

**UNIVERSITY OF MISSISSIPPI  
CLINICAL PSYCHOLOGY PROGRAM**

**POLICIES AND PROCEDURES**

**2021-2022**

## CLINICAL PROGRAM POLICIES AND PROCEDURES

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### PROGRAM FORMS

Since Summer 2018, current versions of forms referenced in this clinical manual are housed in an [online Box account](#) under a folder titled “[Clinical Program Repository.](#)” Access is provided to all clinical students and faculty for viewing and downloading. Most of the evaluation forms are completed using Qualtrics links distributed at various times during the year. Other forms can be printed and turned in as appropriate.

These forms include:

- Clinical Student Training Plan
- Thesis Transfer Form
- Course Transfer Form
- Evaluation of Training Performance (ETP)
- Evaluation of Practicum Supervisor
- Annual Student Evaluation
- Student Self-Evaluation Form
- Clinical Case Presentation Rating Form
- Supervision Paper Rating Form
- Dissertation and Thesis Assessment Form
- Comprehensive Exams Proposal Form
- Teaching Comps Rating Form
- Authorship and Grant Comps Documentation Form
- Intervention, Training, and Dissemination Comps Form
- Clinical Manual Policy Agreement

## UNIVERSITY FORMS

The University of Mississippi Graduate School website provides access to required university forms pertaining to thesis/dissertation (committee members, proposals, defenses—GS5.1, GS7, GS8, GS11, etc), applying for your degree to be conferred, etc. Their website also has useful information pertaining to graduate school academic policies and topics such as student health insurance, financial aid, receiving financial support for travel to professional conferences, thesis and dissertation preparation, and the optional Interdisciplinary Certificate in Applied Statistics.

Their website: <http://gradschool.olemiss.edu>: select “Home” at the top right, then “Current Students,” then “Forms and Manuals Library.”

**NOTE: As they transition to fully electronic forms, the grad school asks that you email to them any Word/PDF forms that would otherwise be turned in on paper. You should send them to: [gschoolforms@olemiss.edu](mailto:gschoolforms@olemiss.edu)**

**Grad school forms requiring signatures should be scanned and emailed or signed via electronic signature. (You should still submit existing electronic forms electronically.) When submitting any form to them, please ensure that a paper copy is made for your file in the department (print it out and leave in the DCT's box or have the secretary place it in your file).**

## STUDENT SURVIVAL GUIDE

In 2017 the clinical and experimental graduate students put together the first edition of a “survival guide” that provides advice and guidance to graduate students about navigating their respective programs and living in Oxford—all from a perspective of current and former students. The Survival Guide is not a policy manual. Policies for the clinical program are contained in this manual, and policies pertinent to the university and Graduate School are found on the Graduate School website.

## CRIMINAL BACKGROUND CHECKS

In 2021, the program began having criminal background checks conducted for all clinical students who see clients in the PSC (2<sup>nd</sup> year students and up), to protect vulnerable populations we serve and to be in compliance with UM’s Supervision of Minors policy.

## PROGRAM POLICIES AGREEMENT

Prior to attending your first class, you should attest that you have reviewed this Policies and Procedures Manual and will follow the procedures outlined therein. You are also expected to attest that you have reviewed the APA Ethics Code (Ethical Principles of Psychologists and Code of Conduct) and will abide by those standards.

A Program Policies Agreement form can be found on the Box website. Please access it and return it to the DCT before the first day of class your first semester.

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## **GOALS, PHILOSOPHY, AND TRAINING MODEL OF THE GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY AT THE UNIVERSITY OF MISSISSIPPI**

The Ph.D. program in Clinical Psychology at the University of Mississippi is predicated on a scientist-practitioner model. The program values the integration of science and practice, and trains students to be competent researchers and clinicians whose applied practices are guided by the theoretical and empirical foundations of psychology. This goal is accomplished by providing students with sequential course work, research, and practicum experiences involving a broad range of topics in basic and applied psychology. The overriding goal of the Clinical Psychology program is to prepare students who are grounded in the value of the scientific method as a basis for their own work that reaches across a broad range of professional endeavors.

Students entering the Clinical Psychology program hold varied professional aspirations. These goals include careers in research, teaching, and direct service provision. Regardless of their ultimate career choice, all students receive rigorous training in the fundamentals of research and clinical practice. The program attempts to tailor training to support students' career goals by maintaining adequate program flexibility to allow for training experiences that support these choices. That is, in addition to basic and applied instruction, opportunities for teaching and supervision experiences are available. Moreover, frequent student-mentor interactions provide opportunities to assist students in the clarification of their short and long-term professional goals. As noted above, the overriding goal of the Clinical program is for our graduates to function effectively in a variety of professional settings, and to promote a critical perspective to be applied to their professional activities. Consistent with this philosophy we strive to cultivate the following qualities in our students:

1. Our students will acquire and exhibit broad knowledge of psychology, and show the ability to integrate these areas into clinical psychology.
2. Students will acquire the requisite knowledge and skills necessary to evaluate, conduct, and utilize psychological research.
3. Students will acquire a theoretical and empirical understanding of methods of assessment and clinical intervention, as well as develop skills necessary for clinical practice.
4. Our students will develop an understanding of ethics along with the skills necessary to behave ethically and professionally as they carry out their various professional responsibilities.

Our program has been continually accredited by the APA since 1973. We adhere to the APA Standards of Accreditation (SOA), and coursework, research, and professional training components of the program adhere to the Implementing Regulations defined therein (see <http://www.apa.org/ed/accreditation/index.aspx>). The Table on the next page outlines how our curriculum, research, and professional training requirements map onto APA discipline-specific knowledge and profession-wide competencies.

\*Questions related to the program's accredited status should be directed to the Commission on Accreditation:  
Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street, NE, Washington, DC 20002  
Phone: (202): 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

In this manual the Director of Clinical Training will be referred to as "DCT".

## APA Regulations and Corresponding Program Requirements

APA Implementing Regulation	Program Requirement
<b>APA Discipline-Specific Knowledge</b>	
Cat. 1 History and Systems	751 (His & Systems)
<b>Cat. 2: Basic Content Areas</b>	
2a. Affective Aspects of Behavior	729 (Psychopathology), 709 (Learning; previously 505)
2b. Biological Aspects of Behavior	715 (Physio)
2c. Cognitive Aspects of Behavior	707 (Cognitive)
2d. Developmental Aspects of Behavior	718 (Developmental)
2e. Social Aspects of Behavior	713 (Social Cognition; social discussion component)
Cat. 3: Advanced Integrative Knowledge	713 (Social Cognition; final integrated paper)
<b>Cat. 4: Research/Stats/Psychometrics</b>	
4a. Research Methods	748 (Research Design), thesis/dissertation
4b. Statistical Analysis	703(Stats 1) and 704 (Stats 2)
4c. Psychometrics	710 (Cog Assmt) and 711 (Pers Assmt)
<b>APA Profession-Wide Competencies</b>	
1. Research	see Research Requirements below, thesis/dissertation
2. Ethical/Legal Standards	741 (Ethics & Prof Standards), evals
3. Individual and Cultural Diversity	708 (Multicultural) or other diversity course, evals
4. Professional Values/Attitudes	741 (Ethics & Prof Standards), evals; internship
5. Communication/Interpersonal Skills	Participation in labs and practica, evals
6. Assessment	710 (Cog A), 711 (Pers A), and 722 (Assmt Prac), 729 (Psychopathology), evals
7. Intervention	730 (Evidence-Based Intervention), evals
8. Supervision	Supervision/consult paper, practica/labs, evals
9. Consultation and Interdisciplinary Skills	731 (Theories) and 710 (Cog A), Supervision/consult paper, evals
<b>Additional Course Requirements</b>	
Elective 1	Grad elective course 1
Elective 2	Grad elective course 2
Thesis hours	min 6 hours of 697 (Thesis) <i>unless entered w/ thesis</i>
Dissertation hours	min 18 hours of 797 (Dissertation)
Internship hours	min 3 hours of 798 (Internship), spread across Fall, Spring, Summer
<b>Research and Comps Requirements</b>	
<b>Target Completion Date</b>	
Propose and defend Masters thesis	2 <sup>nd</sup> /3 <sup>rd</sup> year
Comprehensive Examinations	3 <sup>rd</sup> /4 <sup>th</sup> year
Propose and defend Dissertation	4 <sup>th</sup> /5 <sup>th</sup> year
<b>Clinical Requirements</b>	
<b>Requirements/Expected Completion</b>	
Completion of Clinical Practica and Field Placement	723, 724, 725, 726 (each for 2 semesters); 728 (for 2 semesters)
Completion of Assessment Practica	722 (A-team or 8 batteries with supervision/presentation)
Case Presentation to Clinical Faculty	Before applying for internship

**Minimum Standards for Successful Completion:** Grades of B or better (or B- or better, for the few faculty who use +/- grading scale for graduate courses) are required in all courses (or for components of courses in the case of Social Cognition). Clinical competencies are evaluated primarily via evaluations--the Evaluation of Training Performance (ETP) each semester and the Annual Evaluation, in which ratings of 3 (Meeting Training Expectations) or higher by your practicum and p-team supervisors on the corresponding items are indicative of competency, as well as via the case presentation to clinical faculty before you apply for internship. Research is evaluated via successful progress on and completion of required research projects and scores on the Dissertation/Thesis Assessment Form.

## CURRICULUM FOR CLINICAL STUDENTS

Students take the majority of required courses in their first two academic years. Some courses are offered every year, while others are offered every two years. Those that are usually offered every OTHER YEAR are denoted with an asterisk\* below—in such instances you should endeavor to take whichever course is currently offered (otherwise you will be waiting 2 years to take that class). Completion of the program requires a minimum of 3 full-time academic years of study plus completion of a yearlong predoctoral internship.

	FALL	SPRING	SUMMER <sup>^</sup>
First Year	Statistics (703) Cognitive Assessment (710) Learning* (709) OR History and Systems* (751) Thesis (697, 2hrs) Staffing (790) (1hr)	Statistics (704) Personality Assessment (711) Psychopathology (729) Ethics & Prof Standards (741)	Thesis hours (697)
Second Year	Evidence-Based Intervention (730) Learning* (709) OR History and Systems* (751) Research Methods (748) Clinical Practicum I (723)	Theories of Psychotherapy (731) Cognitive Psychology (707) Developmental (718) Clinical Practicum I (723)	Thesis hours (697)
Third Year	Physiological Psychology* (715) Social Cognition (713) Clinical Practicum II (724) and/or Field Placement (728) Dissertation (797)	Multicultural* (708) Clinical Practicum II (724) and/or Field Placement (728) <i>Elective</i> Dissertation (797)	Dissertation hours (797)
Fourth/Fifth Year	Clinical Practicum III (725) or IV (726) and/or Field Placement (728) <i>Elective</i> Dissertation	Clinical Practicum III (725) or IV (726) and/or Field Placement (728) <i>Elective</i> Dissertation	Dissertation hours (797)

<sup>^</sup> *Note about summer thesis/diss hours: As part of their Summer Thesis/Dissertation Tuition Scholarships, the grad school will cover costs of enrollment in 3 or 6 thesis/dissertation hours during the summer. If for some reason you need to be enrolled in additional hours, you will be responsible for the costs of those hours. Keep in mind federal financial aid is limited to 160 graduate credit hours.*

**\*\*You will need to enroll in and complete Psy 722 (Assessment Practicum) during your 3<sup>rd</sup> or 4<sup>th</sup> year as your schedule allows (see Assessment Practicum 2 pages below)**

### ELECTIVES

In addition to the courses above, students must complete 2 3-hour graduate-level elective courses. Electives can be any graduate-level psychology course relevant to the student's particular research interests or career goals (eg, Social Psychology, Cognitive Neuroscience, Child Psychopathology, Neuropsychological Assessment, Behavioral Assessment, Neural Bases of Learning & Memory, Psychology of Emotion, Teaching of Psychology, Psychopharmacology, Human Memory), including psychology seminar courses.

Additional graduate-level statistics courses through the Pharmacy Department (in pursuit of the Interdisciplinary Graduate Minor in Applied Statistics; <https://gradschool.olemiss.edu/gmas/>), courses that comprise the Gender Studies graduate minor, or the African-American Studies Seminar (501) offered by the department of African-American Studies can be chosen as electives from other departments. Other courses from other departments (or from other graduate institutions) must be pre-approved by the clinical faculty. Practica, whether taken here or elsewhere, cannot be used to satisfy the elective requirement.

### ENROLLING IN CLINICAL PRACTICUM

In addition to completing the required coursework, beginning in the second year each student must serve on a **Practicum Team in the Psychological Services Center (PSC)** every semester while in residence, for a minimum of three years (exceptions can be made for students entering with masters degrees). Practicum teams are designed to include students at various levels of their training so that more advanced students can be involved in supervising more junior students. Students should register for 3 hours each semester for the appropriate Clinical Practicum to denote participate in a practicum team. (Field Placement should be used to denote involvement in an external practicum and is required for 2 semesters during your time in the program.) However, the actual amount of time spent in practicum duties will depend on the availability of clients, expectations of the individual faculty supervisor, and the training needs of the individual student. Each student must also be engaged in, and registered for (if your schedule allows), some independent research (e.g., thesis or dissertation) each semester of residence (beyond the second semester of the first year).

### DIVERSITY TRAINING

As part of academic coursework and clinical training at the University of Mississippi, graduate students will be exposed to diverse clients, cultures, and contexts. With respect to diversity issues, students are obligated to act consistently with ethical and practice guidelines developed by our accrediting agency, the American Psychological Association, and the University of Mississippi creed. Students must strive toward cultural competence and culturally responsive service provision, teaching, and research. Students will be evaluated on their multicultural development and practice skills over their coursework and practical training. *One graduate course in multiculturalism and diversity is required.* As per these guidelines, students are expected to recognize personal, cultural, religious biases and related values conflicts, and to address them through education, training, and supervision in order to provide competent services.

### COMPREHENSIVE EXAMINATIONS

Comprehensive Examinations are expected to be completed after the completion of the Masters thesis and before the dissertation is proposed (see Comprehensive Examination Policy and Timeline Policy later in this document).

### INTERNSHIP

Internship is expected to occur in the fifth or sixth year (or a year earlier for students entering with a masters degree) and must be either full-time for a full year or half-time for two years. Except in highly unusual circumstances requiring prior approval of the clinical faculty, the internship must be completed at an APA-accredited program. More information on internship is provided later in this document.

## **PRACTICA**

### **IN-HOUSE PRACTICA** **FIRST YEAR**

First-year clinical students sit on the mentor's practicum team as observers but do not see clients. They are expected to become involved in research activities, primarily by working in their research advisor's laboratory. Students are encouraged to get their thesis underway as early as possible.

### **SECOND YEAR**

Practicum I (PSY 723) involves participation on a practicum team (described below). Specific duties and responsibilities will vary with the faculty supervisor and the student's specific training needs. Students are also expected to meet the requirement for training in theories and practice of Supervision (below) during the second year of practicum training. Practicum is taken for 3 credit hours in each of Fall and Spring semesters of the second year.

#### **Theories and Practice of Supervision/Consultation requirement**

In order to promote competency in the theory and practice of supervision and consultation, all clinical students are required to read Bernard & Goodyear's (2018) *Fundamentals of Clinical Supervision* in its entirety and write a summary concerning 1) the content of this text and 2) the implications of this knowledge for future practice or research. Although firm guidelines concerning paper length are not necessary, it is expected that minimally satisfactory final products will need to be at least 10-15 double-spaced pages in length. The paper should focus approximately 2/3 on summarization and 1/3 on future implications for your own career. Summaries should be submitted to the student's current practicum team supervisor for review and then forwarded to the DCT. The deadline for completion of this requirement will be the last day of class on the Spring semester each year.

### **THIRD YEAR**

Practicum II (PSY 724) involves participation on a practicum team. Specific duties and responsibilities will vary with the faculty supervisor and the student's specific training needs. Taken for 3 credit hours in each of the Fall and Spring semesters of the third year.

### **FOURTH YEAR**

Practicum III (PSY 725) involves serving on a practicum team, including some co-supervision of more junior students' clinical work on a practicum team. Specific duties and responsibilities will vary with the faculty supervisor and the student's specific training needs. Taken for 3 credit hours in each of the Fall and Spring semesters of the fourth year.

### **FIFTH YEAR AND BEYOND**

Students still in residence beyond their fourth year in the program, and not on internship, should serve on (and enroll for) a PSC practicum team again for 2 semesters (Practicum IV: Psy 726, 3 credits). PSC practicum team may be either a therapy or assessment team.

### **ASSESSMENT PRACTICUM**

The assessment practicum requirement can be completed in one of two ways: a) by working in the Assessment Clinic of the PSC for 2 semesters, during which time the student conducts comprehensive battery assessments and

writes integrative reports with supervision from a clinical faculty member (“A-team”) OR b) by completing a minimum of 8 comprehensive assessments through other practicum experiences.

a) Working in the Assessment Clinic requires permission of the Assessment Clinic Director at the PSC, who will need to enroll the student in Psy 722 for 2 consecutive semesters.

b) Students opting to complete the assessment requirement outside of A-team can perform their 8 required assessments in a variety of supervised clinical contexts (department training clinic, university counseling center, various external placements). External placement supervisors may serve as a primary supervisor for this clinical experience, but students must make a brief case presentation to one of our departmental faculty clinical supervision groups for each assessment they wish to be used to fulfill this requirement (usually the practicum team led by their mentor). This brief case presentation is intended to enhance assessment training and to provide the opportunity to facilitate discussion of conceptual, clinical, and research issues related to assessment. Completion of each assessment battery should be documented on the Assessment Practicum Form and noted on the student’s Clinical Training Plan. Students should enroll for the assessment practicum (PSY 722) the semester they anticipate completion of their 8<sup>th</sup> battery.

Samples of acceptable assessment batteries are provided below. These examples are intended as a guide. Faculty supervising these assessment batteries should tailor assessment batteries as is appropriate for the client presenting problems. When considering whether an assessment may qualify as one of the 8 comprehensive assessments, you should check with your practicum team clinical supervisor. In the event that a planned assessment being performed at an external placement site would only meet criteria if additional measures were included, you need to obtain approval from the onsite clinical supervisor before adding these instruments.

Note: For the purposes of internship applications, APPIC defines an integrative report the following way: “*The definition of an integrated psychological testing report is a report that includes 1) a review of history, 2) results of an interview and 3) at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests...The report is generally integrating the results of the clinical interview and two or more psychological assessment instruments (do not count checklists or symptom measures, such as the BDI or SCID-IV).*” See <https://www.appic.org/Internships/AAP/Integrated-Report>

### **Examples of Acceptable Assessment Batteries**

Examples 1 and 2 are typical Assessment Team evaluations. Samples 3-5 are examples of batteries performed at clinical placement sites including the PSC. These examples are intended as a guide. Students are expected to use the most current validated versions of these and other assessment measures. Faculty supervising these assessment batteries should tailor assessment batteries as is appropriate for the client presenting problems.

- College students/adults: Wechsler Adult Intelligence Scale (WAIS), Woodcock Johnson Tests of Achievement (WJ-Ach), Minnesota Multiphasic Personality Inventory (MMPI), Learning and Study Strategies Inventory (LASSI), Barkley ADHD Scales, Beck Depression Inventory-II (BDI), Connors’ Continuous Performance Test (CPT), written report and feedback.
- Youth: Wechsler Intelligence Scale for Children (WISC), Woodcock Johnson Tests of Achievement (WJ-Ach), Continuous Performance Test (CPT), Barkley Disruptive Behavior Scales (ADHD), Children’s Depression Inventory (CDI), the Behavior Assessment System for Children (BASC; self-report, parent report, teacher report), written report and feedback.
- Adults: Wechsler Memory Scale (WMS), Wisconsin Card Sorting Test (WCST), Trail Making Tests, Woodcock Johnson Tests of Achievement (WJ-Ach), Minnesota Multiphasic Personality Inventory (MMPI), Learning and Study Strategies Inventory (LASSI), Barkley ADHD Scales, Beck Depression Inventory (BDI), Connors’ Continuous Performance Test (CPT), written report.
- Youth: Wechsler Intelligence Scale for Children (WISC), Wechsler Individual Achievement Test (WIAT), Asperger's Syndrome Diagnostic Scale, Vineland Adaptive Behavior Scales, Childhood Autism Rating Scale, ADOS, written report.
- Minnesota Multiphasic Personality Inventory (MMPI), Addiction Severity Index, Anxiety Disorders Interview Schedule, Structured Clinical Interview for the DSM (Axis I & II), BDI, written report. (for a client presenting with substance use concerns and anxiety)

## **EXTERNAL THERAPY PRACTICA**

Each student must complete external therapy practica until the clinical faculty (in consultation with external supervisors and based on annual performance reviews) are satisfied that the student has sufficient therapy skills and experience to do well on internship. It is expected that a minimum of one year of half-time placements or two years of quarter-time placements will be required, in addition to multiple years on in-house practicum teams through the Psychological Services Center. (This is an absolute minimum, as most students hold external placements for multiple years.) Placements are assigned by the clinical faculty based on the students' preferences, training needs, and career goals. Ideally, each student will complete the bulk of these external therapy hours in settings that approximate those in which the student plans to work following graduation. External therapy practica can begin any time after completion of the assessment course sequence and the student's readiness has been approved by the clinical faculty. Students must enroll in 2 semesters of Psy 728 (Field Placement) to denote completion of external practicum (at some point during the program).

### **PRACTICUM TEAM**

A practicum team ("p-team") is a group of clinical students and a supervising faculty member who work together for the academic year to provide outpatient psychological services. Usually there are students from all year levels on each team to provide a balance of experience and perspectives, and to allow junior students to learn from interactions with and peer supervision from more advanced students. Students begin seeing client at the PSC during their second year, conducting intakes and serving as primary therapists or co-therapists for individual, couples, family, and/or group clients. The typical time involvement is about 6-10 hours per week, including 3-5 weekly clients, supervision, report/note-writing, and observing other therapists on the team. As students become more advanced in their clinical skills, they are expected to take on more of a leadership role within the team, not only being a direct service provider but through peer supervision or informally as co-supervisor with the faculty member.

There are roughly as many practicum teams as there are clinical faculty members who are supervising clinical students. Assignments to p-teams (and A-team) are made in the spring for the coming academic year in a similar manner to assistantships, wherein students are asked to rank-order their supervisor preferences. Assignments to supervision groups are determined by the clinical faculty based on student training needs, student preferences, and faculty preferences, as described in more detail later in this manual.

During their tenure here, students must serve on teams of at least two, and preferably three or more, different faculty supervisors. Each spring students will be asked to submit their ranked preferences for clinical supervisors.

Students on practicum teams are expected to keep logs of their contact hours, types of clients, measures and types of therapy used, etc. This information will be required when students apply for internship and must complete the APPIC application. At the end of each semester, faculty supervising the teams will fill out the Evaluation of Training Performance forms on each student and provide feedback to students on their clinical skills. These evaluations will go in the student's permanent file. Students will also complete supervisor evaluation forms. Students on practicum teams are expected to be familiar with all APA ethical guidelines, *Standards for Providers of Psychological Services*, and the Clinic Manual (which details procedures specific to the PSC).

*\*Before seeing their first client at the PSC, students must obtain Student Liability Insurance from the APA Trust, with documentation provided to the PSC Director.*

### **PRACTICA: REQUIREMENTS AND DEPARTMENT**

Each 3 semester-hour practicum requires direct client contact and participation in direct supervision. While supervisors may vary slightly in their expectations, in general practicum in the department's PSC generally

involves students carrying a caseload of 3-4 clients and a minimum of weekly two-hour supervision meetings. (All supervisors hold group supervision meetings. Some also hold individual supervision meetings, while others provide individual supervision on an as-needed basis.) Students should expect larger caseloads when working at external placements. Students are encouraged to maintain client and supervision logs for future reference when completing APPIC internship application forms to (using programs such as Time2Track or PsyKey).

Students will be evaluated by the practicum supervisor according to the criteria on the semesterly evaluation forms (for p-team, A-team, and external placements). It is crucial that students behave ethically, professionally, and represent the program positively. Attention to issues of confidentiality and other criteria, as outlined in the APA Ethics Code and other APA publications pertinent to providing psychological services, is particularly important. Students should actively solicit supervision when necessary. Students should impress their supervisors with their professionalism, promptness, cooperation, eagerness to learn, timely completion of paperwork, etc. If problems occur, they should be discussed with the supervisor immediately. If they cannot be discussed with the supervisor, the student should see the DCT. If a student is not receiving an adequate number of clients or amount of supervision, this should be brought to the attention of the supervisor and, if necessary, the DCT.

## **CLINICAL STUDENT TRAINING PLAN**

By October 1st of your third semester in the training program you must provide to the clinical faculty a description of your intended program of study using the Clinical Student Training Plan (see Box account). This plan should be developed in conjunction with your academic mentor. Included in this plan should be the courses you intend to complete, as well as your desired practicum experiences. The dates by which you anticipate completing these courses, your masters thesis, comprehensive examinations, dissertation proposal, and internship should be noted. After you and your adviser have reviewed and signed this document it will be submitted for approval to the clinical faculty via the DCT.

Each subsequent year (by October 1) you and your adviser will be expected to evaluate your progress at meeting these training goals. Availability of course offerings, or a change in your academic interests may require modifications to your training plan. These annual faculty-student meetings will provide an opportunity to make needed modifications. Although the clinical student training plan will be reviewed when faculty conduct annual student performance reviews, the aim of this program requirement is to facilitate student development and planning by establishing a formal mechanism ensuring regular faculty involvement as students make important decisions concerning their training experience.

## REQUIREMENTS AND SUGGESTIONS FOR SPECIFIED POINTS IN THE PROGRAM

The following constitutes an outline of the requirements of clinical students at each point in the program, as well as some suggestions for matriculating in a timely manner. Some requirements of the University and Graduate school may not be listed. **The student is responsible for meeting all University and Departmental requirements whether or not they are on the list below.** Further details about these requirements are provided later in this manual and on the Graduate School website. If a student has any doubt about any requirement, he or she should contact the appropriate responsible administrator.

The student is encouraged to use this outline and the Student Training Plan to check-off his or her progress in the program as each milestone is met. The most common reason students get delayed in the program is that they **DO NOT GET STARTED ON THEIR THESES SOON ENOUGH!!!!**

### TIMETABLE

(U = University rule, D = Departmental rule)

#### EVERY YEAR

- D Obtain B or better in all classes (B- is acceptable for the few courses that assign +/- grades)**
- U Maintain at least 3.0 overall GPA**
- D Attend all colloquia**
- D Receive a satisfactory annual evaluation by the faculty**
- D Serve on a practicum team with satisfactory evaluation (*ETP = at or above current level of training*)**
- D Enroll in thesis/dissertation hours as your schedule allows**

#### EVERY SUMMER

You will be enrolled in 6 thesis/dissertation hours via the Summer Thesis/Dissertation Tuition Scholarships offered by the graduate school. This is the best way to accumulate thesis/dissertation hours, as during the semester your schedule will be mostly full with courses and practica. You will need 6 hours of thesis and 18 hours of dissertation to graduate.

*Work hard on thesis/dissertation research, other writing projects, preparing for comps, etc.!!*

#### FIRST YEAR

Fall semester:

- D Attend all sessions of Staffing and obtain a "Z" grade in Psy 790 (1 credit hour)**
- D Register for 2 thesis hours and start thinking about a thesis project**

Spring semester:

*Begin nailing down a THESIS TOPIC if you have not already done so*

#### SECOND YEAR

Fall semester:

- D Register for 3 hours of Psy 723 (Practicum 1)**

Spring semester:

*Make substantial progress on thesis (proposal, data collection, and/or defense)*

- D Register for 3 hours of Psy 723 (Practicum 1)**
- D Complete Theories and Practice of Supervision paper (*Supervision Rating Form  $\geq 3$* )**

#### THIRD YEAR

## Fall semester:

- D Register for 3 hours of Psy 724 (Practicum 2) and/or Psy 728 (Field Placement)  
*COMPLETE AND DEFEND THESIS IF YOU HAVE NOT DONE SO*  
Take an elective if possible

## Spring semester:

- D Register for 3 hours of Psy 724 (Practicum 2) and/or Psy 728 (Field Placement)  
Complete COMPREHENSIVE EXAMS and Petition Faculty for Admission to Doctoral  
Candidacy

*Following passage of all comprehensive examinations:*

- D Begin development of dissertation proposal and select a dissertation director
- D Select a dissertation committee and have proposal approved

## FOURTH/FIFTH YEAR

## Fall Semester:

- D Complete any remaining field placements or courses (including electives)
- D Obtain B or better in Psy 722 (Clinical Assessment Practicum)
- D Register for 3 hours of Psy 725 (Practicum 3) or Psy 726 (Practicum 4)
- D Register for Psy 797 (Dissertation) hours
- D Propose dissertation if not done previously and begin to collect dissertation data
- D Receive faculty endorsement for permission to apply for internship

## Spring semester and following summer:

- D Complete any remaining field placements or courses (including electives)
- D Obtain B or better in Psy 722 (Clinical Assessment Practicum)
- D Register for 3 hours of Psy 725 (Practicum 3) or Psy 726 (Practicum 4)
- D Register for Psy 797 (Dissertation) hours
- D Present Case conference (*Case Conference Rating Score  $\geq 3.0$* )
- D Continue dissertation data collection (finish if possible)

\*See TIMELINE policy below for more information about thesis and dissertation deadlines.

SUMMARY OF POLICIES FOR THESIS, DISSERTATION, COMPS, AND DEGREES

*This is an overview. More detailed information on thesis, dissertation, comps, and degrees are provided later in this manual.*

Requirements to propose the masters thesis:

- D Select advisor, topic, and committee and prepare the proposal
- U Add and submit your committee members (Graduate Advisory Committee) via MyOleMiss
- D Have departmental secretary schedule a room for proposal meeting (reserve for 90min) and distribute abstract of your proposal to all departmental faculty with a hard copy posted in the building at least 3 days in advance

Requirements to defend the masters thesis:

- U Be enrolled in at least 3 credit hours (courses or thesis) during the semester you intend to graduate, or 1 hour if you intend to graduate in summer.
- D Have departmental secretary schedule a room for defense meeting (reserve for 90min) and distribute abstract of your thesis to all departmental faculty with a hard copy posted in the building at least 3 days in advance

*\*Note: If you want to graduate at the end of a semester, you cannot defend during the final exam week period of that same semester (University rule).*

- U Notify the graduate school in advance of the defense meeting (form GS7)
- U Pass the oral defense
- U Have all committee members complete Report of Final Exam (grad school will send this to your mentor after they process your GS7), obtain signature from DCT that you have met degree requirements, have secretary place a copy in your file, and give original to Graduate School
- D Ensure your mentor has all committee members complete the Thesis and Dissertation Assessment form and gives them to DCT

Requirements for the M.A. degree:

- U Complete a minimum of 30 semester hours of graduate credit at the University of Mississippi
- U Complete a minimum of 6 hours of Psy 697 (Thesis)
- D Obtain a B or better in all courses listed in the first two years of the program
- U Achieve a 3.0 GPA for all course work attempted
- U Submit an Application For Graduate Degree form to the department office before the deadline noted in the graduate school catalog (GS8 form). Then complete the diploma application the graduate school will send you after they have processed your GS8.
- U Submit final copies of your thesis to the graduate school by the deadline. Format must follow the guidelines described on the graduate school website. Complete form GS11.

Requirements for taking comprehensive examinations:

- U Have received the Master's degree
- U Complete all required courses with a grade of at least B
- U Have no "I" grades on your transcript
- U Have a cumulative graduate GPA of at least 3.0

Requirements to be a Candidate for the Ph.D. with the Graduate School:

- U Pass comprehensive examinations then request & receive endorsement of the clinical faculty for admission to doctoral candidacy (submit required GS5.1 form to grad school after)
- D Provide DCT a copy of GS5.1 (and your EPPP pass report if you took the EPPP as comps) for your file

Requirements for proposing the dissertation:

- U Be a Candidate for the Ph.D. with the Graduate School
- U Have dissertation committee approved by the graduate school (at least four members of the graduate faculty, one of which must be from another department); this is done via Graduate Advisory Committee tab in MyOleMiss
- D Have departmental secretary schedule a room for proposal meeting (reserve for 90min) and distribute abstract of your proposal to all departmental faculty with a hard copy posted in the building at least 3 days in advance
- U Have your advisor notify the graduate school of the proposal outcome via email, and send an electronic copy of the final proposal to the graduate school

Requirements to have DCT issue a statement of readiness for internship:

- D Submission of CV, clinical hours log, and practica history, and successful completion of case conference presentation
- D Dissertation proposal approved by your committee by Sept 15 of the year in which you plan to apply out

Requirements to defend the dissertation:

- U Be enrolled in at least 3 credit hours (courses or dissertation) during the semester you plan to graduate, or 1 hour if you plan to graduate in summer.
- D Have departmental secretary schedule a room for defense meeting (reserve for 90min) and distribute abstract to all departmental faculty with a hard copy posted in the building at least 3 days in advance  
*\*Note: If you want to graduate at the end of a semester, you cannot defend during the final exam week period of that same semester (University rule).*
- U Notify the graduate school in advance of the defense meeting (form GS7)
- U Pass the oral defense
- U Have all committee members complete Report of Final Exam (grad school will send this to your mentor after they process your GS7), obtain signature from DCT that you have met degree requirements, have secretary place a copy in your file, and give original to Graduate School
- D Ensure your mentor has all committee members complete the Thesis and Dissertation Assessment form and gives them to DCT

#### Requirements for Receipt of the Ph.D.:

- U Submit final copies of your dissertation to the graduate school by the deadline. Format must follow the guidelines described on the graduate school website. Complete form GS11.
- D Have completed all required courses, practica, electives, masters degree requirements, and comprehensive examinations
- D Have satisfactorily completed an APA-accredited internship with verification from internship director forwarded to DCT
- D Complete at least 3 hours of Psy 798 (Psychology Internship) across fall, spring, and summer
- U Complete a minimum of 54 semester hours of graduate credit at the University of Mississippi
- U Complete a minimum of 18 semester hours of Psy 797 (Dissertation)
- U Achieve a 3.0 GPA for all course work attempted
- U Register for three hours of coursework in the semester in which you plan to receive the Ph.D.
- U Submit an Application For Graduate Degree form to the department office before the deadline noted in the graduate school catalog (GS8 form). Then complete the diploma application the graduate school will send you after they have processed your GS8.
- U Complete the Survey of Earned Doctorates from the Graduate School.
- U Have maintained continuous enrollment (3 semester hours in 2 out of three semesters) following passage of comprehensive examinations
- U There must be at least one intervening semester between the semester in which the student becomes a doctoral candidate and the semester in which the degree is awarded
- U **Degree must be completed within 5 years after passing comprehensive examinations**

**PROGRAM REQUIREMENT TIMELINE AND CONTINUATION POLICY**  
(implemented Fall 2012)

**Master's Thesis**

All clinical students are expected to have their Masters thesis completed by the last day of class in the Fall semester of their 3<sup>rd</sup> year on campus. For purposes of remediation, students who do not complete the thesis by this point will be required to attend a clinical faculty meeting each year thereafter in which their thesis remains unfinished. At this meeting the student will be required to address the faculty as to why he/she has not completed this requirement and provide a detailed action plan to foster completion. Any student who has not defended the Masters thesis by the last day of class in the Spring semester of his/her 4<sup>th</sup> year will receive no further financial support from the department for the remainder of his/her time in the program (including tuition reduction/waiver and practicum funding).

**Comps, Dissertation, Internship**

All clinical students are expected to have passed comprehensive exams, proposed the dissertation, and applied for internship by Fall of their 5<sup>th</sup> year on campus. For purposes of remediation, students will be required to attend a clinical faculty meeting during their 5<sup>th</sup> year if these requirements remain unfinished and to present a detailed action plan to foster completion. Any student who has not completed comprehensive exams, proposed the dissertation, *and* applied for internship by the fall of his/her 6<sup>th</sup> year on campus will be dismissed from the program at the end of Spring semester of the 6<sup>th</sup> year. (Successfully *matching* to an internship site is not required for continuation in the program.)

**Applicability**

A student may appeal any withdrawal of funding or program dismissal decision through the same review process that pertains to the termination policy (as described in this manual). Students may proactively apply (in writing) for a 1-year extension of either deadline in cases of extreme extenuating circumstances (e.g., continued major medical problems, military leave, childbirth).

## DEPARTMENTAL ASSISTANTSHIPS

The Psychology Department awards Research Assistantships (RAs), Teaching Assistantships (TAs), and Practicum Assistantships to graduate students each year as a form of financial support and professional training. Appointments are made at a variety of funding levels depending upon the number of hours worked per week, duration of the appointment, and funding source. Historically, we have been able to provide a minimum of \$10,000 annual stipend to full-time students on campus who hold assistantships of at least 10 hours/week, which includes a tuition waiver and health insurance subsidy, so long as the student is making adequate progress in the program. Most assistantships run for 11-20 hours/week for 12 months, though some administrative and teaching positions are for only 9 months.

First-year students are assigned as RAs to assist faculty with their research and also hold smaller roles as TAs for undergraduate courses. In some cases advanced students may also be assigned as RAs. Most students assigned to be TAs will assume responsibility for assisting the professor of record with one or more sections of an undergraduate course each semester. A TA is needed each year for the graduate Assessment courses. Those assigned to be instructors of record will have responsibility for teaching an undergraduate course. A number of advanced clinical students will be assigned to practicum placements at our in-house Psychological Services Center (PSC) or various external placements (eg, Student Counseling Center, North Mississippi Regional Center, the Baddour Center, Communicare, St. Jude Children’s Research Hospital, Law School, Cardinal Consulting, Integrated Health, Oxford Pediatric Group). Students assigned to the PSC serve in clinical and administrative roles—as Clinic Assistant to the director of the PSC, as Coordinator of the Psychological Assessment Clinic within the PSC, and as Assessment Practicum Supervisor for school and athletics department assessments. One student is assigned as Administrative Assistant to the DCT to assist with administrative duties and interview weekend. Some students may hold multiple assistantships within a given year, depending on availability and funding. Students should check with their mentor before taking on any additional such assistantships.

The number of assistantship hours you may work each week is dependent upon the number of course hours you are enrolled in that semester:

Max assistantship hours per week	Min credit hours enrolled	Max credit hours enrolled (For courses in which you receive a letter grade)	Max credit hours in course work that is not thesis, dissertation, staffing, practicum, etc.
10 to 25	9	13	13
Less than 10	3	15	15

Unless you will be on internship, all full-time students working 10-25 hours/week at their assistantship must be enrolled in a minimum of 9 hours and a maximum of 13 hours each semester. These hours may be of any type (graded or pass/fail credits).

### ASSIGNING ASSISTANTSHIPS

Each Spring, the DCT and Department Chair issue a call for submitting preferences for assistantships, along with a list of available positions. Students are invited to denote any positions for which they are qualified. Graduate students may apply for more than one type of position, and the application forms require the student to give a rank-ordered list of the positions for which s/he is likely to be most qualified. Selection criteria include cumulative GPA, rate of progress through the program as measured by completion of specific milestones (e.g., MA thesis), and professional accomplishments and achievements (convention presentations, publications, etc.).

The current faculty favor placing more emphasis on progress through the program and on professional accomplishments than on grades only, such that preferences of students matriculating through the program in a timely manner are often given priority over those who are not. Students are assigned to assistantships based on faculty recommendations, performance at prior assistantships, demonstrated skills relevant to the position in question, and needs of the various practicum sites. Assignments to clinical placements will be determined by the clinical faculty. Assignments to TA and RA positions are made in conjunction with the Chair, undergraduate program coordinator, and director of the experimental psychology graduate program.

## **GRADES, CURRICULUM ALTERATIONS, TRANSFER OF COURSES OR THESIS, and COLLOQUIUM**

### GRADES IN REQUIRED CLINICAL COURSES

Students in the clinical program must receive a grade of B or better in all courses. (B- is acceptable for the few courses that assign +/- grades). Students who earn a C in a course will be expected to repeat the course and earn a grade of B or better. Earning three C grades will be grounds for dismissal from the program.

### WAIVER OR ALTERATION OF THE CLINICAL CURRICULUM

Alterations in the usual curriculum and sequence of events in the clinical program are discouraged. However, curriculum waivers or alterations in the clinical program may be made. Students should discuss proposed changes with their adviser and submit a request to the Director of Clinical Training. The request must include all relevant information concerning why the waiver should be granted and any relevant pros and cons for the student, other students, faculty, and the program. When applicable, all information regarding what aspects of the program the student has completed should be included. The DCT will submit the request to the clinical faculty. A waiver must be requested far enough in advance to allow its presentation at a regular clinical faculty meeting.

Waivers will be necessary for any variations in standard policy. These include requests to take courses out of sequence, requests to take a practicum at a site not usually included in our program, requests to take a non-APA-accredited internship, etc.

### TRANSFER OF COURSES AND THESIS

Under appropriate circumstances, a clinical student's master's thesis, core course, or elective course that was completed at another institution offering graduate degrees in Psychology, may be deemed to satisfy similar requirements at the University of Mississippi.

All students entering the clinical program, regardless of previous training, should assume that they will have to meet all requirements of the program. A student may initiate a request for acceptance of a thesis or course via procedures described below. Once the required documentation is obtained, the relevant form should be submitted to the DCT. All credits must meet University of Mississippi criteria. No practicum credits can be transferred.

A request for acceptance of a master's thesis should be accompanied by a copy of the thesis (including signature page), which was accepted by a department of psychology housed in an accredited university, and a statement endorsed by three members of the psychology faculty at the University of Mississippi on the Thesis Transfer Form that the thesis is equivalent to those completed here (ie, the project was data-based, significant in scope and effort, and involved a successful oral defense in front of a faculty committee). If three faculty here agree that the thesis is acceptable, the student will not be required to complete a masters thesis here.

A request for waiver of a course will be considered upon certification by one of our faculty, who would be teaching the corresponding course the semester the student would be taking it here, that the student's previous course meets our standards. This requires that the student submit the course syllabus to the faculty member, transcript documentation that it was passed with a grade of at least "B", and the Course Transfer Form. Up to **three** graduate level courses completed elsewhere may be accepted by the clinical faculty.

Students who enter the graduate program in Clinical Psychology at the University of Mississippi and complete masters degrees at other institutions must petition the clinical faculty for its endorsement to be allowed to continue in the program beyond the completion of required course work. This procedure also is required of students receiving their MA at the University of Mississippi following a successful thesis defense. For students

with masters degrees from other institutions, this petition will be initiated by the student following the completion of all required course work, and must be endorsed before the student will be allowed to sit for the comprehensive examinations. This is described in the section entitled Acceptance Into the Doctoral Program.

#### COLLOQUIUM

**All students are expected to attend Departmental colloquium presentations.** Students who wish a waiver of colloquium because of a serious scheduling conflict must get permission in advance from the DCT. Waivers will be granted for scheduling conflicts due to a student attending a professional conference. Students who miss a colloquium without prior approval will be required to submit to the DCT a 5-page paper based on the colloquium topic.

## COMPREHENSIVE EXAMINATIONS

Between completion of the thesis defense and dissertation proposal, a student must satisfactorily complete comprehensive examinations. A student may elect to satisfy the comprehensive examination requirement in one of two ways:

**Option 1: Pass the EPPP (National Psychology Licensing Exam).** A student may elect to sit for the EPPP national psychology licensing exam and must achieve a scaled score of 500 (70% correct) or higher. A copy of your score report should be provided.

**OPTION 2: Complete 4 Career Development Projects.** A student may elect to complete four applied projects germane to clinical psychology. Students pursuing this option should specify, in advance and using the Comprehensive Exams Proposal Form, which projects they plan to pursue, the expected timeframe of the proposed projects, who will serve as their two faculty supervisors for each project, and nature of their proposed projects. Both faculty members must agree that the proposed projects represent sufficient work and competency in the respective areas listed below. Upon completion of the projects, both faculty members must also agree that the student's contributions to the projects are significant and commensurate with demonstrated competency in the respective areas.

### Acceptable projects include:

- a. Authorship/Publication
  - Students may elect to submit their Masters thesis or any other empirical or review paper for publication to a peer-reviewed journal. Book chapters may also be authored. The student should be first or second author on the paper or chapter—though exceptions to authorship position may be made if the faculty supervisor attests that the student co-author made a significant contribution to the work—and must follow the submission through to responding to reviewer comments. That is, the peer-reviewed paper does not necessarily have to be accepted or published, but the paper must have been revised and/or resubmitted in accordance with the reviewer comments. (The paper must be revised in accordance with reviewer comments even if it is rejected outright. A paper that is deemed not appropriate for a particular journal must be resubmitted to another journal.) Book chapters must be published. The student will document his/her contributions and describe the writing process using the Authorship and Grant Documentation Form. One faculty supervisor must be the faculty co-author of the paper or chapter; the other faculty supervisor will be assigned by the Comprehensive Examination Coordinator. \*\*Up to four publications may be counted toward the comp requirements.
- b. Grants
  - Students may elect to author and submit a formal grant application. The grant does not have to be funded, but it must be substantive in terms of study design, detailed budget, etc. as approved by both supervising faculty. Agency and foundation grants are two likely venues for those interested in this project, as are NRSA fellowships and training grants (e.g., F31, T32). The student will document his/her contributions and describe the writing process using the Authorship and Grant Documentation Form. One faculty supervisor must be the faculty co-author of the grant; the other faculty supervisor will be assigned by the Comprehensive Examination Coordinator. \*Up to four grants may be counted.
- c. Teaching
  - This requires regular supervision from a faculty member, at least three observations of classroom teaching by one or both of your faculty supervisors, supervisory feedback, and construction of a teaching portfolio. The teaching of any undergraduate course may fulfill this requirement so long as it occurs during the Fall, Spring, or Summer semesters (ie, intersession courses cannot be applied to this option). Feedback of observed classroom teaching will be documented using the Teaching Rating Form, and students selecting this option will be expected to integrate provided feedback into their teaching style. The student may select any two faculty supervisors for this

project, one of whom may be the student's major advisor. \*\*Only one teaching project may be counted, unless the student teaches different content courses.

- d. Complete the Interdisciplinary Graduate Minor in Applied Statistics
- This requires a B or better in 3 additional stats courses beyond those required by the clinical program. See <https://gradschool.olemiss.edu/gmas/>
- e. Intervention, Training, and Dissemination
- This requires demonstration of special clinical intervention or training and outreach/dissemination that exceeds the responsibilities involved in typical program and practicum expectations. The project must be involved, complex, and sustained and generally equivalent in total time investment to that of a teaching comp (including course preparation). The expectation is that the student would 1) hold an ongoing leadership role in unique clinical service delivery or other programming, 2) receive regular direct supervision from one or more clinical program faculty, and 3) engage in programmatic community outreach and/or dissemination related to the project, in order to benefit the university, community, or academic discipline. In general, aspects of the project are expected to span multiple semesters. The student will document his/her contributions and learning experience using the Intervention/Outreach Documentation Form. \*\*Only one Intervention/Outreach project may be counted.

*Example Intervention/Training/Dissemination projects:*

1. LAMBDA Leadership. Lambda is GLBTQIAA support group that meets regularly each Monday of the semester. Common topics are: family, coming out, struggles of trans-persons and transitioning support, religiosity and suicide, etc. In addition to leading the group, leaders spend about 1.5 hours extra per week in planning, recruitment, and supervision. Expected time commitment is two years: one year learning/training and a second year leading the group and supervising future leaders. Outreach/dissemination includes organizing participation in Coming Out Week, Day of Silence activities, or the LOU Pride Parade, or giving presentations at the UM Gender Studies Conference or other professional venues.
2. Cross-Cultural Intervention/Training. Cultural Connections Club (C3) and Ladies Club are international support groups that meet biweekly. Common topics include: acculturative stress, intercultural communication, integration with the majority population and community, etc. In addition to leading the group, leaders spend about 1 hour extra per week in planning, recruitment, and supervision. Expected time commitment is two years: one year learning/training and a second year leading the group and supervising future leaders. Outreach/dissemination includes teaching intercultural communication and cross-cultural adjustment workshops for the UM Croft Institute for International Studies students, active involvement in Diversity Committee initiatives, or giving presentations at professional venues
3. Evidence-based therapy group. Students would lead a weekly evidence-based therapy group with regular supervision/observation from a clinical faculty member. In addition to leading the group for at least one semester, leaders spend additional time recruiting and screening potential group members, planning sessions, monitoring treatment outcomes, and writing notes. Dissemination efforts may include presenting treatment outcome data at a professional conference or leading a training workshop for providers in the community. Other dissemination outlets could be considered as appropriate.
4. Other options might include substantial program evaluation projects, intervention-based research, and/or professional training programs that encompass dissemination of results to the community, stakeholders, and the academic discipline.

**NOTE:** Students electing to complete any project option will require pre-approval of the relevant project by both supervising faculty, as well as final approval by both faculty that the student's contributions to the projects are significant and commensurate with demonstrated competency in the respective area. There are separate forms for each comps project (Authorship/Grants, Teaching, and Intervention/Training/Dissemination) to indicate completion. Completion of the stats minor will be via transcript verification.

#### Summary of Comprehensive Exam Options

**Students must complete one of the following:**

1. Pass the EPPP (with a scaled score of 500 [70%] or higher)
2. Complete 4 project options (publications, grant submissions, teaching, intervention/training/dissemination, stats minor)

When a student has completed the project options listed above, send required documentation and a memorandum to the Comprehensive Exam Coordinator and graduate advisor signifying that the projects have been completed.

When a student has passed all requirements of the comprehensive examinations, the student should petition the clinical faculty for admission into doctoral candidacy using Form GS5.1 (see below).

The comprehensive examination options cover content with which the student should already be quite sophisticated. Few students should fail since any student not fully qualified to pursue the Ph.D. degree should have been recognized much earlier via performance in course work and research activities. In the case of the EPPP, students must pass within 2 administrations. Failure on the second attempt requires that the student formally petition the clinical faculty to be allowed a third attempt. A petition must be filed by the end of the semester following the second failure, or it will not be considered. In cases where students petition for a third attempt, they are expected to meet with their faculty advisor and devise a remediation plan and submit it to the clinical faculty for consideration. Following discussion of the proposed remediation plan the clinical faculty will vote as to whether the petition is granted. In cases where the petition is granted the faculty may require modifications to the remediation plan if they are warranted (e.g. Requiring the student to audit or repeat a course).

### ACCEPTANCE INTO DOCTORAL CANDIDACY

Admission into doctoral candidacy following the completion of the masters degree and comprehensive exams is not automatic. Admission is accomplished through the following procedures. Upon completion of the masters thesis and comprehensive exams, the student should immediately inform the DCT that he or she would like to be evaluated for admission into the doctoral program. The DCT, at the next clinical faculty meeting, will ask the clinical faculty to indicate their support for the student's continuation. A clinical faculty member may either vote for continuation, against, or abstain. If there are three more votes for continuation than there are votes against (abstentions are ignored), and if there are no challenges from the experimental faculty, the student is admitted into the doctoral program. If this endorsement does not occur, the student will be so informed and will be allowed to discuss the matter with the clinical faculty and any interested experimental faculty at the next clinical faculty meeting. Following this discussion, a vote of the clinical faculty will again be taken. If this vote yields three more votes for continuation than there are votes against, the student will be admitted to the doctoral program. If there are three votes against the student, the student will not be allowed to continue into the doctoral program. If the student is neither formally admitted nor told he or she will not be admitted, the student will be given one year in which to request a third and final vote. The student can use this time to develop support from the required number of faculty. The student cannot become a doctoral candidate until endorsement of continuation is given. If the student does not request a final vote within the one-year period, the decision not to allow him or her to continue into the doctoral program is automatically implemented. The final vote must indicate that three more clinical faculty vote for the student's continuation than vote against it.

Once the student receives approval by the clinical faculty, the student should submit a signed copy of form GS5.1 to the Graduate School, with a copy placed in his/her department file. The Graduate Dean will then advance the student to doctoral candidacy.

As noted in the Timeline Policy above, each clinical student is expected to have completed all requirements for the Master's degree by the end of the Spring semester of the fourth year in the program (and ideally during the 2<sup>nd</sup> or 3<sup>rd</sup> year). Except in extenuating circumstances, any student who has not accomplished this is unlikely to be endorsed by the clinical faculty for continuation beyond the M.A. degree.

**The Graduate School requires the completion of all degree requirements (dissertation and internship) within five years of the completion of comprehensive examinations.** Failure to meet this timeline will necessitate petitioning the graduate school for an extension. In cases where the Graduate School is willing to grant an extension, the clinical program may require students to retake the comprehensive examinations in order to demonstrate current knowledge of the psychological literature. **The Graduate School also requires doctoral candidates to maintain continuous enrollment until the degree is conferred** (ie, at least 3 semester hours in 2 out of every 3 semesters during a 12-month period—Fall, Spring, and Summer).

## ETHICAL BEHAVIOR POLICY

All students are expected to be knowledgeable about and abide by the ethical principles set forth in the following publications on ethics:

1. *Ethical Principles of Psychologists and Code of Conduct (APA Ethics Code)*
2. *Ethical Principles and Guidelines for the Protection of Human Subjects of Research (The Belmont Report)*
3. *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations*
4. *APA Record Keeping Guidelines*
5. *Standards for Educational and Psychological Testing*

and any relevant specialty practice guidelines pertinent to delivery of particular types of psychological services or settings

Students are also expected to be knowledgeable of and abide by the ethical standards within this manual and the University M-book (<https://conflictresolution.olemiss.edu/m-book/>).

### Professional Identification

In oral and written communications, graduate students should clearly indicate their status in such a way that the person with whom they are communicating will not assume that the graduate student is a member of the University faculty nor a licensed psychologist. The terms "graduate student" or "doctoral student in clinical psychology" or "therapist" or "graduate clinician" may be used, but not the term "psychologist".

## STUDENT EVALUATION AND ADVISEMENT

Students' progress in the program is evaluated via five methods: a) course and practicum grades, b) yearly faculty evaluations, c) semesterly practicum evaluations, d) internship evaluations, and e) proposals and defense of the thesis and dissertation. Based on these evaluations, students are advised by their primary faculty mentor, DCT, and/or other faculty.

### Grades

Students must maintain a 3.0 GPA in the program and make a B in all required courses. Grade reports are provided by the University.

### Evaluations by Faculty

Each Fall, students are asked to complete a Student Self-Evaluation form on which they rate their skills as either appropriate for their level of training or in need of further work, and comment on whether or not they met their training goals over the past year. Faculty also rate students on similar dimensions each semester via the practicum evaluation forms. Each Spring, student self-evaluations and prior (annual and semesterly) evaluations by faculty and external supervisors are formally discussed by the entire clinical faculty at students' annual reviews. Faculty provide feedback regarding the student's professional development over the prior year, progress in the program, clinical and research skills, and the student's plans for the coming academic year.

Students will receive a summary feedback evaluation letter from the Director of Clinical Training that goes into their permanent file. This letter includes specific strengths, perceived minor deficiencies, and any areas considered by faculty to reflect a serious deficiency needing formal remediation. A student who is perceived to have a deficiency which puts her or him at risk for not completing the program receives notification of the perceived problems and specific areas needing remediation, along with specific steps/expectations that must be demonstrated that signifies successful remediation and satisfactory performance within a denoted time period. Examples of serious deficiencies meriting a formal remediation plan include ethical concerns, failure to maintain appropriate standards of professionalism, or clinical skills that are far below expectations for one's level of training (eg, a rating of "1—far below expectations" on the annual evaluation or semesterly practicum evaluation.) Minor deficiencies can often be addressed informally within the context of the student's relationship with his/her major advisor or within practicum supervision.

In addition to the written feedback from the DCT, each student's advisor also completes an annual evaluation based on the discussion at the evaluation meeting. Advisors then meet individually with their students to review the evaluation discussion and make a plan for the coming year, based on student training needs. This summary evaluation form is signed by both the student and the advisor and placed in the student's file. Students may also retain a copy for their personal records.

The Director of Clinical Training welcomes student requests to meet and discuss their annual evaluation feedback. Student evaluations will occur during the Spring semester and will vary according to class year (i.e. 1<sup>st</sup> and 2<sup>nd</sup> year students in February, 3<sup>rd</sup> and 4<sup>th</sup> year students in March, beyond in April). Although this formal evaluation and its associated feedback will occur annually, students are encouraged to seek feedback from their advisor or other relevant faculty throughout the academic year.

### Practicum Evaluations

Practicum activities involve evaluation of clinical skills each semester. During the semesters in which the student is at an external practicum placement, the practicum coordinator (Dr. Gustafson) and DCT maintain regular contact with external supervisors and inquire about the student's performance. At the end of each semester of

every clinical practica, including practicum teams, the supervisor (whether external or in-house) is asked to evaluate the student on a wide variety of clinical skills using the Evaluation of Training Performance (see Forms). These completed evaluation forms are placed in the student's permanent file and are referenced for the student's annual evaluation and letters of recommendation.

Students also evaluate clinical supervisors annually. The Evaluation of Clinical Supervisor survey are distributed to students and completed anonymously. Evaluation data are summarized by the DCT and copies are provided to supervisors and the department Chair.

### Internship Evaluations

The DCT initiates contact with the director of the internship site for each student on internship near the beginning of that student's internship. APA guidelines state that internship sites are to provide the student's program director with a written evaluation of the student's internship performance mid-way during the internship and again at the end. These evaluations are retained in the student's permanent file.

### Research Evaluation

Students' research competence is assessed via feedback from the faculty following their proposal presentations and thesis and dissertation oral defenses. Faculty complete the Thesis/Dissertation Assessment Form at the conclusion of all thesis and dissertation defense meetings.

### Advising about Non-Academic Matters

It is understood by the psychology faculty that a student's success in the graduate program is determined by both academic and non-academic factors. Therefore, a student may be advised and assisted in some non-academic areas. Financial hardship is a serious stress for many graduate students. Counseling is available regarding financial assistance and work options. A student with personal or emotional problems should seek advice from the faculty, particularly the DCT, and, if necessary, seek professional services outside of the department. Students who seek and receive psychotherapy are perceived by faculty to be active problem-solvers and are not negatively evaluated for seeking services. In cases in which remediation is needed for training deficiencies stemming from problems of a personal nature, the faculty will base satisfactory remediation on your demonstration of training competencies (specific clinical/research skills).

## ADMINISTRATIVE SUPPORT

The University of Mississippi and the Department of psychology make available to students a wide array of administrative resources. At the department level, in addition to training clinic resources (e.g., observation rooms, recording equipment, treatment manuals, electronic records), clerical support is provided (e.g., copy machines, computer lab, secretarial support, office space). Student records are maintained confidentially in a locked file cabinet in the main psychology office and require permission of the DCT to access. Student records are kept for a minimum of 7 years and in accordance with the University's Records Retention Policy. Transcripts are kept by the Registrar as part of students' permanent records.

Since 2016 the department has been able to provide individual work space (desks, cubicles, file cabinets) to students with on-campus teaching or research assistantships.

Resources are also available to support student research, as overviewed on the departmental website (<http://psychology.olemiss.edu/research-scholarship/>). These include lab space and equipment in the Department of Psychology, as well as in several laboratory facilities across campus (eg, Thad Cochrane Research Center).

The Graduate School and Psychology Department provide financial support for student travel to present original research at regional and national professional meetings. Students presenting at national or international conferences are eligible to receive \$300 in travel support each fiscal year (July 1 to June 30) from the department, with up to \$300 in additional matched funds from the Graduate School and/or Office of Research. Students seeking travel support should access the Box document describing the Grad Student Travel Funding Request Process for information required from your faculty mentor. Required forms can be found on the Graduate School website <https://gradschool.olemiss.edu/current-students/travel-grants/>.

After receiving approval from the Chair, ensure a copy of documentation is made for your file and take the signed forms to the Graduate School. (This process takes a while, so do not wait until the last minute to get started! Begin work shortly after you receive a notification your abstract has been accepted.)

The University Computer Center offers an array of software packages for student use. Below is a list of additional University services and organizations available to psychology graduate students:

- Academic Support Center
- ALLIES Program
- Associated Graduate Student Body
- Bessie S. Speed Alcohol and Drug Education Program
- Black Graduate and Professional Student Association
- Campus Copy Center
- Campus Recreation
- Career Center
- Computer Center (Weir Hall)
- Division of Outreach and Continuing Education
- Equal Opportunity and Regulatory Compliance Office
- Financial Aid Office
- Graduate School
- Graduate Student Council
- Graduate Women's Group
- Imaging Services
- Information Technology
- International Student Organizations
- Media Production and Distributed Learning

Muslim Student Association  
Office of Research and Sponsored Programs  
Office of Student Disability Services  
Office of Student Housing and Residence Life  
Ombuds  
Printing Services  
Religious Activities Office  
Speech and Hearing Center  
Student Counseling Center  
Student Health Service  
Student Organizations  
Title IX Office  
University Libraries  
University of Mississippi Writing Project  
University Police Department  
University Publications  
Violence Prevention Office  
Willie Price University Nursery School  
Writing Center

## GENERAL INFORMATION FOR CONDUCTING RESEARCH

### RESPONSIBLE CONDUCT OF RESEARCH

In the course of your education and training, you will be exposed to several aspects of the conduct of research. The University of Mississippi's Division of Research Integrity and Compliance in the Office of Research and Sponsored Programs (ORSP) oversees all aspects of human and animal research and educates faculty, staff, and students on research ethics.

Completion of online education about Responsible Conduct of Research (RCR) is mandatory for graduate and undergraduate students, faculty, and staff prior to involvement in research. UM uses Collaborative IRB Training Initiative (CITI): <http://www.research.olemiss.edu/irb/CITI>

#### What is Responsible Conduct of Research (RCR)?

Most student (and faculty) researchers care deeply about employing responsible research practices and are aware that a successful educational experience and career hinges on using best research practices. However, best practices constantly evolve, few researchers are aware of all best practices, and the rules and guidelines for RCR can be complex. Furthermore, one careless mistake – from lack of knowledge or other error – can sometimes quickly end a career. Unfortunately, some researchers willfully ignore very clear rules. These failures in RCR have enormous consequences, because they undermine the public's trust in both researchers and their products.

In addition to this document, students should be closely familiar with ethical practices in research via APA Ethics Code section 8.

#### Research Misconduct

Research Misconduct refers to fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results and other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research

***Fabrication*** is making up data or results and recording or reporting them.

***Falsification*** is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the Research Record.

***Plagiarism*** is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Additional Misconduct practices under the current University of Mississippi Research Misconduct policy include:

1. Violation of any criminal or civil law in obtaining, analyzing or reporting data.
2. Applying for federal funding while under federal suspension or debarment, or knowingly utilizing as a co-principal investigator, technician, or consultant a person who is suspended or debarred.
3. Failure to maintain a record of primary data with the intent to deceive; e.g. destroying laboratory notebooks, survey forms, microscope reference slides, computer or other machine printouts with the intent to deceive.
4. Failure to report known or suspected acts of misconduct on the part of others, including the act of knowingly withholding or destroying evidence which would be crucial in an investigation of misconduct.
5. Abuse of confidentiality when gathering or reporting data; e.g., releasing data gathered during privileged communication.
6. Use of honorary authorships, without the person's consent, and/or with the intent to deceive.

7. Without being involved with the research in question, making a demand to be listed as an author on a researcher's publication, solely because the person making the demand is in a position of authority over the researcher.
- ***How do I report suspected or known Research Misconduct?*** Report to the Vice Chancellor for Research and Sponsored Programs, who will discuss your concerns in confidence. Even if no 'formal' allegation is made, the VCRSP can pursue the concern.
  - ***Am I protected from retaliation for reporting?*** Any retaliation from the accused person, or anyone else, can result in sanctions up to termination of employment or program enrollment.

#### Data Acquisition & Management

- ***Who owns the data I collect?*** In most cases, the University owns it.
- ***How long can/should data be kept?*** Human subject data, once stripped of identifiers, can be kept indefinitely. Most Federal guidelines require data retention for 3 – 7 years, depending on the agency.
- ***What are the risks of "sloppy" data collection?*** Realize that subjects make error filling out surveys and data entry creates errors. Record data in a way that verifies that they were actually collected and when they were collected. Ask yourself, "*Could I defend against allegations that I did not collect every data point that I reported?*" (Keep in mind you cannot force anyone to answer a particular survey question)
- ***Must I share my data with others?*** Be prepared to share your data after they have been checked, validated, and published, and after confidential/identifying information has been removed.

#### Publication Practices

- ***How is authorship determined?*** Follow the APA Ethics Code: decide on authorship arrangements as early as possible, discuss authorship throughout the research process, and avoid 'honorary' authorships for minor contributions. Authorship should reflect the relative contributions of those listed as authors.
- ***Can I publish the same data twice in order to cover multiple, interested audiences?*** No.
- 

#### Human Subjects

##### A. The Institutional Review Board for the Protection of Human Subjects (IRB)

Students, faculty, staff, or administrators conducting either funded or unfunded human research under the auspices of the University must submit an application for IRB review. The application must be approved before the research, including subject recruitment, can begin.

The mission of the IRB is to ensure that research with human participants complies with ethical standards, University policy, and federal regulations while facilitating the research mission of the University.

IRB procedures follow the University's Assurance of Compliance Agreement with the United States Department of Health and Human Services.

The IRB is part of the Division of Research Integrity and Compliance within the Office of Research and Sponsored Programs. You can contact the IRB office by phone 8 a.m. to 5 p.m. at (662) 915-3929 or by email at [irb@olemiss.edu](mailto:irb@olemiss.edu). The IRB office is in Barr Hall.

##### B. Does My Project Constitute Human Research?

If unsure, we encourage you to consult with us or the IRB on whether your project would be considered human research by the IRB. In general, a project is considered human research and requires an application to the IRB when:

1. It is designed to contribute to the body of knowledge, and dissemination is planned.
2. It obtains data from interactions, surveys, records, interviews, or biological samples from humans.

Other projects, such as pilot studies and oral history surveys ARE considered research, and must be approved by the IRB before you send out questionnaires, interview subjects, or otherwise have contact with potential subjects. Note that, while most classroom projects are not considered research, some are, including those involving children.

### C. IRB Application and Web Site Information

All IRB Application Form and Instructions can be downloaded from the IRB homepage, which is accessible from the Research Integrity and Compliance page at <http://www.research.olemiss.edu/irb> The web site contains useful information such as tips for ensuring an expedient review and schedules of IRB meetings (for projects involving full board review). Researchers should allow up to four weeks for IRB approval and longer, if modifications are requested by the IRB. Projects that require review by a convened meeting of the full Board must be submitted several weeks in advance of scheduled monthly meetings.

## USE OF UNDERGRADUATE STUDENTS AS RESEARCH PARTICIPANTS

### Undergraduates in Psychology Research

Undergraduate students in psychology have opportunities to obtain to psychological research either by participating in studies or by summarizing journal articles. Sign-up and record keeping of research participation within the psychology department is done online via SONA (<https://olemiss.sona-systems.com/Default.aspx?ReturnUrl=/>). SONA is coordinated by Dr. John Young. Research announcements are posted on SONA in accordance with IRB participant recruitment policy guidelines, and research credit is awarded in .5 hour increments, commensurate with the time commitment of the participant. When research participation is a required part of a course, participants must be provided alternatives involving equivalent effort/time as research participation.

Any undergraduates serving as research assistants in a lab must complete the requisite CITI training if their work involves contact with any human subjects data (data entry, participant interaction, data collection).

## FACULTY ADVISOR AND RESEARCH TOPIC

Students are assigned an advisor/mentor when they enter the program, based on compatible faculty-student research interests and expressed preferences during interviews. All clinical faculty conduct regularly scheduled research team meetings, and you are expected to attend your advisor's research team meetings. Students are also welcome to attend research team meetings conducted by other faculty. These meetings serve as a useful forum for generating ideas for projects.

Each week during the fall semester, first-year students will also be expected to meet as a group with individual members of the faculty during Staffing, held on Wednesday afternoons. Each week one or two faculty will discuss her/his research interests and ongoing activities with students to familiarize students with the kinds of projects in which s/he and his/her students have been involved.

**Although students are assigned advisors at the time of their admission to the program primarily by what appear to be compatible research interests, there are instances when a student decides that his/her research interests would be better served by changing advisors. To initiate a change in advisors, students should inform the DCT regarding their intention to select a new advisor. The DCT will work directly with the student to facilitate this change in mentorship.** (Clinical students are free to work under the direction of non-clinical faculty members if they so desire.)

#### POLICY ON CLINICAL GRADUATE STUDENTS' PROGRESS IN RESEARCH

During the yearly evaluation of each clinical student research progress toward completion of research requirements will be reviewed. If research progress is judged by the faculty to be insufficient during the preceding year, the student may be required to take a reduced course and/or practicum load during the next semester. When adequate progress is again occurring the student will be permitted to resume a full course load.

It is expected that the thesis will be started before the end of the second year, and that the dissertation will begin before the end of the fourth year. As noted earlier, a student who has not successfully completed the thesis by the end of the spring semester of her/his fourth year will receive no further financial support from the department for the remainder of his/her time in the program (including tuition reduction/waiver and practicum funding). Any student who has not completed all requirements for the Masters degree by the end of the spring semester of her/his fourth year in the program also risks not being endorsed by the clinical faculty for continuation into the Ph.D. program.

Near the end of the spring semester of each year, students are asked to complete a Self-Evaluation form (see Forms), a portion of which involves describing progress in research over the past year. Progress in research is considered by the faculty when conducting student evaluations.

## THESIS AND DISSERTATION POLICIES AND GUIDELINES

**The intention of this section is to provide policy guidelines for thesis/dissertation work. It does not include all requirements of the Graduate School and University deadlines, or stylistic conventions. These matters are described in the Graduate School's *Thesis and Dissertation Format Manual***

<https://gradschool.olemiss.edu/current-students/thesis-and-dissertation-preparation/>

### Registration for Thesis

A minimum of 6 completed semester hours of Psy 697 credit is required for the M.A.

### Registration for Dissertation

A minimum of 18 completed semester hours of dissertation (Psy 797) is required for the Ph.D.

### Sequence

The thesis must be completed and comprehensive exams passed before the dissertation can be proposed.

### Proposal Phase

The procedure for both theses and dissertations requires the student to find a faculty member to direct the research. The student will prepare a proposal and obtain the approval of the director. (The amount of help the director gives in preparing the proposal will, of course, be at his/her discretion.) At least one clinical faculty member must serve on each clinical students' thesis and dissertation committee. The proposal will consist minimally of a complete, thoughtful literature review, research question(s) at hand, and a detailed description of the methodology to be employed in gathering and analyzing data. The process of familiarizing oneself with literature, developing a research question, and exchanging multiple drafts of Introduction and Methods sections with one's advisor is time-intensive.

After the faculty advisor has approved the student's proposal document, the student will then prepare an abstract (2-3 double-spaced typewritten pages) of the proposal and schedule a time to make an oral presentation to the faculty committee. The faculty committee should be provided a copy of the full proposal 2 weeks in advance of the meeting, unless a shorter window is agreed on by all committee members. At least 7 days before the proposal, have the secretary reserve a room for proposals (and defenses) for 1.5 hours and email departmental faculty and graduate students an announcement about the proposal. (You should not plan to speak uninterrupted for 90 minutes but this will allow sufficient time for questions and discussion.) All faculty and students are welcome to attend. Distribution of the abstract must precede the presentation by two working days.

If full approval is not obtained from all committee members, then a consensus may be sought by altering the proposal to the satisfaction of the committee members since the final committee must be constituted of members who have given their approval to the proposed research. According to the Graduate School procedures theses must have a director and two committee members, while dissertations require a director and three committee members. Students should be aware of the fact that some faculty whom you may want to serve as committee members require that you solicit their help BEFORE you initiate your written and oral proposals. Contact prospective committee members before starting your written proposal. The faculty have agreed that during proposals students will be responsible for responding to inquiries and the faculty advisor will refrain from responding to questions originally directed to the student.

### Composition of Committees

A thesis committee requires three faculty. A dissertation committee requires four members of the graduate faculty, one of which is from a department other than Psychology. At least one full-time clinical faculty member must serve on a clinical student's committee. Only one adjunct professor can be on a committee. Graduate Advisory Committees for theses and dissertations are designated electronically via MyOlemiss.

### Changes in Committee Members

In the event a student wants to modify the composition of the thesis or dissertation committee, the student should obtain a signed release from the person leaving the committee, the person joining the committee, and the director of the thesis or dissertation (i.e., 3 signatures). The signed form will then be placed in the student's file.

## GENERAL DISSERTATION (AND THESIS) SCOPE AND EXPECTATIONS

The dissertation is the culmination of the student's doctoral training. As such, the dissertation should reflect technical mastery of a specific area of study. Insofar as possible, the dissertation should make an "original" and substantive contribution to the literature. Of course, some dissertations will come closer to achieving these goals than others. In practice, the originality and importance of a dissertation is determined primarily by the student and his dissertation advisor and committee. For clinical students, except in unusual circumstances, the student must collect her/his own data for at least one, and preferably more than one, of their required research projects (Thesis, Dissertation).

The dissertation research is not intended to be merely a laboratory exercise. Rather, it should address a definite set of empirical questions. Generally, the dissertation research will have evolved from previous research accomplished by the student. It is not realistic to believe that a good dissertation can be performed by an investigator inexperienced in an area of study. Therefore, it will usually be true that some pilot work or other relevant experience will precede or accompany preparation of the dissertation proposal. What constitutes sufficient prerequisite experience for undertaking a proposal and a dissertation is usually determined by the dissertation advisor.

The thesis or dissertation proposal should not be viewed as a contract between the student and the committee. In some cases, the student may have to modify the proposal. Frequently the results from the first experiment in a series of several planned experiments will dictate changes in procedures for the subsequent experiments. However, the student and advisor should come to some agreement about the scope of the research project being undertaken. Obviously, all research projects do not result in clear data consistent with prior hypotheses, and procedures often do not work as anticipated. Consequently, students should not be expected to continue their research indefinitely. Such issues that may arise can generally be resolved by conferring with the entire dissertation committee.

Students are advised that although they may collect data at any time, the dissertation advisor and committee are under no obligation to accept data collected and procedures used prior to approval of the project by the committee. In some cases, it may be helpful to the student to engage in pilot experimentation prior to formal acceptance of a thesis or dissertation proposal. However, the committee is under no obligation to accept such data as part of the official thesis or dissertation.

Dissertation research is generally done in the Oxford area. However, occasionally dissertation research can be performed elsewhere if there is convincing evidence that proper advice and supervision will be available. Dissertation committees will make judgments concerning the possibility of doing dissertation research elsewhere. (Other departments on campus are included in "elsewhere".) It would be an error to assume that you can perform your research at another institution.

In the written thesis or dissertation students should demonstrate their best communicative and intellectual skills. In the dissertation the review of the literature should be thoughtful and complete. Likewise, the discussion section should clearly relate the obtained results to the existing literature. Because of the nature of a dissertation, the method section should contain more detail regarding procedure than would typically appear in a journal article.

### Defense

To schedule an oral defense, a student must confer with all committee members to decide on a time acceptable to everyone, and turn in a completed Authorization of Final Oral or Written Exam Form (GS7) to the DCT or Department Chair for signature and forwarding to the graduate school. The completed form must be submitted at least two weeks before the date the orals will be held. At this time, the student should request that the department secretary arrange for a room for the defense and distribute a notice of the time and place to the entire faculty and the graduate school office.

The graduate school requires that all defense meetings be scheduled during regularly scheduled class sessions (ie, not during the final exam period in which the student seeks to graduate), and that final copies of the thesis or dissertation be received by the first day of exams for the semester in which the student plans to receive the degree. Students should not assume that professors will be available during the summer to receive thesis and dissertation proposals or to conduct oral examinations. The decision to accept a proposal or a defense date in the summer will be at the discretion of all members of the student's dissertation or thesis committee.

Students are responsible for getting all fees paid in time to receive a degree and for getting all necessary paperwork done by posted deadlines (see <https://gradschool.olemiss.edu/current-students/the-end-game-preparing-to-graduate/>). The secretaries cannot do the typing, run errands, pay fees, etc.

### Dissertation Progress

The DCT will not provide a letter of readiness to internship sites on behalf of a student who has not successfully completed his/her dissertation proposal meeting (see Internship section below). In general, faculty members will not send letters of recommendation to internships for a student until the dissertation prospectus has been approved by a student's committee.

Students are advised that leaving Oxford prior to completion of data collection is viewed negatively by faculty. It is expected that all students will complete their data collection prior to the time they leave for internship. If data collection is not complete before leaving for internship, the student should develop a clear plan with his/her faculty mentor to ensure data collection is completed while on internship.

## GRADUATE SCHOOL DISSERTATION POLICIES

- A. A written dissertation prospectus will be required on every doctoral student.
- B. An oral defense of the prospectus will be required.
- C. A committee will be formed to evaluate the merit of the prospectus. This committee will also serve as the dissertation committee.
- D. The committee should consist of at least four members. One member, nominated by the dissertation chairman, will be external to the discipline. All members of the committee shall have equal voting rights.
- E. A single negative vote in the committee will require negotiation among the committee members in order to achieve reconciliation of the point(s) of objection.
- F. Only if the committee cannot agree on the merits of the prospectus and, through reasoned discussion, accept the prospectus unanimously, a review process by a committee of the department/school will be invoked.

- G. Although a unanimous vote of the committee is necessary in order to accept the prospectus, a majority vote only will be required on the final dissertation defense.
- H. An approved copy of the prospectus will be filed with the Graduate School immediately following the defense.
- I. This dissertation review process will be used for a trial period of five years. The Graduate Council will be responsible for monitoring the process and providing periodic reports to the graduate faculty.
- J. When any member of the committee believes that a substantial change in the research plan has been made, the committee will be reconvened. Unanimous approval of any substantial revision is required. A report of substantial changes will be filed in the Graduate School.
- K. It will be required of any committee member who does not sign the final dissertation that the member file an objection with the Graduate School.

## INTERNSHIP

**Students must be endorsed as ready for internship prior to submitting an APPIC application.** In order to be considered for an internship readiness vote a student must have met all relevant program requirements. In addition to a successful clinical case conference presentation, **students must successfully complete their dissertation proposal meeting no later than SEPTEMBER 15 of the Fall term in which the APPIC application is to be submitted.** Following successful completion of these requirements students need to submit a formal written request to the DCT asking approval from the clinical faculty regarding internship readiness. The DCT will not sign the APPIC internship application until all of these requirements have been completed.

Students are required to submit to the clinical faculty by April 1 of the Spring prior to requesting approval for applying for internship the following documents: CV, detailed description of practicum training experiences, and a clinical hours/supervision log. These materials should be consistent with the information requested on the APPIC internship application form. Students anticipating completion of comprehensive exams, proposing the dissertation, and applying for internship in the same semester should submit the above materials by April 1 of the prior Spring semester. An accepted dissertation proposal is required prior to seeking formal approval for internship readiness.

Internship applicants will also be expected to schedule a clinical case conference presentation (Friday colloquium hour) to present during the Spring prior to applying for internship. Presentations will focus on a current or past treatment (or assessment) case. Presentations should involve patient history, case conceptualization, treatment (or proposed treatment) or assessment components, and outcome if appropriate. Presentations should be approximately 25 minutes in length with an additional 5-10 minutes allowed for questions. All students and clinical faculty will be expected to attend. Case conferences must be completed by the final Friday in April in the Spring semester prior to the Fall APPIC application deadline. This exercise is intended to assist students in preparing for the internship interview experience. Students who receive a mean overall rating of <3.0 on the Clinical Case Presentation form will have to repeat the presentation until earning a score indicative of conceptualization skills commensurate with a student attempting to apply out for internship, as the DCT will not certify internship readiness until this is completed satisfactorily.

In order to sign up to present a case conference, students should have completed the thesis and been admitted to doctoral candidacy. Students completing these requirements after the final Friday in April, but before the APPIC internship application deadline may petition to present the case conference the following Fall semester prior to September 15.

Students planning to apply for internship must enroll in the Internship Preparation Seminar with Drs. Smitherman and Young the fall semester they are submitting their APPIC application. Enrolling in this course requires that they expect to have met all program requirements (e.g., completed proposal meeting) by September 15. 90% course session attendance is expected. Students will be required to drop the internship seminar if they fail to propose by the deadline. While students will receive extensive information about the internship application process in this seminar, it is important that students review current APPIC policies on internship offers and acceptances and make certain that they understand them from the outset.

### GENERAL SEQUENCE OF EVENTS

#### Prior to the Year You Actually Apply to Internships

Use the Student Training Plan and consult the Graduation Requirements later in this manual to make sure you are on track to complete all program requirements. Submit the aforementioned materials to the DCT by April 1. Talk to students who are applying to and who have been accepted by internships. Ask for recommendations of

interesting places that provide training experiences consistent with your long-term goals. Ask prior students about their experiences, talking to people at various sites that seem to be of interest to you. Arrange to make contact with anyone going to sites you think you might want to pursue once they have begun the internship. Reassure yourself that you will get through this process, as difficult as it seems. Budget your funds so that you can afford to travel to interview at a number of internship. Update your wardrobe as necessary if you need professional business attire.

### Summer and Early Fall

If you are applying out, you are required to enroll in the Internship Preparation seminar in Fall. The seminar provides guidance about site selection and the match process, feedback on essays and cover letters, and ample opportunities to practice interviews.

If you haven't already done so, you might find reading *Internships in Psychology: The APAGS Workbook* by Williams-Nickelson, Prinstein, & Keilen (2018) helpful. The UM library has this as an e-book (<https://umiss.lib.olemiss.edu/record=b7636671~S2>) and hard book for checkout. Visit the APPIC web page ([www.appic.org](http://www.appic.org)) to download the uniform AAPI application and consult the on-line APPIC directory to search for various programs using various filters. Review the APPIC Internship Match policies and make certain that you understand the conditions therein. Sign up for the MatchNews listserv via APPIC. (We advise you not to sign up for the Intern-Network listserv as it is not an official outlet and usually only serves to increase applicants' anxiety.)

Although the Internship Seminar will cover all the important application process issues, it is important to consult your advisor and possibly the DCT to consider what you want to accomplish during your internship year. Concentrate on APA-accredited programs listed in the APPIC directory and select programs that seem to provide experiences that will allow you to meet your long-term goals. Cast a broad net at this point, as you will be more selective later in the process. Often places that look wonderful on paper turn out to be less wonderful as you learn more about them, and vice versa, so don't make rash decisions about the acceptability/unacceptability of programs.

Once you have selected programs that seem to be able to meet your needs, talk to students who have interviewed at or actually gone to internships of interest to you. Ask faculty if they know anything about the programs you have targeted. Since you must have special permission to apply to a non-APA accredited internship, be sure to check the approval status of any programs of interest to you.

Update your CV and application with relevant data, begin working on your essays, and prepare a general statement of your goals for internship. Ask your advisor to review these and give you feedback. Collect and organize information about the number and types of clients you have seen and assessed. Get a copy of your transcript from the registrar and check to make sure everything is correct and up-to-date. Get any errors corrected. Contact the persons you plan to ask for recommendation letters as early as possible, to see if they are willing to write a strong letter for you. Give faculty as much time as possible, and at least 2-3 weeks before any deadline to get your letter ready.

*(Note: If you are matched to a VA internship, they typically require the DCT to complete a verification of your training credentials [TCQVL] AFTER you match there. The DCT is asked to submit a form verifying that you are physically able to work in a VA setting, that you have had various required immunizations and medical screenings (tuberculosis screening, hepatitis B vaccination, flu vaccination) or else signed appropriate declination waivers prior to starting there, are not on the Health and Human Services' List of Excluded Individuals (<https://exclusions.oig.hhs.gov/>), and, if born male and aged 18-25, have registered for the Selective Service.*

*Most of these medical records should be on file (or able to be completed) at the Student Health Center, and you may opt to provide copies of these items to the DCT or have Student Health submit a letter to the DCT verifying the medical requirements. By applying to a VA site you acknowledge these are mandatory federal requirements of VA sites and that you are willing to share the required information with the DCT. The DCT will not share this information with anyone else.)*

#### October - November

Select 10-20 programs which seem to best meet your needs. Organize them by desirability as well as by application deadline date. Talk with students from our program who are now on internship to get their impressions of their respective programs. There are always activities sponsored by the major cognitive behavioral internships at the annual AABT meeting. These events may also provide an excellent opportunity to get useful information about a number of internship programs. Complete any registration required by National Matching Services, which coordinates the match itself.

#### December - Mid January

Site interviews begin in December, and it is important to interview at the sites to which you have been invited (unless the site specifies that an interview is optional). For sites you cannot visit, request a Skype or telephone interview. At an absolute minimum, make certain that you speak with at least one current intern. Do your homework before you attempt an interview. The Internship Seminar covers lists of typical questions which you can expect from interviewers, and lists of questions it is appropriate for you to ask. Spend lots of time preparing, role playing interviews with your classmates who are applying, and with faculty if desired. It is extremely important that you learn as much as you can about the faculty at the sites before you go. Target people working in areas of interest to you or with whom you would like to work and ask to interview with them. Demonstrate interest in and knowledge about their work and their training program. Dress professionally, and highlight the ways you think that your experiences have prepared you for what they have to offer. Convince them that you are the best possible fit with their program. Write BRIEF email thank-you notes to the training directors and any faculty member you would particularly like as preceptor. These notes should simply thank them for their time and express your continued interest in the program.

#### Late January

After you have completed interviews, submit and certify your preferences via the National Match System by the posted deadline. Note that APPIC policies prevent Internship Training Directors from asking about your choices, and you should let the DCT know immediately if you encounter anyone who violates these policies.

Internship applicants will be notified by the APPIC match service as to whether they matched (and to what site) on the third or fourth Friday of February. When you receive notification of your placement you should contact the training director in order to acknowledge the match, and the training director and DCT should initiate contact with one another. (Usually the Training Director will call you the morning of the match.)

The DCT will consult with unmatched applicants and other faculty to help prepare for Phase II.

#### February - August

Celebrate and then finish your dissertation (or at least get as far along as possible). Make certain that you are on track to complete all degree requirements.

In early Spring: The Graduate School asks that US citizens establish residency in Mississippi prior to beginning internship so that internship tuition waivers can be processed with minimal cost to the Graduate School. **Make sure to begin the process of establishing Mississippi residency months in advance of leaving for internship (ie, late Fall/early Spring semester before you depart), as it can take some time.**

(International students will still be provided internship tuition waivers without residency, but F-1 international students will need to work with the Office of International Programs to complete their Curricular Practical Training [CPT] forms well in advance of beginning internship.) Consult the Registrar's Office for more information about establishing residency.

Pre-register for internship and/or dissertation hours for the fall (see below for registration information). Make certain that you provide the departmental secretary, the DCT, and your advisor with the address and telephone number of the internship site and with your new home address and telephone number as soon as you know them.

### While On Internship

**You will need to register for at least 3 credit hours Fall, Spring, and Summer while on internship to maintain continuous full-time enrollment (eg, 3 in Fall, 3 in Spring, and 3 the full summer term in your internship ends).** Each semester you should enroll in 1 hour of internship (Psy 798) and 2 hours of dissertation (Psy 797) until you have defended your dissertation, after which point you should enroll in 3 hours of internship only. *The Graduate School will waive the first 3 hours of tuition for students while on internship (began Fall 2017).* In the event you need to register for more than 3 hours (eg, if you plan to receive new federal student loans while on internship), only the first 3 hours are tuition-free. The registrar will verify that you are a full-time student (usually needed to maintain deferment of student loan repayment) while you are on internship as long as you are enrolled for at least one hour of 798 each term. (See *Registration Rules for Interns* below).

## REGISTRATION RULES FOR INTERNS

The basic contingencies are outlined below. Make sure to check a copy of your transcript to make sure that you have no unpleasant surprises at the last minute when you are trying to graduate. Note that you need to complete and file a degree application at the beginning of Spring for the May Hooding Ceremony.

### Registration Rules to Remember:

1. You need to have registered for a total of at least 18 hours of dissertation to graduate
2. You need to have registered for a total of at least 3 hours of internship to graduate (a minimum of 1 in Fall, Spring and Full Summer in which you will complete your internship)
3. You need to be registered for at least 1 hour of internship each semester you are actually on internship for the registrar to verify that you are a full-time student (needed if you have student loans on which you want to defer repayment)
4. You need to be registered for three hours for 2 of the 3 terms in any academic year (summer-fall-spring) to remain a student in the eyes of the graduate school
5. You need to be registered for three hours in the term you graduate (3 total hours in Full Summer for August degree conferral)

Most students register for two hours of dissertation and one hour of internship during the fall, spring, and full summer terms of their internship year. Assuming you have at least 12 hours of dissertation before you begin your internship, and that you will have a letter from your internship director saying you have completed internship before the date of commencement in August, this meets all requirements.

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The DCT will inform the Graduate School when you have completed your internship, and this date will be denoted on your transcript.

**\*Students typically have their degrees conferred in early- to mid-AUGUST (so long as the internship is completed by August degree conferral). It usually takes 1 month for your degree conferral to be formally denoted on your transcript (around mid-September). If you need documentation of completing degree requirements before then (for postdocs or provisional licensure), please notify the DCT. (Some states, such as Texas, may require you to provide the official transcript denoting your PhD conferral before you can formally begin your postdoc. Be sure to check with your post-doc and the state licensing board about such issues.)**

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## GRADUATION REQUIREMENTS FOR MASTER'S AND DOCTORAL DEGREES

The following comprise the steps to be undertaken by students in order to receive a graduate (M.A. or Ph.D.) degree.

1. Meet all Departmental requirements listed in the Student Training Plan.
2. Turn in your GS7 2 weeks prior to your defense, and return the Report of Final Exam to the Graduate School after a successful defense (with copies for your file)
3. Complete the application for graduate degree from the Graduate School (GS8) prior to the deadline posted by on their website. *\*Note: this is usually due 3 months prior to the anticipated graduation date, and should be turned in even if the student has not yet defended the thesis/dissertation.* Have the DCT or Department Chair sign this form, then send the original to the Graduate School (with copy for your file).
4. After the Graduate School approves your degree application, you will be emailed a Diploma Application to complete.
5. Pay the diploma fee via the Bursar's Office and get a receipt. Follow instructions for processing this form and receipt with the Registrar.
6. Prior to graduation, submit two copies of the thesis or dissertation to the Graduate School along with a receipt from the Bursar's Office.
7. Doctoral candidates must also complete the Survey of Earned Doctorates for the Graduate School (see Graduate School Website).
8. Contact the Graduate School Office for commencement information.
9. The diploma will be mailed to the student when all of the above steps have been completed.

**NOTE about Doctoral Hooding Ceremony:** The Graduate School allows you to participate in the Doctoral Hooding Ceremony (held in early May) before your internship has been completed. You should complete your degree application (GS 8) early that Spring to participate in the Hooding Ceremony, even if your dissertation has not yet been defended. (The Hooding is a symbolic ceremony, but your PhD is not conferred until you have completed all the above requirements, including your internship. For most students the PhD is officially conferred in August, after internship is finished.)

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## REMEDATION, TERMINATION, GRIEVANCES, AND APPEALS

### REMEDATION POLICY

In instances where faculty perceive problems in the professional development of a student, written detailed information detailing these concerns will be provided to the student. Opportunity to consult with faculty regarding identified concerns will be provided. Faculty prescribed remediation plans will be presented to the student in written form, and students will be asked to sign off on the plan indicating their acceptance of these recommendations. In instances where students disagree with criticisms and/or the plan for remediation, they will be given two weeks to prepare a response and request for reconsideration. Remediation plans will contain explicit criteria for judging successful completion of targeted objectives.

### TERMINATION POLICY

Violations of ethical codes of conduct, failure to successfully complete a remediation plan, and failure to meet program timeline and continuation policy requirements are grounds for dismissal from the graduate program. Other grounds for termination include failure to maintain an adequate grade point average, failure to pass comprehensive examinations within two attempts, failure to be endorsed for admission to doctoral candidacy by the clinical faculty, and the display of a persistent pattern of conduct judged to be resistant to remediation.

Decisions to dismiss a student from the program are subject to review at the request of the student. Students must notify faculty in writing of their request for a review of the termination decision within two weeks of receiving notification from faculty. Students may also request to be present during the review. A majority vote concerning the review will be final. Students wishing to appeal termination should take the appeal to the Dean of the Graduate School, following procedures outlined in the Graduate School's Policy on Dismissal of Graduate Students (<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11142506>) and in the *UM M Book* (<https://conflictresolution.olemiss.edu/m-book/>)

### GRIEVANCE PROCEDURE

It is the policy of the graduate programs in psychology that no student's standing in the program shall be jeopardized for bringing up problems. Students are encouraged to work with the faculty to prevent and resolve problems and to openly voice their opinions. Of course, responsible behavior on both the students' and faculty's part in such matter is expected.

A graduate student with a complaint is encouraged to follow these steps for resolution of the complaint:

1. If the problem is with an individual student or faculty member, the student should first attempt, if at all possible, to resolve the complaint directly with that person.
2. If for some reason the student cannot approach that person with the issue or the problem cannot be resolved in this manner, he or she should contact his or her Advisor in the Psychology Department and/or the DCT. If the student requests, confidentiality regarding the issue will be guaranteed by the Advisor or DCT. This means that, within legal and ethical limits, no information will be released to anyone else regarding the problem without the student's expressed permission.
3. If the above steps are not satisfactory in resolving the problem, the issue can be taken to the Psychology Chairperson. If requested, confidentiality will be maintained.

4. If the above steps are not satisfactory in resolving the problem the issue can be taken to the Dean of the Graduate School.

Issues related to grades, sexual harassment, or affirmative action have special officers on campus who will deal with such complaints, if they cannot be resolved at the Department Level. The current edition of the University of Mississippi's *M Book* contains additional information about the University's grievance procedures for students.

## GRADUATE STUDENT APPEAL PROCEDURES

### Grades

The appeal procedure for grades in graduate courses adheres to MBook policies outlined on the Graduate School website (<http://catalog.olemiss.edu/graduate-school/academics/grade-appeal>), in instances where a student believes he/she was evaluated on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance.

Outline of Grade Appeal Procedure from the Graduate School website (see website above for specific details and timelines required for the steps outlined below):

*Step 1. Informal Consultation with Faculty Member.*

*This must be initiated within 30 calendar days of the posting of the course grade for viewing by students.*

*Step 2. Appeal to the Department Chair.*

*If a student wishes to appeal a grade further, he or she must submit a written appeal to the chair of the department (or director of the program) in which the course is being appealed, with a copy submitted to the chair of the department in which the student is majoring (if different).*

*Step 3. Appeal to the Graduate Dean.*

*If a student wishes to appeal a grade further, he or she must submit a written request to the Dean of the Graduate School with copies to the chair (or director) of the department and to the chair of the department in which the student is majoring (if different).*

*Step 4. Appeal to Academic Appeals Committee.*

*Either the student or the instructor may request a review by the Academic Appeals Committee via written request to the Vice Chancellor for Academic Affairs (Provost).*

*Step 5. Review by the Vice Chancellor for Academic Affairs.*

*The vice chancellor for academic affairs (provost) will review the recommendation by the Academic Appeals Committee and shall render a final decision on the appeal. The decision of the vice chancellor cannot be further appealed.*

### Comprehensive Exams (Grad School Policy ACA.GS.400.003)

*The University of Mississippi awards graduate degrees only to those students who demonstrate to the graduate faculty a high level of academic competence achieved through intelligence, scholarship, and industry. The determination of fitness for a particular degree rests solely upon the judgment of the graduate faculty. The comprehensive examination, required of every doctoral student and many Master's students, is an important measure of academic competence.*

*Every department offering a graduate degree has the authority to establish a limit on the number of times a student may sit for comprehensive examinations and on the time that must elapse before a failed examination can be retaken. As noted previously in the Comps Policy, failure on the second EPPP attempt requires petitioning the clinical faculty to take the exam a 3<sup>rd</sup> time.*

*If a graduate student believes that the results of his or her comprehensive examinations were based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic and professional evaluation, the following appeal procedure may be pursued. In all cases of complaint, the student will have the burden of proof with respect to all allegations in the complaint. If the student fails to pursue any step in the procedure within the time allowed, the disposition of the case made in the last previous step shall be final. Retention of all correspondence and records related to the appeal is the responsibility of The Graduate School. A complete statement of the procedure can be found in the **M-Book**. The summary of the process that follows is provided as introductory information. Students considering an appeal should carefully review the official policy of the University as printed in the **M-Book**.*

**Step One:** *Within 5 days of receiving notification of failure, the student may appeal, in writing, to the chair of the department. Consulting with the exam coordinator, the chair will attempt to resolve the appeal within 10 class days dating from the receipt of the written appeal. The chair must then inform the student, in writing, of the results.*

**Step Two:** *If the appeal is not resolved, a student may submit a written request to the Dean of the Graduate School within 5 class days of the chair's denial. If clear and convincing evidence suggests that the committee was biased in its initial decision, the Dean may assign a newly constituted committee to administer a second examination. The Dean will deliver his/her decision, in writing, to the student, the department chair, and the Vice Chancellor for Academic Affairs.*

**Step Three:** *Either the student, the department chair, or a majority of the original examining committee may appeal the Dean's decision. The appeal must be made, in writing, to the Vice Chancellor for Academic Affairs within 5 class days of the Dean's decision. All previous decisions will be stayed pending the outcome of this final appeal. Using all available resources, the Vice Chancellor will make a final determination which will be communicated, in writing, to the student, the department chair, and the Dean of the Graduate School.*



## CONSUMER INFORMATION DISCLOSURES

### Professional License Disclosures as required by 34 CFR 668.43 (2020) and NC-SARA

College	College of Liberal Arts
Program	PhD in Clinical Psychology
Program Licensure Outcomes	The PhD program in Clinical Psychology at the University of Mississippi is accredited by the American Psychological Association (APA). Upon successful completion of the program and a year-long predoctoral internship, students are eligible to complete a year of postdoctoral training to accrue postdoctoral hours required by most state licensing boards. Individuals must also pass the national licensing exam (EPPP) and any exam specific to the state in which they wish to practice. Individuals must meet state regulations for the state in which they wish to practice. Compliance with state regulatory requirements is mandatory, and the only avenue towards legal practice as a licensed psychologist.
Program Regulated by every state licensure / certification board	The table below outlines our understanding of how well our program aligns with the educational requirements for licensure in US states, territories, and the District of Columbia.
College Program Contact	Dr. Todd Smitherman, Director of Clinical Training; <a href="mailto:tasmithe@olemiss.edu">tasmithe@olemiss.edu</a>
More information	The Association of State and Provincial Psychology Boards (ASPPB; <a href="https://www.asppb.net">https://www.asppb.net</a> ) supplies updated information relative to individual state regulations ( <a href="https://asppbcentre.org/wp-content/uploads/2021/07/Consumer-Information-Disclosures-with-Letter-CLE-7-22-2021.pdf">https://asppbcentre.org/wp-content/uploads/2021/07/Consumer-Information-Disclosures-with-Letter-CLE-7-22-2021.pdf</a> ), as does each individual state's licensing board.
Date of Last Revision	July 23 2021

The University of Mississippi endeavors to ensure jurisdictional (state, territory, District of Columbia) licensure or certification information is current; however, requirements may change. If you are planning to pursue professional licensure or certification, it is strongly recommended that you contact the appropriate licensing entity in that jurisdiction to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

For more information on licensing requirements, including contact information for every state and territory licensing board, please see the Association of State Boards of Professional Psychology (ASBPP) document [\[link\]](#). All states require the completion of supervised predoctoral practicum hours and a predoctoral internship. These aspects are also required for the doctoral degree in clinical psychology at the University of Mississippi. In addition to education requirements for the doctoral degree, most jurisdictions require post-doctoral professional experience. These requirements are beyond the curricular requirements described below.

Note that in some jurisdictions, in addition to being licensed as psychologist, an individual can obtain prescribing privileges. The University of Mississippi's program does NOT fulfill requirements for licensure as prescribing psychologists in those states and jurisdictions that allow for it. Typically, additional coursework in pharmacology is needed in addition to the doctoral degree. Please see the ASBPP website for information about other U.S. territories and Canadian provinces.

Below, an asterisk (\*) indicates that earning a doctoral degree from a program accredited by the American Psychological Association (APA) satisfies educational requirements for applying for licensure. UM is currently and has been continuously accredited by APA since 1973. We produce graduates who are successfully licensed in many states, and to our knowledge no UM graduate has been turned down for licensure due to insufficiencies in the education or training that UM provides. Some states do have additional training and education requirements.

Below is a state by state listing of our recent understanding of educational requirements based largely on the annual review by ASPPB to give you a general idea of how well the UM program comports with the educational requirements of each jurisdiction. You should directly check the web sites of the State Licensing Board you are interested in for the most accurate and up-to-date information on educational and other requirements for licensure as there is no guarantee that our summary or ASPPB's is entirely accurate and up-to-date.

State	UM Program Satisfies Educational Requirements for professional licensure or certification in this state or territory?			State Professional Association or License Authority and Notes
	Meets the Educational Requirements	Does NOT meet the Educational Requirements	Have Not Made a Determination	
Alabama	X*			<a href="http://www.psychology.alabama.gov/default.aspx">http://www.psychology.alabama.gov/default.aspx</a>
Alaska	X*			<a href="https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPsychologists.aspx">https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPsychologists.aspx</a>
Arizona	X*			<a href="https://psychboard.az.gov/">https://psychboard.az.gov/</a>
Arkansas	X*			<a href="https://psychologyboard.arkansas.gov/">https://psychologyboard.arkansas.gov/</a>
California		X		<a href="https://www.psychology.ca.gov/">https://www.psychology.ca.gov/</a> Although a doctoral degree from an accredited program like UM is needed, additional coursework or experience, potentially beyond what is offered at UM, in the following areas are also required: Suicide Risk Assessment and Intervention, Human Sexuality, Child Abuse Assessment, Alcohol and Other Chemical Substance Dependence Detection, Spousal or Partner Abuse/Detection/Intervention, Aging and Long-Term Care. Those interested in pursuing licensure in California should work with the program to identify electives or other community training experiences that may assist in preparing for licensure.
Colorado	X*			<a href="https://dpo.colorado.gov/Psychology">https://dpo.colorado.gov/Psychology</a>
Connecticut	X*			<a href="https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Board-of-Examiners-of-Psychologists/Board-of-Examiners-of-Psychologists">https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Board-of-Examiners-of-Psychologists/Board-of-Examiners-of-Psychologists</a>
Delaware	X*			<a href="https://dpr.delaware.gov/boards/psychology/">https://dpr.delaware.gov/boards/psychology/</a>

District of Columbia	X*			<a href="https://dchealth.dc.gov/service/psychology-licensing">https://dchealth.dc.gov/service/psychology-licensing</a>
Florida	X*			<a href="https://floridaspsychology.gov/">https://floridaspsychology.gov/</a>
Georgia	X			<a href="https://sos.ga.gov/index.php/licensing/plb/44">https://sos.ga.gov/index.php/licensing/plb/44</a>
Hawaii	X*			<a href="http://cca.hawaii.gov/pvl/boards/psychology/">http://cca.hawaii.gov/pvl/boards/psychology/</a>
Idaho	X*			<a href="https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=PSY">https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=PSY</a>
Illinois	X*			<a href="https://www.idfpr.com/profs/psych.asp">https://www.idfpr.com/profs/psych.asp</a>
Indiana	X*			<a href="https://www.in.gov/pla/psych.htm">https://www.in.gov/pla/psych.htm</a>
Iowa	X*			<a href="https://www.idph.iowa.gov/Licensure/Iowa-Board-of-Psychology">https://www.idph.iowa.gov/Licensure/Iowa-Board-of-Psychology</a>
Kansas	X*			<a href="https://ksbsrb.ks.gov/">https://ksbsrb.ks.gov/</a>
Kentucky	X			<a href="http://psy.ky.gov/Pages/default.aspx">http://psy.ky.gov/Pages/default.aspx</a>
Louisiana	X			<a href="http://www.lsbe.org/">http://www.lsbe.org/</a>
Maine	X*			<a href="https://www.maine.gov/pfr/professionallicensing/professions/psychologists/">https://www.maine.gov/pfr/professionallicensing/professions/psychologists/</a>
Maryland	X*			<a href="https://health.maryland.gov/psych/Pages/Home.aspx">https://health.maryland.gov/psych/Pages/Home.aspx</a>
Massachusetts	X*			<a href="https://www.mass.gov/orgs/board-of-registration-of-psychologists">https://www.mass.gov/orgs/board-of-registration-of-psychologists</a>
Michigan		X		<a href="https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552---,00.html">https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552---,00.html</a> Although a doctoral degree from an accredited program like UM is needed, additional pre-licensure training in identifying victims of human trafficking that meets standards of Administrative Rule 338.2525 is required (as of 4/1/22). Those interested in pursuing licensure in Michigan should work with the program to identify experiences to meet this requirement.
Minnesota	X*			<a href="http://www.psychologyboard.state.mn.us/">http://www.psychologyboard.state.mn.us/</a>
Mississippi	X*			<a href="https://www.psychologyboard.ms.gov/Pages/default.aspx">https://www.psychologyboard.ms.gov/Pages/default.aspx</a>
Missouri	X*			<a href="https://pr.mo.gov/psychologists.asp">https://pr.mo.gov/psychologists.asp</a>
Montana	X*			<a href="http://boards.bsd.dli.mt.gov/psy">http://boards.bsd.dli.mt.gov/psy</a>
Nebraska	X*			<a href="http://dhhs.ne.gov/licensure/Pages/Psychology.aspx">http://dhhs.ne.gov/licensure/Pages/Psychology.aspx</a>
Nevada	X*			<a href="http://psyexam.nv.gov/">http://psyexam.nv.gov/</a>
New Hampshire	X*			<a href="https://www.oplc.nh.gov/psychologists/">https://www.oplc.nh.gov/psychologists/</a>
New Jersey		X		<a href="https://www.niconsumeraffairs.gov/psy/">https://www.niconsumeraffairs.gov/psy/</a> NJ requires 6 doctoral credit hours in <i>each</i> of the following domains: 1) Personality Theory and Human Development Theory; 2) Learning Theory and/or Physiological Psychology; 3) Psychological Measurement and Psychological Assessment; 4) Psychopathology; 5) Psychological therapy/counseling or Industrial/Organizational Psychology; and 6) Research and Statistical Design. Graduates of UM's program may need an additional 3 credit hours of coursework in personality theory/human development and 3 additional hours in psychopathology. Those interested in pursuing licensure in New Jersey should work with the program to identify electives or other experiences that may assist in preparing for licensure.
New Mexico	X*			<a href="http://www.rld.state.nm.us/boards/Psychologist_Examiners.aspx">http://www.rld.state.nm.us/boards/Psychologist_Examiners.aspx</a>

New York	X			<a href="http://www.op.nysed.gov/prof/psych/">http://www.op.nysed.gov/prof/psych/</a> NY requires 2 hours of training in child abuse identification and reporting for psychologists and other health care professionals, but not as a part of graduate training. This can be completed after conferral of the PhD via online options or various NY providers as listed here: <a href="http://www.op.nysed.gov/training/camemo.htm#">http://www.op.nysed.gov/training/camemo.htm#</a>
North Carolina	X*			<a href="http://www.ncpsychologyboard.org/">http://www.ncpsychologyboard.org/</a>
North Dakota	X*			<a href="http://ndsbe.org/index.html">http://ndsbe.org/index.html</a>
Ohio	X*			<a href="https://psychology.ohio.gov/">https://psychology.ohio.gov/</a>
Oklahoma	X			<a href="https://www.ok.gov/psychology/">https://www.ok.gov/psychology/</a>
Oregon	X*			<a href="https://www.oregon.gov/psychology/pages/index.aspx">https://www.oregon.gov/psychology/pages/index.aspx</a>
Pennsylvania	X*			<a href="https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Psychology/Pages/default.aspx#.VgG6GN9VhBc">https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Psychology/Pages/default.aspx#.VgG6GN9VhBc</a>
Rhode Island	X*			<a href="https://health.ri.gov/licenses/detail.php?id=241">https://health.ri.gov/licenses/detail.php?id=241</a>
South Carolina	X*			<a href="https://lir.sc.gov/psych/">https://lir.sc.gov/psych/</a>
South Dakota	X*			<a href="https://dss.sd.gov/licensingboards/psych/psych.aspx">https://dss.sd.gov/licensingboards/psych/psych.aspx</a>
Tennessee	X*			<a href="https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board/psych-board/about.html">https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board/psych-board/about.html</a>
Texas	X			<a href="http://www.tsbep.texas.gov/index.php">http://www.tsbep.texas.gov/index.php</a>
Utah	X*			<a href="https://dopl.utah.gov/psych/index.html">https://dopl.utah.gov/psych/index.html</a>
Vermont	X*			<a href="https://sos.vermont.gov/">https://sos.vermont.gov/</a>
Virginia	X*			<a href="http://www.dhp.virginia.gov/psychology/">http://www.dhp.virginia.gov/psychology/</a>
Washington	X*			<a href="https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist.aspx">https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist.aspx</a>
West Virginia	X			<a href="https://psychbd.wv.gov/Pages/default.aspx">https://psychbd.wv.gov/Pages/default.aspx</a>
Wisconsin	X			<a href="https://dsps.wi.gov/pages/Professions/Psychologist/Default.aspx">https://dsps.wi.gov/pages/Professions/Psychologist/Default.aspx</a>
Wyoming	X*			<a href="https://psychology.wyo.gov/">https://psychology.wyo.gov/</a>
<b>Territories</b>				
American Samoa			X	<a href="https://www.americansamoa.gov/">https://www.americansamoa.gov/</a>
Guam			X	<a href="http://dphss.guam.gov/guam-board-of-allied-health-examiners/">http://dphss.guam.gov/guam-board-of-allied-health-examiners/</a>
Northern Mariana Islands			X	<a href="http://cnmibpl-hcplb.net/">http://cnmibpl-hcplb.net/</a>
Puerto Rico			X	<a href="http://www.salud.gov.pr/Dept-de-Salud/Pages/Unidades-Operacionales/Secretaria-Auxiliar-de-Reglamentacion-Acreditacion-de-Facilidades-de-Salud.aspx#conveniencia">http://www.salud.gov.pr/Dept-de-Salud/Pages/Unidades-Operacionales/Secretaria-Auxiliar-de-Reglamentacion-Acreditacion-de-Facilidades-de-Salud.aspx#conveniencia</a>
US Virgin Islands			X	<a href="http://usvipsychologyboard.com/">http://usvipsychologyboard.com/</a>