



The University of Southern Mississippi

Counseling Psychology

M.S. Program

2018-2019

Student Handbook

Program Training Director:  
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Welcome to the Counseling Psychology Master's Program at the University of Southern Mississippi! You have been selected from among many qualified candidates to embark on a challenging personal and professional training experience. The Counseling Psychology Master's Program is a 60-hour, 2-year, full time graduate program providing training in the knowledge and skills in the practice and science of psychology necessary to become a professional counselor and/or pursue additional graduate study. The M.S. in Counseling Psychology is accredited by the Masters in Psychology and Counseling Accreditation Council ([MPCAC](#)) for the period of April, 2018 through April, 2028.

This handbook is designed to provide you with the policies and procedures you will need to successfully complete the master's program. Please keep a copy of this handbook as a reference during your time as a student here, and use this as a reference after graduation as you pursue licensure, employment and/or additional graduate study. Consider this handbook a contract between faculty and students. It is meant to supplement the policies outlined in the Graduate Bulletin and School of Psychology Graduate Student Handbook specific to your experience in the Counseling Psychology program.

The Counseling Psychology faculty members are glad that from among the many choices available to you, you have made the decision to pursue your graduate career with us. I hope that during your time here you will find that the faculty is committed to making this experience supportive, yet challenging. We have high expectations for your academic and professional performance and will strive to create an environment which caters to growth in both of these areas. Academic and experiential learning are emphasized; discussion is strongly encouraged, as we believe that an active learning environment engages the student and creates a deeper sense of meaning.

Please do not hesitate to contact me if you have questions or concerns, or if you need clarification or additional information about this program. I am happy to help!

Best of luck to you,

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## **The University**

The University of Southern Mississippi is one of three comprehensive universities, along with the University of Mississippi and Mississippi State University, in the state system of higher education. Although the "youngest" of the three major universities (university status granted in 1962), enrollments at Southern Miss have steadily grown to become one of the state's larger institutions with a combined enrollment (Hattiesburg and Gulf Coast campuses) of about 15,000 students. The majority were enrolled on the Hattiesburg campus. The student body is diverse with ethnic minorities constituting almost 30% of the Hattiesburg student body. The University of Southern Mississippi offers over 90 bachelor's degree programs, over 60 master's degree programs, two specialist's degree programs, and 24 doctoral degree programs. The School of Psychology at Southern Miss is one of the very few of its kind nationwide, currently offering three APA-accredited programs (Clinical, Counseling, and School Psychology) along with our Brain & Behavior doctoral program, Counseling Psychology MS program, Applied Behavior Analysis MS program, and undergraduate degrees (BA/BS) in Psychology.

## **The School of Psychology**

The School of Psychology is administratively housed in the College of Education and Human Sciences and is located in Owings-McQuagge Hall, near the center of the Southern Miss campus. The University recently underwent a reorganization that involves some relevant name changes. You may see historic references to the Department of Psychology (rather than School) and College of Education and Psychology (rather than Human Sciences). Along with the undergraduate degree in psychology, the School offers doctoral degrees in four areas: Clinical, Counseling, General Experimental, and School Psychology and has terminal master's programs in Counseling Psychology and Applied Behavior Analysis. The School is composed of approximately 32 full time faculty members. The core faculty members for the Counseling Psychology Program provide primary leadership and direction for the masters program.

The faculty at USM generally has an open-door policy. Much mentoring and learning occurs outside the classroom in other formal as well as informal interactions with faculty. Such opportunities, however, cannot occur if a student only attends required classes and meetings and is rarely on campus— thus we encourage you to communicate with faculty; become involved in student, program, and school activities; and become an active research team member.

## **Community Counseling and Assessment Clinic**

One of three school clinics, the Community Counseling and Assessment Clinic is the primary training site for the practica completed by Master's students in Counseling Psychology. Clientele include university students as well as families and adults from the greater Hattiesburg community. All practicum supervision will be done by Counseling Psychology Program faculty, qualified adjunct instructors, and doctoral supervisory assistants (i.e., advanced doctoral students with training in supervision). Our supervision process is a unique aspect of the program, as it provides direct, hands-on instruction from faculty and peer consultation. Additionally, practica and faculty-developed specialty clinics that revolve around faculty research programs and expertise operate through the Community Counseling and Assessment Clinic. Students can receive specialized training in the specialty clinics' evidence-based interventions and frequently see clients receiving these services. See the clinic website for updated information on specialty clinics.

The clinic is equipped for digital recording of counseling sessions for use in on-going supervision and training.

## **University Library Facilities**

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 print, microform, and audio visual items as well as online access to electronic journals, books, and 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.

Private research carrels are available for assignment to graduate students on a space-available basis and require a rental fee each semester. The Teaching Learning Resource Center contains more than 13,000 audio-visual items and maintains audio-visual resources available for faculty and graduate student use in their research and instruction. Additional information regarding the university libraries and available services for students may be found at [www.lib.usm.edu](http://www.lib.usm.edu).

## **Counseling Psychology Values Statement<sup>1</sup>**

The Counseling Psychology programs at The University of Southern Mississippi subscribe to the values and ethics put forward by the American Psychological Association. As such, students are expected to adhere to the highest professional and ethical standards. Upon admission, students are expected to familiarize themselves with the current American Psychological Association's (APA) Ethical Principles and Code of Conduct and also be familiar with and abide by the various guidelines published by APA ([www.apa.org](http://www.apa.org)) and the Health Information Portability and Accountability Act (HIPAA). Given the nature of our programs and the intimacy that emerges in counseling relationships, all exchanges of personal information will be handled with absolute professional confidence in accordance with the Ethical Standards of the APA.

Further, respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology, as mandated by the American Psychological Association's Ethical Principles and Code of Conduct and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently, there has been a call for those in counseling psychology to actively advocate for social justice and work to prevent further oppression in society.

Academic training programs and internships that employ counselors and counseling psychologists and espouse counseling values (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities; sexual orientations; and physical appearances. Those in counseling psychology believe that training communities are enriched by members' openness to

learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will encompass a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner that is inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology trainers believe that trainee self-disclosure and personal introspection are essential components of graduate training. Thus, trainees are expected to engage in self-reflection and introspection regarding their attitudes, beliefs, opinions, feelings and personal history. Trainees will be encouraged to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a counselor, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

APA says the following about the ethics of requiring self-disclosure in an academic program:

“Psychologists do not require students or supervisees to disclose personal information in course or program-related activities, either orally or in writing, regarding sexual history, history of abuse or neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training faculty has clearly identified this requirement in its admissions and program materials or (2) the information is

necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or other professionally related activities in a competent manner or posing a threat to the students or others” (APA, 2002, 7.04).

Because both (1) and (2) apply to our specialization, we often require appropriate self-disclosure and introspection of our students as they matriculate through the program.

Members of the training community are committed to educating each other about the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of their beliefs, attitudes, and values on their work with all clients. Such training processes are consistent with counseling psychology’s core values, respect for diversity and for values similar and different from one’s own.

<sup>1</sup>This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006.

## **Counseling Psychology Master’s Program**

The Counseling Psychology Master’s Program is a 60-hour, 2-year, full time graduate program providing training in the knowledge and skills in the practice and science of psychology necessary to become a professional counselor and/or pursue additional graduate study. The M.S. in Counseling Psychology is accredited by the Masters in Psychology and Counseling Accreditation Council ([MPCAC](#)) for the period of April, 2018 through April, 2028. Documents critical to progression through the program as well as tips and information about navigating program tasks can be accessed at <https://smtt.sharepoint.com/sites/USMCounselingPsychology>.

### **Mission Statement**

The **mission** of the Counseling Psychology Master’s Program at the University of Southern Mississippi is to provide the knowledge, dispositions, and skills necessary for students to become competent professional counselors and/or seek further graduate study by providing training in the foundations required of proficient consumers of psychological science. As such, we train students to utilize the science of psychology to inform sound diagnostic and evidence-based interventions consistent with the philosophical underpinnings of Counseling Psychology in serving their clients, community, and the profession.

We are committed to the following:

- Comprehensive training that prepares students for practice as licensed professional counselors

- Training scientist-practitioners who will use science to inform practice and practice to inform science
- Preparing counselors for advanced doctoral study in psychology

### **Program Goals and Objectives**

1. **Goal:** Graduates of our program will demonstrate competency in evidence-based treatment and assessment approaches.

**Objective 1:** Knowledge in evidence-based treatment and assessment approaches will be demonstrated.

**Objective 2:** Students will demonstrate skills in evidence-based treatment and assessment approaches through clinically-based evaluation tools.

2. **Goal:** Graduates of our program will demonstrate an appreciation for the impact of diversity on the science and practice of the counseling profession.

**Objective 1:** Knowledge regarding the impact of diversity on the science and practice will be demonstrated.

**Objective 2:** Skills in integrating issues of diversity into science and practice of the counseling profession will be demonstrated.

3. **Goal:** Graduates of our program will demonstrate competency as consumers of psychological science.

**Objective 1:** Knowledge in consuming psychological science will be demonstrated.

**Objective 2:** Students will demonstrate skills in consuming psychological science through research team participation and associated products.

4. **Goal:** Graduates of our program will demonstrate professionalism through identification with the field of counseling psychology and demonstration of competency with professional skills necessary for success as a practitioner or doctoral student to include:

**Objective 1:** A developing professional identification will be demonstrated through engagement in professional development activities.

**Objective 2:** Professional skills, consistent with career goals, will be demonstrated

### **Program of Study**

In the Counseling Psychology Master's program you will receive training in the foundation of psychology and counseling psychology. A total of 60 credits are required for graduation. Credits are distributed as follows.

#### **A. Base of general/theoretical psychology (12 credits)**

1. Biological Bases of behavior (3 credits)

PSY 624 – Behavioral Neuroscience

2. Acquired or Learned Bases of Behavior (3 credits)

PSY 621 – Learning or Elective

3. Social/Cultural/Systemic Bases of Behavior (3 credits)

FAM 655 – Family Systems Or  
PSY 732—Marriage and Family Therapy

4. Individual or Unique Bases of Behavior (3 credits)

PSY 717 – Theory and Practice of Developmental Counseling Or  
PSY 679 – Developmental Psychology

**B. Understanding of Methodology in the discipline (6 credits)**

PSY 659 - Research Design  
REF 761 - Experimental Design<sup>2</sup>

**C. Applied Psychology**

1. Theory, History & Applications of Psychological Principles (12 credits)

PSY 710 - Group Counseling and Psychotherapy  
PSY 713 - Intermediate Counseling Theory<sup>1</sup>  
PSY 714 – Psychology of Vocational Development  
PSY 727 – Counseling Supervision

2. Supervised Experience (9 credits)

PSY 652 - Counseling Psychology Practicum I <sup>3</sup>  
PSY 762 - Counseling Psychology Practicum II<sup>4</sup>  
PSY 796 - Field Internship<sup>7</sup>

3. Ethical & Professional Standards (6 credits)

PSY 607 – Psychology Ethics  
PSY 630 - Introduction to Counseling Psychology

4. Social & Cultural Diversity (3 credits)

PSY 613 - Cultural Bases of Behavior

5. Assessment (6 credits)

PSY 614 - Testing and Individual Analysis<sup>2</sup>  
PSY 712 – Assessment and Diagnosis<sup>5</sup>

**Electives**

Students should choose their electives in consultation with the Training Director and with respect to their individual career objectives. At times, when particular electives are offered, the Training Director assigns students to those important elective courses. Students have 3-9 credits of electives to satisfy, depending on course offerings. Below is a list of some practice and research electives students may choose. You should note that some of these classes have required prerequisites, are offered occasionally, and/or require instructor permission. Additional courses may be approved in consultation with the Training Director. Students select courses such as, but not limited to, the following:

### Applied Electives

PSY 640	Behavioral and Emotional Assessment of Children
PSY 711	Theory and Practice of Consultation
PSY 720	Psychological Interventions with Families and Children
PSY 738	Alcohol and Drug Seminar
PSY 734	Behavioral Interventions with Children*
PSY 740	Objective Personality Assessment*
PSY 742	Adult Psychotherapy*
PSY 777	Psychological Disorders of Childhood*
FAM 610	Marital Therapy
FAM 656	Theories of Marriage and Family Therapy II
FAM 665	Sex Therapy
CHS 530	Human Sexuality
HE 713	Higher Educational Curriculum
SCS 711	Theory & Practice of Consultation
SWK 512	Grief and Mourning

### Research Electives

PSY 698	Masters Thesis (6 credits) – <b>Must be agreed upon with research mentor</b>
PSY 731	Masters Research Project– <b>Must be agreed upon with research mentor</b>
PSY 768	Psychometric Theory*
REF 762	Advanced Regression <sup>2</sup>
REF 792	Structural Equation Modeling <sup>2</sup>
REF 792	Factor Analysis <sup>2</sup>
REF 830	Multivariate Analysis <sup>2</sup>
CISE 809	Grant Writing

\*Requires instructor permission – contact program director.

### **Minimum Requirement for Degree: 60 Semester Hours**

<sup>1</sup> prerequisite:	PSY 630 (or concurrent enrollment)
<sup>2</sup> prerequisite:	REF 602 or an undergraduate statistics course
<sup>3</sup> prerequisites:	PSY 614, PSY 607, 630, PSY 713, and PSY 712.
<sup>4</sup> prerequisites:	PSY 652 & faculty permission
<sup>5</sup> prerequisite:	PSY 614
<sup>7</sup> prerequisite:	successful completion or concurrent enrollment in all required coursework and comprehensive examination & faculty permission

### Additional Notes

1. Course Load: Full-time students are expected to take 12-13 credits of coursework in the Fall and Spring semesters and 6 credits of coursework during the Summer semester. The School

discourages course overloads. Exceptions may be granted but require formal approval from the Training Director and the Graduate School. Requests should be submitted in writing. Graduate assistantship/work-study students who register for hours in excess of their tuition waiver will be required to pay the additional tuition cost.

2. Course Sequencing: Only rare exceptions are granted to the course sequencing described below. Students are expected to maintain full-time status each semester; requests for exceptions to this course sequencing or original course advising (e.g., taking courses out of sequence, taking fewer or more courses than advised, dropping a course) should be submitted in writing to the Training Director and will be reviewed by the program faculty.

3. Course transfer: A maximum of 6 credits of graduate coursework may be transferred toward completion of your Master’s degree. Requests for course transfers are made in writing to the Training Director during or prior to the first semester. Requests should include a copy of the syllabus and bulletin description of the course. You will need to obtain approval from the instructor of record at USM who teaches the comparable class in writing in order for your transfer to be approved. Transfers are only granted when classes are comparable in rigor and content and are up to the discretion of the USM instructor of record and Training Director.

Tentative and Recommended Course Sequencing (*Semesters and times provided are just as examples of common course scheduled times but are not guaranteed.*)

- PSY 691 credits should be registered for under the section of the specific faculty research mentor but do not count toward the degree.

<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Summer 2018</b>
PSY 630 Intro to Counseling Psych. (Wed. 9-11:50; 8 week 1)	PSY 712 Assessment & Diagnosis (T/Th 8-9:15)	PSY 607 Ethics
PSY 614 Testing & Assessment (T/Th: 9:30-10:45)	PSY 714 Vocational/Career Counseling (T/Th 9:30-10:45)	PSY 738 Alcohol & Drug Intervention (Online)
REF 761 Quantitative Analysis I (Tues 6:30-9:15pm)	PSY 717 Developmental Counseling (Tuesday 6:30-9:15pm)	
PSY 713 Counseling Theory (Wed. 9-11:50; 8 week 2)	PSY 659 Research Design (Wednesdays 1-3:45pm)	
PSY 691- 1 credit* Research in Psychology	PSY 691 – 1 credit*	
13 credits total	13 credits total	6 credits total
<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
PSY 613 Multicultural (M 6:30-9:15pm)	PSY 710 Group Psychotherapy (Wed 8-10:45am)	PSY 796 Internship (40-hour/week community experience)
PSY 624 Behavioral Neuroscience (T/Th: 8-9:15am)	FAM 655 Theories of Couples and Families	PSY 727 Supervision (online)
PSY 652 Counseling Practicum I	PSY 762 Counseling Practicum II	
Elective	PSY 621	

	Theories of Learning	
PSY 691 – 1 credit*	PSY 691 – 1 Credit*	
13 credits total	13 credits total	6 Credits total

## Counseling Training

Master's students clinical training begins in the first semester of the program via pre-practicum experiences embedded into courses. In the second year of the program, master's students complete two semesters of hands-on counseling practica via the Community Counseling and Assessment Clinic as well as a community-based internship. Specialized training in evidenced-based approaches is offered throughout the training program. In addition to incorporating these interventions in practica, advanced training through current specialty clinics are also offered. These specialized training experiences exemplify the scientist-practitioner model by incorporating both practice and research into applied experiences for students.

### Required Liability Insurance

Prior to beginning the practicum course sequence, all CPY MS students are required to purchase professional liability insurance available through the APA Trust, <https://trustinsurance.com/Products-Services/Student-Liability>. After purchase, provide policy statement to the Training Director and assure a copy is maintained in your program file.

### Practicum and Internship

- **CPY Practica I & II:** During the first year in the program, students gain the necessary foundation in counseling skills, assessment, and diagnosis. Approval of the faculty and successful completion of PSY 630: Introduction to Counseling Psychology is a prerequisite to beginning the practicum sequence. Beginning in the second year, students begin practicum work through the Community Counseling and Assessment Clinic and under the faculty supervision, maintain an active caseload of clients matched to the students' developmental level. Students also participate in weekly group and individual supervision through enrollment in PSY 652: Counseling Psychology Practicum I (Fall, Year 2) and PSY 762: Counseling Psychology Practicum II (Spring, Year 2). Practicum competencies and the standard Practicum Evaluation Form are used across all sections of practica to assess skills and progress. Students are required to maintain strict adherence to the Community Counseling and Assessment Clinic Manual.

You are encouraged to maintain accurate records of all practicum experiences using Time2Track (paid hours maintenance system) or other detailed spreadsheet. Additional information on practicum hour record keeping will be provided by the Training Director and practicum instructors within the academic year.

1. **Master's Internship:** Internship is recognized as the transitional step between academic training and the world of professional practice. The placement typically occurs after you have completed all course-work for your MS degree program. Your internship experience should provide the opportunity to observe and work closely with full-time staff at the internship site. Your training should be both varied and integrated relative to the objectives that you and your supervisor will jointly establish within your first two weeks of internship training. Following completion of the 2<sup>nd</sup> year of coursework and passing the comprehensive exam, students complete a master's internship at an external site. Additional details and internship requirements are provided by the Internship Coordinator in the academic year prior to your internship experience.

- General Requirements

1. The student has a minimum GPA of 3.0 and has successfully remediated any personal, professional or academic concerns.
2. The student has earned at least a “Satisfactory” rating on all areas of the Annual Evaluation.
3. The student has earned at least “Satisfactory” ratings on the final practica evaluations for both PSY 652: CPY Prac I and PSY 762: CPY Prac II.
4. The student has passed the comprehensive exam.

- Additional requirements: Internship students may not register for any elective classes in addition to internship without permission from the Training Director, Internship Coordinator, and the site supervisor. Given the time commitment involved with internship (40 hours per week), it is rare for such permission to be granted. However, students completing a thesis must register for 3 thesis credits during the internship. There may also be other, required coursework that you must complete during the internship semester (e.g., Supervision course). Students are required to enroll for three hours of academic credit (PSY 796, Field Internship) and complete the minimum clock hours outlined in the PSY 796 syllabus at an approved agency to satisfy their internship requirement. As such, internship may last longer than the traditional summer semester. You are expected to follow the same regulations and policies that are set for employees at the internship site.

The student should bear the responsibility of consulting with the Training Director and Internship Coordinator concerning possible internship placements and training experiences. Detailed information about possible training sites will be made available during the second year of coursework. Some sites require early application and contract development. Additionally, many require a formal application and an in-person interview. Several sites in the area have received formal approval; the process for seeking approval of a new site can be obtained by the Internship Coordinator. Students wishing to develop an internship site should consult the Internship Coordinator by mid-fall semester the year prior to internship.

Mid-semester and final evaluations (Intern Performance Rating Form) will detail the student’s progress on internship. Internship is graded on a “pass/ fail” basis. Minimum criteria for passing grades include final evaluation recommendations and a score of a “3” or better on the final internship evaluation. A not-passing grade may result in dismissal from the program, and at minimum will include a detailed remediation plan and probationary status.

## **Research Training**

In addition to preparing students for licensure as professional counselors, the Counseling Psychology Master’s Program trains counselors to be informed consumers of psychological science. Further, we are dedicated to preparing students for successful admission into psychology doctoral training. As such, students will complete some online (and potentially in-person) research training required by the Graduates School and participate in a research apprenticeship throughout their involvement in the program to gain academic and practical research training.

## **Responsible Conduct in Research (CITI Training)**

**Responsible Conduct in Research (CITI Training)** involves some online and in-person research training opportunities. The Graduate School currently mandates all graduate students to complete portions of available online training. The University of Southern Mississippi is committed to promoting, supporting, and educating relative to the ethical and responsible conduct of research on our campuses. In order to achieve this goal, the Institutional Review Board (IRB) has authorized mandatory education in the RCR. The RCR curriculum is intended to follow the National Institute of Health's (NIH) November 2009 update on its requirement of training in the RCR and the National Science Foundation's (NSF) execution of the America COMPETES Act. The online tutorial and quizzes are organized into modules. Your Training Director and major professor will assist you in being sure you complete the required modules for your research area. More information about RCR training can be found at <http://www.usm.edu/research/responsible-conduct-research-q> . RCR trainings must be completed before the end of the first semester of graduate training (preferably by October advising) and a copy of the certificate should be filed in the student's School file. For directions to access and enroll to the CITI web site and USM's required courses, follow this link: <http://www.usm.edu/research/program-requirements>.

## **Research Apprenticeship**

The research apprenticeship is organized through the program's research team structure and faculty mentors on those teams. Research teams are structured in various ways by program faculty. Some include several students, and others involve just one student and a faculty mentor. Some meet weekly, and others meet only a few times during the semester. Some require a specific number of hours of research time each week, and others focus on the completion of various activities. Each student and faculty member will arrive at an agreement about what participation on the research team will mean. Faculty members are responsible for evaluating student research performance as part of the annual evaluation. Students should expect to commit at least one year but likely both years on a particular faculty member's research team at the discretion of the faculty member.

While most students work on supporting existing research, some seeking additional research experience may elect to participate in more independent research such as a master's project or master's thesis. An independent research project can be engaged with or without course credit. During a student's first year it is determined at the discretion of the faculty research mentor whether an independent project is feasible and appropriate for the student's goals. The thesis is a formal research project that is completed under the direction of a major professor, a committee of faculty members, and requires Graduate School approval. An independent project can also be associated with course credit through PSY 731: Master's Research Project. A Master's Research Project also involves completion of a full research project but typically with the goal of presentation or publication rather than the committee and Graduate School process associated with the thesis. The student and faculty research mentor can determine if the engaged project approved for PSY 731 can justify 3 or 6 hours of course credit during the fall and/or spring of year 2. Students interested in completing an independent project of any nature should discuss this with the Training Director and research mentor during their first few weeks in the program. The decision to engage in independent research is neither guaranteed nor required and is a mutually agreed upon course of action by both the student and faculty member. In other words your faculty mentor has to agree to work with you on an independent research project. Students

who receive permission to conduct an independent research project are expected to produce and submit for a presentation or manuscript publication resulting from the study.

### **Qualtrics for approved data collection**

Qualtrics is an online survey system provided to us for online data collection tasks approved by your research supervisor and IRB. Below is the information for setting up a Qualtrics account.

Qualtrics has set up the campus SSO for our account holders. When a person logs into <https://usmep.qualtrics.com> for the first time, they will need to enter their access code in their account settings in order to be assigned to the correct division. To do this, that person will need to follow these steps:

1. Sign into Qualtrics using their SOAR username and password
2. In the right hand corner, click on their name
3. Select Account Settings
4. Click Upgrade Account
5. Enter the Access Code
6. Click Upgrade Account

Codes for Counseling are:

Students: PSY\_C\_Stu7N5VW

Faculty: PSY\_C\_Fa37505A

## **Evaluation**

Students<sup>2</sup> and trainees in professional psychology programs (at the master's, doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice) and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the

content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning), and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty, by the successful completion of remediation plans, by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology and/or counseling to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

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<sup>2</sup> This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.ccptp.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence>) and approved by the CCTC on March 25, 2004.

Evaluations in the program are ongoing. Regular evaluation of students includes but is not limited to the following.

1. Course grades
2. Assistantship evaluations are completed each semester by the assistantship/ work study supervisors.
3. Practicum evaluations will be completed each semester of practicum and offer a detailed assessment of a students' assessment, diagnostic and counseling skills as well as the student's ability to give and receive feedback and display insight, among other indicators of performance.
4. Annual Evaluations are completed once annually and offered as a summative integration of all evaluation points into a clear description of the student's progress and suggested areas for growth during the coming year.

### **Annual Evaluation**

A student's advancement through his or her academic program from one semester to the next is contingent upon satisfactory progress each semester. Student advancement in the program is intended to ensure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice.

Formal evaluations are conducted by the faculty at least one time per year. In the Spring of each year of resident study, students will be asked to develop and update their annual evaluation materials which provide a summary of progress for the year and establish training goals for the coming year. The faculty consider the evaluation process an important opportunity for integrating feedback, reflecting on progress, and for setting goals for the coming year. Data collected each year will be integrated into the following year's annual evaluation materials, providing a 'big picture' and attention to the developmental aspects of the evaluation process. As

such, students are expected to strongly assert their strengths and present compelling data which demonstrates success in multiple areas. Similarly, using self-reflection and insight, students are encouraged to make use of formative evaluations to assist in the development of goals which are responsive to feedback and attentive to needed areas of improvement.

The Annual Evaluation materials will be maintained in a 3-ring binder with the following sections: (It is the student's responsibility to assure they have gathered all necessary forms, information, and paperwork to create the information required in the Annual Evaluation.)

#### Section 1 – Evaluation Overview

1. A [cover sheet](#) (provided by the Training Director and specific to the MS program)
2. A cover letter which should include the following:
  - a. Strengths and areas for growth within the four broad categories of Coursework, Research, Counseling Skills, and Professionalism.
  - b. Brief statement of career goals (e.g., continued doctoral study, area of practice)
  - c. Goals for the upcoming year which should include detailed and specific timelines when appropriate (e.g., research deadlines).
3. Updated Curriculum Vita to include the following (examples can be provided by the Major Professor or Training Director):
4. Unofficial transcripts (print from SOAR)
5. [Degree plan/Plan of Study](#) (please update annually)

#### Section 2 – Research Competency

This section provide evidence of the research activities indicated on your cover sheet (e.g., copies of article reprints, posters/ papers presented). If your research activities are not well represented through these mechanisms, feel free to insert a typed statement of your research responsibilities, contributions, and accomplishments in this section.

#### Section 3 – Counseling Competencies

- Practicum hours documentation (should be maintained through organized reporting system)
- [Practicum evaluations](#)
- Evaluations from PSY 630 and PSY 714 as applicable

#### Section 4 – Professionalism

- [Assistantship Evaluations](#) as applicable
- [Teaching Evaluations](#) as applicable (from the faculty supervisor and the students)
- Any other evidence of professional behavior (e.g., professional activity documentation; thank you notes from relevant parties)

#### Section 5 – Support Materials

Previous evaluation letters, feedback, remediation plans

Annual Evaluation materials should be organized in a 3-ring binder with tabs for each section as defined above. New material should be organized on top of previously reviewed materials to allow for a developmental overview of the student's progress. The Annual Evaluation materials will be presented to the major professor by the Monday following the University's spring break.

The Major Professor will review the materials and then will present the student's progress to the faculty for formal input during regularly scheduled faculty meetings. Student's progress in each of the four areas of competency (i.e., coursework, research, counseling skills, and professionalism) will be evaluated by the Counseling Psychology Program faculty on the following scale:

- Exceptional/ exceeds expectations
- Satisfactory/ meets expectations
- Unsatisfactory/ does not meet minimal expectations

Any substantive or outcome area which is deemed unsatisfactory will include a remediation plan developed by the faculty which details specific areas for improvement and the student will be placed on probation (see Probation policy detailed elsewhere in this handbook). Additionally, even areas which may be deemed Satisfactory might be accompanied by constructive feedback, suggestions for improvement and other evaluative comments which are meant to aid in facilitating the student's growth in that area.

The student will receive written feedback from the Training Director and major professor which will detail the student's progress in each area, and provide for an integrated assessment of the year's performance. The student will sign the written feedback, indicating receipt of the feedback, and a copy placed in the student's School file. The student will be offered an opportunity to register a written response and this will also be placed in the file. Any appeal of the annual evaluation is subject to the appeal process as detailed elsewhere in this handbook.

The following details possible criteria to be used in determining the annual evaluation rating in each of the four areas assessed. This list is not meant to be exhaustive however and therefore final judgment of the assessment of progress is left to the discretion of the faculty.

### **Annual Evaluation Rating Criteria**

#### **Coursework**

- Exceptional  
Student has completed coursework in a timely manner with high grades (A or A-)
- Satisfactory  
Student has completed coursework in a timely manner with at least a B+ average
- Unsatisfactory  
Student's grade point average fell below the minimum 3.0  
Student is on academic probation  
Student is not enrolled in coursework during the past semester  
Student has failed to meet criteria of remediation plan  
Concerns of academic integrity

#### **Research**

- Exceptional  
Student has been an active contributor to the Research Team  
Student has exceeded all research milestones  
Student has submitted at least one article for publication  
Student has at least one national/ regional research presentation
- Satisfactory

Student has regularly participated in Research Team activities  
Student has met most research milestones

- Unsatisfactory  
Student has minimal participation and/or no attendance on research team  
Student has failed to make adequate progress on research project(s)  
Student failed the oral defense (thesis)  
Concerns of academic integrity

#### Counseling skills

- Exceptional  
Practicum evaluations note 'exceptional' performance
- Satisfactory  
Practicum evaluations report at least satisfactory performance
- Unsatisfactory  
Unsatisfactory ratings on all or part of practicum evaluation

#### Professionalism

- Exceptional  
Student demonstrates exceptional level of insight and self-awareness; sets appropriate goals  
Interpersonal behaviors have been noted to be exceptional  
Student receives exceptional assistantship evaluations  
Feedback from course instructors is exceptional  
Student receives exceptional teaching evaluations
- Satisfactory  
Student demonstrates some self-awareness; goals seem consistent with feedback  
No interpersonal difficulties have been documented  
Student receives at least satisfactory assistantship evaluations  
Feedback from course instructors is satisfactory  
Student receives at least satisfactory teaching evaluations
- Unsatisfactory  
Interpersonal behavior difficulties have been noted by faculty or other informed parties  
Feedback from instructors is concerning or negative  
Student had an incident of academic dishonesty or unethical behavior  
Student received unsatisfactory assistantship evaluations  
Student received unsatisfactory teaching evaluations

### **Statement on the Evaluation of Non-academic Difficulties**

In addition to maintaining satisfactory academic performance, research productivity, and clinical competence, trainers in professional psychology are also obliged to evaluate interpersonal competencies as they relate to one's professional work. This section describes the ways in which problem behaviors, impairment, incompetence and ethical violations are assessed and evaluated.

In addition to problems identified during the annual evaluation, any faculty member, supervisor, or student may raise an issue at any time. Students who have a concern about a fellow student should first discuss the issue with their own major professor, who will then raise the issue with the rest of the program's faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The program faculty will briefly discuss the potential

problem during the meeting in which it is raised, and if necessary, the major professor and/or Training Director will gather additional data and will report to the program faculty within one week. If the concern appears valid, a formal review will take place as described below.

#### *Review Procedures for Possible Problems*

When a possible impairment or problematic behavior has been identified, the faculty will meet with the student to review the evaluation and to determine whether a problem actually exists. This discussion can take place in the context of the annual review process but may occur at any other time during graduate training. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem represents a more serious impairment rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- The behavior does change as a function of feedback.

- The behavior negatively affects the public image of the agency, the university, or the training site.

After the initial meeting with the student, the faculty will meet to determine whether problematic behavior exists. If the faculty determines that there is a problem, the student will be placed on probation and develop a written plan for remediation or may be dismissed from the program (see Probation and Dismissal sections elsewhere in this handbook).

## Graduate Assistantships

The university offers assistantships for graduate students. Assistantships include a tuition waiver and stipend. Some assistantship tuition waivers are limited to in-state tuition and some stipends and work duties span 9 months and others 12 months. The School of Psychology does not regularly offer and never guarantees assistantship funding for Counseling Psychology MS students. Yet, with the support and direction of the Training Director, MS students can engage in a competitive application process for assistantships across campus. The Training Director distributes assistantship application information the summer prior to starting the program. The Training Director must be informed of any assistantship or on-campus work an MS student acquires including any change in your status as a graduate assistant (e.g., leave the work, switch positions, fired).

## Master's Comprehensive Examination

### Examination Format

The **Masters Comprehensive Portfolio** will serve as the comprehensive examination for students. The masters comprehensive exam is administered with permission of the major professor and the director of training during the spring semester which precedes application to internship (typically Spring, Year 2). The Masters Comprehensive Portfolio replaces the Annual Evaluation during this evaluation period. The Portfolio should include the following components:

#### Section 1 – Overview of Training Experiences

1. Professional Identity and Goals Statement\* (see below for details)
2. Masters Comprehensive Exam Cover Sheet\*
3. Updated Curriculum Vita
4. Degree plan (i.e., Plan of Study with unofficial transcript or DPR)

#### Section 2 – Research Competency

This section provide evidence of the research activities indicated on your cover sheet (e.g., copies of article reprints, posters/ papers presented, research course related products). If your research activities are not well represented through these mechanisms, feel free to insert a typed statement of your research responsibilities, contributions, and accomplishments in this section.

#### Section 3 – Counseling Competencies

- Practicum hours documentation (should be maintained through organized tracking system)
- [Practicum evaluations](#)
- Evaluations from PSY 630 and PSY 714 as applicable

#### Section 4 – Professionalism

- [Assistantship Evaluations](#) as applicable
- [Teaching Evaluations](#) as applicable (from the faculty supervisor and the students)
- Any other evidence of professional behavior (e.g., professional activity documentation; thank you notes from relevant parties)

#### Section 5 – Support Materials

Previous evaluation letters, feedback, remediation plans

*\*Email these items to your major professor by the due date of the Portfolio*

Comprehensive Portfolio materials should be organized in a 3-ring binder with tabs for each section as defined above. It is the student's responsibility to assure they have gathered all necessary forms, information, and paperwork to create the information required in the Portfolio. New material should be organized on top of previously reviewed materials to allow for a developmental overview of the student's progress.

**The Masters Comprehensive Portfolio is due to the major professor by the Monday following Spring Break.**

#### Professional Identity and Goals Statement

The purpose of this statement is to offer students an opportunity to describe their professional development, to articulate their strengths and areas for growth, and to discuss their professional goals post graduation. This narrative statement should be thoughtfully organized and demonstrate evidence of self-awareness, insight, and the ability to show integration across training experiences. Excellent statements will include descriptions of each of the four broad training areas (Research, Coursework, Clinical Skills, and Professionalism) and descriptions of the relative influence each has had on the student's professional goals and identity. Avoid simply summarizing the CV. Rather, consider identifying key experiences in each of these areas as they relate to the developing professional identity and connect to internship and career goals. Statements will be between 2-4 pages, single spaced. References are not necessary. Statements should include the following:

1. Describe your developing professional identity as a counselor, psychologist, or related professional. Discuss how your training experiences in the four broad training domains (Research, Coursework, Clinical Skills, and Professionalism) have contributed to your professional development. The focus of this aspect should be on integration – how has your research training, coursework, clinical experiences, and professional development activities contributed to your professional development. What have you learned about the profession of counseling psychology that you did not know or appreciate before? Be certain you can show integration across these four main areas as connected to your current and developing professional identity however you currently define that identity.
2. Develop a Professional Goals Statement which identifies your strengths and areas for growth and integrates these with feedback from supervisors and from key experiences in each of the four broad training domains (Research, Coursework, Clinical Skills, and Professionalism). A Professional Goals statement must include a statement of anticipated plans after graduation. This statement should show evidence of the student's ability to integrate training in the four broad areas (Research, Coursework, Clinical Skills, and Professionalism) into their own professional development plans.

## Comprehensive Exam Portfolio Rating Criteria

### Professional Identity and Goals Statement

- Exceptional  
Student did an exceptional job articulating training experiences and integrating experiences with professional identity and goals  
Student demonstrated exceptional insight
- Satisfactory  
Student described professional identity and summarized training experiences in four broad domains with evidence of integration of training experiences with professional identity  
Student identified professional goals and articulated integration of training experiences to goals
- Unsatisfactory  
Student did not describe relevant training experiences in all four broad domains  
Student did not describe professional goals  
Student failed to articulate integration of training activities and professional identity

### Coursework

- Exceptional  
Student has completed coursework in a timely manner with high grades (A or A-)
- Satisfactory  
Student has completed coursework in a timely manner with at least a B+ average
- Unsatisfactory  
Student's grade point average fell below the minimum 3.0  
Student is on academic probation  
Student is not enrolled in coursework during the past semester  
Student has failed to meet criteria of remediation plan  
Concerns of academic integrity

### Research

- Exceptional  
Student has been an active contributor to the Research Team  
Student has exceeded all research milestones  
Student has submitted at least one article for publication  
Student has at least one national/ regional research presentation
- Satisfactory  
Student has regularly participated in Research Team activities  
Student has met most research milestones
- Unsatisfactory  
Student has minimal participation and/or no attendance on research team  
Student has failed to make adequate progress on research project(s)  
Student failed the oral defense (thesis)  
Concerns of academic integrity

### Counseling skills

- Exceptional  
Practicum evaluations note 'exceptional' performance
- Satisfactory  
Practicum evaluations report at least satisfactory performance
- Unsatisfactory  
Unsatisfactory ratings on all or part of practicum evaluation

## Professionalism

- Exceptional  
Student demonstrates exceptional level of insight and self-awareness; sets appropriate goals  
Interpersonal behaviors have been noted to be exceptional  
Student receives exceptional assistantship evaluations  
Feedback from course instructors is exceptional  
Student receives exceptional teaching evaluations
- Satisfactory  
Student demonstrates some self-awareness; goals seem consistent with feedback  
No interpersonal difficulties have been documented  
Student receives at least satisfactory assistantship evaluations  
Feedback from course instructors is satisfactory  
Student receives at least satisfactory teaching evaluations
- Unsatisfactory  
Interpersonal behavior difficulties have been noted by faculty or other informed parties  
Feedback from instructors is concerning or negative  
Student had an incident of academic dishonesty or unethical behavior  
Student received unsatisfactory assistantship evaluations  
Student received unsatisfactory teaching evaluations

The Masters Comprehensive Portfolio committee is made up of the tenure-track faculty in the counseling psychology program and chaired by the major professor. Ratings will be decided by the committee. Students will be expected to earn at least Satisfactory ratings in each of the four Comprehensive Portfolio categories (Research, Coursework, Clinical Skills, and Professionalism) as well as regarding the Professional Identity Section. Earning Satisfactory ratings in each of these categories constitutes a “pass”. Unsatisfactory ratings in any category will constitute a “fail” on the comprehensive examination. As consistent with Graduate School policy, students failing a section of the comprehensive examination will be expected to remediate any concerns and are permitted one retake. Failure in on the retake of the failed section of the comprehensive exam is grounds for dismissal from the program.

### Final Disposition of the Comprehensive Examination

There are 3 potential outcomes on the comprehensive examination:

**Pass.** The student achieves satisfactory ratings across all Masters Comprehensive Portfolio categories. The student has passed the Comprehensive Exam and receives feedback on his/her performance. The Director of Training will submit the correct forms to the Graduate School.

**Attempt I Failure.** The student achieves one or more “unsatisfactory” ratings. A remediation plan will be developed which provides the student guidance on the ways he/she may improve his/her score. The student will be required to retake this section at the next administration of the Comprehensive Exam (scheduled during the summer semester). Per Graduate School policy, students are only permitted one retake of the Comprehensive Exam. *In accordance with Graduate School policies, a student who does not pass all sections of the Comprehensive Exam on the second attempt will be dismissed from the program.*

The Director of Training will notify the student of the disposition of their exam. The comprehensive exam must be successfully passed prior to approval to register for the master’s internship (i.e., PSY 796: Field Internship).

## Out-of-State Training Experiences

Due to restrictions which vary from state to state, students seeking to engage in training experiences (e.g., courses, practica, internships or research) in another state should seek to gain the approval of the Director of Training and the University Compliance Officer.

## Selective Retention Policy

### School of Psychology Grade Policy

A grade of “B-” or better is required to be considered “passing” for all required graduate courses.

Graduate students are required to maintain an overall GPA of 3.0. An overall GPA of < 3.0 will result in a review of the student’s status by program faculty and possible graduate assistantship implications. Additionally, as is summarized in the table below, a grade of C (including a C+/-) will result in a letter from the School Director warning of risk for termination. A second C (including a C+/-) or a grade of D at any time will result in a termination review by the program faculty and the student will be placed on probation by the School Director. Students earning three C’s (including C+/-), lower grades (C + D, 2 D’s) or an F will receive a termination letter from the School Director.

Warning	Probation/Termination Review	Termination
1 C	2 C’s	3 C’s
	1 D	C + D
		2 D’s
		F

Programs may have more restrictive grade policies. This policy also does not preclude an emphasis area from requiring a student to retake or remediate **any** course considered essential to their training program. However, retaking a course will not result in the removal of the original grade from a student’s record.

Students placed on probation will be required to have a remediation plan that is developed with and has the approval of their program faculty. The Training Director will provide the School Director with a written report of the remediation plan.

A student receiving a letter of termination on the basis of grades has the right of appeal. The appeal of termination on the basis of grades must begin with the School Director and must be filed **in writing** within seven working days of receipt of the written notification of termination. The School Director will appoint an appeals committee consisting of faculty from each of the graduate studies programs. During the appeals process, the student is discontinued from the program. If the student succeeds in the appeal, the student is then reinstated into the program.

In most cases, termination from the School on the basis of grades will occur at the end of a semester, after grades are assigned. However, the School and individual programs may recommend a student for immediate dismissal (i.e., at any point during a semester) for egregious violations of program, school, university, APA policies/ethical standards, or illegal actions.

**Students are reminded that they have the right to appeal academic decisions. These rights are discussed in the Grievance of Due Process section of this handbook.**

### **Additional Program Grade Policy**

Counseling Psychology program policies require that students earn at least a B- or better **in all required courses**. Additionally the following prerequisites should be noted:

- A minimum of B- must be earned in each of the following prerequisites for PSY 652: PSY 614, PSY 630, PSY 712 and PSY 713
- A minimum of B- must be earned in each of the following prerequisites for PSY 762: PSY 652
- A minimum of a B- must be earned in both PSY 652 and PSY 762 to be approved for PSY 796: Master's Internship (additional evaluation criteria also apply)
- A passing grade is required in PSY 796 to be approved for continued supervised counseling experiences

Students earning a C (including C+/-) or lower in any class will be placed on probation and will be required to repeat the course at the next available offering and will be expected to earn a grade of a B- or better. Failure to achieve this minimal competency may result in dismissal from the program.

### **Probation and Remediation**

A student may be placed on program probation for unsatisfactory academic progress or for unsatisfactory performance in other training domains, including but not limited to graduate assistantship or work-study duties, research-related duties, clinical practical requirements, externship placements, internship placements, and/or professional, academic or ethical violations or behavioral concerns.

Resulting from formal annual evaluation or from informal evaluation, probation is considered in the following circumstances (including but not limited to):

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in counseling practica courses
3. Academic misconduct or dishonesty
4. Criminal conviction of misconduct that affects ability to practice as a counselor and/or psychologist or to be licensed as such
5. Failure to comply with established university or program timetables and requirements, including clinic policies and procedures
6. Unethical practices and/or unprofessional conduct
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare (such as, but not limited to: substance abuse; dual relationships with clients or students/supervisees for whom the student is responsible; passive-aggressive behavior; anti-social behavior; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer, or practicing outside of one's area(s) of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; and dysfunctional emotional reactions that interfere with or jeopardize the well-being of clients, students, faculty, or supervisor).

When a counseling psychology student is placed on probation, the basis for the probation, the term of the probationary period, and the conditions which must be met in order to be removed from probationary status will be specified in writing using the remediation plan. Failure to meet the conditions of the probation will result in dismissal from the program (see below). When a student experiences difficulties in the training program, remediation may include, but is not limited to, (a) reducing the student's course load, (b) approving a request for a leave-of-absence, (c) referring a student for medical treatment or psychological therapy, (d) requiring additional semesters of practicum or other clinical experience beyond the minimum normally required by the program, and (e) providing additional faculty mentoring and encouragement.

A student placed on probation will remain on probation for a minimum of one semester. A student placed on probation for unacceptable grades must successfully remediate the unacceptable grade and meet the requirements of their remediation plan, without incurring any additional complaints or problems, in order for probationary status to be removed. However, removal of probationary status will not prevent termination from the program in the event the student earns a subsequent failing grade (i.e., a grade of C or lower).

A student placed on probation for nonacademic impairment must demonstrate progress in remediation of deficits by the end of the probationary semester in order for the probation to continue or the student to be removed from probation. Otherwise, the student will be considered for dismissal. Removal of probationary status will not prevent dismissal from the program in a subsequent event and/or if subsequent academic deficiencies arise.

A meeting with all available counseling psychology faculty and the student may be held to discuss the concerns and to present the remediation plan. The student should expect to meet regularly with the major professor during the probationary semester to evaluate progress and reassess the remediation plan if necessary. A formal review of the student's progress in achieving the goals of the remediation plan will be conducted by the first 3 weeks of the semester following the probationary semester and a student's status in the program will be reviewed. The student is charged with having met with the Major Professor to review their progress with this remediation plan prior to this meeting and presenting any written comment to their Major Professor at this time. At this point, probation will either be suspended, continued, or the student will be considered for dismissal from the program.

The student has the right to appeal the decision to place the student on probation and/or the terms of the probation following the appeals procedures outlined elsewhere in this handbook.

## **Dismissal Procedures**

Except in the case of automatic dismissal based on violations of the School of Psychology grade policy, the counseling psychology faculty use the procedure described in this section in deciding to dismiss a student from the program. Dismissal can be for academic or non-academic reasons. Dismissal may follow unsuccessful remediation after the probationary semester; however the faculty reserve the right to dismiss students from the program without opportunity for probation if the concerns are sufficiently serious or if the student's academic performance was such that probation is unlikely to be successful. As often as possible, students are *encouraged to resign* from the program rather than being dismissed and advised into more appropriate career paths and programs.

The Training Director will notify the student one week prior to the faculty meeting where dismissal is being considered. The student will be permitted to provide written documentation of any relevant extenuating circumstances which they believe may have inhibited their performance might aid the faculty in making a decision to retain or dismiss a student. The Training Director will meet with the student and provide a written account of the decision as soon as possible following the dismissal meeting. Decisions are subject to the same appeals procedure as documented elsewhere in this handbook.

## Grievance and Due Process

### General Guidelines

Due process ensures that decisions made by the program about students are not arbitrary or personally based. In the area of evaluation, due process necessitates that evaluative procedures are fairly applied to all students, appeal procedures are available to students, and any student may challenge the program's action through identified channels without prejudice.

Students who wish to appeal a decision or seek action on a matter of grievance are usually encouraged to seek clarification and review in consultation with a major advisor, the Training Director or the School Director. *Students are encouraged to consult with the Training Director and/or the Major Professor **before** bringing concerns to the attention of the School Director.*

### Appeal of Grades

Grade appeals are governed by University policy. A description of the formal process may be found at: <https://www.usm.edu/provost/grade-review-bylaws-0>.

### Appeal of Academic Decisions

Decisions pertaining to a student's status or progress in a program are delegated to the program faculty (e.g., admission to a program, permission to apply for a practicum or internship, approval for graduation). The first step in any appeal is to appeal to your program's training committee. Please attend to any program specific policies that may apply to your situation. Please be aware that dissatisfaction with a program decision does not justify engaging in the appeal process.

Should the student be dissatisfied with the decision of the faculty at this stage in the appeal process, they may then appeal to the School Director in writing. The Director will appoint a faculty committee from the School of Psychology to hear the appeal and make recommendations.

If a decision at the school level is unsatisfactory or the complaint or grievance is against the school director, the student may appeal to the Dean of the College of Education and Human Sciences. **Note: Appeals regarding admission to a graduate program are filed with the Dean of the Graduate School.**

If the student chooses to **appeal a dismissal**, the following protocol will be applied. This procedure follows the Grievance and Appeals Procedures included in the Graduate Bulletin and gives the student due process.

1. School Level. The student will submit a signed letter to the director within **fifteen (15)** working days of notification of dismissal from the Dean of the Graduate School or other action that prompts a grievance or appeal. The letter must state the action for which the student is filing an appeal or grievance and explain the basis of the appeal or grievance.

The director will review all pertinent material, interview the student and relevant faculty member(s), and render a decision on the appeal/grievance, normally within ten (10) working days of receipt of the appeal/grievance. The decision of the director will be submitted to the student via certified mail and the student's official USM email account. This correspondence will also be copied to the dean of the Graduate School.

2. Dean of the College Level. If the student chooses to appeal the school-level decision, he/she must submit a written appeal within ten (10) working days of the emailed notification of the school decision to the dean of the college. The dean will review the appeal and render a decision on the appeal, normally within ten (10) working days of receipt of the appeal. The decision of the college dean will be submitted to the student via certified mail and the student's official USM email account. This correspondence will also be copied to the Dean of the Graduate School.
3. Dean of the Graduate School Level. If the student chooses to appeal the academic dean's decision, he/she must submit a written appeal within ten (10) working days of the emailed notification of the academic dean's decision to the dean of the Graduate School. The graduate dean will convene a Graduate School Appeals Committee (made up of faculty who are members of the Graduate Council and one graduate student) which will review all pertinent materials and hold an official hearing on the appeal. Normally, the hearing will be held within ten (10) working days of the receipt of the written appeal as long as the university is in session or within ten (10) working days of the university beginning a session. The student may attend the hearing and a representative of the school may also attend the hearing or respond to the appeal in writing. The Appeals Committee will submit a letter detailing their decision to the dean of the Graduate School. The dean will send the student a letter indicating the Committee's decision via certified mail and the student's official USM email account.
4. Provost Level. If the student chooses to appeal the Graduate School Appeals Committee's decision, he/she must submit a written appeal within ten (10) working days of the emailed notification of the committee's decision to the Provost. The Provost will review all appeal materials and render a decision on the appeal, normally within ten (10) working days of receipt of the appeal. The decision of the Provost will be submitted to the student via certified mail and the student's official USM email account. This correspondence will also be copied to the dean of the Graduate School.
5. President Level. If the student chooses to appeal the Provost's decision, he/she must submit a written appeal within ten (10) working days of the emailed notification of the Provost's decision to the President. The President will review all appeal materials and render a final decision on the appeal, normally within ten (10) working days of receipt of the appeal. The decision of the President will be submitted to the student via certified mail and the student's official USM email account. This correspondence will also be copied to the dean of the Graduate School. The decision of the President is final.

### **University Grievance Policy**

The University Grievance Policy is available in the USM Student Handbook: <https://www.usm.edu/compliance-ethics/student-complaint-resolution> for a description of the process.

### **University Sexual Harassment Policy**

Sexual Harassment policies can be found in the USM Student Handbook at: <https://www.usm.edu/police/sexual-harassment-policy> for a description of the process.

## Educational Leave Policy

A student who experiences unusual personal or health problems of such nature and extent that would prevent timely progress toward degree completion may submit a petition in writing to the Training Director for a specified leave period and/or extension to their program completion deadline. The petition must be filed prior to or concurrent with the initiation of the presenting problem, and documentation must be provided that substantiates the nature and impact of the condition on degree completion. When approved by the training committee, leave is usually granted for up to one academic year. Requests for an extension of a leave of absence must be submitted in writing before the current leave of absence expires. Leave extensions will be granted for no more than one academic year at a time. A student may not have access to university facilities and support during the period of leave. ***It is important to reference the Graduate School's policies on time to completion of a master's degree and continuous enrollment policies.***

## Academic Honesty

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written presentation in which the writer does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of the other scholars as if it were their own work. Plagiarism is a serious offense. *An act of plagiarism may lead to a failing grade on the paper and in the course as well as other sanctions outlined in the University Academic Integrity Policy stated below.* To ensure that students understand the nature of plagiarism, students must complete the tutorial found at <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php> and have the results of the quiz e-mailed to the program director by September 1 of their first year in the program.

### ***University Policy on Academic Integrity***

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others' work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy: <https://www.usm.edu/institutional-policies/policy-acaf-pro-012> Note that repeated acts of academic misconduct will lead to expulsion from the University.

## **Professionalism Policies**

### **Graduate Student Communications**

In an effort to avoid confusion, graduate students need to be cautious about how their title may be misunderstood by the general public. Therefore, graduate students need to correctly label their graduate student status on their CV by clearly identifying themselves as a student, as well as listing their anticipated/ expected graduation date clearly. Examples are available. Additionally, in email signature lines, students should present themselves clearly as a student, regardless of their standing in the program or years of experience. Therefore, acceptable titles include, “Counseling Psychology Graduate Student” or “Counseling Psychology MS Student”. Avoid titles such as “intern” or “extern” as your USM email is rarely, if ever, used to communicate about clinical work. Students may be given setting-specific titles and may use these in communications relevant to that setting only. Any question about this should be directed to the major professor or Director of Training.

### **Social Networking Sites**

Students should be mindful of how the use of social networking sites (e.g., Facebook, Twitter, etc.) may be perceived by clients, colleagues, faculty and other mental health professionals. As such, students should make every effort to minimize material that may be deemed inappropriate for a professional counselor or psychologist. Additionally, students should set all security settings to private and should avoid posting information that may jeopardize their professional images. Students should consider limiting the amount of personal information posted on these sites. Students should never include clients as part of their social networks on these sites, as that is a client-counselor boundary violation. Faculty will provide additional information regarding required privacy settings and appropriate content on social networking and other such mediums as it become necessary throughout your time in the program.

### **Policy on the Use of Laptops and other Electronic Devices in the Classroom**

Student use of laptop computers is permitted in class insofar as they are used for note-taking and in compliance with course syllabi and instructor guidelines. The use of laptops for other purposes (e.g., instant messaging, video chat, playing games, Internet browsing, etc.), except as explicitly authorized by the course instructor, constitutes unprofessional behavior. The use of other electronic devices during class is prohibited. Students misusing laptops or using other electronic devices during class (e.g., texting on cell phones, etc.) may be dismissed from class and may receive other disciplinary consequences at the discretion of the instructor and/or the Counseling Psychology program faculty. Students are reminded that professional behavior constitutes an important domain in faculty evaluation of student performance.

## **Professional Development**

Master's students in Counseling Psychology are encouraged to become active in professional associations, such as the American Psychological Association (APA), the American Psychological Association of Graduate Students (APAGS), the Student Affiliate Group of APA Division 17 (SAG), The American Counseling Association (ACA), The Mississippi Counseling Association (MCA), the Mississippi Psychological Association (MPA) and the Alliance for Professional Counselors (<https://apccounseloralliance.org/>). Participation in these organizations provides an excellent way to connect with other students, professional counselors, and psychologists at the state and national levels. Student membership fees for these organizations are nominal, and most memberships provide one or more publications as a benefit. Information regarding these organizations will be distributed through the Counseling Psychology Student Government (CPSG).

### **Student Organizations**

Students are also encouraged to become members of the Counseling Psychology Student Government (CPSG) for the Counseling Psychology Programs. The CPSG provides a mechanism whereby counseling psychology master's and doctoral students can provide mutual support and develop a consensus around issues that need to be brought to the attention of the Training Director and/or the core faculty. To facilitate this process, the president of the CPSG or a designated representative is invited to attend "open" portions of regularly scheduled faculty meetings. Specifically, functions of the CPSG may include the following:

1. Providing input into matters such as curriculum planning, new faculty selection, and student admissions;
2. Planning social and recreational activities;
3. Providing a safe channel through which complaints and grievances may be processed and addressed on an informal basis (does not preclude use of formal channels identified previously);
4. Providing an opportunity for leadership development in a professional context;
5. Providing a mechanism through which student input may be channeled into program activities such as updating of publications and/or preparation of accreditation reports.

The president or faculty liaison is responsible for promoting open communication between the students and faculty, for voicing student concerns and for offering comment on the development of new policies and procedures or other matters of interest to students. The president/ liaison is encouraged to use this role judiciously and to bring forward concerns that have been formally discussed at regularly scheduled CPSG meetings. Similarly, the faculty will use the president and/or liaison to communicate programmatic issues which pertain to the student body as a whole.

In addition to local organizations, students are encouraged to join the Student Affiliate Group (SAG) of the APA Division 17 and APAGS (student affiliate group of APA) in order to foster identification with national organizations and benefit from the newsletters and journals that come with these memberships.

### **Colloquia and Seminars**

The school, the counseling psychology program, and other school entities, sponsor speakers, colloquia, and seminars throughout the year. All counseling psychology graduate students are strongly encouraged to take advantage of those opportunities for learning and professional development. Attendance at such functions will not only expand students' knowledge of areas outside of counseling psychology but also foster a greater sense of membership in the school. Attendance at such events should be noted on the CV and included as part of the annual evaluation materials.

## **Professional Licensure/ Certification**

The Counseling Psychology Master's Program at the University of Southern Mississippi is designed to be consistent with the requirements leading to achieving Licensed Professional Counselor status in the state of Mississippi. However, you should familiarize yourself with this process early and maintain accurate records of your academic and clinical experiences to facilitate the application process toward licensure in this state or the state where you plan to reside upon graduation. Typically, 2,500 hours of supervised post-masters professional experiences are required for licensure; however, course requirements, clinical experiences and supervision expectations vary from state to state. Again, our program works to maintain training consistent with the licensure requirements in the State of Mississippi. We do not guarantee that we meet the licensure requirements of other states. You will be responsible for verifying that your program of study meets your desired state's licensure requirements.

The Mississippi State Board of Examiners for Licensed Professional Counselors  
419 East Broadway  
Yazoo City, MS 39194  
1-888-860-7001  
<https://www.lpc.ms.gov/secure/index.asp>

One step toward completion of licensure requirements includes successfully completing an exam offered by the National Board for Certified Counselors (NBCC). Most states, including Mississippi, are moving to require the NCMHCE for licensure (previously the NCE was required). The NCMHCE is typically offered twice annually, usually in April and October, to students completing all coursework in preparation for internship. Taking this examination is not a program requirement or coordinated by the program but is strongly encouraged. Please be aware there is a fee for the NCMHCE collected by NBCC. Application and other information will be shared with students in their second year of study as it is shared with the Training Director by NBCC. Successful completion of this examination is an important step toward licensure.

National Board for Certified Counselors  
3 Terrace Way, Suite D  
Greensboro, NC 27403-3660  
(336) 547-0607  
Email: [nbcc@nbcc.org](mailto:nbcc@nbcc.org)  
<http://www.nbcc.org/>

## **Advising**

Advising for the first Fall semester will be handled during an Orientation held prior to the start of the Fall semester (usually the beginning of August). Subsequent advising will be held during midterms each Fall and Spring semester for the follow semester. The Training Director will handle course selection and other such details with the master's students, however you may find your major professor helpful in getting advice on career goals, post-graduate activities and research.

## **Facilities and Services**

### **Graduate Student Workspace**

Space for faculty and graduate students in the School is limited. A few spaces have been designated on the 2<sup>nd</sup> floor of OMH for Counseling Psychology graduate student use. The Counseling Psychology graduate students may use the lounge located on the second floor of Owings-McQuagge next to the Assessment Lab. A microwave and refrigerator are available for your use. A lock box has been placed on the door to increase security; you will receive the combination to the lock box during orientation. The lounge is typically used as a study space for students and for socializing. During master's students practicum training, they will be assigned space in the counseling psychology shared cubical space, also located on the 2<sup>nd</sup> floor of OMH. As such, students are required to make good use of this space by being mindful of their peers, and being frequently present in this space and accessible to faculty, supervisors, and instructors. Computers are provided in the cubes and in the Counseling Psychology Assessment Lab for clinic and research use. Please be mindful of the needs of the clinic when using these computers for research. Private space for meetings with peers, students, and supervisees is available for reserve in the Assessment Lab and Clinic as well. Be sure to check the schedule with the Program Administrative Assistant and sign out any room being used. The cubicle area is meant to be for CPY students' work and research activities, and as such, socializing in this space is discouraged. Because space is at a premium, underused work spaces and cubicles are subject to reassignment following a written warning from the Training Director. Similarly, students who are misusing this space (i.e., frequently loud or social interactions with peers) may also lose access to this space.

### **Assessment Lab**

The Counseling Psychology program maintains an active research lab in OMH 209. With permission from the major professor, students may have access to research tools, computer equipment and meeting space to support their research efforts. See your major professor for these details.

### **Mailboxes**

Each Counseling Psychology Master's student has been assigned a mailbox located in OMH 213. You should plan to check this mailbox on a daily basis, as this space is typically used to relay messages to students. As you begin seeing clients, this mailbox is used to deliver phone messages and other clinic-related information. After-hours access to these mailboxes is available through the Assessment Lab.

### **USM Email accounts**

Free email accounts are offered to each student and are available through USM itech. Please plan to utilize this account, as it facilitates communication between students and faculty. You can set up your USM email account to forward all email to another personal email account at your preference; please see iTech personnel for assistance with establishing this account. The Counseling Psychology Master's students are also required to sign onto the CPY-All listserv. This listserv enables efficient communication between students and is frequently used by faculty to send announcements. All students who are registered members of this listserv can post messages; program faculty also use this forum to notify students of upcoming events. Go to <https://mailman.usm.edu/mailman/listinfo/cpy-all> to sign up.

## **USM Office of Disability Accommodations**

The primary function and mission of the Office for Disability Accommodations (ODA), located at 114 Bond Hall (entrance on the south side), is to provide those services necessary to ensure equal educational opportunity to all students pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you feel you have a disability that qualifies for accommodations under Section 504 or the ADA, please contact ODA, at (601) 266-5024.

### **Personal Counseling Services**

Numerous services are available in the areas of personal, social, and marital counseling and psychotherapy. On-campus services include the University Counseling Center, which is located in Bond Hall East. Off-campus facilities include Pine Belt Mental Healthcare Resources, which is a publicly supported mental health facility, as well as a number of private practitioners in psychology and psychiatry. Personal counseling, while not a requirement of the program, often assists students in conceptualizing the counseling process and gaining insight and provides support for the challenges of graduate school.

### **Health Services**

The USM Student Health Services Clinic provides students, faculty, and staff with general medical services. The clinic is located in Scott Hall (Century Park South). All students registered for credit classes at The University of Southern Mississippi are eligible to use the Student Health Services. Spouses of eligible students, who are not students themselves, and dependent children above the age of 12 may receive health care at Student Health Service on a fee-for-service basis. Students must present their student ID at time of service. Additional information, including information about mandatory student health insurance, may be obtained at <http://www.usm.edu/student-health-services>.

### **Letters of Recommendation**

Students often request letters of recommendation from program faculty for externships, scholarship awards, internship, continued graduate study, and employment. As the disclosure of student educational records is restricted by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), we must have written authorization in order to provide such information. Because it is not always feasible to obtain necessary authorization in a timely manner (e.g., a student on internship out of state lists a faculty member as a reference for a job), this requirement can create a hardship for students. Therefore, we request that all students sign a waiver authorizing program faculty to consult their academic records in writing

recommendation letters or otherwise communicating their impressions as requested by the student. This [Recommendation Waiver](#) may be revised as needed, pending re-authorization by the signatory.

Please be aware that program faculty may disclose student records, without consent, to other school or university personnel with legitimate educational interest (34 CFR § 99.31). In addition, we may solicit and receive information from other parties involved in students' education or professional development (e.g., off-site supervisors, etc.).

# Important University Services & Contact Information

## Financial Aid

- Aleshia Clark: Assistant Director for Counseling and Graduate Studies  
Kennard Washington Hall, 101; 266.4774
- <http://www.usm.edu/financialaid/>

## ID Card

- Photo Services, Thad Cochran Center Lower Level
- 266.4149

## Institutional Research Board

- Jo Ann Johnson, Manager, Human Subjects Protection Review Committee  
International Center, Suite 412; 266.5116  
<https://www.usm.edu/research/institutional-review-board>

## iTech

- Cook Library, 103
- <http://www.usm.edu/itech/>

## Office of Disability Accommodations

- 114 Bond Hall, 266.5024, TTY 266.6837
- <http://www.usm.edu/oda/>

## Graduate School

- Dr. Karen Coats, Dean
- McCain Library, second floor; 266.4369  
<https://www.usm.edu/graduate-school>

## Payne Center & Recreation Services

- Free to all students
- Information, 266.5405  
<https://www.usm.edu/rec-sports>

## Student Health Services

- Moffitt Health Center
- Located in Scott Hall (Century Park South); 266.5390
- <https://www.usm.edu/student-health-services>

## Parking Management

- Located in 164 McLemore Hall; 266.4943
- <http://www.usm.edu/parking/>

## Counseling Psychology Program Faculty

### Counseling Psychology Program Core Faculty

[Ashley B. Batastini](#), Assistant Professor, Licensed Psychologist in MS

- Ph.D. in Counseling Psychology from Texas Tech University
- Typical CPY MS Course Responsibilities: PSY 762 Practicum II
- Research Program: Mental health intervention strategies for offender populations, re-entry programming (e.g., employment) for community released offenders, forensic mental health assessment, and telepsychology for underserved populations.

[Eric R. Dahlen, Ph.D.](#), Associate Professor, Clinic Director, Licensed Psychologist in MS

- Ph.D. in Counseling Psychology from Colorado State University
- Typical CPY MS Course Responsibilities: PSY 712 Assessment & Diagnosis; PSY 710 Group Psychotherapy
- Research Program: Relational aggression and victimization among college students; cyber aggression; normal and dark personality traits (e.g., psychopathy, narcissism, Machiavellianism); dysfunctional anger; clinical traffic psychology (i.e., using dimensions of driver personality to understand unsafe driving behaviors)

[Melanie Leuty, Ph.D.](#), Associate Professor, Licensed Psychologist in MS

- Ph.D. in Counseling Psychology from University of Minnesota
- Typical CPY MS Course Responsibilities: PSY 614 Testing & Assessment; PSY 607 Ethics
- Research Program: Assessment of work values; generational issues in career development; career development of college students and college student success; understanding how fitting with one's job affects mental health and well-being, measure development; efficacy of vocational assessments; career counseling interventions and outcomes

[Michael B. Madson, Ph.D.](#), Professor, Licensed Psychologist in MS

- Ph.D. in Counseling Psychology from Marquette University
- Typical CPY MS Course Responsibilities: PSY 713 Counseling Theory; PSY 659 Research Design; PSY 738 Alcohol & Drug
- Research Program: Brief motivational interventions for substance use, social-cognitive and mental health predictors of harmful and safe substance use, motivational interviewing training and supervision

[Bonnie C. Nicholson, Ph.D.](#), Associate Professor, Director of Training-PhD Program, Licensed Psychologist in MS

- Ph.D. in Counseling Psychology from Marquette University
- Typical CPY MS Course Responsibilities: PSY 630 Intro to Counseling Psychology and PSY 727 Supervision
- Research Program: The Positive Parenting Research Team is involved in investigating parenting and positive factors which are associated with positive outcomes. Current projects involve investigations of helicopter parenting and college students, cultural variations in parenting, and projects related to parental and adult attachment.

[Emily Bullock Yowell, Ph.D.](#), Associate Professor, **Director of Training-MS Program**,  
Licensed Psychologist in MS

- Ph.D. in Counseling Psychology from Florida State University
- Typical CPY MS Course Responsibilities: PSY 714 Vocational; PSY 652 Practicum 1; PSY 796 Internship
- Research Program: Practical application of career development theory and assessments to improve the overall lives of college students, unemployed adults, active military & veterans, offenders, working community members, those dealing with mental illness, and other under-researched or marginalized populations.

Please visit [www.usm.edu/counseling-psychology](http://www.usm.edu/counseling-psychology) to find links to individual research pages.

Information on other School of Psychology faculty can be found at  
<http://www.usm.edu/psychology/faculty>.

# INFORMED CONSENT AGREEMENT

The course content and experiential activities involved in the programs offered by the School of Psychology are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses, and performance. This feedback will come from faculty, supervisors, peers, and clients. You will be expected to receive and react to this feedback in a mature and professional manner.

The expectations of the School's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling or psychology professional. The various techniques or skills courses will require that you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The School of Psychology faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

If in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internships), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations to the School Director.

*I, \_\_\_\_\_ (student name) have read and understand the Counseling Psychology Master's Program Handbook. I agree that the faculty of the School of Psychology has the right and responsibility to monitor my academic and professional ethical behavior.*

*I have read and had opportunity to discuss the Counseling Psychology MS Handbook, and my signature below suggests that I am willing to participate fully in the courses and requirements delineated in the Handbook. I agree to abide by the policies set forth in the Handbook.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please give this completed form to the Training Director. The Training Director will sign the form and turn it into the office where it will be placed in your student folder.

\_\_\_\_\_  
Training Director's Signature

\_\_\_\_\_  
Date