Welcome to the Clinical Track of the Master's Program at Missouri State University. We hope to provide you with an opportunity to fulfill your goals in a challenging but supportive environment.

In becoming familiar with our program, there are two websites with which you should be aware throughout your career here. The first is the Clinical Track webpage. You can get some specific information about the program. The second is the Graduate College webpage. This page has a wealth of information concerning financing graduate school, thesis information, and workshops. Each semester the Graduate College offers workshops on various aspects of graduate school. Find ways to put these workshops into your schedules. Get involved in the Graduate Student Senate. Getting involved is a way to get the most out of your graduate school experience.

Professional Organizations

As a faculty, we believe that it is crucial that you belong to professional organizations. Such memberships are another step in your professional development. Professional organizations have student memberships at reasonable rates. Some of the organizations that we believe are most crucial and to which we belong are:

- American Psychological Association
- Association for Behavior Analysis International
- Association for Behavioral and Cognitive Therapies
- Missouri Psychological Association
Course Schedule

The course schedule is generally consistent across classes and across students. There is some flexibility, but not much. This is necessary to facilitate your progress and ability to complete the program in two years. Your course schedule generally consists of the following:

Fall: First semester
- PSY 720: Individual Intelligence Testing
- PSY 745: Statistics and Research Design
- PSY 761: Ethical and Professional Issues
- PSY 766: Psychopathology

Spring: Second semester
- PSY 740: Psychological Assessment
- PSY 752: Research Methods
- PSY 760: Clinical Communication Skills
- PSY 765: Psychotherapy and Counseling: Theories and Techniques

Summer: Third semester
- PSY 796: Practicum (approximately 170 hours)
- PSY 780: Social Psychology
- COU 752: Career Development*

*Students interested in being an LPC should take COU 752. It is typically offered in the summer semester. Check class schedules.

Fall: Fourth semester
- PSY 764: Group Psychotherapy
- PSY 796: Practicum (approximately 170 hours)

Elective: Options include:
- PSY 614 (Intro/Applied Behavior Analysis)
- PSY 703 (Human Growth and Development)
- PSY 767 (Behavior Disorders of Childhood)
- COU 752 (Career Development)

*Any other graduate elective with approval of Dr. Hudson

Spring: Fifth semester
Elective

Culminating experience: PSY 799: Thesis (6 hours) or PSY 798: Internship (3 hours)

Practicum and Internship

PSY 796, Practicum, and PSY 798, Internship, are courses that involve applied field experiences. You generally take Practicum in the summer semester between your first and second year and again in the fall semester of your second year. You take Internship if you intend to do a seminar paper rather than a thesis. For information on how to obtain a practicum or internship and the enrollment process, go to Practicum and Internship on the Clinical Track webpage. Before conducting your practicum obtain liability insurance from The Trust Insurance. Use the $1,000,000 each incident and $1,000,000 annual aggregate limits unless your practicum or internship site requires other limits.

As you apply for practicum, please remember that you are applying for a professional position. It is important to look and act professional.

Questions? Please contact Dr. Capps or Dr. Hudson
You have your choice of two culminating experiences. The first, a thesis, is designed for you to do original research. You will take six credit hours for your thesis. Thesis guidelines are explained in detail in Thesis Guidelines for the Department of Psychology available under Degree Requirement on the Clinical Psychology webpage. You can also find guidelines from the Graduate College. Some funding opportunities for student research are available through the Graduate College. You will need to complete the CITI Human Subjects Protection Training, and submit any research proposals to the University’s Institutional Review Board. If you plan to use PSY 121 students as participants, then you should be aware of the Department's Research Subject Pool Policy. Once you complete your thesis, the Graduate College has specific guidelines detailing how the thesis document should be formatted.

If you want to complete the program in two years and complete a thesis, then you should start talking with potential thesis chairs near the end of your first semester of your first year. Do not register for thesis hours until you are sure that completion of your thesis is a high probability. This is to avoid extra fees in case you change your culminating experience to a seminar paper. To enroll in PSY 799 (Thesis), have the chair of your thesis committee grant you a course override, which gives you permission to enroll. Thesis students must have their oral defenses for their theses completed no later than two weeks prior to the Graduate College deadline for thesis submission. Any oral defenses after such a date will be considered for the next semester’s graduation.

Authorship for presentations and articles resulting from the thesis or seminar paper: The student typically retains first author with the committee chair receiving second author. Committee members and others may also receive authorship credit if they would like to be included and they continue working with the student on the transition to article or presentation. If a committee member is more involved in the content development than the chair, then this committee member could be the second author. If the student does not move the thesis or seminar paper to article or presentation submission within six months of graduation, the lead faculty member will take the role in the transition and would become first author. The student would retain authorship but would just move to second person listed.

There are several sources available that may be useful in writing your thesis. There are some resources in our clinical psychology SharePoint. Also, take a look at any of the following, all of which are available in the MSU library:


Culminating Experience: Seminar Paper

The second choice for your culminating experience, a seminar paper, is a literature review combined with an applied experience. If you choose this option, you take three hours of PSY 798, Internship, in addition to your other practicum hours. You conduct the applied hours of the internship just as you would a practicum. Ideally, the internship should provide you with some breadth of experience. Thus, if possible, see if you can have at least two different sites for your PSY 796 and PSY 798 hours. If this proves to be difficult, you may complete all hours at the same site.

In addition to the hours on site, you must write a seminar paper. This seminar paper is a detailed literature review or theoretical paper similar to such a review or paper that is found in a journal. Typically this means focusing around a topic that relates to your internship. As with a thesis, you choose a faculty member as chair of your seminar paper committee and two other faculty members to serve on your committee. You are welcome to include a faculty member from a different department as part of your committee. You should provide a proposal to the Chair of your committee members prior to beginning work on the seminar paper. Once the proposal is approved, you work closely with your seminar paper chair to produce a quality document. You then defend the paper in front of your chairperson and committee members at a scheduled oral examination. YOU SHOULD BEGIN WRITING YOUR PAPER NO LATER THAN JANUARY OF YOUR 2ND YEAR. Set regular deadlines to submit drafts to your chair. Do not expect to be able to graduate in May if you present your first draft to your chair in April.

The seminar paper defense will begin with a brief (no longer than 15 min) presentation where you will provide an overview of your paper/clinical experience. Then, your committee will ask you questions and have a discussion about your experiences. Once you have completed the oral examination, have your seminar paper chair email Dr. Hudson to let her know you have successfully defended your seminar paper. Once you have also completed all of your Internship hours, ask Dr. Capps to email Dr. Hudson to let her know. If necessary, Dr. Hudson will provide your grade for PSY 798 (or change your Z grade to your actual grade.) You do not need to give the Graduate College a copy of your paper as you do with a thesis. If you want to complete the program in two years and complete a seminar paper, then you should start talking with potential seminar paper chairs no later than the fall semester of your second year. Do not register for seminar hours until you are sure that completion of your seminar paper is a high probability. This is to avoid extra fees in case you change your culminating experience to a thesis.
## Summary Statistics

Below are the summary statistics for each of our entering classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal GRE Average</th>
<th>Quantitative GRE Average</th>
<th>Writing GRE Average</th>
<th>Undergraduate GPA Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>152</td>
<td>147</td>
<td>4.3</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>144-158</td>
<td>141-157</td>
<td>3.5-5.0</td>
<td>3.77-3.98</td>
</tr>
<tr>
<td>2020-2022</td>
<td>153</td>
<td>149</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>149-156</td>
<td>142-153</td>
<td>3.5-5.5</td>
<td>3.76-3.97</td>
</tr>
<tr>
<td>2019-2021</td>
<td>150</td>
<td>147</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>144-159</td>
<td>142-153</td>
<td>2.5-5.0</td>
<td>3.41-3.99</td>
</tr>
<tr>
<td>2018-2020</td>
<td>157</td>
<td>150</td>
<td>4.3</td>
<td>3.75</td>
</tr>
<tr>
<td></td>
<td>148-163</td>
<td>148-163</td>
<td>3.5-5.5</td>
<td>3.46-3.99</td>
</tr>
<tr>
<td>2017-2019</td>
<td>154</td>
<td>152</td>
<td>4.1</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>146-161</td>
<td>145-158</td>
<td>3-5</td>
<td>3.28-3.92</td>
</tr>
<tr>
<td>2016-2018</td>
<td>155</td>
<td>151</td>
<td>4.2</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>147-162</td>
<td>141-160</td>
<td>3.0-6.0</td>
<td>3.46-4.00</td>
</tr>
<tr>
<td>2015-2017</td>
<td>157</td>
<td>150</td>
<td>4.2</td>
<td>3.66</td>
</tr>
<tr>
<td></td>
<td>147-165</td>
<td>145-155</td>
<td>3.0-5.0</td>
<td>3.27-3.98</td>
</tr>
<tr>
<td>2014-2016</td>
<td>156</td>
<td>152</td>
<td>4.2</td>
<td>3.77</td>
</tr>
<tr>
<td></td>
<td>148-163</td>
<td>146-158</td>
<td>4.0-4.5</td>
<td>3.13-4.0</td>
</tr>
</tbody>
</table>
Graduate Assistantships

The Psychology Department has some graduate assistantships available. Typically, we offer research assistantships with Psychology professors, applied assistantships through the Learning Diagnostic Clinic, and an assistantship through the Psychology Department Advising Center. Once granted, graduate assistantships are normally for two years. However, to maintain a graduate assistantship, a student must: (1) achieve at least a 3.5 GPA each semester; (2) maintain 90% attendance in all classes; and (3) maintain satisfactory performance in the graduate assistantship as determined by the student's supervisor and advisor.

Assistantships are also offered throughout the University. Find information about assistantships in general and current openings in particular.

Finally, sometimes one second year student has the opportunity to teach courses within the Psychology department. Clinical track students might teach a lower division course. We will let you know if such opportunities become available.

Graduate students must complete I-9, W-4, and direct deposit forms supported by a resume or vita and a graduate assistantship application on file. Other forms may also need to be completed. See the Administrative Assistant in Hill 319 for details.

Scholarships

Missouri State University offers some scholarships on a competitive basis. For information, go to Scholarships for Graduate Students. The Psychology Department also has some scholarships available.

Student Travel

The Graduate College and the Psychology Department may have some funds available for student travel to conferences and conventions in which you present a paper or poster. First, check with the Graduate College to find out what resources may be available. Second, submit a travel request through the Psychology Department. If you qualify and are notified that you can receive reimbursement, then contact the Administrative Assistant in Hill 319 prior to your travel. You should keep detailed records on the Missouri State University Travel Expense Report accompanied by itemized receipts. Whenever possible, pay with a debit or credit card. You should obtain a receipt from the hotel showing costs to each person, payment, and a statement showing a zero balance.
Training Modules

As part of Missouri State University’s efforts to provide training, the University has prepared several online training modules. You are required to complete the following trainings:

- CITI Human Research Training (for Social-Behavioral-Educational Researchers)
- CITI Health Information Privacy and Security (HIPS) Training

These trainings should be completed within four weeks of the first semester in which you are enrolled. Once you complete the modules, you should save a copy of the certificate in your personal SharePoint folder. Then print a hard copy of each certificate, sign it with your student number, and deliver a copy to the department administrative assistant in Hill 319. Keep copies of your certifications as you may need them for other purposes such as your graduate assistantships.

You can access both trainings by visiting the IRB Human Subjects Training webpage.

Other Financial Aid

The Missouri Outreach Graduate Opportunity (MOGO) Scholarship provides a partial remission of out-of-state tuition for full-time graduate students who are not Missouri residents. This scholarship is available to students admitted into an eligible graduate program. The MOGO Scholarship has a value of three-fourths of the non-resident graduate student tuition for 9 credit hours (5 credits hours in the summer). The scholarship amount will be adjusted annually when the Missouri State University Board of Governors approves changes to the student fee schedule.

No application is required. Once a student meets the eligibility criteria, the scholarship will automatically be offered.

The MOGO Scholarship cannot be combined with other forms of university aid, including scholarships, graduate assistantships, or fee waivers.

Please see https://www.missouristate.edu/financialaid/scholarships/graduatemogo.html for more information.

Be sure to complete the various training modules within the first two weeks of your first semester.
Basics

Contact Information
As soon as you have local contact information, send email to Kelli Helton, Administrative Assistant in Hill 319, with all appropriate contact information, including your address, phone, and email address.

Keys
You need keys to the Graduate Student Office in Hill 445, and possibly other places on campus. Talk to Kelli Helton, Administrative Assistant, in Hill 319 for information.

My.Missouristate.edu
At My.Missouristate.edu, you can find information about your personal situation, including academic issues, enrollment, financial issues, and services and information.

Open Access Computer Labs
As a member of the Missouri State University community, you have open access to over 230 Windows-based PCs in 3 convenient locations across our campus.

Computer Software
If you conduct research, you likely will use SPSS. Some computer software may be available at a discount. If you are interested in using R and Rstudio, you can download these for free at:
- https://cloud.r-project.org/
- https://www.rstudio.com/products/rstudio/download/

Career Center
Sign up with the Career Center. You may not need them, but it is still useful to get familiar with their services, and sign up for Handshake. Even if you are interested in a doctoral program, you want to get familiar with the positions that might be available to you once your graduate if your plans do change.

Reserving a Room
You will have times when you need a room for your comprehensive examination, your thesis defense, or some other event. Please speak with the administrative assistant in Hill 319 to reserve a room.

Facebook
Join our Facebook group, Missouri State University Department of Psychology. This is both for current and former students. It is a way for our former students to stay in touch with each other, and to mentor our current students.

Be sure to complete the various training modules within the first two weeks of your first semester.
Comprehensive Examination

The Comprehensive Exam is an exiting exam that all students enrolled in the Clinical Psychology Master’s program must pass in order to graduate. The exam is designed to provide an integrative experience to evaluate your knowledge and application of that knowledge. While the seminar paper/thesis project is designed to provide students with an opportunity to apply the skills learned in the research-based courses, the Comprehensive Exam will provide an opportunity for students to apply the skills learned in the clinically-based courses. You should spend time and effort in preparing for this examination. If you would like, part of your preparation may include observing assessments at the LDC. Contact Dr. Capps or Dr. Harris for more information. This exam will be conducted in two parts.

Part I: Comprehensive Psychological Evaluation and Report

You must complete a comprehensive psychological evaluation and report with an actual client. The client may be an individual scheduled through your practicum site or a client scheduled through the LDC. In both cases, you must provide signed consent, and the assessment must be video recorded. It must be an initial assessment in which you have no prior knowledge of the individual. The evaluation must consist of the following components: 1) intake interview, 2) cognitive testing (e.g., intelligence testing), 3) personality testing (e.g., MMPI-2), and 3) at least one additional piece of case-specific assessment data (e.g., self-report inventories, school/home observations, corroborating interview). The video must include the intake interview and the cognitive testing. The video should only show you, not the client.

In addition to the interview, you must write a thorough psychological report reviewing the testing results, the presenting symptoms, potential diagnoses (if any exist), and specific recommendations. The report must be turned in at the same time as the video. The report should be written according to the following outline. *It doesn’t necessarily need to include all of these as headings, but should address each topic.

- Demographic information including name (pseudonym), age, date of report, etc.
- Presenting problem
- Academic history
- Legal history
- Employment history
- Substance abuse history
- Mental health treatment history, including inpatient treatment, outpatient treatment, substance abuse treatment
- Living status
- Including current living situation, past living situation
- Family history of psychological difficulties
- Social functioning
- Includes social history and current social support
- Daily functioning
- Includes sleep, appetite, activities of daily living

(Continued on page 10)
Comprehensive Examination

(Continued from page 9)

- Mental status
- Summary of all testing
- Cognitive testing
- Personality assessment
- Other assessment
- Summary/Case Formulation (this is the “putting it all together section”)
- Diagnostic Impressions using the DSM-5
- Recommendations

You will save your video and report to your personal SharePoint folder. Make deidentified copies of the testing protocols, and, where appropriate, profile sheets (e.g., MMPI-2-RF) which will be viewed by a committee of two clinical faculty members assigned by the coordinator. Email Dr. Hudson once you have completed your assessment and report. (This should occur within four weeks after completing your assessment.) If your assessment is not turned within four weeks, you may be required to complete a new assessment. Put your name on all testing materials, place those in an envelope, and turn in 1 copy to each of your committee members. After you have completed your comps, have one of the committee members email Dr. Hudson with the results. Then, you email Dr. Hudson this form Comprehensive Examination Application/Result Form with the appropriate section completed. You will be eligible to begin conducting the evaluation immediately following the completion of PSY 740. In an effort to maintain confidentiality, we ask that the video be setup so as to show only you, the interviewer, but to clearly record the voice of the client.

Procedure for Clinical Interview (If you use an LDC client; If not, follow similar procedures as appropriate for your practicum site.):
1. During the last week of PSY 740, clinical students taking comprehensive examinations will provide a list of days and times when they are available to conduct the assessment interview. You are given priority for such assessments from May 20 through October 31 of that year, meaning that you and your cohort will have first choice of LDC assessments based on your availability. If for any reason the LDC has not had sufficient clients during that time, your high priority will be maintained until there are sufficient clients. Beginning November 1, your priority drops to the lowest priority, meaning that you will be assigned clients based on availability after all other needs are met. In other words, get your assessment completed by October 31. After that time, the LDC and the clinical faculty are not responsible for you not completing your comprehensive examination.
2. On an ongoing basis, LDC students will be informed of these days and times and encouraged to schedule assessment clients during those days and times.
3. As soon as an intake is scheduled that coincides with an available day and time, Dr. Capps will be informed.
4. Dr. Capps in turn will contact the student taking the comprehensive examination and inform that person of the available appointment.
5. During the initial intake, Dr. Capps will meet with the evaluator and client (per usual LDC practice).
6. Following the standard introduction, which includes a brief description of informed consent, explanation of services, limits to confidentiality, and potential outcomes, the Comprehensive Examination component will be introduced and explained.

(Continued on page 11)
Comprehensive Examination

(Continued from page 10)

7. This explanation will include the following information:
   A. As part of the LDC’s training function, students are being evaluated on their ability to conduct a clinical interview.
   B. With the client’s consent a second student will conduct the clinical interview and cognitive testing portion of this assessment.
   C. This interview will be recorded, but the video will include ONLY the student conducting the interview.
   D. The student will provide a comprehensive report with assessment results, diagnostic impressions and treatment recommendations along with the video to the evaluating faculty.
   E. No identifying information will be included with this material.
   F. Following the clinical interview, the LDC student conducting the evaluation will complete the information gathering, if necessary.
   G. The standard testing process will continue.

Part II: Oral Defense

Once you turn in your materials, give the faculty two weeks to review your materials. They will then contact you to schedule your oral defense. (If you do not hear anything from them in two weeks, start asking.) Talk to Kelli Helton in the PSY office to about scheduling a room for your defense. You will present a 15 minute summary of your report followed by questions from the faculty. Any material that was covered during the clinical coursework may be a topic of discussion. In addition, this defense will include questions from the following content areas:

Assessment:
Example questions: Provide a rationale for the assessment tools you chose to use. Discuss the pros/cons of a specific assessment tool.

Psychopathology
Example questions: Discuss any diagnostic uncertainty in your particular case. What were the differential diagnoses that you considered? What are the features associated with this particular diagnosis (e.g., prevalence, course)?

Ethics and Professional Behavior
Example questions: What are the potential ethical concerns in this case? How would you resolve those issues?

Individual and Group Psychotherapy
Example questions: How would you work with this client on an ongoing basis? What would be the likely course of therapy? In what ways could group therapy replace or serve as an adjunct to individual therapy?

EVALUATION PROCEDURE AND GRADING

The process is conducted in two phases. In the first phase, your faculty committee determines whether your interview and report receive a passing grade sufficient to proceed to the oral examination. If you do not receive a passing grade, your interview and report will be returned with comments. You will conduct another interview and write a second report. If you receive a passing grade, you will then proceed to the second phase in which you will schedule an oral defense with your faculty committee to defend your interview and report.
Comprehensive Examination

(Continued from page 11)

You will be given up to two attempts to pass each phase. Two scenarios could occur:

You could not pass your first interview and report. You would do another interview and/or report, but would still have two opportunities to pass phase two.

You could pass the first phase (i.e., the interview and report), but not pass the oral defense. You would need to rewrite your report and/or conduct another defense.

Start scheduling in May and no later than October. Otherwise you may have difficulty completing your exam.
Missouri State University has Academic Integrity Policies and Procedures. As stated in this document, "In addition to the sanctions available to teachers and to the AIC (Academic Integrity Council), the academic program in which the student is enrolled may have published policies regarding sanctions for academic dishonesty, up to and including dismissal from that program." You are expected to adhere to standards of academic integrity. Violation of these policies, such as receiving an XF grade, can result in sanctions up to and including dismissal from the master’s program. In addition to academic integrity, you are expected to adhere to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. Failure to do so can result in sanctions up to and including dismissal from the master’s program.
Timeline

June-July  
Incoming students should take general campus tours and become familiar with the campus

**Missouri Psychological Association** convention

Second year students should be scheduling clients for comprehensive examinations.

Graduate school deadline for the final thesis copy is about two weeks prior to the end of the semester.

August  
**American Psychological Association** annual meeting

Orientation meetings for first year students, typically on Monday morning for the Graduate College and on preceding the students’ first class.

Second year students should start working out details of interviews for comprehensive examinations

Students should look at the workshops available through the Graduate School

First year students should complete training modules described on page seven.

September  
Nomination for **Distinguished Masters Thesis Award** due

Students should be aware of fall deadlines for thesis funding, completion of thesis and seminar papers

October  
**Association for Behavior Analysis International** program submissions due

November  
American Psychological Association (APA) Program submissions for next year’s **August convention** typically due about now

**Association for Behavior and Cognitive Therapies (ABCT)** convention

Graduate school deadline for the final thesis copy is about two weeks prior to the end of the semester (for December graduation).

Students should enroll in Spring semester

December  
Holiday gathering

January  
Students should be aware of spring deadlines for thesis funding, completion of thesis and seminar papers

Students should look at the workshops available through the Graduate School

(Continued on page 15)
Interested students should apply for, among others, the Jennifer L. Stewart scholarship and Arbuckle Leadership Award by March 1

Students graduating this semester should file an Application for Graduation. Apply online through MyMissouriState > Academic tab > Commencement channel > Apply for Graduation link.

February

Second year students should start looking for a practicum for the summer semester. See the PSY Dept website for a list of graduate practicum sites. Talk with Dr. Capps if you have questions.

Request for travel supplements through the Psychology Department are due on February 1. If you receive funding through the Graduate College, then these supplements are often minimal, but still worth the time to complete an application.

MOPA program submissions typically due about now

First year students should start looking for practicum sites

Graduate student award nominations due

February 15 application deadline

Comprehensive examination video and accompanying materials are due within one month after completing the video. All should be completed by now.

March

Association for Behavioral and Cognitive Therapies (ABCT) program submissions typically due about now

Faculty reviews applicants to program (for August start)

Students without graduate assistantships for the next year should seek assistantships now and throughout the year.

April

Acceptances are sent to new applicants

First year students should notify coordinator of practicum interests for summer

Graduate school deadline for the final thesis copy is about two weeks prior to the end of the semester.

Students should start enrollment for Summer and Fall semesters

May

Association for Behavior Analysis International annual convention
Licensed Professional Counselor

Some students who graduate from our program do not go on to doctoral programs, but instead pursue licensure as a professional counselor. For the actual regulations, go to the source, the Committee for Professional Counselors. The information here gives you a general guideline, but go directly to the source as things change. Also understand that these requirements apply only to Missouri. Other states likely have different requirements.

The LPC Educational Requirements in Missouri include a 48 hour master’s program. Other states require 60 credit hours. Ten cores areas must be covered. The courses in our program that we believe meet these requirements are listed:

<table>
<thead>
<tr>
<th>LPC Core Areas of Study</th>
<th>Missouri State Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theory</td>
<td>PSY 765 Psychotherapy and Counseling</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PSY 703 Human Growth and Development</td>
</tr>
<tr>
<td>Helping Relationships</td>
<td>PSY 760 Clinical Communication Skills</td>
</tr>
<tr>
<td>Social and Cultural Foundations</td>
<td>PSY 780 Social Psychology</td>
</tr>
<tr>
<td>Career Development</td>
<td>COU 752 Career Development</td>
</tr>
<tr>
<td>Appraisal of Individuals</td>
<td>PSY 740 Psychological Assessment</td>
</tr>
<tr>
<td>Group Dynamics</td>
<td>PSY 764 Group Psychotherapy</td>
</tr>
<tr>
<td>Research Methods</td>
<td>PSY 752 Research Methods</td>
</tr>
<tr>
<td>Professional Orientation</td>
<td>PSY 761 Ethical and Professional Issues</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>PSY 766 Psychopathology</td>
</tr>
<tr>
<td>Six Hours of Practicum</td>
<td>PSY 796 Practicum</td>
</tr>
</tbody>
</table>

Once you complete the M.S. program, you then need to obtain 3,000 hours and 24 months of supervised experience. There are numerous requirements concerning your post-degree hours, so be sure to contact the state licensure board for details.

If you are interested in becoming a licensed professional counselor, you need to take COU 752.

Graduate School Requirements

An Application for Graduation should be submitted the first week of the semester in which the student plans to graduate (or anytime prior to that).
Outstanding Student Accomplishments

Our students do many good things. Below are some of the more notable (or at least more publicized) that are not listed in the faculty section:

Asia Hulse (2016) was the recipient of the Jennifer L. Stewart Memorial Scholarship for 2012-2013 awarded by the Missouri State University Psychology Department. This scholarship, worth $1,000, is for Missouri State clinical graduate students with a preference for students who have an interest in working with children.


Monica Hill (2013) was awarded the Outstanding Graduate Research Assistant at Missouri State University.


Alyssa Byers (2013) was the recipient of the Jennifer L. Stewart Memorial Scholarship for 2012-2013 awarded by the Missouri State University Psychology Department.

Eileen Quinn (2013) was awarded second place in the 2012 Missouri Psychological Association’s research poster competition (experimental category) for her poster, Self-objectification and the media: Do type of image and body dissatisfaction impact body shame? Coauthors were Chelsea Foreman, Brooke Whisenhunt, and Danae Hudson.


Jennifer Ford (2010) and Jennifer Kincaid (2012) were awarded first place in the 2010 Missouri Psychological Association’s original research poster competition for their poster, An examination of binge eating disorder and bariatric surgery outcome. Coauthors were Danae Hudson, Brooke Whisenhunt, and Nicole Mardirosian.

Andrea Bishop-Hopper (2008) was awarded the 2008 Zeta Tau Alpha Foundation's Helen M. Crafford Founders Scholarship, a scholarship worth $8,000. This scholarship is available for graduate students exhibiting outstanding leadership, exceptional academic achievement, and financial need.

Kerri Schafer (2008) was awarded second place in the 2008 Clinical Psychology of Women’s student research award from the American Psychological Association’s Divi-
Meagan Howell (2006) was awarded first place in the 2008 Missouri Psychological Association’s poster competition for her poster, *A meditational model of shame, PTSD, and depression in a sample of battered women.*


Brittany Allen (2004) went on to obtain her Ph.D. from St. Louis University. She is now a board certified neuropsychologist through the American Board of Professional Psychology (ABPP) and works at CoxHealth in Springfield.

Outstanding Student Accomplishments
Missouri State University publishes an annual notice to students each year. This notice contains information concerning university policies and regulations related to:

- Alcohol and Other Drug Abuse Prevention Program
- Annual Security Report
- Family Educational Rights and Privacy Act
- Graduation Rates
- Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- Sex Offender Registration and Community Notification
- Sexual Harassment and Amorous Relationships Policies
- Voter Registration
- University Nondiscrimination Policy

In addition, the Notification of Student Rights under FERPA includes important definitions related to student educational records and what rights students have under this federal law.

**GEN 798: Active in Research**

Occasionally we have students who have completed all course work and are only working on their research component. These students may sign up for GEN 798 (Active in Research). This course is offered at a reduced fee ($75) and allows the following:

- Access to the library, including online services such as interlibrary loans, MOBIUS, and restricted access databases;
- Opportunity to purchase a parking permit; and
- Access to computer services and campus e-mail.

GEN 798 is a zero credit course and the grade is "P" (pass) or "N" (student discontinues participation in the course and is dropped from the course). A special permission form is required which includes approval by the student's advisor, department head, and the Graduate College.

For information about general university issues like this, go to the Graduate College.
Theses


Henslee, Jordan (July, 2017). Body image and bodybuilding: The impact commitment to bodybuilding has on body image disturbance among competitive bodybuilders. Chair: Danae Hudson. Committee members: Erin Buchanan, Brooke Whisenhunt.


Your thesis chair does not need to be a member of the clinical faculty. You can go outside the clinical faculty.
Theses

(Continued from page 21)


Xue, Xiafei (October, 2016). Ethicality of advisor motives in academic advising: Faculty, staff, and student perspectives. Chair: Dave Lutz. Committee members: Rachelle Darabi, Wayne Mitchell.


Smith, Jamie (May, 2016). Evaluating the effectiveness of an ecological momentary intervention targeting body checking behaviors


(Continued on page 23)
Theses

(Continued from page 22)


Mullins, Ashley (April 2015). Attention deficits in cognitive ability as measured by the MMPI-2-RF and NAB. Chair: Paul Deal. Committee members: Steve Capps, Carly Yadon.


Bozsik, Frances (April, 2014). *An examination of the ideal female body shape over time: The rising importance of muscularity*. Chair: Brooke Whisenhunt. Committee members: Steve Capps, Danae Hudson.


Stefano, Emily (April, 2014). *Examination of the effects of repeated body checking on mood and body dissatisfaction using ecological momentary assessment*. Chair: Danae Hudson. Committee members: Ann Rost, Brooke Whisenhunt.


(Continued on page 24)
Theses

(Continued from page 23)


Williams, Gail (April, 2012). *An examination of body tracing among women with high body dissatisfaction*. Chair: Danae Hudson. Committee Members: Ann Rost, Brooke Whisenhunt.

Cosby, Jessica (October, 2011). *Comparison of the MMPI-2 Clinical Scales and the* (Continued on page 25)
**Theses**

(Continued from page 24)

**MMPI-2-RF Restricted Clinical (RC) Scales in a military law enforcement population.** Chair: Paul Deal. Committee Members: Steve Capps, Brooke Whisenhunt.


Kroening, Rachael (April, 2009). *Teaching Women With High Body Concerns to Be-

(Continued on page 26)
Theses

(Continued from page 25)


(Continued on page 27)
Theses

(Continued from page 26)

Allen, Brittany (April, 2004). *Development and Validation of the Male Body Size and Shape Inventory (MBSSI).* Chair: Brooke Whisenhunt. Committee Members: Chantal Levesque, Dave Lutz.


Kobayashi, Ihori (April, 2003). *Effects of Writing About Trauma and Best Possible Future Self on Health and Mood.* Chair: Jeff Maloney. Committee Members: Jim Davis, Wayne Mitchell.


Heckman, Amber (July, 2002). *Writing Therapy Benefits May Be Dosage Dependent.* Chair: Jim Davis. Committee Members: Jeff Maloney, Wayne Mitchell.

Marsden, Kara (May, 2002). *The Immediate Effects of Extrinsic and Intrinsic Goals on Mood and Immune Response.* Chair: Jim Davis. Committee Members: Tom Kane, Jeff Maloney.

(Continued on page 28)
Theses

(Continued from page 27)


McLearen, Alix (1999). Identification of Severe Mental Illness: Analysis and Variation

(Continued on page 29)
Theses

(Continued from page 28)

of Intake Procedures at the Greene County Jail. Chair: Paul Companik. Committee Members: Dave Lutz, Dave Stockburger.


Brown, Sue (1994). Social Support Via a Telephone Intervention in Workers’ Compen-
Seminar Papers


Byers, Alyssa (April, 2013). *The Therapeutic Alliance with Youth in Residential Care: Challenges and Suggestions*. Chair: Dave Lutz. Committee Members: Paris DePaepe, Matthew Fanetti.


Bowing, Dallas (August, 2008). *Yoga as an Adjunctive Treatment for Substance Abuse*. Chair: Dave Lutz; Committee Members: John Harms, Donn Kaiser.


Leasure, Sharon (April, 2007). Chair: Jeff Maloney. Committee Members: Matthew
Seminar Papers

(Continued from page 30)

Fanetti, Chantal Levesque.


Ashbaugh, Lara (August, 2006). *Parenting Skills Training with Mentally Challenged Clients*. Chair: Dave Lutz. Committee Members: Jeff Maloney, Peggy Pearl.


Sevcik, Corrine (April, 2005). *Benefits of a Mental Health Program in the Criminal Justice System*. Chair: Dave Lutz. Committee Members: Diane Leamy, Jeff Maloney.


(Continued on page 32)
Seminar Papers

(Continued from page 31)


McFall, Juliann (1996). Depression and Its Effective Treatments. Chair: Dave Lutz. Committee Members: Jeff Maloney, Arden Miller.
Seminar Papers

(Continued from page 32)


Steve Capps  Ph.D.

Publications


Presentations


Assistant Professor, Psychology

Director, Learning Diagnostic Clinic
I graduated from the University of Mississippi in 1998 with a PhD in Clinical Psychology. After a one-year internship at the Arkansas State Hospital, I worked for two years at the East Mississippi State Hospital. I then worked for five years in a linkage position between the North Mississippi Regional Center and the University of Mississippi, before coming to Missouri State University in 2005. I had a half-time teaching appointment in the Psychology Department and a half-time administrative / supervisory appointment at the Learning Diagnostic Clinic (LDC). On July 1, 2016, I became Department Head. I have taught Abnormal Psychology, Introduction to Clinical Psychology, Psychology and Law, Individual Intelligence Testing and Psychological Tests and Measures. My research interests include assessment, forensic issues, public mental health, and law enforcement.

**Recent Publications**


**Recent Presentations**


Dr. Harris received a Doctor of Psychology degree in clinical psychology from The Wright Institute in Berkeley, California. Prior to that she received a bachelor’s degree in sociology from Rider University and a master’s degree in psychology from The Chicago School of Professional Psychology. Her clinical interests include primary care psychology, behavioral health consultation and integrated healthcare. She is interested in collaborative training and education for physical and mental health providers and works closely with the College of Health and Human Services Interprofessional Education Collaborative on several projects providing integrated experiences to students from a variety of different departments.

Dr. Harris is the Assistant Director of the Learning Diagnostic Clinic. She teaches several class in the undergraduate program (PSY 304, PSY 331, PSY 339 and PSY 411) in addition to teaching First Year Foundations (GEP 101). Outside of the classroom she is engaged in a number of different service opportunities on campus, including being an active University Hearing Panel member, consulting with the Division of Student Affairs Inclusion Awareness Team and serving as a partner with the Bears for a Just Community Living Learning Community. She proudly maintains her Master Advisor certification and is a Green Dot certified facilitator. Outside of work, she is an active alumna member of her sorority, Sigma Lambda Gamma National Sorority, Inc., a dedicated yogini and she manages to stay busy as a full time dog mom to Opie and Fabio.
Dr. Hudson received her Ph.D. in clinical psychology from Louisiana State University in 2003. At LSU, her research and clinical work focused primarily on eating disorders and obesity. She completed her internship at the University of British Columbia Hospital, in Vancouver, Canada, specializing in providing empirically supported treatments for mood and anxiety disorders. Dr. Hudson joined the Psychology Department at Missouri State University in 2003 and during that first year, she completed a post doctoral residency at the Forest Institute of Professional Psychology. Dr. Hudson has been a Licensed Psychologist in Missouri since 2005 and maintains a small private practice specializing in the treatment of eating disorders, depression, and anxiety disorders. At Missouri State, Dr. Hudson serves as the Coordinator for the Clinical Psychology Graduate Program and teaches in the undergraduate (PSY 121 and PSY 304) and graduate psychology (PSY 760) programs. Currently, she conducts research with Dr. Whisenhunt in teaching and learning and continues to supervise some student research in eating disorders and body image. Dr. Hudson is the co-author of Revel Psychology, 1st edition, a digital-first textbook for Introductory Psychology published by Pearson Education.

Recent Publications


Dr. Paliliunas received her Ph.D. in rehabilitation with a specialization in behavior analysis and therapy from Southern Illinois University Carbondale in 2018. Prior to her doctorate studies, Dr. Paliliunas obtained her teaching license in special education and became a Board Certified Behavior Analyst (BCBA), working in schools as a teacher and behavior specialist. In general, her research interests include behavior therapeutic approaches to psychological and social-emotional challenges and the relationship between language processes and psychological well-being. Her applied research focuses on Acceptance and Commitment Therapy for prevention and treatment among various populations and settings, including children, adolescents, and university students, as well as parents and care providers. Dr. Paliliunas teaches in the undergraduate (PSY 306 and PSY 508) and graduate (PSY 761) psychology programs at Missouri State and manages the Language and Behavior Lab, which includes undergraduate and graduate students.

Recent Publications


Ann Rost  Ph.D.

Dr. Rost specializes in clinical health psychology. After completing her undergraduate degree at Missouri State, she went on to the University of Kansas for her graduate degree. Her interest in health psychology focuses on psycho-oncology. She has worked in several cancer centers providing psychological services for individuals coping with a cancer diagnosis and treatment. Her research interests include Acceptance and Commitment Therapy and its application and treatment efficacy among various populations and settings, including among individuals with cancer and both chronic and acute pain. Dr. Rost is a behavior analyst, and serves on the program committee of the Association of Behavior Analysis (ABA) as the chair of the clinical and behavioral medicine section. In addition, she is a member of the governing board of directors for Behavior Analysis Online, member of the editorial board of the Journal of Behavior Analysis in Health, Sports, Fitness and Medicine, and is Senior Associate Editor of Behavior Analysis Today. She is a recipient of the University’s Excellence in Community Service Award. She is an elected member of the local county health department board, and is a mayoral-appointed member of the city Parks and Recreation board.

Recent Publications


Brooke Whisenhunt Ph.D.

Dr. Whisenhunt received her Ph.D. in clinical psychology from Louisiana State University in 2002. Her research interests focus on sociocultural influences in the development of eating disorders and assessment of body image. Most recently, her scholarship has focused on the scholarship of teaching and learning. Here is what she says about thesis supervision: One of the activities that I enjoy the most in my faculty position is the supervision of master’s thesis projects. I have a research lab that is run conjointly with Dr. Hudson that focuses on eating disorders, body image, and obesity. I have a few requirements for students who would like to work with me on a thesis project. These include 1) beginning thesis work prior to the end of the 1st year of study, 2) attendance at weekly 1-2 hour research lab meetings, 3) submission of a written thesis proposal that is defended before the thesis committee prior to initiation of the project, and 4) presentation of thesis results at the Graduate Interdisciplinary Forum in the spring of your graduation year.

Recent Publications


Many of our faculty have been involved in course redesign projects that have attracted national attention.
Students

Entering 2019

Brianna Ely (University of Missouri - Kansas City)
Sara Johnson (Missouri University of Science and Technology)
Morgan Hollandworth (Missouri State University)
Alexis Hutchison (Missouri State University)
Randi Mitchell (Missouri State University)
Mercedes Robinson (Missouri State University)
Sydney Stone (Arkansas Tech University)
Crystal Tracy (Truman State University)
Elizabeth Troutwine (Missouri State University)

Back row (left to right): Morgan Hollandworth, Bri Ely, Randi Mitchell, Sydney Stone, Sara Johnson
Front row (left to right): Elizabeth Troutwine, Alexis Hutchison, Crystal Tracy, Mercedes Robinson
Students

Entering 2018

Samantha Baumert (University of Nebraska-Kearney)
Jamie-Ann Eggert (Eastern New Mexico University)
Riley Grinnell (Missouri State University)
Kelsey Keady (Rockhurst University)
Roberta Keroseivc (Lindenwood University)
Emily Kinkade (Truman State University)
Justin Robertello (University of Missouri-Kansas City)
Heather Stephens-Cantu (Missouri State University)

From left to right: Jamie-Ann Eggert, Roberta Keroseivc, Kelsey Keady, Heather Stephens-Cantu, Riley Grinnell, Justin Robertello, Emily Kinkade, Samantha Baumert
Students

Entering 2017

Julie Baumann (Missouri State University)
Heather Clark (University of North Carolina)
William Dooley (Missouri State University)
Sadie Flood (Missouri Southern State University)
Jenna Hampton (Harding University)
Bailey Hart (Missouri State University)
Amy Jordan (Fort Hays State University)
Dallas Robinson (Missouri State University)
Kendal Rogers (Southwest Baptist University)
Students

Entering 2016

Robiann Broomfield (Missouri State University)
Chiara Citterio (Missouri State University)
Flora-Jean Forbes (Missouri State University)
David Herr (Creighton University)
Becca Johnson (Southern Illinois University-Carbondale)
Heather Lepper (Missouri State University)
Megan Millman (Bemidji State University)
James Roethler (Northern Iowa University)
Devon Westpheling (Lyon College)

From left to right:
Top row:
David Herr
Chiara Citterio
Heather Lepper
Robiann Broomfield

Bottom row:
Flora-Jean Forbes
Becca Johnson
Megan Millman
James Roethler
Devon Westpheling
Students

Entering 2015

Ciera Baker (Missouri State University)
Inga Christensen (Missouri State University)
Joshua Elliston (Northwest Missouri State University)
Jordan Henslee (Drury University)
Hannah Myers (Missouri University of Science and Technology)
Katerina Oberdieck (Missouri State University)
Rachel Swadley (Drury University)
Kirby Williams (Missouri State University)
Fahd Yasin (St. Louis University)
Xiafei Xue (Xi’an International Studies University)
Students

Entering 2014
Jennifer Barnes (Missouri State University)
Amy Bauman (Missouri State University)
Stephanie Chen (University of Kansas)
Asia Hulse (Missouri State University)
Dallin Kimball (Utah State University)
Kayla LeJeune (University of New Mexico)
Jamie Smith (Missouri State University)
Andi Wyatt (Missouri State University)

From left to right:
Top row:
Jennifer Barnes
Dallin Kimball
Middle row:
Asia Hulse
Amy Bauman
Jamie Smith
Kayla LeJeune
Bottom row:
Andi Wyatt
Stephanie Chen
Students

Entering 2013
Kristyn Angsten (Creighton University)
Marshall Beauchamp (University of Kansas)
Brooke Bennett (Kent State University)
Charles Eddins (Missouri State University)
Michelle Horn (Missouri State University)
Jessica Johnson (Missouri State University)
Vanessa Jones (Missouri State University)
Ashley Mullins (Missouri Western University)
Hannah Rowsey (Henderson State University)

From left to right:
Top row:
Ashley Mullins
Kristyn Angsten
Michelle Horn
Brooke Bennett
Middle row:
Jessica Johnson
Vanessa Jones
Hannah Rowsey
Bottom row:
Marshall Beauchamp
Charles Eddins
Students

Entering 2012

Woolee An (Sahmyook University)
Greta Aronson (William Jewell College)
Frances Bozsik (Kent State University)
Brittany Haus (Missouri State University)
Tanya Johnson (Missouri State University)
Leslie McKenzie (Drury University)
Shannon Nicholson (Missouri State University)
Emily Stefano (Texas A&M University)
Trent Walters (University of North Alabama)

From left to right:

Leslie McKenzie
Frances Bozsik
Brittany Haus
Greta Aronson
Tanya Johnson
Woolee An
Emily Stefano
Shannon Nicholson
Trent Walters
Students

Entering 2011

Austin Boon (Anderson University)
Alyssa Byers (Missouri State University)
Angelah Crumm (Drury University)
Monica Hill (Missouri State University)
Kyle Holley (Saint Louis University)
David Houghton (Trinity University)
Morgan Maxwell (Brigham Young University)
Gwen Page (Southern Illinois University-Edwardsville)
Eileen Quinn (Hendrix College)
Students

Entering 2010

Chelsea Bouquet (Missouri State University)
Amber Cichon (Missouri State University)
Leilani Faber (Missouri State University)
Renata Fernandes (University of Kansas)
Jennifer Kincaid (Missouri State University)
Mark Oberle (Missouri State University)
Michael Rosen (University of Kansas)
Brandon Sanford (University of North Texas)
Gail Williams (Texas A&M University)

From left: Chelsea Bouquet, Mark Oberle, Leilani Faber, Renata Fernandes, Brandon Sanford, Gail Williams, Amber Cichon, Michael Rosen, Jennifer Kincaid
Students

Entering 2009

Caitlin Borchert (State University of New York-Fredonia)
Rachel Gartner (Kent State University)
Charles Gilpin (Missouri State University)
Kristina Henson (Missouri State University)
Kathryn Maus (Missouri State University)
Scott Shipman (Missouri State University)
Lindsey Steding (Rollins College)
Brittany Strandell (Wesleyan College)
Jessica Ware (Charleston Southern University)

From Left to Right: Rachel Gartner, Caitlin Borchert, Jessica Ware, Chuck Gilpin, Lindsey Steding
Students

Entering 2008

Sarah Beckmann (Missouri State University)
Andrea Bishop-Hopper (Drury University)
Jessica Cosby (Missouri State University)
Stephanie Dixon (Missouri State University)
Jennifer Ford (University of Missouri)
Mindi Gowen (Texas Christian University)
Shaye Onstot (Missouri State University)
Jonathan Richards (Boise State University)
Steven Ryan (University of Iowa)

From Left to Right: Jon Richards, Jennifer Ford, Sarah Beckmann, Mindi Gowen, Jessica Cosby, Stephanie Dixon, Stephen Ryan
Students

Entering 2007

Jamie Alonzo (Missouri State University)
Cara Britton (Drury University)
Erin Grubbs (Truman State University)
Rachael Kroening (University of Kansas)
Heather Manley (Drury University)
Jennifer McCracken (Missouri Southern University)
Jessica Scott (Drury University)
Nathan Willingham (Missouri State University)