

Clayton State University

Master of Clinical/
Counseling
Psychology
Program

Graduate
Handbook
(2021-22)

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Master of Science in Clinical/Counseling Psychology Graduate Handbook

Mission

The mission of the Master's program in Clinical/Counseling Psychology is to prepare students to be competent, ethical practitioners of psychological services in the community. Students will develop skills in psychological assessment, and in a variety of therapeutic modalities, including adult and child individual, family, couples, and group therapy. Students will be able to apply knowledge from various theoretical frameworks (e.g., cognitive, behavioral, psychodynamic, humanistic) to intervene effectively with a wide variety of psychological problems. The program emphasizes learning to consider the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. Students will be expected to develop self-awareness, empathy, and compassion for the people struggling with mental health problems. This program will prepare graduates to work in a broad range of mental health settings. The program will also prepare students who wish to pursue doctoral training in clinical or counseling psychology.

Philosophy

The Master's program in Clinical/Counseling Psychology strives to provide broad-based clinical training that is firmly rooted in the scientist-practitioner model. We believe that effective clinicians and scholars are willing to incorporate evidence-based therapies as well as engage in critical analyses of the theories and methods they utilize. We believe that students learn best by engaging in experiential, hands-on activities and we require students to participate in these types of experiences throughout the program. We also hold that an important characteristic of a clinician is the willingness to engage in critical self-reflection. Thus, we encourage and facilitate student self-reflection. In addition to faculty feedback, we strongly support peer feedback as an additional means of students gaining insight into their development as clinicians and professionals in general. Finally, it is the philosophy of the program to promote students' development of multicultural awareness and sensitivity. Fostering readiness and eagerness to actively work to understand and thoughtfully relate to those who may be different from ourselves is one of our most important programmatic goals.

Learning Outcomes

The Clayton State University Master of Science in Clinical/Counseling Psychology degree program is unique in that it is designed as a terminal or professional master's degree that combines a heavily applied community-oriented training model with extensive research preparation. Graduates of the program will be able to:

- use critical thinking skills to assess mental health and implement effective interventions using a variety of therapeutic modalities and theoretical approaches (e.g., cognitive, behavioral, psychodynamic, humanistic).
- understand and apply ethical standards to the provision of psychological services in the community.
- demonstrate knowledge and skills to intervene effectively with individuals from varying cultural backgrounds.
- interpret and apply research methods and statistical techniques to advance the study and practice of clinical psychology.
- use interpersonal and written communication effectively and professionally.

MSP Program Personnel

MSP Graduate Director (GD): The MSP Graduate Director, Dr. Nichelle Jackson-Gause, oversees the MS in Clinical/Counseling program. Generally, the GD is responsible for promoting the success of the program, administering the program, and providing mentorship to graduate students.

Clinical Practicum Coordinator: The Clinical Practicum Coordinator, Dr. Mark Daddona, oversees the clinical practicum process, including but not limited to evaluating potential practicum sites, facilitating the student practicum application process, and monitoring and obtaining feedback to ensure practicum objectives are being met.

Clinical/Counseling Graduate Faculty

The faculty of the Clinical/Counseling graduate program is comprised of dedicated clinical and counseling faculty who are committed to the development of skilled, ethical, and multiculturally sensitive practitioners. The well-trained faculty who have a diversity of clinical and research interests are as follows:

Pearl Chang, Ph.D.

Dr. Pearl Chang attended Emory University and received her bachelor's degree in psychology. She continued to Teacher's College, Columbia University and received an MA and MEd in psychological counseling. She finished her doctoral studies in counseling psychology at the University of Georgia. Her pre-doctoral internship was completed at the University of North Carolina- Chapel Hill and postdoctoral residency at Cornell University. Her research interests include quantifying personality concepts, decreasing stigma in therapy and delivering multiculturally sensitive treatment.

Mark Daddona, Ph.D.

Dr. Mark Daddona earned his bachelor's degree in early childhood/elementary education from Southern Connecticut State College, his master's degree in educational administration from the University of South Florida, and his Ph.D. in counseling & student personnel services from the University of Georgia. He completed post-doctoral studies in educational psychology at Georgia State University and is a Licensed Professional Counselor (LPC). He volunteers with the American Red Cross where he serves as a mental health counselor, supervisor, instructor, and co-lead for the greater metropolitan Atlanta area. His teaching and research interests include college student adjustment and success, mental health counseling, emerging adulthood, career development, and crisis response.

Kitty Deering, Ph.D.

Dr. Deering currently practices at the Atlanta V. A. Medical Center where she serves on the adjunct faculty of the Emory University School of Medicine and provides psychotherapy supervision for psychology interns, postdoctoral fellows, and psychiatry residents. Dr. Deering started her clinical practice as a psychiatric nurse, earning a B.S.N. from Duke University and an M.S.N. in Child Psychiatric Nursing from Yale University. After several years of practice in outpatient, inpatient, private practice, and community mental health settings, she went on to earn her Ph.D. in clinical psychology from the University of Rhode Island. Dr. Deering is especially interested in the practice of group psychotherapy, family and couples therapy, and relationship-based therapies. Dr. Deering's research interests include psychotherapy, supervision, family processes, attachment theory, and health psychology.

Christina Grange, Ph.D.

Dr. Grange is an assistant professor in the Department of Psychology. She received her Bachelor's degree in Psychology from Florida Agricultural and Mechanical University where she also received her Master's Degree in Community Psychology. She went onto complete her PhD at Virginia

Commonwealth University and her post-doctoral fellowship at the University of Georgia's Center for Family Research. She is a licensed clinical psychologist who currently maintains a part-time private practice addressing the needs of children, families, and adults through therapeutic and assessment services. Dr. Grange's current research focuses on community intervention and evaluation needs.

Charlie Harris, Ph.D.

Dr. Harris received her Bachelor's Degree in Psychology from the University of Kansas and completed both her Master of Science and Doctoral degrees at the University of Miami in Coral Gables, Florida. She is a licensed clinical psychologist who maintained a part-time private practice focused on child/adult assessment and adult psychotherapy while serving as a full-time faculty member for many years. She served as a Clinical Assistant Professor in the Department of Family Medicine at Morehouse School of Medicine for over a decade before accepting a faculty appointment at Clayton State University in 2011. Dr. Harris has served as a principal investigator for two federally funded research trials on meditation and hypertension and has conducted cross-sectional and intervention research studies on obesity. Her current research interest focuses on biopsychosocial factors that influence obesity and its management in African American women.

Samuel Maddox, Ph.D.

Through internships, post-doctoral training and independent private practice, Dr. Maddox has extensive experience working with families of children with a variety of developmental, behavioral, emotional and academic difficulties. Dr. Maddox also provides school and community-based services through consultation and program evaluation to promote positive growth in the individual and society as whole. His primary research focuses on emotional and behavioral disorders in youth and contextual factors that impact the onset and effective treatment of these disorders.

Admissions to the MS in Clinical/Counseling Psychology Program

In order to be eligible for admissions to the Master of Science in Clinical/Counseling Psychology program, applicants must meet the following criteria:

- Baccalaureate degree from an accredited college or university
- Minimum 2.5 grade point average on a 4.0 scale
 - For applicants with a cumulative 3.0 or higher GPA on a 4 point scale from the applicant's undergraduate degree-granting institution(s), submission of GRE scores is optional.
- For applicants whose cumulative GPA is 2.5-2.99 on a 4 point scale from the applicant's undergraduate degree granting institution(s), submission of GRE scores is required. For these applicants there is not a minimum GRE score identified, however, on average accepted applicants score 280 or higher on the GRE.
- Foundational Coursework
 - Introduction to Psychology
 - Human Development
 - Psychological Statistics
 - Research Methods
 - Abnormal Psychology

- Attend a required on-campus interview with members of admissions committee on the second Friday in April

The Clinical/Counseling Psychology program accepts applications once a year. The application deadline is **March 1st**. Those applications received after the final deadline will be recorded for the next available term. The final deadlines for applications and supporting documents for international graduate students is February 1st.

GRE Waiver: A GRE Waiver may be granted to applicants who have completed an advanced degree from a regionally accredited institution within the past ten years. Other requests for waivers will be considered on a case-by-case basis. A waiver is granted by both the degree program and School of Graduate Studies Admission committees after careful review of the applicant's credentials. To apply for consideration, please complete the form found at the link below and return it to the School of Graduate Studies. The form can be faxed to (678) 466-5042, emailed to graduate@clayton.edu, or mailed to School of Graduate Studies, Clayton State University, 2000 Clayton State Blvd., Morrow, GA 30260. <http://www.clayton.edu/portals/22/docs/GRE%20WAIVER%20OPTION%20FORM.pdf>

Provisional Admission: An applicant who has met the required GRE/GPA requirements yet is missing no more than two (2) required courses may be considered for provisional admission. In order to receive full admission, the applicant would be required to complete the missing required courses with a C or better by a specified deadline that is prior to the start of the academic semester. Applicants who are admitted provisionally will have no more than one academic year to remediate deficiencies. After one year, applicants will be required to reapply and repeat the full admissions process. Once courses are successfully completed the applicant will begin the program with the incoming cohort. Additionally, applicants who are being considered for provisional admittance will be required to undergo the interview process and informed of the consideration of provisional admittance when they are invited for interview.

Residency Requirement: Residency refers to courses (including online courses) offered by Clayton State University. Transfer courses (including correspondence courses, on-line courses, transient courses, or cross-registration courses) are not considered to be in residence. (In this context, "residence" has nothing to do with a student's residence for fee payment purposes.) A minimum of twenty-four (24) semester credit hours in residence at Clayton State University is required for graduation.

Changing Semester of Entry: Admission to a graduate program is valid only for the semester, degree, and major specified in the letter of acceptance. An applicant who is admitted and does not intend to enroll should notify the School of Graduate Studies in writing of this decision as soon as possible. If an accepted applicant wishes to defer entry within one year, the School of Graduate Studies reserves the right to review the application materials again and decide if postponement is appropriate. Applicants wanting to change their date of matriculation must notify the School of Graduate Studies with this request. It is important to note that because of the nature of the Clinical/Counseling MSP program, a minimum of a year is required.

Tuition and Fees: Fees are established by the University System of Georgia and are subject to change. Semester fees are payable on or before registration payment deadlines as published for each semester. A student's registration process is not complete until payment is made in full. It is the responsibility of the student to be informed of, and to observe, all regulations and procedures regarding tuition, fees, payments, refunds and financial aid. For tuition and fees go to <http://www.clayton.edu/bursar/fees>.

Out-of-State Tuition Waivers: Clayton State University offers out-of-state tuition waivers for graduate students. Applications to apply for out-of-state tuition waivers are available on the School of Graduate Studies website (<http://www.clayton.edu/graduate/gradforms>).

Graduate Assistantships (GA's): The Department of Psychology will offer opportunities for qualified students to work as research or teaching assistants based on budgetary availability. Award amounts will vary by academic year. GA's are required to work between 10 to 20 hours per week. Graduate students may apply for advertised assistantships, typically at the beginning of the fall semester. Note: Stipends are considered income and are subject to state and federal withholding taxes. International students who receive taxable income are required to file a tax return each spring in the U.S. in order to determine if those taxes are refundable according to the tax treaty between your country and the U.S. Accepted students may apply for assistantships offered within the university, even those outside the Department of Psychology.

International Graduate Assistantships (IGA's): These assistantships provide out-of-state tuition waivers and are awarded to new incoming international students on the basis of demonstrated academic ability, evidence of extracurricular involvement and financial need. IGA's are required to work a designated number of hours per week while school is in session. To be considered, applicants must have on file a completed application for admission and completed IGA application by the stated deadline. Contact the School of Graduate Studies (<http://www.clayton.edu/graduate/>) for more information. Note: Tuition waivers provided for work performed is not considered employment for tax purposes and do not provide access to a US social security card. Rather the waivers are a type of nontaxable scholarship in most cases. Accepted students may apply for assistantships offered within the university, even those outside the Department of Psychology and availability of IGA's are subject to budgetary availability each year.

Degree Requirements and Curriculum

In order to be awarded the Master of Science (MS) in Clinical/Counseling Psychology, a student will complete a minimum of 60 hours of coursework, including completion of a professional paper capstone experience. Additionally, all students awarded the MS in Clinical/Counseling degree must successfully pass the comprehensive exam and complete 600 supervised clinical hours (40% direct). *Please note that all students must complete and submit an electronic copy of a [Master's Degree Plan of Study](#) during each semester of the program.* Please note that modifications to the suggested plan of study may result in an increase in the length of time to graduation. The courses that students will take are as follows:

Required Core Courses		
PSYC 5000	Advanced Development	3
PSYC 5020	Cultural Issues in Applied Settings	3
PSYC 5040	Advanced Research Methods & Statistics I: Parametric Approaches & Experimental Designs	3
Required Clinical Courses		
PSYC 5010	Ethics in Clinical Settings	3

PSYC 5150	Group Therapy	3
PSYC 5160	The Helping Relationship	3
PSYC 5200	Family & Couples Therapy	3
PSYC 5280	Developmental Disorders & Psychopathology	3
PSYC 5350	Advanced Psychopathology & Diagnosis	3
PSYC 5170	Theories and Practice of Psychotherapy	3
PSYC 5180	Advanced Theories and Practice of Psychotherapy	3
PSYC 5190	Theories and Practice of Psychotherapy with Youth	3
PSYC 6120	Introduction to Psychological Assessment	3
PSYC 6520	Career Development Theory & Practice	3
PSYC 6500	Psychopharmacology & Drugs of Abuse	3
PSYC 6510	Grief & Crisis Intervention	3
PSYC 6590	Clinical Practicum	6
PSYC 6885	Professional Identity & Practice	3
Elective Courses		
PSYC 5040	Advanced Research Methods & Statistics II: Non-parametric Approaches and Quasi-Experimental Designs	3
PSYC 5220	Social & Emotional Development	3
PSYC 5800	Graduate Special Topics in Psychology	3
PSYC 6100	Cognitive Assessment	3
PSYC 6800	Special Topics in Clinical Psychology	3
Courses Related to Capstone Experiences		
PSYC 6890	Professional Paper	4-6
PSYC 6899	Professional Paper Completion	1-2
PSYC 6900	Clinical Comprehensive Exam (Graduation requirement)	0

Total Hours:	60-62
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Course Descriptions

Core Courses:

Advanced Development (PSYC 5000) (3-0-3) The exploration of seminal theories of human development, including Freud, Erikson, Piaget, Gibson, and the Information Processing perspective. Students will learn the distinguishing features of the different theoretical perspectives and evaluate how these theories influence practice in applied settings.

Ethics in Clinical Settings (PSYC 5010) (3-0-3) This course is designed to teach students to evaluate ethical issues related to applied professional practice in human services in a systematic way. Students will become familiar with professional ethics codes and develop an ability to apply these codes to a variety of specific problem situations. The course also examines ethical and legal standards, risk management, and professional credentialing.

Cultural Issues in Applied Settings (PSYC 5020) (3-0-3) A focus on multicultural trends and characteristics of diverse groups, including how attitudes and behaviors are influenced by factors such as gender, race, sexual orientation, ethnicity, and disability. Students are encouraged to explore personal attitudes, stereotypes, biases, myths, and misconceptions about culturally diverse people and how these may impact the practice of psychology.

Advanced Research Methods and Statistics I: Parametric Approaches and Experimental Designs (PSYC 5040) (3-0-3) The first of a two-course sequence, this course focuses on the major methodological approaches utilized in clinical and developmental research settings. Emphasis will be placed on the common parametric approaches for evaluating group differences. Emphasis is also placed on understanding the fundamentals of the research process including how to design, conduct, analyze, report, and critically evaluate psychological research. Statistical computer packages will be integrated in order to learn how to practically apply descriptive and inferential statistics to the design and interpretation of experimental research methods.

Clinical Courses:

The Helping Relationship (PSYC 5160) (3-0-3) Practical introduction to skills need to establish and maintain a successful therapeutic relationship, as well as an exploration of the various interpersonal and intrapersonal issues that may need to be addressed in such relationships. The course also addresses professional development issues. The course will include role-playing and other experiential exercises as part of the learning process.

Advanced Psychopathology and Diagnosis (PSYC 5350) (3-0-3) Course is designed to instruct students in the phenomenon of adult psychopathology and the present diagnostic system used by the majority of mental health professionals. The course will consider psychopathology from a descriptive and etiological perspective, review theoretical and research contributions to our understanding of the etiology and maintenance of psychopathology, as well as provide an introduction to diagnostic interviewing.

Theories and Practice of Psychotherapy (PSYC 5170) (3-0-3) A study of theories and techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, humanistic, integrative approaches, as well as crisis intervention. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.

Advanced Theories and Practice of Psychotherapy (PSYC 5180) (3-0-3) This course is a continuation of Theories and Practice of Psychotherapy I. It is designed to continue to introduce student to crisis intervention and research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders. Students will also be introduced to psychopharmacology.

Theories and Practice of Psychotherapy with Youth (PSYC 5190) (3-0-3) This didactic/experiential course presents theories and techniques of individual psychotherapy with children and adolescents (ages 6-17) using a variety of empirically supported models, including but not limited to behavioral, cognitive, trauma-focused, narrative and play-based approaches. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.

Group Therapy (PSYC 5150) (3-0-3) An exploration of the theory and practice of group psychotherapy. Emphasis is on learning how to develop and lead therapy groups. An experiential component is included with students leading and participating in process groups.

Family & Couples Therapy (PSYC 5200) (3-0-3) A focused examination of assessment and psychotherapy with couples and families. Students will learn a variety of theories and approaches to working with the family system.

Developmental Disorders & Psychopathology (PSYC 5280) (3-0-3) This course will explore common developmental disorders and major forms of child and adolescent psychopathology, evaluate current etiological models and diagnostic standards, and review empirical evidence on current treatment approaches.

Introduction to Psychological Assessment (PSYC 6120) (3-0-3) This didactic/experiential course will review and explore various theories and procedures in the administration, scoring, interpretation, synthesis and report writing for various observational, diagnostic and multi-informant assessments for adults, children and adolescents and their families. Relevant cultural, ethical and legal ramifications of assessment will also be explored.

Career Development Theory & Practice (PSYC 6520) (3-0-3) This course will provide a foundation of the theoretical concepts associated with career development theories, career and personality assessments, and the practice of career counseling. The focus will be on career development theories, concepts, models, assumptions, and research. Emphasis will be placed on lifestyle and career development, life-planning, assessment, and occupation information from a multicultural perspective and in a variety of career counseling settings.

Psychopharmacology & Drugs of Abuse (PSYC 6500) (3-0-3) This course will review theories and models from neuroscience and behavioral pharmacology including but not limited to major psychotropic medications and the neurological processes by which they operate, common drugs of abuse and processes involved in the addiction process and treatment of substance misuse within a culturally sensitive framework.

Grief & Crisis Intervention (PSYC 6510) (3-0-3) This course will provide a foundation of the theoretical concepts associated with the impact and consequences of acute stress on victims, first responders, families, and community members, taking into account the process of grief and loss, complicated grief, dying, death, and bereavement, and the long-term consequences of unresolved trauma. Particular attention is paid to the treatment of the human stress response, effective counseling strategies, methods and techniques for immediate response, comorbidity, anxiety and depression,

abuse, domestic violence, suicidology, impact dynamics of crisis and trauma, survivor guilt, and cultural sensitivity.

Professional Identity & Practice (PSYC 6885) (2-0-2) A graduate-level course where program policies will be strengthened. In the course, students will also explore the professional functioning, credentials, and licensing criteria for master's-level Clinical/Counseling students. Additionally, the course will address the roles and responsibilities of therapists in various settings as well as focus on developing and maintaining a professional identity in the field of professional counseling.

Clinical Practicum (PSYC 6590) (1-V-3) Experiential course that oversees supervised practice in psychotherapy in mental health settings. Course requirements include securing a practicum site, receipt of on-site supervision, and performance of a minimum of 300 hours and direct and indirect services.

Capstone Experiences Courses

Professional Paper (PSYC 6890) (0-V-3) Completion of this course serves as a portion of the non-thesis degree completion option. This course entails two distinct components: preparation and oral defense of the professional paper and intensive preparation for the comprehensive exam, which will be taken during completion of Psychology 6899. Working with a faculty advisor, the student prepares a professional paper that demonstrates his/her mastery of theoretical and empirical information relevant to his or her specific training track (i.e. Clinical or Applied Developmental). Please see the MSP website for specific policies regarding successful completion of this course. Students can only take Psychology 6899 for a maximum of 6 hours. Requires permission of program coordinator for the Master of Science in Psychology and student must currently have a 3.0 GPA or above.

Professional Paper Completion (PSYC 6899) (0-V-3) Completion of this course serves as the second portion of the of the non-thesis degree completion option. During this course, students will finalize their professional paper and make all revisions that were required by their professional paper committee during the oral defense portion of Psychology 6890.

Clinical Comprehensive Exam (PSYC 6900) (0-0-0) Clinical Master's in Psychology students will enroll in this course in order to sit for the program comprehensive exam. The comprehensive exam is designed to assess the knowledge gained through students' matriculation in the Master of Science Clinical program. Students are required to complete the seated exam at a specified time. Approval of Graduate Clinical Coordinator/Graduate Director is required for registration.

Elective Courses:

Advanced Research Methods and Statistics II: Nonparametric Approaches and QuasiExperimental Designs (3-0-3) The second of a two-course sequence, this course focuses on methodological strategies appropriate for use with small sample sizes, such as permutation testing, and nested data structures such as hierarchical linear modeling, commonly encountered in clinical and developmental settings. Statistical computer packages will be further integrated in order to learn how to practically apply correlation and regression statistics to the design and interpretation of quasiexperimental and non-experimental research methods. Emphasis is placed on students learning how to apply their mastery of research methods and statistics to generate a formal research proposal.

Cognitive Assessment (PSYC 6100) (3-0-3) Didactic/experiential course will review and explore various theories and procedures in the measurement of adult cognitive and intellectual functioning, including (1) identification of various assessment methods and their potential use, (2) administration, scoring, and interpretation of assessment data, (3) synthesis of assessment data for the purpose of creating a written report, and (4) ethical and legal concerns regarding assessment procedures and report writing.

Graduate Special Topics in Psychology (PSYC 5800) (3-0-3) PSYC 5800 is a graduate-level course that will explore various topics and issues in the field of clinical, counseling, and applied developmental psychology. Topics covered will be chosen to meet the needs and interests of graduate students in the MS program in Psychology and will make use of the expertise of the faculty and consultants.

Graduate Directed Readings (PSYC 6700) (3-0-3) Exploration of diverse topics under the guidance of faculty in the department. This course will allow students an opportunity to focus on content that may be of minimal focus within the regular curriculum but that is of particular interest and relevance to their professional goals.

Special Topics in Clinical Psychology (PSYC 6800) (3-0-3) PSYC 6800 is a graduate-level course that will explore various topics and issues in the field of clinical and counseling psychology. Topics covered will be chosen to meet the needs and interests of clinical graduate students and will make use of the expertise of the faculty and consultants.

Practicum Requirements & Guidelines

Successful completion of the clinical practicum experience, including the practicum course that is taken concurrently during the year of practicum training is required for the Master of Clinical/Counseling Psychology degree. The clinical practicum is a minimum 9-month clinical training experience that commences at the beginning of the second year in the program. The practicum provides students with supervised clinical training experiences at outpatient or residential mental health treatment sites.

Clinical Practicum (PSYC 6590 & PSYC 6591): The sequential practicum courses (PSYC 6590 and 6591) are taught by CSU graduate clinical faculty. The course does not provide supervision for clinical hours which are to be supervised by a licensed Professional counselor, Clinical Social Worker, Marriage and Family Therapist, Psychologist, or Psychiatrist at the practicum site.

Eligibility Criteria: Students must receive approval from the Graduate Director and the Practicum Coordinator before applying to practicum sites. Students must meet course prerequisites as well as demonstrate *practicum readiness* based upon a number of professional and interpersonal skills (see Student Evaluation section). To this end, students will be evaluated on professionalism, integrity, accountability, effective communication, respect for individual and cultural diversity, and ethics as part of the process for determining their eligibility for practicum. Although students are eligible to apply to practicum before completing the prerequisite courses, all prerequisites must be completed before the student begins practicum. Prerequisites include: PSYC 5170 (Advanced Psychopathology), PSYC 5160 (The Helping Relationship), and PSYC 5170 (Theories and Practice of Psychotherapy) with a minimum grade of C. Students must enroll in 3-credit hours of clinical practicum each semester during their nine-month practicum.

Securing a Practicum Site: Eligible students are required to obtain their own practicum by applying to an approved list of sites. Alternatively, they may find a site that meets the training requirements outlined in the practicum handbook (<http://www.clayton.edu/Portals/633/MSP%20Practicum%20Handbook-Rev%20Spr%202015.pdf>) and acquire prior approval from the Practicum Coordinator to receive training from that site. Application for practicum typically occurs during January of students' first year (spring semester). However, individual sites may have earlier application deadlines. It is the student's responsibility to be aware of the specific eligibility criteria, deadlines, and application dates for the sites by contacting their respective clinical training directors. The application process is competitive and students are encouraged to apply to

multiple sites. Sites will notify students if they have been selected to interview for positions and provide them with information about the interview process. Students should adhere to professional decorum/dress code when interacting with practicum sites. Student behavior and appearance should reflect an understanding of their status within our institution and within our graduate training program that educates mental health professionals to provide care to the larger community. If a student is unkempt, inappropriately dressed, lacks professionalism, etc., other organizations/agencies may incorrectly draw conclusions about the student or the program's ability to provide treatment in a professional manner.

Practicum Requirements: The program requires completion of 600 supervised hours of clinical work experience, which corresponds to an average of 20 hours a week. A minimum of 240 hours (40% of overall hours) must be direct clinical contact hours to successfully complete practicum. Although there may be variability in the time spent at practicum sites from week to week, at a minimum, students must work at least 2-2.5 days a week and complete a minimum of 12 hours per week (or site's minimum requirement if higher) regardless of if and when they meet the required number of clinical hours. Again, 40% of clinical training experiences must be in the provision of direct patient care. Students are not to exceed 30 hours a week at practicum sites. These are minimum training requirements and do not prevent students from committing to longer internship/practicum periods, pending the approval of the Clinical and Practicum Coordinators. The curriculum is designed so that students attend class on Tuesdays and Thursdays until 3:30 p.m. so that they may be available to fulfill practicum requirements outside of these days and/or hours. Students must receive supervision from a licensed clinical supervisor who has held licensure for a minimum of three years.

Prior to starting practicum, students must obtain and provide proof of liability insurance to both the Practicum Coordinator and the practicum site. Typically, liability coverage should be in the amount of \$1,000,000 per incident, \$3,000,000 aggregate. Students must have coverage and provide the Practicum Coordinator with their insurance face sheet no later than the last day in July. Students should confirm that this level of coverage is sufficient for their sites. Coverage can be obtained from various underwriting agencies including The Trust, American Professional Agency, Inc., and others or may be provided through membership in professional organizations such as the American Counseling Association. Students who fail to provide proof of insurance will not be allowed to start practicum. Students will also need to provide any other specific documentation required by their practicum sites such as background checks, physicals, etc. Again, these requirements are site-specific and therefore students must contact the site to ascertain what is required. All students should also sign a practicum agreement as part of the Memorandum of Understanding with the practicum site prior to their first day of practicum. The Practicum Coordinator and the practicum supervisor should both have signed copies of the student's practicum/intern agreement. Generally, students will not begin their practicum experience prior to August 1 of their second year.

Capstone Expectations

Students completing the MS in Clinical/Counseling Psychology degree must complete a major capstone experience, Professional Paper as well as the Comprehensive Exam. The goal of these capstone experience is for the student to demonstrate competency in the major programmatic outcomes in both written and oral formats. Students must have completed a minimum of 30 hours and have a 3.0 GPA to engage in the capstone experience.

Comprehensive Exam: The MS in Clinical/Counseling Psychology program administers the Counselor Preparation Comprehensive Exam (CPCE) to assess students' knowledge gained from matriculation in the program. The exam will be administered twice annually, spring and summer semesters. Eligible students must register in Clinical Comprehensive Exam (PSYC 6900) and take the exam at the first available testing date after becoming eligible. The exam will cover the following areas: Human Growth and Development, Social and Cultural Diversity, Helping Relationship, Group Work, Career Development, Assessment, Research and Program Evaluation, Professional Orientation and Ethical Practice, and Psychopathology. Students will be notified of their status on the exam approximately two to four weeks following the exam administration. Students who do not successfully pass the exam will receive a grade of "Unsatisfactory" in Clinical Comprehensive Exam (PSYC 6900). Students who do not successfully pass the exam will be allowed a maximum of three re-takes of the exam provided the re-take does not exhaust the maximum number of unsatisfactory grades allowed by the School of Graduate Studies. Re-takes must be completed either the following summer semester or the spring semester of the following year. Students will submit a form ([Notification of Comprehensive Exam Re-Take](#)) informing the MS in Clinical/Counseling Psychology program the requested semester of re-take (summer or spring).

Any additional requests to take comprehensive exam following three unsuccessful attempts will only be considered under extremely extenuating circumstances and require submission of a formal petition to the MS in Clinical/Counseling Psychology program faculty. To be considered, the submission will require documentation of the extenuating circumstance as well as a written plan of action that the student believes will increase the probability of success at the re-take. Three unsatisfactory grades will result in dismissal from the program.

Professional Paper (Required): The professional paper in Clinical/Counseling psychology involves a theoretically-driven conceptualization and critical investigation of a clinical case study. The written product resulting from this effort is a professionally written manuscript providing a literature review and a comprehensive discussion of a selected case study. To be eligible to complete the Professional Paper, students must have completed 30 hours of coursework and have a minimum GPA of 3.0. Specific instructions can be found in the [Professional Paper Guidelines](#).

Grading: Within two-weeks of submission, the committee will make a decision on approval and provide written notification to the student on the decision. The committee can assign one of two grades designations: (1) Pass/Pass with Minor Revisions (student will receive a grade of "S"); or, (2) Fail (student will receive a grade of "U" and be required to continue the process of professional paper). In order for a student to successfully complete the Professional Paper requirement, they must receive a Pass/Pass with Minor Revisions on the written manuscript. If a student receives an Unsatisfactory grade (U), they will be required to continue the professional paper process until a grade of Satisfactory is earned.

It is within the authority of the Professional Paper Chair to require revisions to the professional paper before granting final approval. The number of revisions likely to be required will be reduced if the student has worked closely with their chair throughout the process. Upon final approval, the student and/or Professional Paper Committee Chair must submit the finalized Professional Paper in electronic form accompanied by verification that the student has successfully passed to the Graduate Director (via email) who will forward it to the School of Graduate Studies.

Professional Paper Completion Timeline (Please note all dates are NO LATER THAN):
Fall Semester, 2nd Year (1 credit hour):

- A. Professional Paper Meeting with assigned Faculty Chair
 - a. Students should reach out to chair to setup a meeting.
 - b. Minimum of 2 meetings required for the semester
- B. Case Summary due November 9th to Chair
 - a. Must be based on a client from practicum site
 - i. Student is not required to have seen this client 3x
 - ii. Client is not required to be the student's final case selection
 - b. Summary Requirements
 - i. Approximately 2-3 pages in length
 - ii. Summarize clinical information such as (demographic information, medical and mental health history, current treatment considerations, and conceptualization of a treatment plan.
 - iii. Chair will determine any additional expectations for Case Summary content

Spring Semester, Second Year (3 credit hours):

- A. Case Selection
 - a. Send confirmation to chair no later than January 15th
- B. Students should reach out to chair to setup a meeting.
- C. Minimum of 4 meetings and 2 drafts required for the semester

Paper Components:

- D. Case Conceptualization (2-5 pages)
 - a. This can be an extension of the case summary submitted in fall semester, but it is not required to be the same case
- E. Diagnostic Impression (2-4 pages total)
 - a. Differential Diagnosis (1-2 pages)
- F. Etiology- all students must have a minimum of two etiological factors in reference to their case leading to justification of diagnosis. (3-5 pages)
- G. Therapeutic Framework (5-7 pages)
 - a. Multicultural Considerations specific to case (2 pages as part of Therapeutic Framework)
- H. Primary/Secondary Treatment Issues & Goals (1-2 pages)
- I. Treatment Strategies and Prognosis (6-8 pages)
 - a. Ethical Considerations specific to case (2 pages as part of Treatment Strategies)
- J. Future Considerations (2 pages)
- K. **Due by April 20th**
 - a. Submission must be made to chair.
 - b. Scheduled as a full semester course (3-credit hours)
 - c. Students are expected to meet with the chair throughout the semester.
 - d. Number of drafts and due dates will be set by chair

Graduation Requirements

A candidate for graduation is subject to the catalog requirements that are in effect at the time the student entered his/her graduate degree program and the degree plan of study developed by the end of the first semester of study. Changes in the graduate degree plan of study must be approved by the Dean of the School of Graduate Studies and the student's program committee.

Total Hours and Grade Point Average Requirement: MS Clinical/Counseling students must have earned a minimum of sixty (60) semester credit hours with an institutional GPA of at least 3.0 calculated using all graduate courses taken. A student must be in good academic standing and enrolled in at least one (1) credit hour at the time of graduation.

Comprehensive Exam Requirement: In order to successfully graduate from the MS Clinical/Counseling program, students must successfully pass the comprehensive exam. Students will have no more than three attempts to successfully pass the exam provided the re-take does not exhaust the maximum number of unsatisfactory grades allowed by the School of Graduate Studies. Students who do not pass the exam will be dismissed from the program.

Residency Requirement: Residency refers to courses (including online courses) offered by Clayton State University. Transfer courses are not considered to be in residence. A minimum of twenty-four (24) semester credit hours in residence at Clayton State University is required for graduation.

Application for Graduation: All students pursuing a degree from Clayton State University must submit an Application for Graduation to the School of Graduate Studies two semesters in advance of the intended graduation. The deadlines for submitting an application are at <http://www.clayton.edu/registrar/graduation#GraduationApplicationDeadlines>. Students may be graduated at the end of any semester in which they fulfill the degree requirements of the University. Currently, formal commencement ceremonies are held in May and December each year. Diplomas are available for pick up six to eight weeks after the end of the semester. Diplomas not picked up will be mailed to the current address on file.

Licensure Process

The MS in Clinical/Counseling Psychology program has been designed to meet the curricular and practicum hour requirements set forth by the state of Georgia to qualify to apply for licensure to become an Associate Professional Counselor (APC). According to the state of Georgia, to be eligible to apply for the APC applicants must have (1) earned a Master's degree from a regionally accredited program in psychology or counseling which contains coursework similar in coursework and content to a CACREP accredited program. This includes coursework in the following nine (9) content areas: (a) **Human Growth & Development**, (b) **Multicultural Counseling or Diversity Training**, (c) **Counseling Techniques/Skills**, (d) **Group Dynamics/Group Psychotherapy**, (e) **Lifestyle and Career Development**, (f) **Appraisal/Assessment of Individuals**, (g) **Research Methods & Evaluation**, (h) **Professional Orientation and Ethics**, and (i) **Psychopathology** AND a practicum of at least 600 hours. Once a student has successfully completed our program, the student has met the academic requirements to apply for the Associate Professional Counselor (APC) credential. Applications are processed by the Georgia Composite Board. Once approved, the applicant must pay the current examination fee to the National Board for Certified Counselors (NBCC; <http://nbcc.org>) and select an approved testing site to take and pass the National Certification Exam (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). To obtain more comprehensive information, please visit the Georgia Secretary of State website (<http://sos.ga.gov/index.php/licensing/plb/43>).

Expectations of Graduate Students

Orientation: During the first semester of enrollment, all newly admitted graduate students are required to attend an orientation session. The orientation is typically scheduled the week before the first day of classes. Additionally, because relative to undergraduate education, graduate school is a closer approximation to psychology as a profession, students are expected to conduct themselves in a professional manner while enrolled in the program. Attention is called especially to the following:

Attendance: Students are to attend all class sessions in each course in which they are enrolled. Attendance will be monitored beginning with the first scheduled class period.

Timeliness: On-time behavior is an important professional attribute. Consequently, students are expected to be in the classroom, prepared for class and ready to work at the beginning of each class period. At the discretion of the individual instructor, late arrival to class may be recorded as an absence. Students are expected to remain in class for the full class period. When, due to uncontrollable circumstances, a student will be late or absent from class, it is the responsibility of the student to notify the instructor prior to the event. When prior notification is not feasible, the student will discuss the tardiness or absence with the instructor as soon as possible following the event and provide documentation.

Email: Clayton State will provide each student with an e-mail address through the Clayton State electronic post office. The student will be responsible for monitoring this address on a regular basis for assignments and official communications from Clayton State faculty and administrators. Students are expected to check their CSU email regularly for updates on class assignments, information from faculty and advisors, and other important program information. Students are expected to respond promptly and courteously to emails and/or phone calls from program faculty.

Preparedness: Graduate study is conducted in a seminar format rather than a didactic (lecture) format. Students are expected to come to class having done the assigned readings and prepared to raise questions about the material. Students are expected to be active participants in all class discussions.

Assignments & Presentations: Graduate students are expected to give presentations in many or all of their courses. Students are required to be prepared for their presentations with appropriate media, handouts, outlines, discussion questions, video clips, and other materials as indicated on the course syllabi. Absence on the day of a presentation will result in a grade of zero for the assignment. Assignments are to be submitted promptly when due. All work is to be completed in accordance with professional standards and in keeping with principles of academic honesty.

Professionalism: Students are expected to perform in a professional manner while in the classroom. Inattention, apparent boredom or apathy, texting, emailing, using the internet, and any other behaviors inconsistent with full participation in the class will be considered to be unprofessional within the context of this program. Students should expect that they will be called upon to desist from any of these behaviors during class.

Experiential Training: Many of the courses in the Clinical Psychology program require students to participate in experiential exercises to facilitate training in counseling and psychotherapy. Often students will be asked to role play clients experiencing mental health problems and stressors that may be similar or even identical to situations they have experienced. In the Group Therapy course, specifically, students will also be required to participate in laboratory group sessions where they will discuss their own feelings and experiences. Students are expected to be open to the experiential aspects

of their training; however, they should monitor their own levels of self-disclosure and only disclose information that suits their own level of comfort.

Ethical Behavior: In interactions with others, including faculty, staff, and other students, clients, or subjects, students are expected to observe the ethical standards applicable to the profession of psychology. On practicum sites, students are expected to dress and comport themselves as would psychologists working within that setting or agency.

Grievances: When students have concerns about their grades, course policies, or interactions with the faculty in the Clinical Psychology program, they are expected to first speak directly to the relevant faculty member about their concerns. Students should seek consultation about faculty concerns with the Graduate Director and/or Department Head only after they have discussed their concerns directly with the faculty member and in cases where the situation could not be resolved. A more formal process is detailed further in this handbook.

Self-Care and Coping: Being a mental health professional requires attention to self-care and maintenance of good emotional and physical health. Students in the program are expected to develop and maintain good coping skills and to seek help when they are coping with physical or psychological problems.

Personal Counseling: The faculty of the Clinical/Counseling Psychology program strongly recommends that students take the opportunity to seek counseling while in the program to strengthen their own coping skills, learn about themselves, expand their abilities to work with people from different backgrounds, and get an inside view of the counseling process which will enable them to become more effective therapists. Secured through the payment of student fees, CSU offers counseling for all enrolled students at the CSU Counseling Center.

Student Evaluations/Early Warning Process

The faculty of the Clinical/Counseling Psychology program has outlined a set of competencies that all students are expected to meet. Students are expected to demonstrate their attainment of these competencies through traditional means such as, their grades in their classes, their practicum evaluations, and their passing of written and oral comprehensive exams. Students are also expected to demonstrate professionalism and appropriate, ethical, representation of the program through their personal conduct always. Students will be formally evaluated by the faculty each semester. Students will be required to schedule a meeting with the Graduate Director to receive oral feedback each semester. Upon receipt of feedback, students for whom notable deficits have been noted, in consultation with the Graduate Director, will collectively develop a plan for addressing the identified areas of improvement. Students who do not sufficiently meet competencies or show progress toward remediating deficiencies will be subject to disciplinary action which may include probation or dismissal from the program. It is also important to note, that once a student has been placed on and completes a remediation plan and problem behavior arise again, there is no promise on behalf of the program that remediation will again be offered. In the case of repeated problems, the student risks dismissal from the program (see Program Remediation and Dismissal Policy section). Students will be evaluated on the competencies listed below and their ability to successfully meet the outlined objectives.

Program Goals and Competencies

GOAL 1: ACADEMIC COMPETENCE

Objectives

1. Satisfactory GPA. The successful student will maintain a minimum 3.0 cumulative GPA and will receive no more than one C in academic courses.
2. Progress toward completing the program. Students will demonstrate an ability to satisfactorily complete courses on a full-time or part-time schedule (as negotiated upon acceptance into the program) and to provide an explicit, realistic timeline for completing program requirements
3. Written and oral presentation skills. Students will receive strong, positive evaluations on writing and oral presentation assignments across various coursework. They will also receive positive evaluations on their oral defense and written thesis or literature review/case-conceptualization paper, as well as their comprehensive exam.
4. Thesis/Non-thesis Options. Students will demonstrate their ability to develop an achievable plan for completing either a thesis project or literature review/case-conceptualization paper within an acceptable time frame.

GOAL 2: COMPETENCE IN PROFESSIONAL CONDUCT, ETHICS AND LEGAL MATTERS

Objectives

1. Professional interpersonal behavior. Students will demonstrate the ability to engage in professional and appropriate interactions with peers, faculty, supervisors, as well as clients and staff at practicum sites. To this end, students will demonstrate ability to engage in smooth working relationships, establish appropriate boundaries, and utilize effective conflict resolution skills in a tactful manner.
2. Seeks consultation/supervision. Students will actively seek consultation when necessary and accept and utilize feedback from faculty and clinical supervisors.
3. Adaptive coping strategies. Students will demonstrate ability to effectively manage personal and professional stressors and challenges while maintaining professional functioning. Students will actively seek supervision and utilize appropriate resources to address significant issues/problems.
4. Efficiency and time management. The successful student will keep scheduled appointments, attend classes and meetings on time, and keep faculty/supervisors informed of their whereabouts as needed. Students will minimize unplanned absences whenever possible.
5. Knowledge of ethics and academic integrity. Students consistently apply ethical principles and logical reasoning when approaching academic and clinical duties.

GOAL 3: COMPETENCE IN INDIVIDUAL AND CULTURAL DIVERSITY

1. Awareness of own cultural and ethnic background. Student demonstrates awareness and insight related to their own background and its impact on others. Students show evidence of commitment to exploring own cultural identity issues and its relationship to professional activities.
2. Sensitivity to individual/cultural diversity. Student demonstrates a commitment to providing culturally sensitive services and facilitating injustice. Student acknowledges and respects differences that exist between self, others, and systems in terms of race, ethnicity, culture and other individual difference variables. Students recognizes and acknowledges own biases and limits to expertise.

GOAL 4: COMPETENCE IN SCHOLARLY INQUIRY, CRITICAL THINKING, AND APPLICATION OF CURRENT SCIENTIFIC KNOWLEDGE TO PROFESSIONAL ACTIVITIES

1. Seeks current scientific knowledge. Student displays necessary self-direction in gathering scholarly information to enhance knowledge base related to professional activities and other relevant areas. Students demonstrate proficiency in using available databases, professional literature, seminars/training sessions, and other resources to expand knowledge.
2. Student demonstrates critical thinking and application of evidence-based knowledge when completing coursework, thesis, or literature review/case-conceptualization.

Assessment of Practicum Readiness

In addition to the above identified areas of competence, prior to applying to practicum sites, each student will be specifically evaluated by faculty to determine readiness to seek a practicum. The areas of assessment are the following: (1) Professionalism; (2) Individual and Cultural Diversity; (3) Ethical and Legal Standards and Policy; (4) Reflective Practice/Self-Assessment/Self-Care; (5) Relationships; and (6) Academic Performance.

Student Evaluation of Courses, Practicum, & Program

As part of our continued effort to ensure the highest quality training experience in the MS in Clinical/Counseling program, students will be required to complete evaluations of courses, their practicum experience, and the program in general. Course evaluations will be completed each semester while practicum and program evaluations will be completed at the end of practicum and prior to graduation. We value students' input and acknowledge the importance of student feedback in the quality enhancement of the program. For this reason, we thank you all in advance for your timely and honest feedback.

Academic Policies

(Please see the Graduate Catalog for full listing of university academic policies)

Advising: In order to keep students on track for completing the degree, the Graduate Director will provide general advising.

Notebook Computer: It is the policy of Clayton State University that every student own or have ready, on demand access to a notebook computer to use for academic assignments and communications. These will often, but not always, require taking the computer to class. For hardware and software specifications and additional details, go to the University's ITP-Choice website (<http://www.clayton.edu/hub/itpchoice>).

Late Registration and Changing Schedules: Each semester the university's Academic Calendar specifies a date as the last day to register for classes or to change schedules through the late registration process. After this date, the student's class schedule becomes official and can be changed only during Drop and Add period or by official withdrawal (see below). Students are obligated to pay tuition and fees for all courses registered for as of the end of Late Registration.

No Show Policy: Students must attend at least one regularly scheduled class meeting in each course during the first two weeks of the term to remain registered in those classes. Students who do not attend any of their classes during the no-show reporting period, are withdrawn from the university. If extraordinary circumstances arise that prevent students from being physically present during the first

week of term, students wishing to be reinstated must: (1) be able to provide satisfactory documentation of extenuating circumstances such as death in the immediate family, a serious illness, or an unavoidable calamity beyond their control; (2) at the earliest opportunity, obtain permission from their instructor(s) to start late, and (3) request the Dean of their college reinstates them in courses approved by the instructor(s). Students should be aware that starting some or all classes late has serious academic and financial implications. Attendance is especially important for students receiving financial aid because failure to attend classes in all registered courses affects the amount, distribution, and possibility of receiving financial awards.

Academic Progression: To remain a student in good standing, degree candidates must maintain a B (3.0) average and must take at least one class per academic year in which the candidate is enrolled. Students whose grade point average falls below 3.0 will be placed on Academic Probation (discussed in more detail below). It is expected that a student will need no more than six years to complete the MS in Clinical/Counseling Psychology degree. Any student who exceeds the six-year-time limit for completing a degree must apply for admission to the degree program as a new student and begin a new planned program of study. Course credit over six years will not be accepted in the new program. Other previous course work will be evaluated on the basis of its applicability to the new program of study.

Course Load: Each graduate course will carry three semester hours of academic credit unless otherwise indicated. To be classified as “full-time,” students must carry a minimum of nine (9) semester hours per semester.

Course Overload: Students may schedule up to nine (9) hours of course credit per semester without special permission; however, the MS in Clinical/Counseling Psychology program permits up to fourteen (14) credit hours a semester. A student who wishes to register for a course load exceeding the maximum permitted in the MS in Clinical/Counseling Psychology program must submit a written overload request to the program director for approval by the Dean of Graduate Studies. In general, a student must have been at Clayton State University for at least one semester and achieved an overall B (GPA 3.0) average before an overload will be approved although the Graduate Dean may make exceptions in special circumstances. *Please note that because of the structure of the Clinical/Counseling program, it is unlikely that departmental courses will be available to support course overloads.*

Full-time Course Load: To be certified as full-time students, graduate students must carry a minimum of nine (9) semester hours. A student who is enrolled in less than a full-time course of study at Clayton State University may be in jeopardy of:

- Losing insurance coverage under his or her parent/ guardian’s or personal insurance policy;
- Being out of compliance with the Department of Homeland Security if enrolled at Clayton State University on a student visa;
- Being placed on a loan repayment schedule by a lender or guarantor if the student is the recipient of federal financial aid; and/or
- Losing a scholarship if the guidelines for receiving the scholarship require full-time enrollment.

Half-time Course Load: Half-time enrollment is a minimum of five (5) semester hours for graduate students; however, because of the curriculum offerings in the clinical program, anything less than fulltime enrollment in the clinical program will result in a minimum year delay in completion of the program. International students in the student visa status of F and J are required to carry a full-time course load as defined by the Department of Homeland Security.

Course Repeat Policy: A student who has earned a less than satisfactory grade (C, D, F, WF, or U) in three or more classes may be dismissed from the program. Courses in which

a grade that is less than “C” is earned will not count toward the fulfillment of the degree requirements but will count for GPA calculation purposes. Those courses in which grades of “D”, “F”, “WF” and “U” are earned must be repeated. At the graduate level, when a graduate course is repeated the original grade is not replaced by the repeated grades. Both grades will be calculated in the grade point average (GPA). No more than two (2) grades with “C” are allowed in a graduate program. Students earning more than two (2) course grades of “C” or lower will be dismissed from the graduate school.

Academic Warning: Students who earn a grade of “C” or below in a graduate course are issued a letter of “academic warning” even if the cumulative and/or term GPA remains at or above 3.0. This letter serves to remind students that no more than two (2) grades of “C” or lower are allowed for continued graduate study.

Academic Probation: Students whose cumulative GPA falls below the minimum acceptable GPA of 3.0 are placed on Academic Probation. Students on Probation must contact the Graduate Director to receive information and assistance. Students on Academic Probation are restricted to taking six (6) credit hours or less until the GPA is raised to above a 3.0. In addition, students on Probation, especially those on Probation for the first time, may be required to develop a remediation plan for continuing in the program.

Academic Suspension and Dismissal: Students may be dismissed from graduate study when their cumulative GPA remains below 3.0 for two consecutive terms or they earn more than two (2) grades below “C”. Students are placed on Academic Suspension when, while on Probation, they earn a term GPA that is less than 3.0 or they earn a third grade below “C”. Academic Suspension bars students from enrolling for one semester. Students who are suspended should develop a concrete plan for academic success in consultation with the Clinical Graduate Coordinator/Graduate Program Director. Reinstatement is not automatic. To be reinstated a student must submit a request letter and remediation plan for future academic success to the School of Graduate Studies four weeks prior to the start of the semester in which he/she wishes to resume coursework. For those readmitted, the Graduate Dean may impose restrictions: students may be required to enroll in specific courses, limit the number of hours that they take and/or participate in structured academic support programs. Students who are reinstated will be on Academic Probation and must continue to maintain a minimum term GPA of 3.0 until they achieve good academic standing.

Grade and Academic Appeals: Students wishing to file an appeal of a grade or other academic action must first attempt to work out the matter informally with the appropriate instructor (if applicable). It is expected that students in the program will seek consultation about faculty concerns with the Clinical Coordinator and/or Department Head only after they have discussed their concerns directly with the faculty member and in cases where the situation could not be resolved. If that is not satisfactory, the appealing student must contact the relevant department head or associate dean. The appeal must be initiated as soon as possible. The student must put his or her case in writing and supply documentation unless the matter is resolved informally before an official appeal is filed. Written appeals should be directed to the relevant department head or associate dean with a copy to the dean. The department head/associate dean in consultation with the dean will provide the appellant with a written answer. Students may appeal the school/department-level response by submitting a written statement to the Associate Provost. Appeals initiated more than one semester following the time that the dispute arose will not be considered. Other details about the appeal process are contained in the *Graduate School Catalog*.

Every course listed on a student's official semester schedule as of the end of the schedule change period will be listed on the student's permanent record with some grade designation or symbol, even though the student may not complete the semester's work. The following grades are assigned and are calculated into grade point average (GPA):

Grade Symbol	Equivalent	Numeric Points
A	Excellent	4.0
B	Good	3.0
C	Unsatisfactory	2.0
D	Unsatisfactory	1.0
F	Unsatisfactory	0.0
U	Unsatisfactory	0.0
WF	Withdrew, Failing	0.0

Incomplete Grade Policy: The grade of I, Incomplete, indicates that a student was doing satisfactory work, but due to non-academic reasons beyond the student's control, the student was unable to meet the full requirements of the course. The grade of I is only appropriate when all of the following conditions are met:

1. The student is doing satisfactory work in the course.
2. The unfinished requirements can be clearly delineated.
3. The unfinished requirements constitute a relatively small part of the course.
4. The student has justifiable reason(s) why the work cannot be completed on schedule (documentation is required).
5. The student arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on this form

Incompletes will be assigned only under extremely extenuating circumstances that meet the above-listed criteria. In the context of Thesis/Professional Paper, for example, a student has submitted a final draft to their committee and scheduled a defense; however, an extenuating circumstance such as illness or an accident prevents them from completion of the oral defense. Additionally, if the extenuating circumstance occurs prior to submission of the final draft or scheduling of the defense, the committee should evaluate the last submitted draft to determine appropriateness for an Incomplete. If a student has not submitted any drafts, they should not be considered for an Incomplete. Finally, Incompletes are not appropriate for issues such as the student not making sufficient progress by the stated deadline or oral defense scheduling issues.

Withdrawal from Courses: Students may withdraw from one or more courses any time before the identified withdrawal period. To withdraw they should complete an official withdrawal form in the Office of the Registrar. The form can be submitted on paper (Registrar's Office, (678) 466-4150) or online (<http://www.clayton.edu/registrar/withdrawal>). Students who officially withdraw from courses before mid-semester will receive a "W" in those courses and receive no credit. They will not, however, suffer any academic penalty. A grade of "W" is not included in the calculation of the Grade Point Average (GPA), but it may have implications for continued financial aid eligibility. (Consult the Financial Aid Office). Students who officially withdraw after mid-semester will receive a "WF," which will be counted as an "F" in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic

calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing are assigned failing grades.

Military Withdrawal: A student who is on active duty or is a military reservist (including members of the National Guard) may withdraw from the university if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to Active Duty to the Office of the Registrar. A student is not eligible for a military withdrawal in any course in which the student has completed the course requirements (e.g., taking the final exam or submitting the final project). Elective fees are to be prorated according to the date on which the student officially withdraws. Students who withdraw and receive a full tuition refund will receive a grade of “WM” (military withdrawal) for all courses from which the student has withdrawn.

Non-Academic Withdrawal: A student may be withdrawn from the university for non-academic reasons when in the judgment of the School of Graduate Studies, it is determined that the student has demonstrated behavior that: (a) poses a significant danger or threat of physical harm to self or to the person or property of others; or (b) interferes with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel. Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded an appropriate hearing prior to the final decision concerning his or her continued enrollment at the university. In situations involving an imminent threat, the Student will be provided a hearing as soon as practicable after the withdrawal occurs. The instructor will assign students who are non-academically withdrawn a grade of W or WF if they are withdrawn before the semester midpoint and a WF if they are withdrawn after the semester midpoint.

Hardship Withdrawal: A student desiring to be considered for a hardship withdrawal must complete the official withdrawal process and submit a Hardship Withdrawal Request Form to the Dean of Arts & Sciences (<http://www.clayton.edu/registrar/withdrawal>) to the Dean of Arts & Sciences. The Hardship Request form may be obtained from the Registrar online or in person. To be eligible for hardship withdrawal, a student must have met ALL of the following conditions: ○ Experienced an emergency or other unanticipated hardship that makes continuation in the course or courses ill-advised

- Been passing the course at the time that the emergency or other hardship arose ○ Acted responsibly by notifying his or her instructors or other University officials about the hardship situation as soon as possible after it arose
- Filed the hardship request with the Dean of Arts & Sciences as soon as it is feasible to do so

Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Hardship withdrawal does not involve special consideration for refunds. Any refund due will be granted in accordance with the refund regulations and schedule printed in the semester Schedule of Classes booklet.

For purposes of this policy, “passing” is defined to include not only recorded grades but also satisfactory progress toward course assignments (papers, reports, projects, etc.) that have not yet actually been graded at the time the hardship arises. The Dean’s office will contact the appropriate faculty member(s) to determine the student’s status. “Hardship” refers to an unexpected event or circumstance beyond the student’s control that directly interferes with the student’s ability to continue to make satisfactory progress in class.

Program Readmission and Reentry

Readmission and Reentry Applications (University): Graduate students who have been unenrolled for no more than two semesters may register for courses without having to be re-admitted. A graduate reentry application is required for any student who was previously enrolled and wishes to return in the same graduate program after an absence of three or more semesters. Applications for reentry admission and the nonrefundable reentry application fee must be submitted by the established deadlines. Complete credentials must be received by the School of Graduate Studies before a decision can be made. Reentry applications are processed in the order that they are complete and ready for a decision. All students, including reentry students, must notify the School of Graduate Studies prior to registering if any of the following conditions apply: (1) the student has attended another school since last attending Clayton State University. The student must have an official transcript of credits sent from the school he or she attended. The student must be eligible to reenroll at the last school attended before he or she returns to Clayton State. Failure to submit this transcript by the midpoint of the first term after returning to Clayton State could result in the placing of a registration hold on the student's record; (2) the student has disciplinary actions pending at the last institution attended since matriculation at Clayton State; (3) the student has been convicted of a crime other than a minor traffic violation since last attending Clayton State. Failure to notify the University of any of the above conditions could result in university sanctions, including expulsion.

Readmission and Reentry Applications (Program): Students who are suspended and/or dismissed for one semester or more are required to submit a letter to the Master of Science in Clinical/Counseling Psychology requesting readmission to the program. The student will be notified by the Program Director of the deadline for submission and general areas of remediation that should be addressed in the written request. If a student misses the deadline provided, they have forgone the opportunity to reenter the program. The graduate committee will evaluate and discuss the student's request and their academic, ethical, and professional progress from their last enrolled semester prior to making a decision about acceptance or rejection of the stated request. The student will be notified via email by the Graduate Director within ten (10) days after the committee has come to a decision.

Academic Honesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community —students, faculty, and staff — are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the Offices of the Deans of each College, the Office of the Dean of students, and the Office of the Provost. Additionally, at the core of being a helping professional is ethical integrity. The Clinical MSP program holds that any student in the program who engages in any form of academic dishonesty is not only violating a core value of the university, but, also, demonstrating a lack of ethical veracity that defies the central tenets of the profession.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to visit the School of Graduate Studies homepage to review the policy in its entirety.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Additionally, the submission of the same work to satisfy the requirements of different assignments or in different courses without the expressed permission of the faculty giving the assignment is considered plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member) or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof: In determining whether or not academic dishonesty has occurred, the standard that should be used is that guilt must be proven by a preponderance of the evidence. This means that if the evidence indicating that academic dishonesty occurred produces a

stronger impression and is more convincing as to its truth when weighed against opposing evidence, then academic dishonesty has been proved. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred.

For a complete description of the School of Graduate Studies' policies and procedures, including procedures for resolving matters of academic dishonesty, please visit the School of Graduate Studies catalog.

Program Remediation and Dismissal Policy

Due to the nature of mental health service and potential for increased risk of harm to clients treated during the training process, the Clinical/Counseling Psychology program considers academic and ethical/professional behavior as equally important contributions to the program's learning outcomes. As a part of student academic, ethical, and professional development, it is the policy of the program to evaluate student progress at the end of every semester that a student is enrolled. This evaluation is comprised of faculty evaluation, academic evaluation, and practicum evaluation (if applicable). Upon collecting the evaluation information, the Program Director, acting on behalf of the graduate committee, may require a student to complete a remediation plan. The content of that plan will be individualized and include input from the identified student. Therefore, the content, length of plan, and/or activities required will be tailored toward assisting the identified student in an idiosyncratic manner. As a general rule of thumb, students will receive at least one opportunity to remediate problem behavior. However, in cases where the student's behavior poses imminent risk, immediate dismissal may be imposed in lieu of a remediation plan. Imminent risk is any behavior that is threatening to any person or property affiliated with Clayton State University.

Any student requiring a second remediation plan, even after having cleared an initial plan, is also at risk for immediate dismissal. The program makes no guarantees that subsequent remediation plans will be offered to any student. Furthermore, students who engage in repeated violations related to academic integrity (e.g., plagiarism, cheating on exams) risk dismissal from the program even if they have been sanctioned by the university. A university sanction does not override program sanctions; while a student may return to the university after suspension for academic violations, they are not guaranteed readmission to their previous program (see above policy on Readmission to Program). Unethical behavior on or off campus (e.g., at practicum) can also result in dismissal from the program if the behavior calls into the question the student's ability to use proper ethical and professional decision-making.

Organizations of Interest

Georgia Professional Counseling Association (<http://www.lpcaga.org/>)
Georgia Psychological Association (<http://www.gapsychology.org/>)
American Counseling Association (<http://www.counseling.org/>)
American Psychological Association (<http://www.apa.org/>)
American Psychotherapy Association (<http://www.americanpsychotherapy.com/>)
Asian American Psychological Association (<http://aapaonline.org/>)
Metro Atlanta Association of Black Psychologists (<http://www.maabpsi.org/>)
Metro Atlanta Therapists Network (<http://www.matn.info/>)
National Latino/a Psychological Association (<http://www.nlpa.ws/>)
Society of Indian Psychologists (<http://www.aiansip.org/>)
Society for the Psychological Study of Culture, Ethnicity and Race (<http://division45.org/>)

Frequently Accessed Websites

Master of Science in Clinical/Counseling Psychology (<http://www.clayton.edu/msp>)
School of Graduate Studies (<http://www.clayton.edu/graduate>)
Counseling and Psychological Services (<http://www.clayton.edu/counseling>)
Disability Resource Center (<http://www.clayton.edu/disability>)
Financial Aid (<http://www.clayton.edu/financial-aid>)
Registrar's Office (<http://www.clayton.edu/registrar>)
HUB (<http://www.clayton.edu/hub>)
Institutional Review Board (<http://www.clayton.edu/provost/irb>)
Public Safety (<http://www.clayton.edu/public-safety>)
University Health Services (<http://www.clayton.edu/uhs>)