



**GRADUATE STUDIES IN  
SCHOOL PSYCHOLOGY**

**For 2009-10**

**Department of Psychology**

**The University of Southern Mississippi**

**Note: This document was updated July, 2009. Please note our application deadline has changed to January 3<sup>rd</sup>.**

**Please visit our School Psychology Home Page for an online version of this document, as well as links to School Psychology Faculty pages and other links**

**<http://www.usm.edu/schoolpsych/>  
Updates coming soon!**

## Graduate Training in School Psychology

### *Department of Psychology University of Southern Mississippi*

The Department of Psychology at the University of Southern Mississippi (USM) offers graduate training in School Psychology, which is accredited by both the American Psychological Association's (APA) Commission on Accreditation and the National Council for Accreditation of Teacher Education (NCATE). The NCATE accreditation standards incorporate the training recommendations of the National Association of School Psychologists (NASP). Doctoral level preparation in professional School Psychology requires completion of four years of academic study (including three summer sessions) followed by a one-year internship and culminates in the Ph.D. degree.

The focus of the School Psychology program at USM is the preparation of doctoral level students. Students are admitted with the expectation that they will complete the doctoral degree program. Post-bachelor's degree students (GI Level) first complete a Master's degree, including an empirical thesis, en route to the doctorate. Pending satisfactory progress on course work and the thesis, GI students can expect to continue to the doctoral degree plan. Students may also be admitted to the School Psychology Program at the post-master's degree level (GII Level).

### SCHOOL PSYCHOLOGY FACULTY

Five full-time faculty share primary responsibility for training in the School Psychology program. Current program faculty and their primary research interests are listed below.

**Brad A. Dufrene, Ph.D.**, Mississippi State University, 2005. Assistant Professor. Functional behavior assessment, direct assessment and intervention for academic skill problems, habits and tics, school and clinic-based applied behavior analysis.

**Sterett H. Mercer, Ph.D.**, Tulane University, 2005. Assistant Professor. Impact of the school social context (i.e., student-teacher relationships and behavioral norms) on student learning

**D. Joe Olmi, Ph.D.**, Mississippi State University, 1993. Professor and Director of School Psychology Service Center. Assessment and intervention for ADHD, school consultation, behavior management of children and adolescents, behavioral intervention in schools, compliance training, behavioral parent training.

**Daniel H. Tingstrom, Ph.D.**, Tulane University, 1986. Professor. Applied behavior analysis, parent and teacher training in child compliance, group contingencies in the classroom, implementation and evaluation of behavioral and academic interventions.

**Heather Sterling-Turner, Ph.D.**, Mississippi State University, 1999. Associate Professor and Program Director. Applied behavior analysis, behavioral consultation, functional assessment and analysis, class-wide group contingencies, developmental disabilities.

### **Training Model: The School Psychologist as a Data-based Problem-Solver**

The primary objective of School Psychology training at USM is to prepare behavioral scientists who can apply their skills to the solution of a broad range of problems related to the processes of schooling. Generalized empirically-based problem-solving skills represent the program's primary emphasis and are seen as essential in order for graduates to assume the diversity of roles associated with School Psychology today and in the future. All training in School Psychology is based on the scientist-practitioner model with special emphasis on integration of the scientist and practitioner dimensions. The goal of integrating the science and practice dimensions of the scientist-practitioner model is approached through incorporation of an additional training scheme designated as the Data-Based Problem-Solver model (DBPS). One of the program's primary training objectives is to produce school psychologists who approach their professional activities from a cohesive frame of reference: that of a Data-Based Problem-Solver. The DBPS model teaches students to view all school psychological functions from a problem-solving perspective requiring systematic progression through the steps of (a) problem identification, (b) problem solution, and (c) problem evaluation. In addition, the DBPS stresses the importance of basing hypotheses and conclusions at each step on empirical data.

To facilitate communication, the professional activities of school psychologists are conceptualized as belonging primarily to one of three areas: Science, Practice, or Professional. All students receive didactic instruction and

supervised experiences designed to ensure adequate preparation to assume roles associated with each of these areas. Further, students are strongly encouraged to develop a distinct relative strength in at least one area.

Training in the Science area is focused primarily on the acquisition of applied research skills. Each student is expected to acquire entry-level competencies in research and professional writing. Both the master's thesis and the doctoral dissertation are expected to be research projects that merit presentation at professional meetings and publication in major journals. In addition, all students participate in other program related research projects that culminate in collaborative presentations at professional meetings and in journal publications. Students interested in careers as university trainers participate in additional independent and collaborative research and acquire supervised teaching experience.

The Practice area encompasses training designed to ensure acquisition of sufficient competencies to function as effective applied problem solvers in the schools. Each student is required to demonstrate the ability to apply data-based problem-solving skills to the functions typically associated with the practice of School Psychology in applied settings. Students who expect to focus their career on the applied practice of School Psychology exceed the minimal time requirements in the schools in order to maximize their development of applied skills, read extensively in the applied literature to acquire new techniques, attend workshops devoted to applied practice, and elect additional practice-related coursework.

Entry level preparation in the Professional area includes familiarity with the primary professional associations related to School Psychology and knowledge of their professional standards. Each student is expected to join at least one professional association directly associated with school psychology (e.g., NASP, APA Div. 16) and become familiar with the professional literature. Some students develop strengths in the Professional area by regularly attending professional meetings and becoming an active participant in professional associations.

While the broad conceptual framework of the DBPS provides a general training guide, achievement of the program objectives is more closely related to the nature and organization of specific training components. In spite of frequent reference to the "training" program, it is recognized that preparation of professional psychologists requires both education (didactic instruction) and training (supervised experience). The individual components of the program have been arranged in a graduated and hierarchical sequence with necessary didactic instruction occurring prior to or concomitant with supervised experience. To facilitate program description, didactic and experiential aspects of the program are designated as belonging to an Education or a Training dimension, respectively.

## **Education Dimension**

The Education dimension encompasses the didactic aspects of the program, emphasizing a critical and empirical approach to the knowledge bases associated with the disciplines of Education and Psychology and the applied specialty area of School Psychology. The training elements subsumed under the Education dimension provide students with the knowledge base and skills necessary to implement specific data-based problem-solving strategies during their field experiences and to acquire new strategies in the future. The Education dimension includes coursework and experience related to: (a) Professional Issues, (b) Scientific Methodology, and (c) Theory and Empirical Data Bases. Because School Psychology is viewed as a sub-specialty of generic Psychology, training in these areas is provided relative to both the general discipline of Psychology and the School Psychology specialty area.

The study of Professional Issues familiarizes students with the major professional organizations and their contributions to the discipline of Psychology and the profession of School Psychology. Training elements in the Professional Issues area include: professional organizations, standards, ethics, and credentialing; and an introduction to School Psychology. The study of Scientific Methodology provides students with an empirical orientation and the skills to critically evaluate and contribute to the literature of Psychology and School Psychology. Training elements in the Scientific Methodology area include: research design and methodology, scientific writing, research in school psychology, and research participation including thesis and dissertation development. Study in the Theory and Empirical Data Bases area provides students with experience in the identification and critical evaluation of theory and data. Specific training elements in the Theory and Empirical Data Bases area include: biological and social bases; normal and abnormal development; and educational foundations.

## Training Dimension

The Training dimension represents supervised experience in the application of problem-solving skills to problems encountered by school psychologists in the schools. Supervised field experiences begin during the first semester of training, promoting an early integration of theory and practice, and continue throughout the program. The specific training elements associated with the Training dimension are organized around the problem-solving components of: (a) problem identification, (b) problem solution, and (c) problem evaluation. Other School Psychology training programs often label similar components as: (a) assessment, (b) intervention, and (c) evaluation. Use of the more general problem-solving terms reflects a conviction that general, rather than specific, problem-solving strategies are necessary to adequately prepare students to assume the variety of roles expected of school psychologists today and in the future. While the acquisition of specific problem-solving skills associated with the typical roles of school psychologists today constitutes a major focus of field training, students also gain experience in the use of their generalized skills to acquire new information and problem-solving strategies to develop solutions appropriate to the unpredictable problems encountered in the field. Under the supervision of program faculty, first-, second-, and third-year students work together in teams providing supervisory experience for advanced students and allowing for observational learning by beginning students. Written problem solving plans should be developed by each team for each case assigned. The problem solving plans structure the activities associated with each case into the steps of problem identification, problem solution, and problem evaluation and document implementation and outcomes of specific actions at each step of the problem solving process.

First-year students spend approximately 45 contact hours per semester in the field focusing primarily on acquisition of the problem identification skills of behavioral and curriculum-based assessment and interviewing. Approximately 30 contact hours are spent in the summer between the first and second year in which students apply their knowledge of traditional psychoeducational assessment. Second-year students devote approximately 45 contact hours per semester to the acquisition of problem identification, solution, and evaluation skills associated with educational achievement problems and short-term interventions. Third-year doctoral students devote approximately 75 contact hours per semester to problem-solving activities associated with more general behavioral problems and case management, as well as to acquiring needs assessment, program development and evaluation, and supervision skills. Fourth-year doctoral students devote approximately 120 contact hours per semester to additional supervised experience in handling instructional interventions, behavioral interventions, advanced assessment, and consultation cases, and supervision. In all, students who enter the program with a Bachelor's Degree receive at least 600 contact hours of supervised practicum experience in the program. Additional training and supervised field experience are provided through the one-year internship placement.

## Curriculum Sequence

Because the focus of the program is the preparation of doctoral level students, students should be aware that the doctoral degree is not viewed as a "coursework" program; that is, completion of a specified number of course hours will not automatically lead to the degree. Rather, coursework is planned to provide a background of training and knowledge that will enable a student to meet competency standards expected of the scientist-practitioner in psychology. During early planning/advisement periods, students prepare not only to meet University requirements but also to meet professional standards adopted by the psychology profession. During the first semester of doctoral study, a course planning sheet based on the program curriculum sequence is shared with the student. Modifications in the student's coursework are made when deemed necessary by the Director of Training and/or by recommendation of the School Psychology Faculty Committee. Such changes are sometimes recommended following the qualifying examination or when a student's evaluation reflects the need for additional training.

The curriculum sequence for students entering at the baccalaureate level with no deficiencies is illustrated below. The School Psychology Program is designed to take 4 years of on-campus study plus the internship year for students entering at the baccalaureate level with no deficiencies. The fourth year of training focuses on dissertation research and provides some opportunity to develop a subspecialty emphasis through guided electives. The fifth year of training for doctoral students focuses on a one-year supervised internship experience. The specific course sequence for students entering with deficiencies and students entering with prior graduate study may vary from the sequence presented. In all cases, however, despite whatever advanced degree a student may hold (i.e., M.S., M.A., Specialist), students must remain on campus for a **minimum of three years** for coursework, practicum, and research involvement.

# School Psychology Curriculum

## First Year

Fall Semester Year: \_\_\_\_\_

PSY 642 Psychoed Assmt (3)  
PSY 662 Quant Meth I (3)  
PSY 671 Sem in Sch Psy (3)  
PSY 693 Research in Sch Psy I (1)  
PSY 771 Pract in Sch Psy (3)

Spring Semester Year: \_\_\_\_\_

PSY 771 Pract in Sch Psy (3)  
PSY 663 Quant Meth II (3)  
PSY 661 Research Eval (3)  
PSY 772 Applied Beh Anal (3)  
PSY 693 Research in Sch Psy II (1)

Summer Semester Year: \_\_\_\_\_

PSY 607 Ethics/Prof Issues (3)  
PSY 621 Learning (3)  
PSY 771 Pract in Sch Psy (3)  
PSY 691 Res in Sch Psy (3)

## Second Year

Fall Semester Year: \_\_\_\_\_

PSY 613 Cult. Bases (3)  
PSY 624 Adv. Beh. Neurosci (3)  
PSY 771 Pract in Sch Psy (3)  
PSY 773 Adv Beh Interv (3)  
PSY 793 Research in Sch Psy (1)

Spring Semester Year: \_\_\_\_\_

PSY 698 Thesis (3)  
PSY 771 Pract in Sch Psy (3)  
PSY 679 Developmental (3)  
PSY 698 Thesis (3)  
PSY 793 Research Sch Psy (1)

Summer Semester Year: \_\_\_\_\_

PSY 691 Res in Psy (3)  
PSY 643 Psychoed Assmt II (3)  
Elective (3)  
Elective (3)

## Third Year

Fall Semester Year: \_\_\_\_\_

PSY 635 Personality (3)  
PSY 793 Res Sch Psy (1)  
PSY 771 Pract in Sch Psy (3)  
PSY 777 Child Beh Dis (3)  
Elective (3)

Spring Semester Year: \_\_\_\_\_

PSY 774 Consultation (3)  
PSY 771 Pract in Sch Psy (3)  
PSY 793 Res Sch Psy (1)  
PSY 750 Adv Social (3)  
Elective (3)

Summer Semester Year: \_\_\_\_\_

PSY 775 Interven Spec Pop (3)  
Elective (3)  
PSY 898 Dissertation (6)

## Fourth Year

Fall Semester Year: \_\_\_\_\_

PSY 791 Res in Psy (3)  
PSY 771 Pract in Sch Psy (3)  
PSY 722 Cognitive (3)  
PSY 793 Res Sch Psy (1)  
Elective (3)

Spring Semester Year: \_\_\_\_\_

PSY 771 Pract in Sch Psy (3)  
PSY 898 Dissertation (3)  
PSY 791 Res in Psy (3)  
PSY 793 Res Sch Psy (1)  
PSY 718 Hist & Sys (3)

Summer Semester Year: \_\_\_\_\_

Elective (3)  
Elective (3)  
Elective (3)  
Elective (3)

## Fifth Year

Fall and Spring Semesters\*\*

\_\_\_\_\_ PSY 880 (1 hr) (Fall)  
\_\_\_\_\_ PSY 880 (1 hr) (Spring)  
\_\_\_\_\_ PSY 880 (1 hr) (Summer)

**\*\* Although 2 hours (two semesters – 1500 clock hours) are required, students may elect to complete an additional hour of PSY 880 during the summer session (to total 2000 clock hours) for licensure purposes.**

\* For students exiting the program prior to completion of the Ph.D. and who wish endorsement by the program for certification as a nondoctoral school psychologist, the internship is normally during third year.

\*\* Although 8 hours (two semesters – 1500 clock hours) are required, students may elect to complete an additional four hours of PSY 880 during the summer session (to total 2000 clock hours) for licensure purposes).

# Program Requirements

## Ph.D. Degree

The primary requirements for the Ph.D. program include:

1. Completion of 150 semester hours consisting of the five-year curriculum, including a one-year (10 months/1500 clock hours) internship. Students entering with prior graduate work will be credited with those training elements in which the student is judged proficient.\*\*
2. Completion of the M.A. degree requirements unless accomplished during previous graduate study.
3. Completion and successful defense of a thesis, which also satisfies the Master's Comprehensive requirement. Students entering the program with previous graduate work, but no empirical thesis, must complete a supervised research project to satisfy this requirement.
4. Satisfactory performance on the doctoral comprehensive examination. The doctoral comprehensive examination currently consists of a set of questions prepared by the student's doctoral committee.
5. Completion and successful defense of a dissertation.

\*\*Proficiency will be determined by the School Psychology Training Faculty and/or the course instructor designated by the School Psychology Training Faculty. Proficiency may be determined in a number of ways, including but not limited to review of course syllabi, examination, and/or demonstration of mastery for a specific skill. Students are advised that PSY 661 (Quant I) and PSY 642 (Psychoeducational Assess I) are two courses that will always require demonstration of proficiency before waiver of course credit; however, this policy may apply to other courses as well.

## Student Characteristics

Typically, approximately 25 to 30 applications for graduate study in School Psychology at USM are received each year and five to seven students are admitted. Typically, the incoming class has slightly more students at the baccalaureate level, with a couple of students with master's degrees. There are currently 24 students (20 females, 4 males) on campus in the Ph.D. program and another 2 students on internship. While many of our students are from the immediate region (Mississippi & Louisiana), over half of our students are from diverse geographic regions and states such as Georgia, Michigan, Minnesota, Nebraska, New Jersey, South Carolina, Florida, as well as India and Germany. Although there is considerable variability within cohorts, the average total GRE score (Verbal + Quantitative) over the past 7 years for incoming students has ranged from 1005 to 1161. Attrition for the School Psychology program has been about two students per academic year over the past several years. Each year approximately 80 to 90% of our on-campus students in the School Psychology Program participate in presentations at state, regional, and/or national conventions. Many of our students also pursue publications with faculty and/or fellow students.

## Internship

A one-year (10 months/1500 clock hours) internship in school psychology (PSY 880) is required and is taken upon completion of all other program requirements (except the dissertation). For licensure purposes, however, it is strongly recommended that students complete a full-year (12 month/2000 clock hours) internship. Students must secure internships (with the program's assistance and facilitation) with facilities/districts that have an organized internship program. Internships must be approved by the faculty member responsible for coordinating/directing internships within the School Psychology Program. Only internship placements consistent with program objectives receive approval. Selection of internship must conform to NASP standards and be consistent with those guidelines set for by the Council of Directors of School Psychology Programs (CDSPP) and/or APPIC. Internships usually require students to move to a distant location for one year of intensely supervised experience (there are currently no organized internship programs in the Hattiesburg area). Students are expected to have completed or made substantial progress toward completing their dissertation prior to beginning their internship so that they may devote their full attention to this important professional component of their training program.

Students must complete 600 hours of supervised experience in a school setting during the internship. Those students who enter the program with a Master's Degree may satisfy this requirement through a previous internship that included such supervised school-based experience with supervision, or with prior work experience in a school setting under supervision.

Normally, early in the fall semester of each year, the faculty director/coordinator of internships meets with all students who will be applying for internships for the following year to acquaint them with the procedures for applying, identification of potential sites, and review of applicable guidelines (e.g., NASP, CDSPP). It remains, however, the responsibility of the individual student to secure her/his own internship. Many sites have application deadlines as early as late November, December, and January. Thus, it is important for students planning to secure an internship for the following year to begin planning early during the fall. Our students have been highly successful in obtaining APA accredited internship placements. Below is a sampling of internship placements that our students have secured over the past several years:

John's Hopkins - Kennedy Krieger Institute  
Munroe-Meyer Institute for Genetics and Rehabilitation (Nebraska Internship Consortium) - Omaha, NE  
The May Institute, Boston, MA  
Marcus Center, Atlanta - John's Hopkins - Kennedy Krieger Institute  
Beatrice Developmental Center (Nebraska Internship Consortium) – Omaha, NE  
Boys' Town (Nebraska Internship Consortium) - Omaha, NE  
The Devereux Foundation - Devon, PA  
Dallas Independent School District  
University of Tennessee Consortium - Memphis  
Medical Coll. of Toledo (Northwest Ohio Consortium)  
Children's Primary Hospital - Salt Lake City, UT  
Louisiana School Psychology Internship Consortium (LAS\*PIC) - New Orleans  
Child Development Center - Mississippi Med. Center  
Methodist Richard Young Hospital (Nebraska Internship Consortium)- Omaha, NE  
Houston Independent School District  
Humble Independent School District - Texas  
Cypress Fairbanks School District - Texas  
Children's Mercy Hospital - Kansas City

### **Student Aid and Services**

The majority of students requesting aid receive some support through the graduate work-study program, graduate assistantships, and research grants. Departmental stipends are currently \$7200 for both Assistantship and Work Study appointments. Stipends are for 9 months and include waiver of all tuition, including the summer semester. There are often a number of outside assistantships available in school districts and other applied settings for more advanced program students, and program faculty select students for such opportunities on the basis of student skills, professional maturity, and performance in the program. These outside assistantships also typically include waiver of all tuition and frequently provide considerably higher stipends (e.g., \$9,000 to \$15,000). During the 2009-2010 school year, 12 students (2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year) will be funded on such outside assistantships.

The Department provides careful academic advisement for all students and counseling services are available through the University Counseling Center. Graduate students are provided access to a variety of computer services at no charge. Limited on-campus housing is available for married students, and the Hattiesburg area offers a wide selection of off-campus housing. Additional information about student aid and services may be found on the University Website (<http://www.usm.edu/currentstudents/student-services/>)

### **The University and Community**

USM is one of three major comprehensive universities, along with the University of Mississippi and Mississippi State University, supported by the State of Mississippi. As a Carnegie Doctoral Research Extensive institution, the Southern Miss Office of Graduate Studies offers nearly 75 different master's, specialist's, and doctoral degree programs through the colleges of arts and letters, business, education and psychology, health, and science and technology. USM is one of the few universities nationwide, and certainly the Department of Psychology is one of the very few, if any departments nationwide, with three APA-accredited programs (Clinical, Counseling, and School Psychology). The strength of three APA approved programs help to ensure that psychology will continue to develop and prosper at USM.

USM is located in the populous and developing southeastern section of the state, approximately 100 miles from the capital of Jackson, the Gulf Coast, Mobile, and New Orleans. Surrounded by gently rolling hills in Mississippi pine forests, Hattiesburg serves a regional population of over 200,000 and is a center for commercial, legal, medical, and recreational activities. Hattiesburg is noted for its extensive medical and educational facilities and resources. Although the city is moderate in size, it contains two large general hospitals, a free-standing hospital with inpatient and outpatient psychiatric and alcohol/drug units, a community mental health complex, two institutions of higher learning, and a vocational-technical complex which is a branch of a regional junior college.

Among the assortment of campus activities available to interested students and community members are concerts, lectures, movies, plays, jogging, intramural sports, tennis, swimming, handball, and racquetball. The Payne Center, available to faculty, staff, students, and alumni, houses racquetball courts, indoor jogging track, exercise equipment, indoor pool, locker facilities, etc. There are also numerous hunting and fishing areas that are easily accessible. The mild climate lends itself to year-round outdoor activities. The climate in Hattiesburg is typical of that found throughout the "Sun Belt": mild winters, delightfully warm spring and fall seasons, and hot, sunny summers. The sky is blue and sunny most of the year.

University Library resources and services are provided through the library's extensive website and at facilities located in Hattiesburg and the Gulf Coast. University Libraries' collections include approximately 1.6 million book and periodical volumes, 5 million microform units, 34,000 audio visual items, and 6000 print journal subscriptions. Additionally, the library provides online access to over 27,000 electronic journals, 20,000 electronic books, and 150 databases. Services and resources provided by University Libraries include classes and workshops in the use of the library, online reference, self-paced online tutorials, Turnitin plagiarism detection software, electronic reserves, and online and physical delivery of library materials for students enrolled in distance education classes. Additionally, Cook Library provides over 150 student use computers, checkout of laptop computers, and access to teacher education materials in the Curriculum Materials Center. Students also have access to the University of Mississippi Medical Center Library in Jackson.

## **The Psychology Department**

The Ph.D. degree program offered through the Department of Psychology at USM is the largest doctoral graduate degree program at the University. The Department offers advanced degrees in four areas: Clinical, Counseling, General Experimental, and School Psychology. The School, Clinical, and Counseling doctoral training programs are fully accredited by the American Psychological Association. The Department is composed of 33 full-time, tenure-track faculty members, five of whom represent core faculty for the School Psychology program. Twenty-three of the departmental faculty are male and 10 are female. The total number of graduate students in residence in the Department averages approximately 130 students each year with approximately 20-25 students per year completing off-campus internships. The Department is housed administratively in the College of Education and Psychology and is located in the Owings-McQuagge Building near the center of the USM campus. The Department currently operates clinic facilities in Clinical, Counseling, and School Psychology (see description of School Psychology Service Center below). Clinics are staffed by doctoral graduate students (under faculty supervision) that serve the university population as well as the surrounding community.

## **School Psychology Service Center**

The School Psychology Service Center (directed by Dr. Joe Olmi) provides an opportunity for school psychology graduate students to work directly with children and their parents, under direct supervision of faculty members. The Center serves multiple functions including research, clinical training, and external funding generation in the forms of grants and external contracts. The Center offers assessment and intervention services for children, adolescents, and young adults who are having learning problems and/or school/home behavioral and emotional problems. The Center also offers consultation services to area schools and Head Start agencies. Graduate students are assigned cases in the School Psychology Service Center as partial fulfillment of their Practicum duties.

## **Research Facilities**

The Department aims to provide adequate research facilities to support faculty and graduate student research. The Department supports a small-animal colony for biopsychology research, and there are two permanent state-of-the-art psychophysiology laboratories: The Psychophysiology Research Laboratory and The Sleep Research Laboratory.

Clinic facilities and local agencies may, at times, be used as research sites, and more general research needs may be accommodated in multi-use sites located in the departmental suite.

### **University Computing Facilities**

Students have access to some of the major statistical software packages (e.g., SPSS) in computer labs (IBM-compatible and Macintosh compatible) located throughout campus. Computers are linked to the Internet, and the Office of Information Technology (iTech) provides accounts for the entire The University of Southern Mississippi community, including graduate students. Students have access to Internet services and personal e-Mail accounts. Wireless access to the University server is available to students for a small charge. Additional information regarding computing services may be found at the iTech website ([www.usm.edu/itech](http://www.usm.edu/itech)). Free email accounts are offered to each student.

### **Psychology Department Faculty**

In addition to the School Psychology faculty listed previously, the Department of Psychology at USM includes the following faculty representing the programs in Clinical, Counseling, and General Experimental psychology. Several other departmental faculty currently hold administrative appointments on campus and are not listed below.

Lin-Miao Agler, Ph.D., Associate Professor, Experimental (Gulf Coast)  
Randy Arnau, Ph.D., Associate Professor and Psychology Clinic Director, Clinical  
Jamie Aten, Ph.D., Assistant Professor, Counseling  
Chris Barry, Ph.D., Assistant Professor, Clinical  
Tammy Barry, Ph.D. Associate Professor, Clinical  
Mitchell E. Berman, Ph.D., Professor, Clinical  
Emily Bullock, Ph.D., Assistant Professor, Counseling  
Eric Dahlen, Ph.D., Associate Professor & Counseling Psych Clinic Director, Counseling  
David Echevarria, Ph.D., Assistant Professor, Experimental  
William C. Goggin, Ph.D., Professor  
Bradley Green, Ph.D., Associate Professor, Clinical  
Tammy Greer, Ph.D., Associate Professor, Experimental  
John R. Harsh, Ph.D., Professor, Experimental  
Alen Hajnal Ph.D., Assistant Professor, Experimental  
Sara Jordan, Ph.D., Associate Professor and Associate Director of Training, Clinical  
Stanley A. Kuczaj, Ph.D., Professor, Experimental  
Michael Madson, Ph.D., Assistant Professor & Counseling Psych Master's Training Director, Counseling  
Jon Mandracchia, Ph.D., Assistant Professor, Counseling  
David Marcus, Ph.D., Professor and Director of Training, Clinical  
Michael Mong, Ph.D., Assistant Professor (Gulf Coast)  
Bonnie C. Nicholson, Ph.D., Associate Professor and Director of Training, Counseling  
Kenji Noguchi, Ph.D., Assistant Professor, Experimental (Gulf Coast)  
Vincent Stretch, Ph.D., Assistant Professor, Experimental (Gulf Coast)  
Jennifer Vonk, Ph.D., Assistant Professor, Experimental (Gulf Coast)  
Sheree Watson, Ph.D., Associate Professor and Director of Training, Experimental  
Andrea L. Wesley, Ph.D., Professor, Experimental  
Virgil Zeigler-Hill, Ph.D., Assistant Professor, Experimental

## Admissions & Qualities Sought in Applicants

New students are normally admitted only in the fall semester. The deadline for receipt of admissions materials is **January 3**, for admission the following fall semester. Applications received by January 3<sup>rd</sup> will receive a full review. Applications received after that date will be considered if openings are still available. A *USM Graduate School Catalog* and an *Application for Admission* can be obtained from the **Office of Graduate Admissions** at the address below.

Because we do not have a terminal master's program, we **do not** admit students who desire a terminal master's degree. Students with bachelor's degrees are admitted with the expectation that they will continue through our Ph.D. program. A master's degree (with thesis) in psychology is required of all School Psychology graduate students. Students entering with a master's degree or higher from another institution must remediate any master's deficiencies (including a research project if the previous master's program did not include a thesis) before proceeding to doctoral study.

Students are admitted to graduate study based on an assessment of the likelihood that they will be able to attain the doctorate and make a contribution to the discipline. We seek to attract a geographically and culturally diverse student body interested in Scientist-Practitioner training. The School Psychology Admissions Committee is particularly interested in receiving applications from qualified students from underrepresented groups. We do not have automatic cut-off scores, but rather look for an overall record that suggests a good fit with the training program and a likelihood of success. Applicants are judged on the basis of prior academic record, GRE scores, letters of recommendation, evidence of creative scholarship, a self-statement of goals and career objectives, and a resume/vita.

Although an undergraduate major in psychology is not required, students should have completed appropriate undergraduate foundation courses in psychology (e.g., statistics, experimental, history and systems). Prospective students should specify School Psychology as their major on the University application form. Applicants need to submit at least two letters of recommendation regardless of their degree objective. In addition to the formal application materials, applicants should submit a personal goals statement discussing reasons for their interest in school psychology, their career goals and objectives, and what they expect to receive from their graduate training. Finally, applicants should submit a resume' addressing the activity in which the applicant has been involved, relevant work experience, certification as a teacher or school psychologist, membership in professional organizations, and prior undergraduate or graduate thesis experience. Applicants are also encouraged to include any other information they think should be considered by the admission committee. Please note below the **two** addresses to which the various specified application materials are to be sent:

|   |  |
|---|--|
| <p><b><u>Please send:</u></b></p> <ul style="list-style-type: none"> <li>• Graduate Admissions Application form</li> <li>• Transcripts of all college/university work</li> <li>• GRE scores</li> </ul>  | <p><b><u>To:</u></b></p> <p><b>The Office of Graduate Admissions<br/>118 College Drive, # 10066<br/>University of Southern Mississippi<br/>Hattiesburg, MS 39406-0066</b></p>  |
| <p><b><u>Please send:</u></b></p> <ul style="list-style-type: none"> <li>• Application Cover Form *</li> <li>• Letters of recommendation (minimum 2)</li> <li>• Personal Goals Statement</li> <li>• Vita or Resume'</li> <li>• any supplementary materials</li> </ul> <p><b>*Appended to brochure and downloadable from website</b></p> | <p><b><u>To:</u></b></p> <p><b>Heather E. Sterling-Turner, Ph.D.<br/>Associate Professor and Director<br/>School Psychology Training Program<br/>Department of Psychology<br/>118 College Drive, #5025<br/>University of Southern Mississippi<br/>Hattiesburg, MS 39406-5025</b></p> |

Further information regarding graduate training in School Psychology at USM may be obtained from the USM Graduate Bulletin, the APA Directory of Graduate Study in Psychology, the NASP Directory of Training Programs in School Psychology, or by contacting the Director of School Psychology Training at USM at the address above. Information and inquiries regarding the program's APA accreditation status (Full Accreditation) may be obtained directly from APA at:

APA Education Directorate  
Program Consultation & Accreditation  
750 First Street NE  
Washington, DC 20002  
Phone: (202)336-5979; Fax: (202)336-5978; [apaaccred@apa.org](mailto:apaaccred@apa.org)

Questions about areas of specialization other than School Psychology should be directed to:

**Joe Olmi, Ph.D.**  
Professor and Interim Chair  
Department of Psychology  
University of Southern Mississippi  
Southern Station, Box 5025  
Hattiesburg, MS 39406-5025

University of Southern Mississippi Home Page: <http://www.usm.edu>

Psychology Department Home Page: <http://www.usm.edu/psy/>

**USM School Psychology Home Page:** <http://www.usm.edu/schoolpsych/>

## Program Disclosure Data

### Median Years to Completion of PhD

| Graduation Year | Students Entering at GI Level | Students Entering at GII Level |
|-----------------|-------------------------------|--------------------------------|
| 2000            | 5.0<br>(n = 1)                | 5.0<br>(n = 2)                 |
| 2001            | 5.0<br>(n = 1)                | 4.5<br>(n = 2)                 |
| 2002            | 5.0<br>(n = 4)                | NA                             |
| 2003            | 10.5<br>(n = 1)               | NA                             |
| 2004            | 5.5<br>(n = 2)                | 5.0<br>(n = 1)                 |
| 2005            | 5.0<br>(n = 5)                | 6.25<br>(n = 2)                |
| 2006            | 5.0<br>(n = 3)                | NA                             |
| 2007            | 5.0<br>(n = 3)                | 4.5<br>(n = 1)                 |
| 2008            | NA                            | 4.5<br>(n = 2)                 |

### Percentage of Students by Graduation Date for Years to Completion

| Years to Program Completion | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|-----------------------------|------|------|------|------|------|------|------|------|------|
| <5 years                    | --   | 33%  | --   | --   | --   | 14%  | --   | 25%  | 100% |
| 5 years                     | 100% | 66%  | 100% | --   | 66%  | 71%  | 100% | 50%  | --   |
| 6 years                     | --   | --   | --   | --   | 33%  | --   | --   | --   | --   |
| 7 years                     | --   | --   | --   | --   | --   | --   | --   | --   | --   |
| >7 years                    | --   | --   | --   | 100% | --   | 14%  | --   | 25%  | --   |

### Internship Data by Internship Application Year

| Year Applied and Number of Students Applying | Percentage Obtaining Internships | Percentage Obtaining Paid Internships | Percentage with APPIC-member Internships | Percentage Obtaining APA/CPA-accredited Internships | Percentage of sites conforming to CDSPP guidelines | Percentage selecting 2-year half-time internships |
|--|----------------------------------|---------------------------------------|--|---|--|---|
| 1999<br>(n = 3)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2000<br>(n = 5)                              | 100%                             | 100%                                  | 100%                                     | 60%   | 100%   | 0%  |
| 2001<br>(n = 2)                              | 50%                              | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2002<br>(n = 2)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2003<br>(n = 6)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2004<br>(n = 3)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2005<br>(n = 3)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2006<br>(n = 2)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |
| 2007<br>(n = 6)                              | 100%                             | 83%                                   | 83%                                      | 83%   | 100%   | 0%  |
| 2008<br>(n = 2)                              | 100%                             | 100%                                  | 100%                                     | 100%  | 100%   | 0%  |

### Program Attrition Data

| Year of enrollment | # Enrolled | # Graduated with doctorate | # Still currently enrolled | # No longer enrolled |
|--------------------|------------|----------------------------|----------------------------|----------------------|
| 2000               | 7          | 6                          | 0                          | 1                    |
| 2001               | 6          | 3                          | 0                          | 3                    |
| 2002               | 6          | 2                          | 0                          | 4                    |
| 2003               | 6          | 2                          | 2                          | 2                    |
| 2004               | 7          | 3                          | 3                          | 1                    |
| 2005               | 8          | --                         | 5                          | 3                    |
| 2006               | 5          | --                         | 5                          | --                   |
| 2007               | 6          | --                         | 6                          | --                   |
| 2008               | 7          | --                         | 7                          | --                   |
| 2009               | 4          | --                         | 4                          | --                   |

### Licensure Outcome Data 1997 -2007

Thirty-six percent\* of USM School Psychology Program Graduates from the last 10 years currently carry or have carried licensure in at least one state. Another 6 alumni are currently in the process of seeking psychology licensure. Of graduates in the last 7 years, 6 graduates report they are Board Certified Behavior Analysts, and 3 reported they are Nationally Certified School Psychologists.

**\*Data not available for 5 of the 36 graduates.**

**Program Costs for 2009-2010 Academic Year**

**Full Time Student**

**Tuition**

In State \$2548.00

Out of State \$6526.00

**Tuition per Credit**

**Hour**

In State **\$284.00**

Out of State **\$726.00**

**Additional Fees** **None**

*Additional information regarding fees and expenses (e.g., binding fees for theses, dissertation; graduation) may be found in the Graduate Bulletin located at <http://www.usm.edu/registrar/publications/>*



# School Psychology

## Program Application Form

**Due January 3<sup>rd</sup>**

Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Current Address: \_\_\_\_\_ Permanent Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_ Email address: \_\_\_\_\_

Please list the names of those individuals who will be submitting letters of recommendation on your behalf (2 required):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### GRE Scores

Please report the following scores from the Graduate Record Examination (alternative scores are not considered; please report the administration with the best set of scores if taken more than once).

Verbal \_ \_\_\_\_\_  
Quantitative \_\_\_\_\_  
Total \_\_\_\_\_

### Undergraduate Academic History

Undergraduate Major: \_\_\_\_\_ Undergraduate GPA: \_\_\_\_\_

Undergraduate Institution: \_\_\_\_\_ Psychology GPA: \_\_\_\_\_

Undergraduate Independent Research Project (Honor's Project) Title (only list if this project was data-driven or N/A): \_\_\_\_\_

*Please attach unofficial copy of undergraduate transcript*

## **Graduate Academic History**

Graduate Degree: \_\_\_\_\_ Total credit hours: \_\_\_\_\_

Graduate Major/ Program: \_\_\_\_\_

Graduate Institution: \_\_\_\_\_ Graduate GPA: \_\_\_\_\_

Graduate Research Project/ Thesis Title (only list if this project was data-driven or N/A):  
 \_\_\_\_\_  
 \_\_\_\_\_

### **Applied practicum/ internship experiences** (please complete *ONLY* for supervised graduate training experiences):

| Course Name & number | Training Site | Supervisor's credentials | Total direct contact hours | Total supervision Hours |
|----------------------|---------------|--------------------------|----------------------------|-------------------------|
|                      |               |                          |                            |                         |
|                      |               |                          |                            |                         |
|                      |               |                          |                            |                         |
|                      |               |                          |                            |                         |

*Please attach unofficial copy of graduate transcript*

## **Personal Statement**

The personal statement is an opportunity for you to showcase your strengths and fit with the program as well as your writing abilities. Statements that address professional goals and fit with the field of school psychology and program at USM are positively received. Statements should be error free, written to a professional audience and be void of excessive personal disclosure. This statement should address the following in narrative fashion:

Detail your professional goals as they relate to becoming a psychologist generally and a school psychologist specifically. Discuss your professional as well as research interests and experience and how you believe the School Psychology program at USM will work to assist you in achieving your goals.

## **Vita/Resume**

Please attach

### Application Checklist

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Submit the following to the Office of Graduate Studies:

The University of Southern Mississippi  
Office of Graduate Studies  
118 College Drive, #10066  
Hattiesburg, MS 39406

- Graduate Application
- Official Undergraduate and Graduate Transcripts
- Official Graduate Record Examination (GRE) Results
- Application Fee

Submit the following to:

The University of Southern Mississippi  
School Psychology Doctoral Program Director  
118 College Drive, #5025  
Hattiesburg, MS 39406-5025

- Supplemental Application
- Unofficial copies of academic transcripts
- Personal Statement
- Curriculum Vita/Resume
- Minimum 2 Letters of Recommendation

Please also indicate that you have completed the FAFSA online: \_\_\_\_\_ (*initial here*)