the research, as well as future directions/clinical implications should be provided to the committee. The committee will complete the Empirical Article Evaluation sheet using these materials. Should additional information be required, a meeting may be called. If all three committee members are able to rate the student based upon the paper materials, and the scores are sufficient to pass, a decision of pass will be rendered. The chair of the student's committee shall provide students with the outcome of the exam within two weeks of the submission of their materials.

5. If the paper is accepted with revisions or receives an invitation to submit with revisions (including a "rejection and resubmit") the student will revise the paper and submit both the response to reviewers and revised paper to the committee. The revised manuscript, editor reviews, and author response to reviewers will be due to the committee at least two weeks before the defense. Based on the written document (the revised paper), responses to reviewer/editor, and the

oral examination, the student will have to show satisfactory achievement (“Meets competency”) in the areas outlined in the Evaluation section below.

6. If the paper is not accepted (or “rejected”), but the rejection includes reviewer comments, the student will write a response that addresses the validity of the reasons for the rejections, how the reviewer comments could be addressed, and how the study could be improved to earn an acceptance to the targeted journal. Based on this written document, the original paper, responses to reviewer/editor, and the oral examination, the student will have to show satisfactory achievement (“Meets competency”) in the areas outlined in the Evaluation section below. All required documents are due to the committee at least two weeks before the defense. If reviewer comments are not included in the rejection, then the student must meet with the committee to identify another journal to which the paper can be submitted in order to receive reviews.

If a student receives three rejections without comments (i.e., three desk rejections) or has been unsuccessful in receiving reviews over a period of at least six months, the student may request reviews from no less than three tenure-track faculty members. For this process the student will request that the CTC provide reviews on the manuscript. This should be done at least four weeks before the desired defense date. Using random.org the CTC will select three tenure-track faculty members other than the student’s chair to conduct the review. These reviews will be conducted within a week and will be sent to the DCT, who will then forward the reviews to the student. If the DCT is the chair of the committee then the reviews will be managed by the department head. This process helps ensure the anonymity of the reviewers. The faculty will aim to provide 5 or more comments, with an emphasis on providing feedback that is helpful to the authors, much like a co-author or reviewer would do when providing feedback upon a paper.

In the case of faculty-generated comments the students are only expected to complete the revisions for suggestions that they would implement before submitting to a new journal. Student should be prepared to explain their rationale for accepting or not accepting requested changes by the internal reviewers. The MEP Evaluation Form can be found in [Appendix G](#).

Students must earn a score of 1 or greater for each domain from a majority of the committee (i.e., two out of three) in order to successfully pass the MEP. Students who pass the oral examination and have their paper accepted for publication may add to their CV that they “*passed the manuscript submission examination with distinction.*”.

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

The MEP must be passed by October 1st of the year the student is applying for internship to be eligible for consideration of internship readiness. Although it may be possible to schedule meetings during the summer, students are reminded that the faculty are not on contract during this time and may not be available to meet. If a summer defense of the MEP is desired by the student, the student should check during the academic year about faculty availability during the summer months. Summer proposals are considered an uncommon occurrence and should not be expected to be granted for students outside of unusual circumstances.

4. Dissertation

Students are required to complete a Dissertation of original empirical work. **A proposal of this Dissertation must be successfully proposed to the Dissertation committee by October 1 in the academic year that the student will apply for internship.** Successful defense of the Dissertation proposal is a requirement for internship readiness and eligibility. We *strongly* encourage students to complete the Dissertation before leaving for clinical internship. Students must complete their Dissertation, as well as all other degree requirements, within 8 years of beginning enrollment in the program. Additionally, students who have not defended their Dissertation within 4 months of completing internship will be placed on probation and within 18 months of completing internship will be terminated from the program. Unlike the thesis, which may be manuscript-length, the dissertation should be a full-length document that fully reviews the existent literature, relative theory, power analysis, reports of statistical analyses, strengths, weaknesses, clinical implications, and describes the place the dissertation holds within that broader literature.

Here are some characteristics of full-length documents:

Introduction: Comprehensive review of the full literature the dissertation is on, citing primary sources and not relying on review papers or citing select papers. Students are encouraged to follow the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISM) guidelines for conducting the literature review (see <https://www.prisma-statement.org/> for more information). The review should discuss the strengths and limitations of the foundational literature to lead up to the discussion of the current project, making it clear the gap in the literature that is being addressed. Hypotheses should be based in the literature and citations provided for each hypothesis.

Method: The measures utilized should be fully described including the reliability and validation of each measure. The method should be described in detail that would sufficiently allow another investigator to replicate the study.

Proposed Analyses: Statistical analyses should be described for each hypothesis along with a power analysis for each hypothesis, if appropriate, demonstrating whether or not each hypothesis is adequately powered based upon the analysis selected.

[For Defense Documents]

Results: The results of the analyses should be fully described for each hypothesis. Additional analyses, if conducted, should include the rationale for the additional analysis in addition to its result. Where possible, tables and figures should be utilized to improve the readability of the document.

Discussion – The results of the study should be discussed considering the broader literature, examining where it is and is not consistent with prior studies and examining potential reasons for differences from the literature. Thus, a majority of the background literature studies that were summarized in the introduction should also be included in some aspect of the discussion. Limitations should be fully outlined and examined followed by future directions for this line of investigation.

Timeline and feedback turn-around: Students should begin working on a dissertation idea as soon as they have successfully defended their thesis. It usually takes several months to settle on the specific topic research question(s) for the dissertation project. Then, it typically takes several months for the student to conduct the literature review and write the proposal document. It usually takes several rounds of revisions of a document to be ready for proposal, and then several more rounds to prepare for defense for most students. Although some faculty may turn documents around more quickly, students should expect it to take their research mentor two weeks to review the document. This allows for sufficient time to carefully read and edit the manuscript, and to provide quality feedback. Given this, a full draft should be complete approximately three to four months before the student intends to propose or defend. Thus, if a student is planning on applying for internship in the fall, it is recommended that the first full draft be received by the research mentor by the middle of the spring semester prior to applying to internship. It is often helpful to develop a timeline early in the process, so both the student and research mentor know when to expect drafts to be turned in and returned.

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

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

Dissertation Committee. This Dissertation committee evaluates the Dissertation proposal and completed document. The Dissertation committee is comprised of at least four faculty members, two of whom must be clinical faculty, and one of whom is the Chair (i.e., your dissertation committee chair is one of the 2 clinical faculty). Students are strongly encouraged to have at least one faculty member be from outside the psychology department. If this is not feasible, students are encouraged to have one member be from outside the clinical psychology program. All members of the committee must be full members of the MSU tenure-track Graduate Faculty or be approved for committee service by the Graduate Coordinator. Note that not all faculty

members are full members of the Graduate Faculty. See the Graduate College Catalog for a full list of Graduate Faculty members, which are listed by college (<https://catalog.msstate.edu/graduate/faculty/#text>).

Dissertation Proposal (i.e., the Preliminary Oral Examination). Because of this, the Graduate Coordinator must be informed at least three weeks prior to the proposal to facilitate completion of paperwork the Office of the Graduate School requires prior to the proposal meeting. If three weeks' notice is not provided to the Graduate Coordinator the student may be required to delay their proposal meeting by the Office of the Graduate School. The Graduate Coordinator should receive a copy of a flier to post indicating the title, student name, Dissertation Proposal, Date, Time, Location, Dissertation Chair, Dissertation Committee Members. Know that most committee members will expect that proposals will include a copy of all measures that will be used. The dissertation committee should receive a copy of the Dissertation proposal at least two weeks before the proposal defense date. If the document is late the committee members have the right to request a delay in the defense date.

At the beginning of the meeting the student is asked to leave and the committee discusses whether the document is adequate to allow for a proposal. If two or more committee members feel that the project is not ready for a formal proposal then the meeting will be cancelled, and the proposal failed. If three or more committee members believe the document is adequate, then the student is invited back in and is allowed to present. Proposals are closed meetings, meaning that only the student proposing, the committee, any university-appointed observers, and members of the graduate faculty may be present. The Dissertation proposal meeting typically lasts two hours and includes a brief (no more than 30 minute) presentation of the theoretical rationale for study hypotheses, experimental methods, and planned analyses. Following this presentation, the Committee will offer suggestions, comments, and inquiries designed to help maximize the potential for the success of the project. The intent is to ensure that the research is sufficiently original, methodologically sound, and important, and that the procedures planned are feasible and appropriate. The student can expect this to be a rigorous analysis of the project, including its theoretical basis and its methodology. Following the meeting, the student is again asked to leave the room, and the faculty vote on whether the student successfully proposed, with support being required from at least $\frac{3}{4}$ of the committee to pass the proposal. Data collection should not begin until after the Dissertation proposal meeting. As was outlined in the master's thesis section, summer proposals or defenses must be approved by all committee members during the academic year prior to the proposal or defense. Students' completion of the dissertation proposal is required for admittance to doctoral candidacy and readiness for internship training.

Although it may be possible to schedule meetings during the summer, students are reminded that the faculty are not on contract during this time and may not be available to meet. If a summer proposal is desired by the student, the student should check during the academic year about faculty availability during the summer months. Summer proposals are considered an uncommon occurrence and should not be expected to be granted for students outside of unusual circumstances.

Potential Outcomes. Like the outcomes of the master's defense, the committee's decision regarding the dissertation proposal and defense is based on the committee's determination that

the student has demonstrated all of the competencies in the relevant section of the evaluation form in [Appendix B](#). The acceptability of the proposal and defense will be determined along with any necessary revisions. If a student has failed to demonstrate the required competencies the committee may fail the proposal. A proposal is failed when two or more committee members vote against the project passing.

Dissertation Defense (i.e., the Final Oral Examination). When the student and advisor mutually have agreed that a penultimate version of the dissertation is ready for evaluation by the committee, the Dissertation defense is scheduled. The graduate coordinator should be notified of the date and be provided the required flyer and forms three weeks in advance, and the committee should receive a copy of the Dissertation document at least two weeks prior to the scheduled defense. The defense typically lasts about 2 hours and is typically focused on such manageable issues as whether additional analyses are needed, whether results have been interpreted fairly, and whether conclusions drawn are appropriate. Similar to the master's thesis defense, the presentation portion of the meeting is open to the public, including other students and those outside of the university, though the meeting becomes closed once the evaluative portion begins. Similar to the manuscript examination, the committee will use the Dissertation Evaluation Form ([Appendix H](#)) to rate the student's dissertation project. The student must earn a score of 1 or greater for each domain from a majority of the committee (e.g. 3 of 4) to successfully pass the exam. Although they should be rare, virtual dissertation defenses are allowable in certain circumstances. See the "Policy for Virtual Dissertation Defenses" below for additional detail.

As in the case of the Master's thesis review, the Dissertation preliminary oral examination and final oral examination are intended to take place during the academic year, with summer meetings requiring approval by the committee. Although it may be possible to schedule meetings during the summer, students are reminded that the faculty are not on contract during this time and may not be available to meet. If a summer defense is desired by the student, the student should check during the academic year about faculty availability during the summer months. Summer defenses are considered an uncommon occurrence and should not be expected to be granted for students outside of unusual circumstances.

The dissertation process, with the extensive input of committee members, tends to result in very thoughtfully conceived and carefully executed research. The finished product is usually a source of considerable pride for both the student and the committee members. We hope that most students will quickly prepare their Dissertation for publication.

Students will still need to apply for graduation the semester they intend to get their diploma. Know that the deadlines for successfully completing a dissertation defense and the required predoctoral internship determine what semester a student should apply to graduate. Deadlines are different each year but these deadlines are good approximations. It is important to note that dates for final documents being received are set by offices outside of the department (e.g., the Graduate School) and thus the program has limited ability to shift or provide leeway on these deadlines.

If your dissertation is defended by early June of the year, you are on internship, and you satisfactorily complete all required edits for the advisor/committee, Graduate Coordinator, Dean, and Library staff by mid-July, AND your internship ends by August 10th, you can apply to graduate in the Summer semester (best to do in early June to avoid late fees).

If either your predoctoral internship ends after August 10 OR your dissertation is defended after late September following internship, you must get required edits for the advisor/committee, Graduate Coordinator, Dean, and Library staff by library by designated deadlines, typically mid-October, in order to be able to apply to graduate for a December ceremony in early October and to avoid late fees).

If you complete your dissertation defense & document revisions by early March, you can apply by March to graduate in a May ceremony.

Policy for Virtual Dissertation Defenses. This policy outlines the procedures for conducting online dissertation defenses for doctoral students in the Clinical Psychology Ph.D. program at Mississippi State University. The policy aims to ensure a fair, rigorous, and secure online defense process while upholding the academic integrity of the program. Online dissertation defenses should only occur when a student is defending while also actively on internship. Dissertation defenses that occur outside the internship year should occur in person. Students are highly encouraged to complete their dissertation defense prior to moving for internship.

This policy is designed to comply with the standards for doctoral programs in psychology set forth by the Commission on Accreditation (CoA). The CoA emphasizes the importance of rigorous doctoral defenses that assess students' knowledge and ability to conduct independent research. This policy ensures that online defenses are conducted in a manner that upholds these standards and protects the academic integrity of the program.

Guidelines for Online Dissertation Defenses

1. Technology Requirements:

- The student, chair, and committee members must have a reliable internet connection and access to video conferencing software (e.g., WebEx, Teams).
- The student must ensure their webcam is enabled throughout the entire defense.

2. Scheduling and Notification

- Consistent with university policy the student, in consultation with their dissertation committee chair, will schedule the defense at least three weeks in advance.
- The invitation to the WebEx or Teams room should be created and hosted by the dissertation chair or another committee member, and not by the student.
- The dissertation defense will be announced publicly at least one week before the scheduled date. The announcement will include the student's name, dissertation title, defense date, time, and a virtual link to attend the defense.

3. Defense Format

- The defense will be conducted virtually using university-approved video conferencing software (e.g., WebEx or Teams).
- The defense will consist of the following components:
 - A vote, without the public or student present, by the committee on if the defense is ready and can proceed.
 - A brief introduction by the dissertation chair.

- A presentation by the student summarizing their dissertation research, including methodology, findings, and conclusions (maximum of 30 minutes).
 - A question and answer session with the dissertation committee members and student (no outside observers allowed from this point).
 - A vote held by the chair and committee members without the student present.
 - Bringing back the student and announcing their passing or failure.
4. **Safeguards Against Academic Dishonesty**
- To ensure the integrity of the defense, the following safeguards will be implemented. Students are reminded of the university's policies on academic integrity and the potential consequences of violations.
 - The chat function of the video conferencing software will be disabled during the student's presentation.
 - Committee members may request the student to share their screen to view their presentation materials.
 - Only the student, chair, and dissertation committee members will be permitted during the question and answer period and beyond.
 - The dissertation advisor will be responsible for verifying that the dissertation is the student's original work.
 - Committee members will be vigilant in monitoring the student's presentation for any signs of academic dishonesty, such as the use of unauthorized materials or cueing devices.
5. **Recording and Dissemination**
- The dissertation defense may be recorded with the consent of all participants. The recording will be retained for archival purposes only and will not be shared without the student and the committee's permission.
 - Public dissemination of the dissertation defense video is not permitted.
6. **Evaluation**
- The dissertation committee will evaluate the student's defense based on the clarity and comprehensiveness of their presentation, their ability to answer questions effectively, and their overall understanding of their dissertation research.
 - The committee will deliberate privately following the defense to determine the outcome. The student must entirely leave the videoconference (either to the “lobby” or entirely logging off) during this deliberation. Merely leaving their physical room and remaining in the virtual room is not permitted.
 - The student will be informed when it is time to rejoin the conference by the dissertation committee chair. The committee’s decision will be announced at that time.
7. **Technical Difficulties**
- In the event of technical difficulties during the defense, the meeting will be paused, and all participants will be notified. The defense will resume once the technical difficulties have been resolved.
 - If a technical issue prevents the defense from being completed, it will be rescheduled for the earliest possible date.

Clinical Training

The Clinical Program is strongly committed to clinical training. We encourage clinical experiences with a variety of diverse populations in different types of clinical settings throughout graduate training. All graduate students participate in formal practicum training at MSU beginning in their first year of training. A predoctoral internship is required for the Ph.D. degree following completion of all other graduate training requirements, with the possible exception of the final Dissertation defense. Each of these experiences is described below. For a more detailed description of each Clinical Milestone needed to move through clinical training, see “Clinical Milestones” page 42.

Practicum Training

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

1. Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the APA ethical principles.

2. Demonstrate the use of the scientist-practitioner model in a clinical setting, including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. For clinical practice procedures that are not evidence-based, a thorough understanding of related evidence, the limitations of available scientific evidence, and the theoretical or empirical basis for deviations from evidence-based practices should be demonstrated.

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

Professional training liability insurance. All students in the program beyond their first year must obtain and maintain professional liability insurance for the duration of their graduate training. Insurance for students is available at <https://www.americanprofessional.com/covered-professions/students/>.

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

Reference the Clinic Manual for Important Clinic Policy, Procedure, and Resource Information. The reference document for student clinicians using the MSU Psychology Clinic is the Clinic Manual and Telehealth Manual. These manuals provide detailed information about clinic policy and procedures including client recordkeeping, video recording, client payment and collection, emergency procedures, telehealth specialty considerations, and other information. Both the standard manual and telehealth manuals can be found in the clinic OneDrive folder. Clinicians are

expected to follow the procedures and policies stated or referenced in the manuals. Any discrepancies between the Clinic Manual and other handbooks/sources and/or supervisor preferences should be declared to your direct clinical supervisor and the clinic director.

Confidentiality and HIPAA. The clinic trains students to be successful in a HIPAA health service psychology environment. While the clinic itself is a FERPA entity, students receive annual privacy training so they will be successful in multiple treatment environments, including HIPAA entities.

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

Practicum Selection. All students enroll in practicum in the summer of their first-year and are generally expected to continuously enroll in either internal or external practicum and see clients from this point forward until they have met a minimum number of hours and assessment reports. In summers students may be asked to enroll in both internal and external practicum though they may be primarily active in one to ensure that students have flexibility in accruing clinical hours and can seek cases in the clinic should they wish. Typically, initial practicum placement involves working in the MSU Psychology Clinic conducting screeners, intakes, assessments, integrative reports, and therapy consistent with the student's training. When completing their first year in internal practicum, students are expected to maintain at least four active therapy cases and one active assessment case at all times. Students should complete at least 100 intervention hours and 6 comprehensive assessments before discontinuing completely in the clinic. Depending on a student's training needs, they may choose to continue to work in the psychology clinic while working on external practicum. Students should discuss this plan with their mentors, supervisors, and the clinic director. Advanced students may be encouraged to discontinue work within the training clinic should they become behind on other program requirements (e.g., research milestones) or their continued work in the clinic become a hindrance to junior students' training due to supervisory burden or lack of sufficient therapy opportunities.

Practicum training will also occur at a variety of possible external sites, especially in later years of the program. It is expected that students will complete at least one rotation at a site other than the MSU Psychology Clinic. Each student must receive a positive vote from the CTC to be able to advance to working in an external site. This vote will occur during the spring of students' 2nd year, after they have had at least 1 semester in the training clinic. Students will submit three sites to CTC for consideration, with CTC assigning each student to an external site. Additionally, some sites require an additional application and/or interview which could result in a student not being selected by a site for placement. This will be discussed with you should your site have this requirement. Should a site decide not to select a student, alternative practicum opportunities will be made for the student in consultation with the DCT and CTC. External assignments are typically year-round assignments, and work over spring, summer, and winter breaks is expected.

As practicum sites are external to the program, the program does not have control over the number of available positions at any external site, any compensation provided by a practicum site, or the continued availability of any practicum site. Thus, the opportunity to participate in any specific practicum opportunity is not guaranteed from year to year. Nevertheless, the program seeks to maintain good relationships with all practicum sites and open lines of communications to ensure

we are aware of any potential changes in practicum availability are made know to students as quickly as possible. Should the program deem a site no longer meets the qualifications required of a practicum site (e.g., lack of appropriate supervision), it will be terminated as a potential practicum opportunity.

Note that unlicensed students are permitted to participate in clinical activities only as part of a formal training experience, as sanctioned by the Clinical Program. Moreover, only clinical hours which are part of a formal training experience sanctioned by the program will count towards the doctoral training experiences that are documented within the internship application process regardless of any license to practice clinical activities a student may hold. Students who have completed internship training, but not the dissertation (and therefore are unlicensed) also are only permitted to participate in clinical experiences that are sanctioned by the Clinical Program. All such requests related to clinical experience participation must be made in writing, submitted to the DCT, and approved by the CTC at a regular CTC meeting.

Assessment Experience. Students require training in assessment. In addition to the practicum requirements listed above, all students are expected to complete comprehensive assessment batteries. Each battery should include:

- 1) A review of patient history (e.g., onset/course/duration of presentation problems, childhood milestones and background information, employment/school history, family information, family mental/physical health history)
- 2) Diagnostic interviewing results (e.g., the DIAMOND, SCID-5, or MINI)
- 3) At least two broadband psychological tests from one or more of the following categories:
 - a. Broadband personality/psychopathology testing (e.g., PAI, PID-5, MMPI, and/or NEO-PI-3)
 - b. Intellectual/cognitive testing (e.g., WAIS; WJ-Achievement), or
 - c. Neuropsychological testing (e.g., the Neuropsychological Assessment Battery [NAB]).
- 4) Integrative Summary and Diagnosis
- 5) Recommendations

The use of personality or projective assessments could supplement, but not replace, a strong clinical diagnostic interview. Students must complete at least 6 assessments in the psychology clinic and at least 8 supervised by clinical faculty before being voted ready for internship (e.g., they may complete 2 of these required 8 in an external site that is supervised by a clinical faculty member – students should plan appropriately to complete all 8 depending on their external faculty placements).

In sum, all students should be actively engaged in clinical practica for at least three years. In those three years, students are expected to complete at least one full year in the psychology clinic in internal practicum and complete two years of clinical work in at least 2 different external practicum sites. The purpose of these requirements is to provide students with both breadth and depth in clinical training, which will best prepare them for internship and clinical practice. Students will dedicate between 6 and 20 hours each week to their practicum experiences, depending on their particular rotation and year in the program. In some instances, students may complete shorter rotations in order to gain experiences in additional practicum sites or complete a third external practicum during their fifth year of study on campus. Students should work with

their mentors, the DCT, and supervisors in order to ensure they are achieving their recommended and desired training goals.

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

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

Predoctoral Internship

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

Students complete the predoctoral internship when all other program requirements have been completed, with the possible exception of the final Dissertation defense. Upon completion of all remaining requirements, student progress is reviewed by CTC and their eligibility for internship training is determined. CTC will vote on students’ readiness for internship in the first regularly scheduled CTC meeting to occur after October 1st. Students may not register to participate in the MATCH until after they have been voted ready by CTC. The Internship Readiness Assessment Form is available in [Appendix J](#).

Students will receive substantial instruction, guidance, and advice throughout the internship application procedure, typically beginning in the fall of the internship application year when the DCT will share the internship preparation videos with you, as well as our internship prep materials. The Association of Psychology Predoctoral and Internship Centers (APPIC: www.appic.org) determines the timeline of the internship application procedure. Students are only allowed to apply to APA-accredited internships. A student may only apply to a non-accredited internship with DCT and CTC approval. It would be highly unusual for such an exception to be approved.

Clinical Milestones

In addition to research milestones (i.e., thesis, MEP, and dissertation), students are also expected to complete clinical milestones. Students must be approved throughout their training to advance to the next stage. These policies provide the minimum number of assessments and therapy hours that students must have at each milestone. In some instances, students may be asked to complete extra assessments and/or face-to-face therapy/assessment hours. (Please note that meeting these requirements is necessary, but not sufficient for being voted ready to progress at each stage You must demonstrate competency across a range of skills, as outlined below).

Definition of a comprehensive assessment:

Please note, the definition of a comprehensive/integrated psychological assessment report is a report that includes:

1. A review of patient history (e.g., onset/course/duration of presentation problems, childhood milestones and background information, employment/school history, family information, family mental/physical health history)
2. Diagnostic interviewing results (e.g., the DIAMOND, SCID-5, or MINI)
3. At least two broadband psychological tests from one or more of the following categories:
 - a. Broadband personality/psychopathology testing (e.g., PAI, PID-5, MMPI, and/or NEO-PI-3)
 - b. Intellectual/cognitive testing (e.g., WAIS; WJ-Achievement), or
 - c. Neuropsychological testing (e.g., the Neuropsychological Assessment Battery [NAB]).
4. Integrative Summary and Diagnosis
5. Recommendations

While therapy screeners may count towards assessment hours, these would not qualify as a comprehensive/integrated psychological assessment report, as they only include brief screener measures of depression, anxiety, and sleep. As such, these do not qualify as they are missing the third criteria from the definition.

Depending on what is done, the intake report *may* count as a comprehensive/integrated psychological assessment report, if it includes all the above in the definition of a comprehensive/integrated report. For example, if the report includes a review of patient history, results of a clinical interview such as the MINI, and at least two broadband measures of psychopathology and personality such as the PAI and NEO, this will count as a comprehensive/integrated report.

Milestone 1: Readiness for External Practicum

When: In most cases, students are approved for external practicum in January of their second year in the program, after completing two semesters in the clinic – summer and fall of second year. All clinical faculty complete rating forms for all students. **Students must earn a score of 1 or greater for each domain from at least 75% of the core faculty to be authorized to begin external practicum.** Students are rated across 10 domains, earning a score of 0 (does not meet expectations), 1 (meets competency/expectations; satisfactory performance), or a 2 (exceed

expectations; exemplary performance) across each domain (See the [External Practicum Readiness Assessment Form, Appendix I](#). Please note, your performance beyond the clinic also impacts these ratings, as several of the faculty may not supervise you directly, but may have you in a class or be on your thesis committee.

Requirements: Students must complete at least 2 comprehensive/integrative assessment reports (as defined above) and at least 50 therapy/intervention face-to-face hours. (this equates to 1 assessment in the summer, 1 in the fall, and about 3 therapy hours per week, starting June 1st).

Recommendations: Students working “full time” in the clinic are expected to maintain at least four active treatment cases and 1 active assessment case while working in the clinic in order to meet these minimum requirements. Additionally, students are expected to maintain high ethical standards regarding clinical work. This includes keeping up to date on all paperwork.

All students starting in the summer of their second year in the program are required to be **“full time”** in the clinic. This means they are expected to carry the minimal caseload that includes completing at least 1 comprehensive/integrated assessment per semester and having a minimal of 3 face-to-face hours per week. Please note that there are times throughout the year that the clinic is closed due to university holidays and other events. Additionally, clients may not always dependably attend scheduled sessions weekly. As such, it is recommended that students always carry a minimum of 4 therapy clients and 1 assessment client, in order to meet the minimum requirements listed above.

Students beyond their second year in the program may choose to be in the clinic “part time”. This often happens when students are in the clinic to supplement their external practicum hours OR if they are looking to fulfill a particular training need. In this instance, “part time” means that the student will have between 1 and 4 active cases on their load. Depending on the training need, cases can be all assessment, all therapy, or a mix. Students should discuss their training needs with their mentor, DCT, and the clinic director when requesting to stay in the clinic past their second year in the program to ensure that their training needs are being met, while still providing time to complete other required research milestones.

For many internship applications, applicants are required to submit one or more of the below items (all de-identified). Students should make note of this and plan accordingly.

- an assessment report,
- a treatment plan,
- A termination summary and/or
- an intake summary.

Milestone 2: Leaving the Clinic

When: Students can be approved to leave the clinic any time after their first full year in the clinic, after they have met the following requirements. When a student is ready to leave the clinic, they must send an email to the DCT to request this and confirm they have completed the requirements. Once this request has been sent to the DCT, the DCT will take the request to CTC for a vote.

Requirements: Students must complete at least 100 face-to-face therapy/intervention hours and 50 face-to-face assessment hours in the psychology clinic. Additionally, they must complete at least 6 comprehensive/integrative assessment reports (as defined above).

Recommendations: Depending on the external practicum site, students may choose to stay in the clinic as a “part time” clinician to complete required hours for internship. For instance, a student may choose to stay in the clinic to complete additional assessments while on an external practicum site that is intervention only. In this instance, “part time” means that the student will have between 1 and 4 active cases on their load. Depending on the training need, cases can be all assessment, all therapy, or a mix. Students should discuss their training needs with their mentor, DCT, and the clinic director when requesting to stay in the clinic past their second year in the program to ensure that their training needs are being met while still providing time to complete other required research milestones.

Milestone 3: Readiness for Internship

When: Students are rated on their readiness by all clinical faculty for internship on October 1st of the year they intend to apply for internship. All clinical faculty complete rating forms for all students. **Students must earn a score of 1 or greater for each domain from at least 75% of the core faculty to be authorized to begin external practicum.** Students are rated across 10 domains, earning a score of 0 (does not meet expectations), 1 (meets competency/expectations; satisfactory performance), or a 2 (exceed expectations; exemplary performance) across each domain (See the [Internship Readiness Assessment Form, Appendix J](#)).

Requirements: Unless, seeking a specialized internship (e.g., neuropsychology), students must have a total of at least 400 face-to-face therapy/intervention hours and 100 face-to-face assessment hours, along with at least 8 comprehensive/integrative assessment reports. These assessment reports (as defined above) must have been supervised by a licensed psychology department faculty member.

Additionally, students should have completed at least one year of internal practicum, one year of external practicum, and have started a second external practicum placement site (or already completed a second external practicum site). You are expected to have worked at three or more sites prior to internship.

Recommendations: Please note, while these requirements will be above the requirement for *most* internship sites, under some circumstances, internship sites require a greater number of hours. For instance, neuropsychology internship sites typically require 400 assessment hours and 40 assessment reports. Please consult with your mentor and DCT to coordinate your training accordingly. This will also ensure that your plan and hours will be approved by CTC. You can search for internship sites at the following website to help you plan accordingly based on your interests and training needs: <https://www.nationalmatching.com/psychint/directory/participating-programs-2024ph1final.html>

Multicultural Training

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

Multicultural Competencies

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

Awareness

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

Knowledge

Cross-Cutting

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

Clinical

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

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

Research and Teaching

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

Skills

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

Multicultural Training

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

1. Diversity training incorporated in individual courses (e.g., cognitive assessment, personality appraisal, behavior therapy, systems of psychotherapy).
2. Specific course on diversity training (i.e., Diversity in Applied Psychology)
3. Safe Zone and Green Zone trainings to train individuals on working with diverse clients.
4. Multicultural case conference: Presentations by more senior students of clinical cases where diversity played an important role, followed by a discussion among students, faculty, and supervisors. These case presentations are intended to provide students with increased exposure to clinical situations where some aspect of diversity was salient to the case conceptualization and to provoke discussion of clinical skills and considerations important in demonstrating multicultural competence/humility in clinical work.
5. Brown Bag Training: Research, Clinical, or informational presentations on topics related to diversity and multiculturalism.
6. Multicultural Outreach Opportunities: The Psychology Department supports outreach initiatives on campus. Students may engage in these opportunities as they arise. (i.e. co-sponsored events with Office of Health Promotion and Wellness).

Training in Teaching

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

Clinical students are supervised directly by their research mentor or another appropriately trained faculty member when they teach their own courses. They meet regularly to discuss and receive assistance in their teaching. Each student who is an IOR also is observed in their classroom once each semester. Supervisors will complete formal evaluations (See [Appendix K](#) for an example) for each semester's teaching activities.

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

Evaluation

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

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

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

GA Performance and Teaching. Students are evaluated on their GA or IOR work each semester. Students who are funded through a GA will be evaluated by the individual they are supporting, whereas IORs are evaluated by their research advisor. Research advisors should observe at least one course period per semester, either in-person or via a recording. It is the student's responsibility to ensure that their advisor is scheduled to attend or receives a recording of one of the course sessions.

Practicum. Students will also receive formal feedback from their practicum supervisor at least once every semester. This evaluation will be based upon at least one direct observation of your clinical work each semester.

Warnings and Probation: Students who are significantly behind on milestone projects or are not meeting program expectations (e.g., receiving a grade of C in a course, showing significant clinical deficiencies in practicum, producing unacceptable work) may be put on a department-level warning or university-level probation status. The warning status is meant to inform the student that their performance has not met program expectations and remediation is necessary to avoid probation. A university-level probation status is a more serious status with multiple consequences for the student per university policy (e.g., funding is in jeopardy, a student on probation may not propose or defend their dissertation without the academic dean's permission). Students on warning or probation status are provided with a letter outlining the deficiencies as well as a remediation plan designed to address the issues. Should the student not successfully complete the remediation plan, or should there be a major deficit identified that immediately puts the student at risk of program termination, the student shall be put on probation status if on warning status, or may be dismissed from the program if already on probation status. Again, the student will be provided

with specific guidelines and deadlines to remediate the situation. Failure to adhere to these guidelines and deadlines will result in termination from the program.

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

Evaluations typically include a review of a student's progress towards specific Clinical Program and Departmental requirements (e.g., Master's thesis, completed practicum rotations, Dissertation) as well as an assessment and discussion of a student's acquisition of specific skills and competencies that are thought to be essential and necessary for functioning as a clinical psychologist, in all roles and respects. To assist the CTC in making these evaluations, students will be asked to complete an annual report form that will typically be due to their major professor each summer. Students receive written documentation regarding their progress, professional strengths, and areas for growth. In interpreting these evaluations, it is important to remember that for a student to meet our expectations means that a student is doing very well, and it takes particularly notable or outstanding performance to exceed our expectations, which are appropriately high already given the strength of students who come into clinical psychology PhD programs.

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

Doctoral Candidacy and Internship Readiness. Admittance to doctoral candidacy is determined by the MSU Graduate School upon approval of the Clinical Program. Student progress is determined by the clinical faculty at a regular faculty meeting. To be eligible for doctoral candidacy, students must complete all master's requirements (including required coursework, practicum, and the Master's defense), the MEP, and propose their dissertation. These milestones are also required to be eligible for internship readiness, and thus must be completed by October 1st of the year one is applying to internship. The recommendation of the Clinical Program on doctoral candidacy is based on satisfactory completion of each of these requirements as well as an overall evaluation of 1) the student's potential to successfully complete doctoral requirements; and 2) the student's potential to function competently as a clinical psychologist, in all roles and respects.

Upon completion of the Doctoral Oral Examination (i.e., the Dissertation Proposal), students are eligible to apply to the graduate school for admission to doctoral candidacy, as defined by the MSU Graduate School. At this time, the Clinical Program also will determine the student's

readiness for internship training. Only students who are evaluated as ready for internship training may register for the MATCH and apply for the predoctoral internship.

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

Title IX. As part of the university, the Clinical Program is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Office of Civil Rights compliance at 325-5839 or by e-mail to titleix@msstate.edu. Faculty members of Mississippi State University are required to report any information received about possible sexual misconduct. This includes information shared in class discussions or assignments, as well as information shared in conversations outside of class. The purpose of reporting is to allow MSU to take steps to ensure a safe learning environment for all. The university also has confidential resources available, who can provide assistance to those who have experienced sexual misconduct without requiring a mandatory reporting duty. Students may access confidential campus resources here: <https://www.civilrights.msstate.edu/title-ix-sexual-misconduct/resources> .

Funding

Please refer to https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/ga_handbook_0_0.pdf for the MSU Graduate Assistant Handbook.

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

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

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

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

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

Stipends for assistantships are fairly steady from year to year and are competitive with stipends available at other large universities. Please ask the DCT for current funding levels.

As the program and the department do not have full control of university budgets, we are not able to guarantee funding past your first year in the program, but we have traditionally had funding available so long as your performance is good in your funding role(s). Senior students may be asked to teach more than one section of a class, though wherever possible we will make it be either: (1) Two sections of the same class or (2) Classes you have taught previously.

Assistants work 20 hours per week for the Department, with specific assignments overseen by the Graduate Coordinator. An effort will be made to accommodate requests for particular kinds of work experiences, but the primary function of the assistantship is to provide limited financial support to the student while at the same time accomplishing necessary research, teaching, and other tasks for the Department.

Research Assistantships are also available outside of the Department. A single paper application for any open positions can be obtained at Student Affairs (<https://www.saffairs.msstate.edu/assistantships/>). Additional information about assistantships outside the Department can be obtained by contacting your advisor and/or the Graduate Coordinator.

TA and Teaching Assignments. The department has numerous needs that our students fill. Because of this, although the graduate committee does its best to match you with the assignment you desire, we are not always able to accommodate these requests. There are numerous factors that go into these assignments including your schedule, other graduate students' schedules, practicum away days, and undergraduate class schedules! We appreciate your understanding that the department has to fill our needs, and we appreciate your service in this role. Students who are independently funded either personally or through a grant obtained either by the student or advisor have significantly more control over their assignment.

Tuition and Fee Waivers. Students who hold a 50% teaching and/or research assistantship through the Psychology Department during the academic year will receive a full tuition and partial fee waiver. All students are required to pay a modest sum each semester for specific student fees. Teaching/research assistantships are not available for students the year they are on their internship and not assured for those who are not in good standing with the program and/or the university.

Employment Outside the Department. The department counts on our students to contribute to our teaching mission, and because of that it is essential for us to know early on when a student is not going to be available to teach. Because of this, all employment outside of the department must be approved by the program, graduate committee, and by the department head. Additionally, there must be a mechanism for student evaluation in the funding role that is either in place already (e.g. SSRC and UMMC) or will be established before the beginning of the funded role. Although we will try our best, once a student takes external funding the availability of future funding within the department cannot be guaranteed.

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

Outside Volunteer Work. We encourage students to engage in volunteer work so long as it is not negatively affecting their training or research. Students should make the DCT and their advisor aware of the volunteer activities they engage in. Students are encouraged not to engage in clinical

service work when possible. Should a student work in a clinically-oriented placement they should not identify as a clinician or as a member of our doctoral training program. These experiences may not be used as clinical hours for internship.

Other Training Opportunities

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

Conferences. The majority of clinical students attend and present at a variety of conferences each year. Several resources are available to assist with travel expenses. Information regarding conference travel awards through the psychology department for graduate students will be provided each semester in an email from the Graduate Coordinator.

Social Media Policy

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

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

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

Personal Use of Online Blogs and Social Networking Sites

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

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

MSU has various Academic Operating Policies (www.policies.msstate.edu) that are regularly updated and govern the use of technology resources on campus. Students should be familiar with policies such as 01.11 Policy on Access to Information Technology Resources at Mississippi State University, 01.12 Use of Information Technology Resources, 01.13 World Wide Web Pages and other Electronic Publications, 01.16 Provision of Information Technology Resources, 01.19 Misuse of University Assets, 01.25 Privacy of Electronic Information, and 06.05 Electronically Stored Information (ESI) and Compliance with Federal Court Rules in Federal Lawsuits. Students may be alerted to other relevant policies during the academic school year. Please stay up to date on institutional policies related to these matters. Students may also wish to refer to APA's guidance on social media: <https://www.apa.org/about/policy/guidelines-optimal-use-social-media.pdf>.

Appendix A

Required Coursework and Milestones

Stats/Research Courses

- _____ EPY/PSY 8214 Quantitative Methods II
- _____ PSY 8803 Quantitative Methods III
- _____ PSY 8513 Research Methods
- _____ PSY 9000 Research in Psychology (27 hours minimum total, 6 for masters, 21 for PhD)

Core Clinical Courses

- _____ PSY 8354 Intelligence Testing
- _____ PSY 8364 Personality Appraisal
- _____ PSY 8323 Psychopathology
- _____ PSY 8233 Ethics and Professional Issues
- _____ PSY 8333 Systems of Psychotherapy
- _____ PSY 8383 Behavior Therapy^a
- _____ PSY 8823 Diversity in Applied Psychology (or equivalent, i.e., COE 9053 Advanced

Multicultural Counseling

- _____ PSY 8450/9460 Professional Practicum
- _____ PSY 81X1 Scientist/Practitioner Applications (S&P) (4 credits)
- _____ PSY 9730 Internship (3 hours)

Foundation Courses

- _____ PSY 6403 Biological Psychology
- _____ PSY 8990 Social Developmental Psychology
- _____ PSY 8713 Issues in Cognitive Psychology
- _____ PSY 8011 History of Modern Psychology

Clinical Milestones

- _____ Begin Internal Practicum (First year, Summer)
- _____ Voted Ready for External Practicum (First Year, Spring)
- _____ Reach 400 Therapy hours/100 Assessment Hours/8 Comprehensive Assessments (internship application year, 10/1 deadline)
- _____ Permitted to Apply for Internship (internship application year, 10/1 deadline)**
- _____ Match for internship (internship application year, Spring)
- _____ Internship Completed

Research Milestones

- _____ Thesis Proposal (second year, 11/10 deadline)
- _____ Thesis Defense (end of third year, 8/1 deadline)
- _____ Comprehensive Examination Proposal (MEP) (third year, 10/1 deadline)
- _____ Comprehensive Examination Initial Submission (third year, 01/14 deadline)
- _____ Comprehensive Examination Passed (internship application year, 10/1 deadline)
- _____ Dissertation Proposal (internship application year, 10/1 deadline)
- _____ Admitted to Doctoral Candidacy*
- _____ Dissertation Defense

_____ Dissertation with final edits submitted to graduate school and library (early in graduating semester, see Graduate Coordinator for deadlines each semester)

Final Milestones

_____ Degree Conferred

_____ EPPP Passing score***

_____ Licensure as a Psychologist Obtained***

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

^aMay be replaced by a clinical elective course for those admitted before Fall 2022

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

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

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

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

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

Example 5-Year Course Sequence

	Fall (13 Credits Required)	Spring (13 Credits Required)	Summer (9 credits max)
First Year	QMII (4) Intelligence Testing (4) Research Methods (3) S&P (1) Research (1)	Psychopathology (3) QMIII (3) Personality Appraisal (4) S&P (1) Research (2)	Internal Practicum (3) Ethics (3) Teaching Practicum (1) Research (2)
Second Year	Systems (3) Diversity (3) Teaching Practicum (1) Internal Practicum (4) Research (2)	Cognitive Psychology (3) Behavior Tx (3) ^a Internal Practicum (4) Research (3)	Internal Practicum (2) External Practicum (4) Research (3)
Third Year	Social/Developmental (3) ^a External Practicum (2) History of Modern Psych (3) ^a Research (5)	Biological (3) External Practicum (4) Research (6)	External Practicum (4) Research (5)
Fourth Year	External Practicum (4) S&P (1) Research (8)	External Practicum (4) S&P (1) Research (8)	
Fifth Year	Internship (1)	Internship (1)	Internship (1)

^A Classes are likely to alternate years and thus may not be taken in the year they are shown here.

Students must sign up for 13 credits in fall/spring semesters from their first to the start of their internship year. After registering for all offered required courses appropriate for their year in the program, students should reach 13 credits with thesis/dissertation, practicum hours, and electives as appropriate. Students are expected to spend a minimum of 10 hours weekly in research activities for the duration of the program, and students are strongly encouraged to propose/defend in advance of deadlines in addition to working on additional research projects. Continual enrollment in practicum (i.e., 1 to 4 credits per semester) is required upon completion of first year spring. Please note that the above is only an example and only applies to those aiming to finish the program in five years. Those who are on different tracks should work with their mentors on their course sequencing plan. During the internship year, students must register for Internship during the fall semester and then again for 2 more semesters (either spring/summer, or spring/fall, depending on the date of completion for the internship). Please consult with the DCT or Graduate Coordinator if you have questions about this.

Appendix B: Student Progress Evaluation Form

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

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

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

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

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

Recommendations:

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

Recommendations:

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

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

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

GOALS AND RECOMMENDATIONS FOR NEXT YEAR

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

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

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

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

Comments on/about feedback meeting:

Appendix C: Professional Societies in Psychology

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

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

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

Graduate Students: Why Should You Join a Professional Society?

Graduate students typically do not have very much money. Students understandably must be fairly conservative when electing to join professional societies, and need to carefully consider the direct benefits of their financial investment.

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

Identity

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

Advocacy

Although most do not realize it, professional societies serve a major function in advocating for the field and profession of psychology. At the national level, the advocacy of our professional societies was largely responsible for the inclusion of psychology students in graduate education legislation, providing subsidy to doctoral and internship training programs, and increasing the number of training slots available for students. Professional societies were instrumental in increasing the federal allocation to NIH to support research. Our societies are forerunners in the fight for mental health care parity, and to safeguard state and local licensing laws. Professional societies routinely call upon their members to testify before congress and its subcommittees

regarding bills with significant potential impact on the field or consumers of psychology. And unlike most other disciplines with the resources to employ or hire professional lobbyists, psychology relies almost exclusively on its members to help support this advocacy. By joining a professional society, you are literally making it possible for the field to advocate for these, and many more issues that are critical for our field.

Networking

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

Information Dissemination

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

Discounted Expenses

Of course, membership in a professional society also can offer you some direct financial benefit. Many societies offer free or discounted journal subscriptions, which still remains a more convenient way to organize your library while sparing your toner cartridges and downloading bandwidth.

Members also typically receive substantial discounts on convention registration fees as well as continuing education, which will be helpful as you progress in the field. Many associations also offer discounts for non-psychology related items, such as magazines, rental cars, car insurance, etc.

Eligibility for Awards, Grants

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

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

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

American Psychological Association

The largest psychology organization, APA is very actively involved in advocacy for the science and practice of psychology. Student dues automatically confer membership in APAGS, the graduate student organization within APA, governed by students, advocating specifically for student issues, with substantial benefits for student members (e.g., subscription to gradPsych). APA has one of the largest conventions in the field (approximately 15,000 attendees each year). APA offers major discounts on APA journals and APA books. More info can be found on their website

(<http://www.apa.org/membership/students.html>) and on the APAGS website (www.apa.org/apags). Free journal: *American Psychologist*. Free Newsletters: The Monitor and gradPsych.

Association for Psychological Science

The Association for Psychological Science (<http://www.psychologicalscience.org>) emerged in the mid-1990s as a response to the perception that APA was not dedicating enough attention to the science of psychology. APS dedicates many resources to advocacy of psychological science, and its membership is more representative of the various subdisciplines of psychology (e.g., cognitive, experimental) than is APA (which has a higher percentage of applied psychologists). APS has a student section as well (<https://www.psychologicalscience.org/members/apssc>). Free journals: *Psychological Science*, *Current Directions in Psychological Science*, *Clinical Psychological Science*, and *Psychological Science in the Public Interest*.

Association for Behavioral and Cognitive Therapies

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

Mississippi Psychological Association

MPA (<https://mpassoc.org>) is a dynamic and growing organization with a strong membership throughout the state of Mississippi. In 1994, MPA was recognized as the Outstanding State Association by Division 31 of the APA as one of the best-organized and committed state associations in the nation. It is a great way to connect to psychologists throughout the state and to get involved in matters that are important to psychological practice in the state.

Society for Research in Child Development

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

Society for Research on Adolescence

The Society for Research on Adolescence (SRA; <https://srad.memberclicks.net/>) is one of the "break-out" groups of SRCD, comprised of many of the same members and holding its convention on the alternate years of SRCD's convention. The Society is focused specifically on research and policy relevant to adolescence. Free Journal: *Journal of Research on Adolescence*. Also offers a Free Newsletter.

Society of Behavioral Medicine

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

Society of Behavioral Sleep Medicine

The Society of Behavioral Sleep Medicine (SBSM; <https://www.behavioralsleep.org>) is an interdisciplinary organization committed to advancing the scientific approach to studying the behavioral, psychological, and physiological dimensions of sleep and sleep disorders and the application of this knowledge to the betterment of individuals and societies worldwide. The mission of the SBSM is to set standards and promote excellence in Behavioral Sleep Medicine healthcare, education and research.

Society of Clinical Child and Adolescent Psychology (Division 53)

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

Society of Pediatric Psychology (Division 54)

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

Society of Clinical Psychology (Division 12)

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

Society for Personality Assessment (SPA)

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

Association for Research in Personality (ARP)

ARP (<https://www.personality-arp.org/>) is a scientific organization devoted to bringing together scholars whose research contributes to the understanding of personality structure, processes, and development. It sponsors a biennial conference and the *Journal of Research In Personality* and co-sponsors *Social Psychological and Personality Science*.

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

First Year Primer

Welcome first years!

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

1. Things to do Your First Week on Campus

1.1 Get Access

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

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

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

1.2 Get a copy of Microsoft Office and other software

You can upgrade to the newest version of Microsoft Office at a discounted rate if you have an older version. As new versions are implemented at MSU, more information will be available from ITS or the department. See its.msstate.edu to learn more about software you can download for free or at reduced prices. There may be other software that the university provides to students based on site-licensing agreements. Look regularly to see if there are other pieces of software that will help you in your work at MSU!

2. Things to do in Your First Month on Campus

2.1. IRB ethics training

Online ethics training should be completed immediately. The modules are located at www.citiprogram.org. Completed training is necessary to be involved in any research activities. You will need to register if you do not already have an account. If you do have an account you will have to make sure to add Mississippi State University as your current institution. You must

complete all required modules in the Human Subjects Research (HSR) Series and achieve a score of at least 80% on all quizzes. Refresher courses are required to keep your training up-to-date, so make sure to take note of when your training expires in order to avoid a lapse in training. Additional training modules may be required as determined by the DCT. Please download a copy of your training completion, keep a copy, and email a copy to the DCT and any faculty you are doing research with inside or outside the department.

2.2 HIPAA training

In addition to the CITI training, you will also receive training on the Health Insurance Portability and Accountability Act (HIPAA). HIPAA establishes patient confidentiality procedures for healthcare providers.

2.3 Printing /Copiers

There are several locations on campus where you can print, scan, and/or copy documents by charging the cost to your MSU account. This link (<http://lib.msstate.edu/documents/>) lists information about the types of printing services that the library provides, and their associated costs. Because the cost of printing and copying is charged to your MSU account, you do not have to worry about adding money to your student ID card, setting up a special library printing account, or any other preliminary steps before you go to the library to copy or print a document for the first time.

If your research lab has a printer (and your advisor grants you permission), you can print documents without charging your account by using the printer within your research lab. If you are a GTA, your professor will likely ask you to make copies of course materials at some point. Policy on use of the departmental copy machine is made by the department's Business Manager, Ms. Oliver. You'll be provided information on that during orientation. Ask the undergraduate assistants Ms. Anderson, or Ms. Oliver (in that order) if you have any questions about how to use the copier. The copier can also be used to generate PDF files of copies that you can email to faculty or yourselves.

2.4 MSU Psychology Clinic

We have an in-house clinic located on the bottom floor of Rice Hall. You will begin working at this clinic alongside other graduate clinicians in your first term. It's important to wear business casual attire appropriate for clinic work. Our clinic provides a range of services, such as comprehensive assessments (e.g., intelligence, achievement, personality, emotional and behavioral functioning), individual and group therapy, and parent management training. You will work closely with other graduate clinicians and supervisor(s) to learn many impactful clinical skills!

General Department Information

Campus Resources

1) Library information (<https://www.library.msstate.edu/>)

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

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

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

3) Sanderson Center (<https://www.urec.msstate.edu/>)

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

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

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

5) Graduate Student Association (<https://www.grad.msstate.edu/students/graduate-student-development/graduate-student-association>)

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

6) Parking Operations (<https://www.parkingservices.msstate.edu/>)

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

7) Barnes & Noble (<https://msstate.bncollege.com/>)

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

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

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

9) Bully's Pantry -- Bully's Pantry is a collaborative effort of the MSU Division of Student Affairs and the Student Association to assist in meeting the basic needs of students who are experiencing food insecurity and other financial needs. National data around food and basic need insecurity indicates approximately 30% of college students are in need. This is an unfortunate reality for some of our MSU student body. Since its opening in 2020, Bully's Pantry has assisted hundreds of MSU students by providing nutritious food, and basic personal necessities. Through this program, Mississippi State can lessen the financial stressors some students face daily, allowing them to focus on the important goal of attaining their college degree.
(<https://www.sa.msstate.edu/programs-initiatives/bullys-pantry>)

In addition, local food pantries have numerous volunteer opportunities available to students, faculty, and staff. Individuals looking to volunteer at a local pantry can contact the network for more details, or sign up for the Maroon Volunteer Center (<https://www.mvc.msstate.edu/>).

Payroll information

One of the most important tasks to work on is to set up Direct Deposit for your payroll checks. To do this, you will log in to your MyState account, go to Banner, and then under Account Information scroll down to Direct Deposit Account Information. Here, you will insert the bank account number that you wish to receive your direct deposits. If you wish to receive a physical check instead of a direct deposit, you will need to go to 329 McArthur Hall to pick up each pay check. Ms. Brittany Oliver can give you more information on this. If you have problems with your pay please let Dr. T. Stafford and Ms. Oliver know as soon as possible!

Travel grant information

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

Conference information

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

International Conferences

International Convention of Psychological Science (ICPS)

Deadline for abstracts: Late September

Conference dates: Mid-March

National Conferences

American Psychological Association Annual Convention (APA)

Deadline for abstracts: Early December

Conference dates: Early August

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

Deadline for abstracts: Late February

Conference dates: Late November

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

Deadline for abstracts: Early September

Conference dates: Mid to Late February

Association for Psychological Science Annual Convention (APS)

Deadline for abstracts: End of January

Conference dates: Late May

Association for Research in Personality (ARP)

Deadline for abstracts: Fall

Conference dates: June (biennial)

Society for Personality Assessment (SPA)

Deadline for abstracts: October

Conference dates: March

Regional Conferences

Mississippi Psychological Association Annual Convention (MPA)

Deadline for abstracts: Late May

Conference dates: Mid-September

Society for Southeastern Social Psychologists Annual Conference (SSSP)

Deadline for abstracts: Mid-September

Conference dates: Mid-October

Southeastern Psychological Association Annual Meeting (SEPA)

Deadline for abstracts: Mid-October

Conference dates: Mid-late March

Mississippi State University Graduate Research Symposium

Deadline for abstracts: February

Dates: Mid-late March

Appendix E: Program lab information

The Dozier Lab (Rice Hall 329 & 331)

Primary investigator: Mary E. Dozier, Ph.D.

Graduate students: Caitlyn Nix, Branden Schaff, Jarrod Williams

Areas of interest: Assessment and treatment of hoarding and other anxiety and fear-based disorders in older adults.

The Porter Lab (Rice Hall 333)

Primary investigator: Ben Porter, Ph.D.

Graduate students: Matthew Dean, Elizabeth Olson

Areas of interest: Military and Veteran health and well-being, impact of romantic relationships in the military compared with civilians.

Lancaster Lab (Rice Hall 336, 338, & 340)

Primary investigator: Brittany Lancaster, Ph.D.

Graduate Students:

Areas of Interest: pediatric psychology; obesity; sleep; behavioral interventions; digital interventions, rural and medically underserved youth and families

Making Sense of Us: A Child and Family Research Clinic (Rice Hall 337 & 339)

Primary investigator: Cliff McKinney, Ph.D.

Graduate Students Jessica Utley, Lydia Stanhope, Abby Kukay, Tram Nguyen, AlliGrace Story, Andreana Durham

Areas of interest: Parental psychopathology, psychological and physical maltreatment, parent-child relationships, gender dyads, and emerging adulthood.

Sleep, Suicide, and Aging Laboratory (Rice Hall 237)

Primary Investigator: Michael Nadorff, Ph.D.

Graduate students: Chandler McDaniel, Lissa Mandell, Jose Menjivar, Ryan Harra, Tori Garriques

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

Personality, Emotion, and Treatment Laboratory (PET Lab; Rice Hall 325 & 327)

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

Graduate students: Yasmine Griffin

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

ADHD & Externalizing Behavior Lab (Rice Hall 224)

Primary investigator: Kevin Armstrong, Ph.D.

Graduate Students: Patrick Vukmirovich, Nicole Colón, Brett Bain

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

The Clinical Studies Laboratory (Rice Hall 223 & 225)

Primary investigator: Mitch Berman, Ph.D.

Graduate students: Madison Bibbs

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

Regulation and Resilience Research Lab (Rice Hall 435 & 437)

Primary investigator: Arazais Oliveros, Ph.D.

Graduate students: Jenna Russo, Deemah Alturkait, Kristina Schoethaler

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

Grandfamilies Lab

Principal investigator: Danielle Nadorff, Ph.D. (Rice Hall 431 & 433)

Graduate students: Acacia Lopez, Marin Olson, Maia McLin, Laura Shillingsburg, Amara Mason

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

Creative Aging and Place Lab

Principal investigator: Carolyn Adams-Price, Ph.D. (Rice Hall 429)

Graduate students: Darby Mackenstadt, Kory Engelstad

Areas of interest: Gerontology, specifically aging and creativity, applied cognitive aging, attachment to place and the rural context of aging, including minority aging and reducing negative stereotypes about older people. Also interested in gender differences in adolescent development

Mississippi Tobacco Data (Social Science Research Center)

Principal investigator: Robert McMillen, Ph.D.

Graduate students: Autumn Schneider

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

Krafft Lab

Principal Investigator: Jennifer Krafft, Ph.D. (Rice Hall 342 & 344)

Graduate students: Natalie Tadros, Abbey Warren

Areas of interest: Mindfulness and acceptance-based treatment; acceptance and commitment therapy (ACT); self-help; tech-based interventions; hoarding, OCD, and anxiety; mental health stigma; ecological momentary assessment/intervention; measurement; aging.

The Perception and Cognitive Neuroscience Lab (Rice Hall 402 & 404)

Primary investigator: Michael Pratte, Ph.D.

Graduate students: Michael Gallagher

Areas of interest: We study human behavior and brain activity, in an effort to better understand how the human brain is so good at perceiving, remembering, and later recognizing information in the world.

Appendix F
Mississippi State University
Clinical Psychology Ph.D. Manuscript Exam Paper Proposal Form

Student Name: _____ **Chair:** _____

In 250 words or less, please provide a brief abstract describing the project that you would like to propose for your Manuscript Submission Examination. This abstract should discuss the source of the data, name and justify the journal proposed for submission, and outline all authors on the paper including their role as part of the project. A sample MEP can be found on the next page.

Abstract:

Proposal approved:

Chair: _____

Member 1: _____

Member 2: _____

Member 3: _____

Appendix G
Evaluator _____

Student: _____

Manuscript Exam Paper Evaluation Form

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

1. Knowledge of scientific underpinnings for the study

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

2. Quality of writing (clarity; explanatory style; appropriate use of language; adherence to journal publication style)

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

3. Knowledge of publication process (includes revisions and response to reviewers'/editor as necessary, a summary of the limitations of the study and how the student would propose to make it more competitive for publication)

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

4. Knowledge of research design and limitations

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

5. Knowledge of cultural/diversity implications for research

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

6. Knowledge of ethical issues related to research

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

7. Ability to interpret data and draw reasonable conclusions

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

8. Ability to propose future research directions and/or clinical implications

0. Does not meet expectations 1. Meets expectations 2. Exceeds expectations

Students must earn a score of 1 or greater for each domain from a majority of the committee (i.e. three out of four) in order to successfully pass the exam.

Appendix H
Evaluator _____

Student: _____

Dissertation Evaluation Form

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

- | | |
|--|-------------|
| 1. Knowledge of scientific underpinnings for the study | Score _____ |
| 2. Quality of writing (clarity; explanatory style; appropriate use of language; adherence to journal publication style) | Score _____ |
| 3. Literature review is thorough and adequately covers the constructs being examined in the study | Score _____ |
| 4. Articulation of rationale for hypotheses and study | Score _____ |
| 5. Statistical knowledge, including why analyses chosen, power, assumptions of their statistics, and limitations of their statistics | Score _____ |
| 6. Ability to interpret data and draw reasonable conclusions | Score _____ |
| 7. Knowledge of research design and limitations | Score _____ |
| 8. Knowledge of cultural/diversity implications for research | Score _____ |
| 9. Knowledge of ethical issues related to research | Score _____ |
| 10. Ability to propose future research directions and/or clinical Implications | Score _____ |

Total Score _____

Number of 0 scores Score _____

Students must earn a score of 1 or greater for each domain from a majority of the committee (i.e. three out of four) in order to successfully pass the exam.

Appendix I
Evaluator _____

Student: _____

External Practicum Readiness Assessment Form

All students will be rated on the following domains following their internal practicum experience. Rating scale: 0 = does not meet expectations; 1 = meets competency/expectations (satisfactory performance); 2 = exceeds expectations (exemplary performance).

- 1. Displays proper professionalism, accountability, and reliability Score _____
- 2. Self-aware and engages in proper self-care. Not impaired Score _____
- 3. Has adequate knowledge of evidence-based practices and
Employs evidence-based practice in treatment and assessment Score _____
- 4. Has appropriate interpersonal relationships with fellow clinicians
And is able to work successfully with others Score _____
- 5. Is aware of cultural and individual differences and is respectful
Of these differences when working with clients Score _____
- 6. Has adequate knowledge of ethical, legal, and professional
Standards and practices in accordance with these regulations Score _____
- 7. Understands how to work in interdisciplinary systems and is
Prepared to work on a multidisciplinary team and consult with
Other healthcare professionals Score _____
- 8. Is able to competently conduct assessments and write assessment
Reports with adequate supervision Score _____
- 9. Is able to follow supervisors instructions and provide evidence-
Based interventions with adequate supervision Score _____
- 10. Takes advantage of supervision and follows supervisors instructions Score _____

Total Score _____
Number of 0 scores Score _____

Students must earn a score of 1 or greater for each domain from at least 75% of the core faculty to be authorized to begin external practicums.

Note: Before being rated ready, DCT must confirm student has completed the minimum number of intervention/therapy face-to-face hours (50) and at least 2 comprehensive/integrative assessment reports or is under an alternative approved plan (e.g., neuropsychology).

Appendix J
Evaluator _____

Student: _____

Internship Readiness Assessment Form

All students will be rated on the following domains when discussing their readiness for internship. Rating scale: 0 = does not meet expectations; 1 = meets competency/expectations (satisfactory performance); 2 = exceeds expectations (exemplary performance).

1. Consistently professional, accountable, and reliable Score _____

2. Is self-aware, knowing their competence, and practices within
It. Engages in proper self-care and is not impaired Score _____

3. Has strong knowledge of evidence-based practices and can
Conceptualize treatments independently using evidence-based methods Score _____

4. Is able to work well with others, including receiving appropriate
Feedback from peers and supervisors Score _____

5. Is sensitive to individual and cultural differences and is
Knowledgeable about these differences. Practices in a culturally-
Sensitive manner using appropriate assessment measures and norms Score _____

6. Has strong knowledge of ethical, legal, and professional
Standards and practices in accordance with these regulations Score _____

7. Has a strong understanding of the empirical underpinnings of
Consultation and is able to successfully consult with both psychologists
And other healthcare professionals Score _____

8. Competently selects assessments for evaluations and is able to
Complete assessment reports with minimal supervision Score _____

9. Is able to assess a client and develop a case conceptualization and
treatment plan with minimal supervision Score _____

10. Seeks out supervision when appropriate and properly follows
The guidance of the supervisor Score _____

Total Score _____

Number of 0 scores Score _____

Students must earn a score of 1 or greater for each domain from at least 75% of the core faculty to be authorized to apply for internship.

Note: Before being rated ready, DCT must confirm student has completed the minimum number of intervention/therapy face-to-face hours (400), Assessment hours (100), and 8 comprehensive/integrative assessment reports or is under an alternative approved plan (e.g., neuropsychology).

Appendix K Classroom Observation Form

Instructor: _____ Course _____

Peer/Observer: _____ Date and Time _____

Use criteria that apply to format of course observed.

Review Section	Description/Comments
<p>1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	
<p>2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)</p>	
<p>3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	

<p>4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	
<p>5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	
Review Section	Description/Comments
<p>6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	
<p>7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, proactive learning environment)</p>	
<p>8. ASSISTANCE TO STUDENTS (assists students with academic problems)</p>	

<p>9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)</p>	
<p>10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)</p>	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness: