MISSISSIPPI STATE UNIVERSITY™
MERIDIAN
SCHOOL OF HEALTH PROFESSIONS
Health Service Psychology

Combined Health Service Psychology Programs

Graduate Student Handbook

Doctor of Psychology (PsyD)
Master of Science (MS)

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Full-Time Program and Related Faculty and Staff

Health Service Psychology Faculty

McCleon, Tawny Evans, PhD, NCSP (Mississippi State University). Program Director of Combined Health Service Psychology. Tenured Associate Professor. Nationally Certified School Psychologist, AAAA Licensed School Psychologist (Mississippi). Interests include standardized assessment, academic assessment and intervention, crisis intervention and prevention, and issues of diversity.

Henington, Carlen, PhD, NCSP (Texas A&M University – College Station). Tenured Professor. Nationally Certified School Psychologist, AAAA Licensed School Psychologist (Mississippi). Interests include pediatric school psychology; facilitation of school success for students, educational professionals, and school districts; and professional development and advocacy in school psychology for students, faculty, and training programs.

Boucher-Snodgrass, Michelle, PhD, LP (University of Southern Mississippi). Associate Clinical Professor. Licensed Psychologist (Mississippi). Interests include trauma, autism spectrum disorders, attention deficit hyperactivity disorder, anxiety disorders, non-suicidal self-injury, and grief.

School Psychology Faculty

McCullum, Charcelor Channing, EdD (University of Southern Mississippi). Assistant Teaching Professor. Nationally Certified School Psychologist, AAA Licensed School Psychologist (Mississippi). Interests include problem-solving processes, data-based decision making, behavioral and academic intervention design and implementation, social-emotional learning, adult education, consultation, and school psychology leadership.

Counselor Education Faculty

Erby, Adrienne, PhD, LPC, NCC (Mississippi State University). Associate Teaching Professor Licensed Professional Counselor (Ohio). Interests include multicultural competency, resilience, spirituality and sexuality.

Hall, Kimberly, PhD, LPC-S, NCC (Mississippi State University). Tenured Professor, Associate Dean and Division Head. Licensed Professional Counselor. Interests include counselor education, wellness, and personal growth.

Nunnery, Rosanne, PhD, LPC-S (Mississippi State University). Associate Clinical Professor. Licensed Professional Counselor. Interests include borderline and narcissistic personality disorders, grief, tele mental health, ethics, spirituality, and supervision.

Weir, Karla PhD, LPC-S, NCC, NCSC (Mississippi State University). Assistant Teaching Professor. Licensed Professional Counselor. Interests include child and adolescent counseling, behavior management, at-risk youth, advocacy, anxiety disorders, crisis intervention, supervision, group counseling, self-care and professional counseling collaboration.

Windham, Melissa, PhD, LPC-S, NCC, NCSC (Regent University). Associate Clinical Professor and Mental and Behavioral Health Coordinator. Program Coordinator of the Clinical Mental Health and School Counseling Programs. Interests include counseling supervision, counseling leadership, and student wellness.

Division Administration & Support Staff
Lesley Clack, ScD, Dean of School of Health Professions
Chris Newlin, PharmD, Associate Dean of Assessment and Accreditation
Laykin Smith, Health Service Psychology Administrative Assistant I

Campus Support Staff & Administration
Deanna Smith, Associate Dean of Students
Kelli Wallace, EdD Assistant Dean of Students
Breonne Spikes, Police Lieutenant
Candace Adams, Financial Aid, Scholarship & Veteran Counselor
Kaycee Crane, Information Technology Service, User Support Manager
Melanie Thomas, PhD, Librarian & Information Specialist

INTRODUCTION TO THE COMBINED HEALTH SERVICE PSYCHOLOGY PROGRAMS

The faculty in the School of Health Professions Combined Health Service Psychology (CHSP) programs have a comprehensive plan to advance the profession, practice, and science of mental health provision through the practitioner-informed-by-science training model. Students are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of psychology and are prepared to offer a full continuum of empirically supported and innovative services, including prevention, consultation, assessment, and intervention. The programs prepare students to be lifelong learners. The faculty work to develop knowledge and skills so that graduates can be professional leaders in a variety of settings. Thus, students are always viewed as 'works-in-progress' within a developmental approach to skill and knowledge acquisition. Students develop a capstone project that demonstrates their research interpretation and utilization proficiency. Intensive, sequential practica and course-specific tasks are designed to provide students with opportunities for the application and integration of methods of psychological assessment, consultation, and intervention under close supervision. Internship provides the culminating training experience in preparing the candidate as a health service provider. All doctoral students must complete a 12-month 2,000-hour internship during their program. The internship year is typically completed during the fourth year of training. As a doctoral intern, the student must be supervised by a professional holding a doctoral degree in psychology for a minimum of 2 hours per week on an individual basis and an additional 2 hours that may be completed in a group supervision venue. To assist in obtaining licensure as a psychologist, all students are encouraged to seek an APA accredited internship placement. Additional supervised experience may be required for licensure as a psychologist. Candidates should carefully review state licensure and certification laws and rules to ensure adequate preparation for credentialing, including the number of internship hours which must be spent in schools. The awarded doctoral degree within the program is the Doctor of Psychology (PsyD) with a concentration in clinical, counseling, or school psychology. The awarded master's level degree is in Educational Psychology with a concentration in Health Service Psychology (HSP).

CHSP PsyD

The Doctor of Psychology (PsyD) degree program in Combined Health Service Psychology (CHSP) at Mississippi State University - Meridian (MSU-M) campus is intended to meet the needs of those who seek a terminal degree that leads to licensure as a psychologist. Furthermore, this degree program in psychology is an applied clinical doctorate degree that focuses on providing health service training for those who wish to become practicing psychologists. Upon successful completion of the program, students will possess the skills necessary to provide psychological health services to diverse populations in a variety of applied settings (e.g., in-patient and out-patient medical settings, non-profit organizations, government agencies, private companies, educational settings). Students will complete course work in foundational and discipline-specific psychology, problem-solving to address psychological needs of diverse clientele, and application of research design, data collection, and analysis techniques culminating in a capstone project. The curriculum is designed with academic and experiential components to ensure alignment with requirements of the American Psychological Association (APA) Commission on Accreditation (CoA), and the National Association of School Psychologists (NASP) Program Approval Board (school psychology concentration only) and lead to licensure/credentials in the appropriate concentration. Students in the CHSP PsyD program should expect to develop critical thinking and application skills to prepare them to complete a year-long internship as part of their curricular requirements. This internship, completed under supervision of licensed professionals, will allow students to further develop their knowledge and skills in health service psychological provision to address the needs of a variety of individuals. Students in the program select a concentration in clinical, counseling, or school psychology. They may also select courses for emphasis (clinical and counseling), and experience, or an exposure. It is important to note that in some cases the selection may require additional hours beyond the required for the PsyD degree.

CHSP MS

The Master's of Science in Educational Psychology with a Concentration in Health Service Psychology (HSP) degree program at MSU-M campus is intended to meet the needs of those who seek a master's degree that will lead to licensure in many states in the near future. Furthermore, this degree program is an applied clinical degree that focuses on providing students with the skills necessary to provide psychological health services to diverse populations in a variety of applied settings (e.g., in-patient and out-patient medical settings, non-profit organizations, government agencies, private companies, educational settings). Students will show competence in their knowledge of foundational skills in discipline-specific psychology. Students will have the ability to problem-solving treatments to address psychological needs of diverse clientele and will produce a capstone project to showcase these skills. The curriculum is designed with academic and experiential components to ensure alignment with requirements of the APA CoA requirements for master's level training, and lead to licensure/credentials in the appropriate concentration. Students in the CHSP MS program should expect to develop critical thinking and application skills to prepare them to complete an internship as part of their curricular requirements. This internship, completed under supervision of licensed professionals, will allow students to further develop their knowledge and skills in health service psychological provision to address the needs of a variety of individuals. Students in the program select a concentration in clinical or counseling psychology. They may also select courses that will provide them with knowledge as an emphasis, experience, or exposure levels. It is important to note that in some cases the selection may require additional hours beyond the required for the degree.

The students in both the PsyD and MS degree in HSP are encouraged to get to know the Division of Education faculty and their applied and research interests and areas of expertise. Students will be encouraged to work with faculty members to facilitate skill development in several key areas to build a set of competencies appropriate for a variety of settings. The faculty members serve as important role models in the students' development.

MISSION AND PHILOSOPHY OF THE COMBINED HEALTH SERVICE PSYCHOLOGY PROGRAMS

The science and practice of psychology are carefully integrated into our graduate programs at the master's and doctoral levels. As stated previously, he programs adhere to the practitioner-informed-by-science training model where faculty and students are expected to be **(a) engaged in empirically based practice, (b) evaluators of their own empirically based practice, and (c) informed consumers of research that contributes to the field of CHSP**. The faculty also place an emphasis on training psychologists who provide empirically based psychological services to a **diverse population** of individuals using a **data-based decision making and problem-solving process**.

AIMS AND OBJECTIVES OF THE CHSP PROGRAMS

Every CHSP student is expected to meet the program common core and emphasis area knowledge and skill requirements using a **data-based and problem-solving approach** to service provision. Opportunities for students to meet these requirements will occur in the classroom and during practica/internship experiences.

The CHSP faculty work to ensure that students will have curricular experiences, which will enable them to develop and demonstrate knowledge and skills across the following areas: **(a) Professional psychology including professional orientation, assessment, and consultation/interventions; (b) Informed**

consumption of empirical studies; and (c) Professional and psychological foundations. Each of these goals contains specific objectives of the CHSP faculty. Please note that these objectives are closely aligned with the requirements of APA's *Standards of Accreditation*, and with the NASP *Standards for Training and Field Placement Programs in School Psychology*. Students will be evaluated on their knowledge, skills, and application by university faculty and practica/internship supervisors through course examinations, practica and internship evaluations, and annual evaluations completed by faculty with the input of other university faculty.

Through structured coursework and applied experiences, university faculty and supervisors will evaluate students to determine, at a minimum, beginning practitioner level skills within the following competencies and objectives:

I. PROFESSIONAL PSYCHOLOGY [CFPO # 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12; NASP 2.1–2.10; APA required Profession Wide Competencies and Domain Specific Competencies - see APA SoA II-b 1(b ii-ix)].

Through structured coursework, supervised applied experiences, and evaluations completed by university faculty and supervisors, **students will demonstrate competence and, at a minimum, beginning practitioner level skills in provision of psychological services to a diverse population.**

Competencies:

I-A - Assessment. *Students will gain an understanding of standardized, behavioral, and academic assessment techniques appropriate to the field of psychology and as appropriate for their training and degree level.*

1. Students will gain knowledge and skills in the use of standardized psychometric, behavioral, and academic (for school psychology students) assessment techniques including observations, report measures, and interviewing.
2. Students will gain knowledge and skills in the ability to develop, select, administer, score, and interpret assessment instruments with individuals from diverse backgrounds.
3. Students will gain knowledge and skills in using assessment to link assessment procedures to interventions and determine eligibility for a variety of services.
4. Students will gain knowledge and skills in presenting results from the assessment in written and verbal form.

I-B. Consultation, Supervision, and Intervention. *Students will gain an understanding of effective consultation models and empirically based intervention strategies and techniques appropriate to the field of psychology and as appropriate for their training and degree level.*

1. Students will gain knowledge and skills in empirically based consultation (including individual- and system-based consultation), and supervision models for working diverse clientele and professionals from diverse backgrounds.
2. Students will gain knowledge and skills in empirically based behavioral and cognitive individual- and systems-level behavioral interventions for individuals from diverse backgrounds.
3. Students will gain knowledge and skills in empirically based individual- and systems-level academic interventions working with individuals from diverse backgrounds.
4. Students will gain knowledge and skills in empirically based crisis prevention and intervention methods and services at the individual- and systems-level for use at the systemic and individual levels.

II. **RESEARCH AND STATISTICS** [CFPO # 1, 7, 8, 11; NASP 2.1, 2.9; APA required Profession Wide Competencies (see SoA II-b 1(b i)]. Research and Statistics is a basic tenet of graduate school. Thus, **students will build knowledge, skills, and competencies leading to the ability to critically consider current and historical research in psychology and related fields.**

Competencies:
II A. Research. *Students will gain foundational understanding of research methods, statistics, and ethical and legal issues in research as appropriate for their training and degree level.*

1. Students will gain knowledge of group design, traditional research methods, and statistics.
2. Students will gain knowledge and skills in the ability to use single subject research methods to evaluate the effects of different interventions.
3. Students will demonstrate the ability to critically evaluate all aspects of research projects. Students will demonstrate mastery of this knowledge and skills through the successful completion and presentation of an approved capstone project.

III. PROFESSIONAL AND PSYCHOLOGICAL FOUNDATIONS [CFPO # 1-10; NASP 2.1–2.10; APA required Profession Wide Competencies (see SoA II-b 1(b ii-ix)]. Professional and Psychological Foundations embody the basis for all studies related to psychology. Thus, s**tudents will build knowledge, skills, and competencies leading to professional practice of psychology within a diverse society.**

Competencies:
III A. Professional Orientation. *Students will gain an understanding of functioning as a psychologist within a diverse society appropriate to the field of psychology as appropriate for their training and degree level.*

1. Students will gain knowledge of all aspects of functioning as a professional psychologist within a diverse society and develop respect and working knowledge of different cultural practices.
2. Students will gain knowledge of the current and historical roles, organizational structures of a variety of systems, practice, and research.
3. Students will gain knowledge of the ethical codes published by the APA and NASP (for school psychology concentration) as well as the standards, credentialing, legal issues outlined by APA, NASP, and state and federal agencies.
4. Students will obtain and complete approved applied experiences related to the practice of HSP.

Competencies:
III B – Psychological Foundations. *Students will demonstrate an understanding of the literature related to the psychological foundations of psychology including the history and theory of psychology, physiological psychology, social psychology, cognition and learning theories, and multicultural issues related to the provision of psychological services across diverse populations of individuals as appropriate for their training and degree level.*

1. Doctoral students will demonstrate foundational knowledge of the history and progression of role and function changes in psychology. Doctoral students will also gain knowledge of the theories and history and systems of psychology.
2. All students will demonstrate foundational knowledge of the following:
    a. affective aspects of behavior-including topics such as affect, mood, and emotion.
    b. biological aspects of behavior-including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.

c. cognitive aspects of behavior-including topics such as learning, memory, thought processes, and decision-making.
d. developmental aspects of behavior- including transitions, growth, and development across an individual's life.
e. Social aspects of behavior-including topics such as group processes, attributions, discrimination, and attitudes.
f. the impact of culture on behavior and development and develop respect and working knowledge of different cultural practices.

3. Doctoral students will gain advanced knowledge of all of the above foundational knowledge areas with integration of at least two of the areas and how these disciplines relate to the research base and delivery of professional psychological services.

MATRICULATION THROUGH THE CHSP PROGRAMS

Interested applicants are encouraged to visit our website to obtain additional information about the program (e.g., curricular requirements, faculty and staff, training opportunities).

Prerequisite Courses

Students should have the following undergraduate courses before entering the CHSP programs:

1. Psychological basis of behavior (e.g., introductory psychology)
2. Developmental psychology (e.g., human development)
3. Education, learning, or cognition (e.g., theories of learning).

Students who have not met these prerequisite course requirements may enroll in the program and take these undergraduate courses as they progress through their degree program.

Program Admission

Students who have completed a bachelor's degree or a graduate degree in psychology, education, counseling, social work, or other related fields are good candidates for our program. Admission to the HSP programs is based on the objective evaluation of student performance in four important areas which include (a) Cumulative Grade Point Average (GPA) in undergraduate and graduate work, (b) Statement of Purpose for graduate work in psychology, (c) Letters of Recommendation from three sources who can evaluate the student's academic abilities and personal characteristics, and (d) performance during a professional interview with the faculty on campus or virtually.

The priority admission period is February 16th through May 1st each year. To be considered for **priority admission, all required materials must be received by February 15th** for fall admission. Official transcripts must be sent to evaluate coursework and cumulative GPAs for undergraduate and graduate work.

The Office of the Graduate School provides forms for the Statement of Purpose and Letters of Recommendation; however, students are encouraged to attach additional documentation if the space provided on these documents does not allow for an adequate representation of abilities.

Interviews

Following initial screening, selected applicants are invited for an interview with CHSP programs. The interview day is usually in March. During the formal applicant interview, the faculty utilize a standardized set of questions to obtain additional information from the applicant about academic ability, motivation, and goodness of fit for the program. Interviewees are also encouraged to ask important questions regarding the study of CHSP at MSU-M during the interview process as well.

At the completion of the priority admission interviews, recommendations are provided by the core CHSP program faculty to the division graduate coordinator and division head, who then reviews the materials and forwards the recommendations to the Graduate School. Applicants are notified of their admission status through the application portal (typically by May).

Several admission decisions exist which include: (a) full admission, (b) provisional admission, (c) contingent admission, (d) placement on a wait list, (e) suggested application to another program, or (f) rejection. Students who are admitted to the program are required to provide a letter of acceptance or denial to the program Director by April 15.

If there are slots available after the priority admission period, completed applications submitted after February 15th may be considered with interviews provided on a first-come basis until all available slots are filled in the HSP programs.

Contingent and Provisional Admissions
Some students may be admitted to the programs contingently or provisionally. Students may be admitted contingently because they have not completed their degree and the registrar's requirement for final transcript. Students with contingent admission must fulfill the required tasks prior to enrollment in the program. Students may be admitted provisionally because some sections of their application do not meet university and/or program entrance requirements (e.g., low GPA). Students admitted provisionally must obtain a 3.0 or higher on their first 9 hours in the program. Students who do not meet this requirement will be dropped from the program. Students who do meet this requirement will be reconsidered for full admission but must submit letters of recommendation from two of the MSU-M professors who served as instructors in their courses. It is important to note that students admitted provisionally may not be provided with an assistantship until they have been provided with full admission.

Establishment of Residency
Full-time study on the MSU-M campus is required of all graduate students to establish residency and to ensure a high degree of involvement in the program. Full-time study is defined as 9 or more hours during the fall semester and either 9 or more hours during the spring semester or 12 hours during a ten-week summer term. The residency requirement may be satisfied in the following ways:

1. Full-time study for any two consecutive terms (fall semester, spring semester, 10-week summer term).
2. Full-time study for 10-week summer terms two years in a row.

Hybrid Model
The CHSP program is a part of the Mississippi State University-Meridian (MSU-Meridian) Integrated Mental Health Pathways (IMHP) programs which allow students to learn at their own pace while having face-to-face and online sessions with their instructors. We believe that our hybrid model supports a diverse student body by providing a flexible, accessible, and comprehensive learning environment.

The MSU-Meridian IMHP Hybrid Schedule includes a 2-day lecture Series for all courses offered during the full-term fall, spring and summer semesters. Students will be required to attend this face-to-face lecture series requirement. Students will be informed of these days prior to the first day of the semester. Courses that include development of applied skills (i.e., assessment, intervention and consultation) and intensive formal supervision (i.e., practicum and internship courses) will include ***extended lecture days***. These courses may meet additional days during the full-term fall, spring and summer semesters. Students will be informed of these days prior to the first day of the semester. Some classes in the course sequence may fall into December and May intersession; however, they will not have a face-to-face component.

Registration
Because prompt registration allows the department and program faculty to plan coursework for the next semester, **students are urged to pre-register as early as possible each term following the first semester on campus**. *If the student fails to register during the pre-registration time period, it is likely that the required courses will be canceled due to enrollment requirements for courses to be held.*

Students should schedule an appointment with their advisor before pre-registration begins. The advisor will release the student to register for courses once this meeting has taken place.

Transfer Credit for Required Courses
Students are highly encouraged to review the university policies regarding transfer credit in the *Bulletin of the Graduate School*. Students will be required to complete the required forms to obtain approval from their advisor, committee, and university.

Transferred credits are defined as those credits earned in graduate work at another university, whether or not used to satisfy the requirements of a previously earned degree. Transfer credit hours from other domestic universities, international universities, or military educational programs may be used to fulfill requirements for graduate degrees at MSU, provided they meet the following criteria:

1. Where appropriate, credit hours were earned in programs fully accredited by the appropriate regional and national accrediting bodies.
2. Credit hours contribute to the current program of graduate study.
3. Credit hours approved for transfer are subject to the time limit of the program at the time of approval. However, once credit hours are approved, they are no longer subject to time limits at the completion of the degree.

Only courses in which grades of B or higher were earned are accepted for transfer. Courses with grades of Pass/Fail or S/U are not eligible for transfer.

CHSP-MS students can transfer up to 1/3 of the required credit hours. At the doctoral level, transfer credit cannot exceed 50% of the coursework requirement. Thesis/Dissertation research credit hours cannot be transferred unless there is a memo of understanding (MOU) in place that governs a particular student's situation.

In all cases, the decision to accept and designate transfer work is rendered by the student's graduate advisor and committee. Once it is determined that the course meets the required criteria, the student must submit a Transfer Approval form containing required signatures and an official transcript to the Graduate School. Transfer courses are denoted using the name that appears on the original transcript and the MSU equivalent or designation of Special Topic (6990/8990) listed as the equivalent MSU course.
Transfer credit cannot be used in combination with shared credit to exceed the 50% policy regarding graded coursework requirements. Transfer credit cannot be used to satisfy provisional admission requirements.

Student Advisement
One of the most important individuals in graduate education is the advisor or major professor. The student's advisor is an advocate and confidant. The advisor recommends and approves the program of study (along with the student's graduate committee), monitors the student's progress, approves course selection, assists the student in navigating decisions for the student's applied project(s), and is pivotal in assisting graduates to progress in their career. The advisor will assist in completion of paperwork and direct requisite activities as the student pursues her/his degree.

As the student becomes more familiar with Department of Health Service Psychology faculty and their applied areas of expertise and research interests, it is appropriate to discuss selection of a major professor (permanent advisor) and director of their required applied project with the assigned advisor. Often the student will elect to continue with the same advisor but not always. The major professor will provide significant guidance to the student in selecting the capstone director (often the permanent advisor) and committee that is intended to facilitate the completion of the capstone project and degree. The capstone committee will consist of three (3) members and **MUST** include the student's major professor and the capstone director, who must be CHSP faculty members. The committee **SHOULD** have one (1) faculty member outside of the CHSP programs. In addition, only full-time may serve as the capstone director. The student should consult each potential committee member to determine if he/she is willing to serve on the committee. After the student has secured agreement from each faculty member to serve on the committee, the student with assistance of the major professor will initiate an Approval of Committee form from the Graduate School.

On rare occasions, adjunct faculty may be asked to serve on capstone projects (e.g., internship supervisor at the student's placement location). On such occasions, the adjunct faculty member **MUST** be approved, and administrative procedures must be followed. Students should discuss the benefits and limitations of adding adjunct faculty members to their committee with their capstone director. Additionally, a faculty member may leave the program in pursuit of other professional interests. On such occasions, the faculty member may request to obtain adjunct status and must follow university guidelines for approval to remain on the committee. However, this would be approved for a one-year period of time and, if the student's capstone project is going to take longer than one year, then the faculty member would require replacement. Faculty members who have left the program may elect not to continue their service on the committee, which would require replacement of their position on the committee.

Time Limit to Complete Degree

Once a student is admitted to the HSP program, the faculty expect consistent effort and progress toward earning the degree in a regular manner, which includes **regular enrollment at MSU-M each semester until studies are completed.** The coursework within the program is designed to progress each semester with courses and experiences building upon the previous semesters. Although the course sequence is only suggested, taking courses outside the recommended sequence may delay program completion due to the rotation of course offerings. Furthermore, by MSU policy, faculty are not permitted to advise, review capstone project drafts, or instruct students who are not enrolled in the university. The student should be knowledgeable of the university's continuous enrollment policy.

A doctoral student must complete the degree program within five (5) years after passing the comprehensive examination. The time limit begins with the semester immediately following that in which the student successfully passed the comprehensive examination. A student may submit a request for a two-year extension of time, using the Request for an Extension Time form, under well-justified, extenuating circumstances. The request must be approved by the major professor, Graduate Coordinator, Department Head (if applicable), and Academic Dean before being submitted to the Dean of the Graduate School. In the rare circumstance that a second request is made for a two-year extension, additional approvals are required, including approval of the Dean of the Graduate School and the Provost. This request must be made using the Request for Additional Extension of Time form. Additional information can be found in the *Bulletin of the Graduate School* at http://catalog.msstate.edu/graduate/.

OTHER REQUIREMENTS

There are other important requirements for the doctoral degree at MSU-M. It is the student's responsibility to know them and complete all requirements prior to applying for graduation. Students will be evaluated on:

Student Progress in Curriculum
Personal & Professional Characteristics
Field Experiences
Comprehensive Exams
Capstone Project

All students in the PsyD program must complete IRB training with a certificate of completion during their first semester of enrollment. This certification must be renewed as appropriate.

Students should also develop a thorough working knowledge of the *MSU Graduate Student Bulletin*.

Although not required, students may benefit from joining several professional organizations including, but not limited to:

- American Psychological Association (APA)
- Mississippi Association for Psychology in the Schools (MAPS)
- Mississippi Psychological Association (MPA)
- Mid-South Education Research Association (MSERA).

PROGRAM OF STUDY

This Student Handbook provides the CHSP curricula for both the Master of Science degree and the Doctoral degree recently approved by the MSU UCCC, Graduate Council, and Provost. However, please note that students are held to the curriculum posted in the Graduate Student Bulletin for the year that a student is accepted in to his or her graduate degree. Therefore, if students wish to use a later set of requirements listed in this Student Handbook, they should submit a formal request to the Graduate School to use the desired approved curriculum listed in that year's *Graduate Bulletin*. Students should consult with the Graduate Coordinator and advisor to submit this request.

All graduate students must follow their program of study that is approved by their advisor and committee members. Until a formal program of study has been approved, the student will have no guarantee that courses taken will be counted as part of the degree program unless the courses follow exactly what is listed in *The Graduate Bulletin* in the year of admission. The Office of Graduate Study uses *The Graduate Bulletin* of the year of admission into the corresponding degree program to determine completion of required courses as indicated on the student's program of study. These requirements may be modified **ONLY** by obtaining approval from the student's advisor, the core HSP faculty, the approved committee members, and division graduate coordinator. In specific situations, the approval of the School of Health Professions Dean is also necessary. It is the student's responsibility to enroll in the courses listed on the program of study. All approved transfer coursework from other universities and changes to the program of study require the completion of appropriate graduate forms located on the Graduate School website.

The graduate records secretary, the student's advisor, and the program director are valuable resources in completing the paperwork to allow documentation of completion of all degree requirements. The records

office personnel and/or student's advisor will review the student's file in consultation with the program director to determine if all paperwork has been completed and will assist in the process of determining that all required documents with required signatures have been completed and are on file with the appropriate offices within the university.

DOCTOR OF PSYCHOLOGY IN COMBINED HEALTH SERVICE PSYCHOLOGY (CHSP-PSYD) PROGRAM

Proposed Curriculum Outline	Hours
Major Required Courses	
COE 8013 – Counseling Skills	3
COE 8073 – Cultural Foundations in Counseling	3
EPY 8113 – History & Systems of Psychology	3
EPY 8723 – Individual Assessment for Educational & Related Settings	3
EPY 8933 – Integrated Psychoeducational Assessment	3
EPY 9443 – Single-Subject Designs in Education	3
HSPY 8253 – Developmental Aspects of Human Behavior	3
HSPY 8503 – Psychometric Methods and Applications in Psychology	3
HSPY 9314 – Sys- & Ind-level Consultation, Supervision, & Mentoring	4
HSPY 6403 – Biological and Affective Basis of Behavior	3
HSPY 8123 – Advanced Developmental Psychopathology	3
HSPY 8133 – Advanced Psychotherapy: Theory & Practice	3
HSPY 8413 – Integrated Foundations of Cognitive/Affective/Social	3
HSPY 9703 – Legal, Ethical, and Professional Issues in Psychology	3
HSPY 8690 – Applied Experiences in Psychology	12
HSPY 9913 – Capstone Seminar in Health Service Psychology	3
HSPY 8620 – Capstone Project in Health Service Psychology	6
HSPY 9730 – Internship in Health Service Psychology	9

Clinical Concentration Courses	
COE 8703 – Principles of Clinical Mental Health	3
HSPY 8143 – Clinical Psychopharmacology across the Life Span	3
COE 8043 – Group Techniques and Procedures	3
Emphasis Area - Child/Family (choose 3 of following)	
PSY 8373 – Child Psychopathology & Treatment of Child Disorders	3
COE 8913 – Counseling Children	3
EPY 8123 – Infant & Toddler Assessment	3

COE 8303 – Family Counseling Theory	3
Emphasis Area - Abuse (choose 3 of following)	
COE 8763 – Counseling Sexually Abused Clients	3
COE 8773 – Counseling the Chemically Dependent Client	3
COE 8783 – Counseling the Chemically Dependent Family	3

Counseling Concentration Courses	
COE 8023 – Counseling Theory	3
COE 8043 – Group Techniques and Procedures	3
COE 8703 – Principles of Mental Health Counseling	3
Emphasis Area - Child/Family (choose 3 of the following)	
PSY 8373 – Child Psychopathology & Treatment of Childhood Disorders	3
COE 8913 – Counseling Children	3
EPY 8123 – Infant & Toddler Assessment	3
COE 8303 – Family Counseling Theory	3
COE 8783 – Counseling the Chemically Dependent Family	3
COE 8183 – Utilizing Art and Art Therapy in Counseling	3
Emphasis Area - Age Span (choose 3 of the following)	
COE 8413 – Per Soc Work Adjustment Counseling	3
COE 8143 – Grief Counseling	3
COE 8813 – Counseling Elderly Clients *OR* PSY 6983 – Psychology of Aging	3
COE 8743 – Counseling LGBTQ: Awareness, Mental Health, & Advocacy	3
COE 8573 – College Counseling	3
COE 8913 – Counseling Children	3
Emphasis Area - Abuse (choose 3 of the following)	
COE 8763 – Counseling Sexually Abused Clients	3
COE 8773 – Counseling the Chemically Dependent Client	3
COE 8783 – Counseling the Chemically Dependent Family	3
Emphasis Area - Work Force (choose 3 of the following)	
COE 6373 – Vocational Assessment of Special Needs Persons	3
COE 8203 – Placement and Career Development	3
COE 8383 – Job Placement in Rehabilitation	3
COE 8753 – Stress Management	3
PSY 6523 – Industrial Psychology	3

School Concentration Courses	
EPY 6133 – Data-based Decision Making	3
EPY 8133 – Crisis Prevention & Intervention	3
EPY 8703 – Introduction to School Psychology	3
EPY 8493 – Social/Emotional & Behavior Assessment	3
EPY 8773 – Assessment & Intervention for Academic Skills	3
Elective Course (choose 1 of the following)	
EPY 8123 – Infant & Toddler Assessment	3
COE 8183 – Utilizing Art and Art Therapy in Counseling	3
COE 8913 – Counseling Children	3

TOTAL HOURS	**91**

MASTER OF SCIENCE IN EDUCATIONAL PSYCHOLOGY WITH A CONCENTRATION IN HEALTH SERVICE PSYCHOLOGY (CHSP-MS) PROGRAM

Proposed Curriculum Outline	Hours
Required Courses	
EPY 8263 – Psychological Testing in Educational and Related Settings	3
EPY 8273 – Individual Assessment in Educational and Related Settings	3
EPY 8933 – Integrated Psychoeducational Assessment	3
EPY 9443 – Single Subjects Research Design	3
HSPY 9703 – Legal, Ethics, and Professional Issues in Psychology	3
COE 8023 – Counseling Theory	3
COE 8073 – Cultural Foundations in Counseling	3
PSY 8383 – Behavior Therapy	3
HSPY 9314 – Sys- & Ind-level Consultation, Supervision, & Mentoring	4
HSPY 8620 – Capstone Project in Health Service Psychology	3
HSPY 9913 – Capstone Seminar in Health Service Psychology	3
HSPY 9730 - Internship in Health Service Psychology	6
HSPY 8690 – Applied Experiences in Psychology	9
Electives in Clinical or Counseling Psychology (see advisor)	12
TOTAL HOURS	**61**

ASSESSMENT OF STUDENT PROGRESS

The gains each student makes in the program common core areas are a function of the degree the student is pursuing. Students enrolled in the doctoral degree program are expected to be leaders in the field of HSP and have a greater understanding of the issues and mastery of the skills in each of the program common core areas than at the master's level. The knowledge and skills that students have gained will be assessed by faculty in the classroom through (a) course assignments and examinations, (b) practica and internship supervision, (c) the written and/or oral comprehensive exams, and (d) the required capstone process. Students are expected to (a) achieve grades of 'B' or better in program core and related coursework, (b) obtain ratings of 'expected' or above on all areas addressed by student annual evaluations, (c) receive passing scores on all comprehensive and national exams, (d) receive acceptable ratings on practica and internship evaluations, and (e) complete required projects (e.g., practica portfolios, capstone project) to evaluate their skills and competencies in the three areas outlined above.

Additional information regarding expected performance in the curricula and related areas can be found throughout this handbook and in the *CHSP Student Evaluation Handbook*.

Preliminary Competency Examination
Students may be required to take a pre-assessment to determine if their current level of knowledge is appropriate before taking certain doctoral level courses. This assessment will simply allow faculty members to determine if other courses need to be added to the program of study to ensure the student's success in more advanced coursework. This exam may also be required before transferring in particular courses that were not taken in an APA accredited program.

Approved transfer credits that align with the program's DSKs and PCWs courses will be reviewed by the core faculty and the assigned instructor of record (if not a core faculty member). In special circumstances in which the approved transfer course was taken from a non-accredited program, and/or exceeded an 8-year time limit, the student will be required to complete a competency exam in the specified area(s) as approved by their program committee and the graduate coordinator. The student must complete the application by January 15th and take the competency exam(s) by April 12th of the first year of enrollment within the program. If the student is required to take more than three (3) competency exams, then he/she may petition the program director to take the exams across two different sessions within a 6-week period.

Students are expected to achieve a score of 80% or better for each written competency exam area to demonstrate minimum level of achievement (MLA). If the student achieves a score of 79% or below on the written competency exam, then the student will be required to take the course outlined within the program of study. Each student will be given only one opportunity to successfully pass the exam.

Student Expectations
The knowledge and skills that students have gained will be assessed by faculty in the classroom through (a) course assignments and examinations, (b) the written and/or oral comprehensive examination, (c) practica and internship evaluations, (d) annual student evaluations, and (e) the required capstone project.

Students are expected to:

- achieve grades of 'B' or better in program core and related coursework
- receive passing scores on all comprehensive exams (e.g., preliminary exam for masters students, doctoral comprehensive written and/or oral exams) and national examinations (e.g., Praxis II in School Psychology)
- receive acceptable ratings on practica and internship evaluations
- obtain ratings of 'expected' or above on all areas addressed by student annual evaluations

- satisfactorily complete and present the required capstone project (e.g., doctoral students must present at least one refereed presentation at a national or regional professional conference)

Unsatisfactory performance in graduate level coursework is defined as a grade of 'U', 'D', or 'F' in any course and/or more than two grades below a 'B' after admission to the program. Unsatisfactory performance also includes failing the comprehensive examination (written or oral) twice or failing the capstone project defense twice. Any of these or a combination of these failures will result in termination of the student's graduate study in the program.

Students are also evaluated at key transition points within their field-based experiences. In addition to typical evaluations during and at the completion of each semester's enrollment in practica, the student will be formally evaluated by the faculty at the mid-year (end of fall semester) of their final practica in the program for readiness for internship. For PsyD students who do not complete an APA approved internship, a final competency-based evaluation by their supervisor(s) at the completion of internship will determine readiness to enter the field (see *CHSP Student Evaluation Handbook*).

Student Progress Evaluations
During the spring semester, the core psychology faculty meet to discuss and evaluate the progress of each student with special emphasis on each student's performance subsequent to the previous evaluation. Through this mechanism, satisfactory progress is noted, performance exceeding satisfactory progress is commended, and concerns regarding less than satisfactory performance are identified in order to promote remedial efforts. In addition, the evaluation process is intended to ensure that all core program faculty are informed as to the progress of all students in the program. Finally, the student is required to conduct a self-evaluation of their own progress. If a significant deficiency is noted, the student and their advisor will develop a specific written remediation plan to help the student continue to progress through the program.

For more information, see the current CHSP Student Evaluation Handbook. Students will receive ratings across the following four major areas along with ratings in sub-areas under each category.

I. Academic Performance
A. Classroom performance
B. Capstone requirement (if applicable)

II. Clinical and Interpersonal Skills
A. Practitioner performance
B. Professional behavior including the Personal Characteristics Review Form

III. Professional Development
A. Professional progress
B. Independent research

IV. Summary Progress

Personal Characteristics Review Form
In addition to reviewing the student's professional performance, personal characteristics related to his/her professionalism will be evaluated using the *Personal Characteristics Review Form* (PCRF). All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by their grades and/or less than average evaluations by the department faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. For more information, see the *CHSP Student Evaluation Handbook*.

Knowledge Assessment
Through the comprehensive examination process, students will be given an opportunity to demonstrate (a) mastery of best practices in HSP as supported by research and theoretical literature; (b) the ability to apply, analyze, synthesize, and evaluate knowledge gained in relation to problems encountered in HSP; and (c) the ability to present answers in an organized, research based, and grammatically acceptable fashion.

Additional Examinations for Doctoral Students
Doctoral students must complete the written and oral comprehensive examinations. Each of these assessments is described briefly below. Specific information about the examination can be found in the *CHSP Student Evaluation Handbook*.

Written Comprehensive Examination (WCE)
To accommodate the internship application timelines, the WCE will be scheduled one time a year. **AT LEAST 60 DAYS BEFORE THE WCE IS SCHEDULED, the student must be approved to take the WCE by the CHSP Program Director and must apply through the Department Graduate Coordinator to take the WCE.** To be eligible to take the Written Comprehensive Examination, students must:

1. be within six-hours of completing all course work* (exclusive of Internship and capstone project research hours);
2. have the capstone project topic approved (the formal proposal does not need to have been approved); and
3. be enrolled for a minimum of one semester hour of credit during the semester in which the Comprehensive Examination is administered.

*A student enrolled in more than six-hours of course work during the Spring term but who will have completed all course work (excluding capstone project and internship hours) by the end of the Fall term will be eligible to take the Written Comprehensive Examination during the current year's administration of the examination (assuming that all other prerequisites for eligibility have been satisfied).
WCE Content. The WCE is constructed as a publication quality manuscript developed independently (i.e., without assistance by other current or graduated CHSP students, the faculty, or outside consultants (human or digital) by the student. Once approval to take the WCE has been obtained, the student should develop a topic to be approved by their major advisor that will result in an outline of supporting literature to support further exploration of that topic of interest. Generally, it is recommended that this topic be related to the student's capstone project (see pre-proposal for capstone project). Through discussions between the advisor and the core faculty around the outline, a topic for the WCE will be determined and the student will have six (6) weeks to develop the written manuscript. Thus, it is expected that the student will provide a comprehensive examination of a topic related to the submitted outline leading to a 25-to-30-page manuscript (excluding the title page, reference section, and support figures/tables) that demonstrates the student's ability to identify the most important aspects (e.g., themes, theories, and trends) and integrate interpretations of related research within a cohesive written product. Students will NOT have the ability to anticipate the selected topic for their WCE; therefore, the writing that will be done for the WCE will be original and unique in that it will be the perceptions of the faculty about the individual student's needs for conceptual development in a related area that will serve as the topic of the WCE.

Oral Comprehensive Examination
The Oral Comprehensive Examination (OCE) is to be scheduled immediately after the faculty have graded and indicated the student passed the WCE. The OCE will be conducted by the HSP core faculty and the outside faculty member of the student's committee with each member asking questions. The student will be expected to demonstrate (a) thorough familiarity with HSP literature; (b) understanding of

the relationships among the various areas of fields related to HSP; (c) general knowledge and training including the use of oral English; and (d) the ability to apply, synthesize, and evaluate knowledge gained in relation to problems encountered in HSP. To perform well on the OCE, the student will need to be able to think quickly, express ideas and thoughts fluently and competently, and express opinions in a well-articulated, logical, and comprehensive manner. There are a number of policies and rules regarding the OCE. They appear most succinctly in the *Guidelines for the MSU-M CHSP Student Evaluation*. Students are urged to know these rules and policies.

Capstone Project

A capstone project pre-proposal is not required. However, many students choose to go through this step in order to receive feedback regarding their proposed project before progressing further.

Pre-proposal

CHSP students may convene their committee to present a preliminary proposal. This meeting should be scheduled only after the major professor and director of the capstone project have approved the direction of the project. The student may schedule a pre-proposal meeting at any point after the student's committee has been approved. The pre-proposal is a concept paper and the approval of it, and the direction of the capstone project, is not binding upon the student or the doctoral committee. The proposal should adhere to the following format.

1. A one-paragraph introduction to the topic
2. A 300-word abstract of relevant research and theoretical literature with no citations
3. An outline of the literature review
4. A list of the guiding questions
5. A description of the preliminary methodology for the project
6. An explanation of the proposed data collection and analysis (if any)
7. A list of references in APA style (No fewer than 10 references).

Capstone Project Proposal

The capstone project proposal meeting can be scheduled any time **AFTER** the successful completion of the comprehensive examination requirements (i.e., the WCE and OCE). At the proposal meeting, the first sections (e.g., introduction, review of literature, and methodology) should be presented. To reach this stage of completion, the student must work closely with the major professor and capstone project director. The student **MUST** anticipate a number of rewrites prior to and, potentially, following the proposal meeting.

Because this is the proposal stage and if applicable, the MSU Office for the Protection of Human Subjects (IRB) approval must be obtained for all human subjects research at MSU after successful completion of the proposal. The student **MAY NOT** collect data for the project without oversight of the capstone project director and approval from MSU IRB. Additionally, all graduate students must complete IRB training with a certificate of completion during their first semester of enrollment. This certification must be renewed as appropriate. Collecting data prior to formal approval of the research plan puts any study at great risk.

The specific guidelines for the proposal meeting are contained in the *CHSP Capstone Project Guide* within the *CHSP Student Evaluation Handbook*. The information in the Guide should be reviewed as the student prepares for the proposal meeting. The student should contact his or her major professor, director of the capstone project, and committee members to schedule a date, time, and place for the proposal meeting only after giving directions by the capstone project director to do so. It is the student's responsibility to coordinate the scheduling of the meeting. After an agreement from the committee on the date, time, and place of the meeting has been reached, the student must inform the appropriate staff member. The staff member will then issue a written invitation to all members of the student's committee

and the division faculty. An announcement inviting the public to attend the proposal meeting will be communicated in the division's announcements.

Once the date has been determined, a copy of the proposal must be submitted to the committee members to the committee members **at least one (1) week** prior to the scheduled meeting date. Also, a hard copy of the proposal must be submitted to the department Graduate Coordinator and the records secretary. Faculty not on the student's committee, students, and the public may read the copy of the proposal held by the records secretary. They may attend the proposal meeting and faculty (only) may ask questions upon invitation of the project director. Once the proposal is successfully completed the student may now officially be referred to as a Doctoral Candidate.

Capstone Project Defense

Faculty expect the candidate to consult with the capstone project director frequently and comprehensively as the project is conducted and as the initial drafts are written. If close contact with the director is not maintained during this critical period, the candidate can expect to experience stress, delays, rewrites, and other difficulties.

Among the important ethics of scientific inquiry, there is one that must be strictly adhered to and must not be violated during the project process. This cardinal ethic is "Absolute adherence to the capstone project protocol as reported in the project procedures section and approved by the student's committee during the proposal meeting." If the candidate does not follow the project protocol as designed and had approved by the committee and (if applicable) the MSU Office for the Protection of Human Subjects (IRB), the student could be subject to severe penalties up to and including rejection of the project and removal from the program.

After the agreed upon methodology is completed, and the written product has been reviewed and approved by the project director, the candidate is ready to discuss the capstone project defense. This is an indication that the director is satisfied that the document is defendable. Only upon reaching this milestone should the student believe that it is time to discuss scheduling the defense with the committee members. At this point, the student should schedule the defense meeting at a date, time, and place agreeable to the committee members. Appropriate staff will need to be informed of the agreed upon meeting time to issue a written invitation to the student's committee and the division faculty. An announcement inviting the public to attend the defense will be posted.

A copy of the final project draft must be submitted to the committee members **at least 10 working days** (i.e., two calendar weeks) prior to the scheduled meeting date. A copy must also be submitted to the records secretary so that faculty, students, and the public may read the copy of the capstone project written product prior to the defense. They may attend the defense meeting and faculty (only) may ask questions upon the invitation of the project director.

Students are strongly encouraged to review the *CHSP Capstone Project Guide* in the *Guidelines for the MSU-M CHSP Student Evaluation* developed by the CHSP core program faculty.

Examinations and Enrollment

All graduate students must be enrolled in at least one hour during the term in which they do the following:

1. take a final comprehensive examination, take the preliminary examination,
2. take a final comprehensive examination,
3. propose the capstone project, and
4. defend the capstone project.

STUDENT AWARDS

There are a number of awards given each year such as a School of Health Professions Graduate Student Research award, the Meridian Outstanding Graduate Student award, and there is the Phi Delta Kappa Outstanding Graduate Student award. Various other organizations within the university as well as at state, regional, and national levels grant awards to students to recognize their outstanding performance. The Department of Health Service Psychology faculty will work with students in developing their application to such awards. Often students find that they have become very competitive for these awards.

FINANCIAL AID

Many financial aid opportunities are available for graduate students in the CHSP programs at Mississippi State University. Students should apply for all assistance programs that interest them. More than one award often is possible. Although most awards are made in the Spring for the next Fall, vacancies occur throughout the year. State residency status may impact tuition cost.

Applications for low-interest loans, work-study jobs and veteran scholarships may be obtained from:

Student Services – Riley Campus
22000 5th Street
Meridian, MS 3931
(601) 484-0134

OUTSIDE EMPLOYMENT FOR SUPERVISED EXPERIENCES

As students matriculate through the program, they will develop skills and obtain credentials that may typically allow them to seek employment outside the program. However, it is important to remember that all students in the programs are psychologists-in-training and, as such, typical applied work in the field for which the students do not have the requisite credential requires supervision for the provision of psychological services. As such, students **MUST** first submit in writing to the CHSP faculty a formal request to engage in outside employment that will be utilized as practica and/or internship experiences. The purpose of this policy is to assist the students in making decisions about the priorities for the circumstances that bring them to search for off campus employment involving supervised training opportunities. This is **absolutely critical** in situations where provision of services related to psychology will be required. The core faculty will then meet to review the request, evaluate the impact on the student's training, and provide an official decision regarding the request. Failure to complete these steps may result in adverse progress in the program.

STUDENT CONCERNS AND GRIEVANCES

MSU-M faculty and staff will strive to make graduate school experience rewarding, educational, and fair. We are committed to treating students with respect and dignity. We encourage all students to approach faculty and staff if he/she experiences an issue or has difficulty completing requirements. It is almost always best to obtain assistance at the onset of a difficulty rather than wait. The faculty are likely to have more resources and alternatives early in the process than once an issue has become overwhelming. The faculty will do all they can to help resolve these problems. However, if at any time a student believes there has been unfair treatment by any faculty, staff, or peer student, the student should discuss these matters with the advisor or any faculty member who will help determine the most appropriate course of action. Serious grievances or problems typically follow a responsible chain through the:

Advisor or Professor,
CHSP program director,
the department head,
the assistant dean of the School of Health Professions,
the dean of the School of Health Professions,
the provost, and
the president.

However, students may approach any faculty member or administrator who will assist them in taking the appropriate professional and ethical action. Most issues are resolved informally at the program level. A formal grievance procedure policy is provided in *The Graduate School Bulletin.* University policies and procedures for due process, grade appeal, violations of the student code of honor, and academic dishonesty, Title IX, and civil rights can be found at http://www.msstate.edu.

Student Remediation and Probation

Unfortunately, there are times when a student may not perform all the requirements necessary to fulfill the expectations of a didactic or applied course or they may exhibit behaviors that are inappropriate for professional graduate study. With regard to academic deficiencies, the student is typically given a grade of "Incomplete" in the course and a remediation plan is developed to address the academic deficiencies. With regard to the display of problematic behavior, such concerns are typically documented on a personal characteristics form completed by the student's advisor. As such, remediation plans detailing the specific expectations and timelines to complete these expectations are typically developed by the instructor of an academic course and/or the student's advisor and the CHSP core faculty. This formal plan is outlined in writing, reviewed and discussed by the relevant faculty and student, signed by all relevant parties, and placed in the student's file. University policy requires that all 'I' grades be adjusted within one semester of the assignment of such a grade or the 'I' automatically turns to a 'F'. If the student successfully completes the plan, then an appropriate grade for the course will be assigned. In addition, a letter stating that the terms of the remediation plan have been fulfilled will be placed in the student's file.

If a student fails to complete the remediation plan in an appropriate manner, he or she will be placed on probation, except in unusual circumstances. The CHSP faculty will then hold a meeting with the students to discuss the terms of the probation for the individual student's case. Adaptations to the initial remediation plan may be made or a new plan may be developed. This formal probation plan is outlined in writing, reviewed by the core program faculty, signed by all relevant parties, and placed in the student's file. As with the remediation plan, problem-solving efforts are made with the student to identify the supports needed for successful completion of the probation plan. Students will remain on probation for at least one academic semester.

For academic deficiencies, appropriate grade changes will be made if that is within the plan at the completion of the probationary period. In addition, a letter stating that the terms of the probation plan have been fulfilled will be placed in the student's file. If a student fails to fulfill the requirements of the probation plan, he or she may be dismissed from the program.

Other potential reasons for dismissals are located below in the Student Retention and Dismissals section of this handbook. Student efforts at successful completion of remediation or probation plans will also be reviewed during annual reviews by CHSP core program faculty. If, at any time, the student believes that he or she has been treated inappropriately or unfairly, they are encouraged to follow the student grievance procedure outlined within *The Graduate School Bulletin*.

Student Retention and Dismissals

The MSU-M faculty, administration, and staff are extremely interested and committed to student success and completion of the program and want to assist with this process when they can. However, they must also maintain the integrity of the training programs. Therefore, a student's acceptance into the program does not guarantee her or his fitness to remain in the program. A detailed description of student retention and dismissal criteria and procedures are provided in this handbook. These processes and criteria are also outlined during orientation. The basic criteria will be outlined below.

Academic Program Standards

Students will be dismissed from the program if:

1. they make more than two grades of C or below *or*
2. they make a F or U *or*
3. they fail the Master's Comprehensive Examination twice *or*
4. they fail the Written Comprehensive Examination twice *or*
5. they fail the Oral Comprehensive Examination twice *or*
6. they fail the capstone project defense twice *or*
7. obtain unacceptable ratings on Competency Benchmarks as outlined in the *CHSP Student Evaluation Handbook*.

Any or a combination of these will result in the termination of the student's program in the Department of Health Service Psychology.

Non-Academic Program Standards

Students may also be dismissed if they fail to develop the skills needed to effectively work with people with diverse needs or fail to follow relevant ethical (APA and NASP) and legal codes. Students are expected to:

a. be committed to professional development and ethics of the field of psychology,
b. be concerned about the welfare of those with whom they work,
c. demonstrate professional skills that suggest they have the emotional and mental fitness to interact appropriately with others,
d. receive constructive feedback and alter their performance based on that feedback, and
e. apply theories, skills, and techniques that have been empirically supported or validated.

Again, the processes and procedures by which students will be dismissed from the program are outlined above in this handbook. Please read these carefully.

Program Status Appeal and Grievance Procedures

Students may appeal their program status after failing to meet divisional or program requirements. Students who wish to file appeals must meet with the department head. The department head can accept an appeal or refer students to the Department Appeals Committee. The department head will outline the process for bringing appeals before the Department Appeal Committee. Students are also able to appeal specific grades and attempt to have any other problems or grievances addressed. The process is outlined in *The Graduate School Bulletin* (located at http://catalog.msstate.edu/graduate/).

The first step is typically to inform the advisor or another professor of intent to pursue an appeal, grievance, or when any issue arises in which the student may need assistance. The student's advisor will assist with the process.