The University and Community

The University of Southern Mississippi is one of three major universities in the state of Mississippi. The Mississippi Board of Trustees of State Institutions of Higher Learning has assigned USM the “leadership role” in psychology. USM is one of the few universities nationwide with three APA-accredited doctoral programs (Clinical, Counseling, and School Psychology). The designation as the state’s predominant leader in psychology and the strength of three APA-accredited programs help ensure that psychology will continue to develop and prosper at USM.

USM is located in the southeast section of the state, approximately 100 miles from the capital of Jackson, the Gulf Coast, Mobile, and New Orleans. Hattiesburg serves a regional population of more than 100,000 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 that is a branch of a regional community college.

Among the assortment of campus activities available to interested students and community members are athletic events, musical and theatre performances, lectures, and intramural sports. The Payne Center, available to faculty, staff, students, and alumni, houses racquetball courts, indoor jogging track, exercise equipment, indoor pool, and locker facilities. There are also numerous hunting and fishing areas that are easily accessible. The mild climate lends itself to year-round outdoor activities such as jogging, rollerblading, and biking the “Rails to Trails” path that runs through Hattiesburg with an entrance on the campus of USM.

The USM Clinical Psychology doctoral program endorses the university’s central values of encouraging diversity, inclusiveness, and equal opportunities for education and employment. These central values are articulated in USM’s Non-Discrimination Policy and by the Office of Multicultural Programs & Services. Our program and our faculty are committed to promoting diversity within the field of clinical psychology, with respect to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, disability, veteran status, among others. Diverse students (broadly defined) and students with research interests related to diversity in psychological science are strongly encouraged to apply to our program.

For information about our accreditation status, you can contact the Commission on Accreditation of the American Psychological Association, which can also be reached at:
Office of Program Consultation and Accreditation
750 First Street, NE, Washington, DC 20002-4242
Phone: 202-336-5979  TDD/TTY: 202-336-6123
Fax: 202-336-5978  apaaccred@apa.org

http://www.usm.edu/clinical-psychology
AA/EOE/ADAI

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Program Objectives, Philosophy, and Training Model

The clinical psychological doctoral program at USM has been accredited by APA since 1979. Our traditional Boulder Model clinical training program is based on scientist-practitioner training model in which the scientific and professional components of clinical psychology are complementary and fully integrated throughout training. The clinical psychology program maintains a focus on three broad goals: students will (1) have achieved a broad base of knowledge in the field of psychology, (2) be capable of contributing to current knowledge in clinical psychology, and (3) be capable of providing evidence-based clinical services that are consistent with ethical and professional standards. The program has 14 specific training objectives designed to help students meet these broad goals:

1. Students will acquire basic knowledge of the core domains of scientific psychology, including the biological, social, developmental, and cognitive/affective bases of behavior; and the history of psychology.
2. Students will be capable of synthesizing and integrating psychological theory into their research and practice.
3. Students will acquire knowledge of psychological research methods.
4. Students will acquire knowledge of statistics.
5. Students will be able to articulate and defend research questions and results.
6. Students will be knowledgeable and capable of generating an original research study and producing scholarly products.
7. Students will prioritize their training as a scientist and value collaborative research efforts.
8. Students of the program will provide competent practice in diagnosis of psychopathology and theoretical conceptualization of cases.
9. Students of the program will provide competent practice in evidence-based assessments and interpretation of assessment findings in integrative reports.
10. Students of the program will provide competent practice in selection and implementation of evidence-based interventions.
11. Students will develop the skills necessary to provide a range of clinical services.
12. Students of the program will have developed an awareness of issues of cultural diversity and will approach their work with an awareness of and sensitivity to contextual issues, including diversity.
13. Students will have knowledge of and act in accordance with the law, APA ethical codes, and HIPAA in their clinical practice and scholarly work.
14. Students will display professionalism in their relationships with faculty, staff, supervisors, peers, students, and clients.

Program Expectations and Student Benefits

Doctoral study in clinical psychology at USM is designed to be a five-year program, including the off-site clinical internship that is typically completed during the fifth year. Graduate training in clinical psychology is an intensive full-time experience. Students are not admitted for part-time graduate study. Students are typically offered a competitive graduate stipend that includes waiver of in- and out-of-state tuition and half of the cost of graduate student health insurance. Stipends are paid as compensation for teaching or research assistantships, or for community externship placements.

Post-bachelor students are expected to earn a master's degree as part of the program requirements. Promising students who already hold a master’s degree from another institution are also welcome to apply. The clinical program does not admit students who are interested in attaining only a master’s degree.

Profile of USM Clinical Psychology Doctoral Applicants

Commitment to the development of strong clinical research skills is evident throughout student training. Students who are interested only in clinical practice, with little interest or appreciation of the scientist-practitioner model, should not apply.

The selection process includes a review of the student’s credentials, including verbal and quantitative GRE scores, undergraduate academic performance, three letters of recommendation, a self-statement of goals and career objectives, a CV/resume, and a completed application form. We look for an overall record that suggests a good fit to the training program and a likelihood of success. High priority is given to applicants with a clear research match with a specific faculty member. Students selected generally possess highly competitive GRE scores and undergraduate GPAs. See our Web page for disclosure data:

https://www.usm.edu/clinical-psychology (select link for Student Admissions, Outcomes, and Other Data)

Qualified students whose undergraduate major is in a discipline other than psychology are invited to apply. We are particularly interested in receiving applications from students with a strong undergraduate background in the liberal arts and sciences, and in receiving applications from qualified minority students.

Clinical Faculty

Our clinical faculty and their areas of research expertise are:

**Adult Clinical**
Joyce C. Anestis, Ph.D., Florida State University, 2012. Assistant Professor. Externalizing psychopathology, assessment, clinical outcomes.

Michael Anestis, Ph.D., Florida State University, 2011. Nina Bell Suggs Professor of Psychology. Suicide and non-suicidal self-injury. Heavy emphasis on military samples and the role of guns in suicide.

Randolph Arnau, Ph.D., Texas A&M University, 2002. Professor. Personality assessment, psychometrics, positive psychology.

Daniel W. Capron, Ph.D., Florida State University, 2015. Assistant Professor. Anxiety, suicide, PTSD, and substance use comorbidity and risk.

Bradley Green, Ph.D., Texas A&M University, 2003, Professor and Clinic Director. Structure of personality, assessment, major mental illness, taxometrics.

**Child Clinical**

Sara Systsma Jordan, Ph.D., Louisiana State University, 2003, Associate Professor and Director of Clinical Training. Child routines, child behavior problems, parenting, pediatric psychology.

Stephanie Smith, Ph.D., Florida State University, 2012. Assistant Professor. Childhood Neuropsychiatric Disorders, augmenting intervention/prevention efforts for externalizing behaviors, neural mechanisms of change.