

# **STUDENT HANDBOOK**

## **M.S. Program in Clinical - Counseling Psychology**

**2010-2011**

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## INTRODUCTION

The M.S. Program in Clinical/Counseling Psychology is designed to foster the acquisition of knowledge and skill necessary for the practice of assessment, consultation, and counseling services in a variety of community and mental health settings. Graduates from the program are eligible to sit for the Georgia state licensing exam for Professional Counselors. Students aspiring to further training and education in clinical and/or counseling psychology are given a foundation to pursue advanced degrees.

The M.S. Program in Clinical/Counseling Psychology is one of five graduate degree programs taught within the Department of Psychology and Counseling. The Department of Psychology and Counseling is housed within the College of Education (COE) at Valdosta State University (VSU). The program mission and goals are consistent with those specified by the college and university. The following text is adapted from official VSU websites and publications.

### **Mission of Valdosta State University**

VSU is a regional university within the University Systems of Georgia. As part of this system, shared core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate and master's levels as well as a range of professional programs at the baccalaureate and postbaccalaureate levels, including a limited number of professionally-oriented doctoral level programs
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to research in selected areas of institutional strength and focused on regional need (see <http://www.valdosta.edu/vsu/about/> for more information).

## **Mission of the College of Education**

As part of its purpose and mission, the COE provides quality instruction through offering comprehensive degree programs in the liberal arts, pre-professional, and professional service areas at the associate, baccalaureate, masters, specialist, and doctoral levels. In addition to a primary focus on preparing future teachers and other professionals, faculty members of the College of Education also maintain a commitment to engaging in the scholarly pursuits of research and service for the advancement and sharing of knowledge (see <http://www.valdosta.edu/coe/> for more information).

## **The Department of Psychology and Counseling**

The Department of Psychology and Counseling provides programs of study at both the undergraduate and graduate levels. At the graduate level, the Department offers the M.S. degree in psychology in clinical/counseling or industrial/organizational. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries, which require graduate training in psychology at the subdoctoral level. The Department also offers programs leading to the M.Ed. and Ed.S. degrees in School Counseling and the Ed.S. in School Psychology (see <http://www.valdosta.edu/coe/psychology/> for more information).

## **M.S. Program in Clinical/Counseling Psychology**

The mission of the M.S. Program in Clinical/Counseling Psychology is to serve the citizens of the region and state by offering instruction and services designed to improve the quality of life. Students are prepared to work in community counseling and mental health centers. The faculty offers training to assure the public of qualified, responsible professionals who provide assessment, consultation and counseling services. Students aspiring to further training and education in clinical and/or counseling psychology are given a foundation to pursue advanced degrees.

Upon successful completion of the program, students will demonstrate:

- competence in appropriate assessment practices and awareness of assessment issues.
- knowledge of *DSM* diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories.
- knowledge of varied and appropriate intervention strategies and the skill to implement them to treat psychological problems.
- skill in conducting interviews in several formats including intake, diagnostic, and crisis.
- the integration of information from several sources (e.g., testing, interviews, etc.) in the writing of assessment reports and intervention notes and plans.
- awareness of the needs of a culturally diverse clientele and the skills necessary to engage in culturally sensitive practices.
- ethical decision-making and resolution of moral dilemmas.

## **ADMISSION**

### **Prerequisites**

#### **Undergraduate Coursework**

The M.S. Program in Clinical/Counseling Psychology is a minimum 45 semester hour program based on an adequate background in general psychology. Typically, those holding either the B.S. or B.A. degree in Psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in Fundamentals of Psychology, Abnormal Psychology, Psychological Statistics, Experimental Psychology, and Tests and Measurements meet this requirement. Other specific prerequisite courses may be determined by the department admissions committee. The applicant must have earned a minimum 3.0 undergraduate GPA, calculated on all work attempted in which letter grades were awarded.

#### **Graduate Record Examination (GRE)**

Applicants must present a minimum score of 1000 on the combined Verbal and Quantitative sections of the GRE, with neither score below 400.

### **Procedures**

#### **Regular Admission**

To be considered for regular admission, the applicant must submit the following to the Graduate School:

1. Completed application for admission to the graduate school. Applicants must apply online at <https://www.applyweb.com/apply/vsug/menu.html>. Submit all supporting documentation to the Graduate School in paper form.
2. \$35 non-refundable application fee paid online by credit card or check card at <https://www.applyweb.com/apply/vsug/menu.html>.
3. Certification of Immunization.
4. Official transcripts from *every* college and university attended. Only transcripts of work at VSU will be obtained by the Graduate School.
5. Official test scores from the Graduate Record Examination (GRE). For registration information on the GRE visit [www.ets.org/gre](http://www.ets.org/gre).
6. Three letters of recommendation from professionals acquainted with the applicant's academic and/or vocational background and interests. These letters must reflect the ability, interest, and motivation of the candidate to be successful in the program of study and the career field. An official recommendation form must be submitted - letters can be included or attached to VSU's forms.
7. A written statement of no more than 250 words describing the student's interest in this program and their plans post-degree. This sample must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

## **Probationary Admission**

Students who do not meet one or more of the requirements for regular admission may qualify for probationary admission, but probationary admission is not guaranteed. Probationary admission may be considered by the department under the following two conditions:

1. Minimum 3.0 undergraduate GPA and 800 combined Verbal and Quantitative GRE with neither score below 400. Note: Should the Verbal GRE score be below 400, an applicant may still be considered for probationary admission if their Analytic Writing score is a 4 or higher.
2. Minimum combined Verbal and Quantitative GRE scores of 1000, with neither score below 400, and a 2.5 undergraduate GPA.

Students admitted under these conditions remain in probationary status for the first 9 semester hours of graduate work and must maintain a 3.0 or higher GPA. After completion of the probationary period, students may be reclassified as "regular" students.

## **Application Deadlines**

Applicants should apply as early as possible. Applications and all supporting materials must be received by the Graduate School no later than the following dates:

Fall Semester	July 15
Spring Semester	November 15
Summer Semester	May 1

## **Notification of Acceptance/Denial of Application**

Applicants will be notified by a letter from the Graduate School verifying official acceptance or denial. Acceptance is for the specific semester indicated on the application only. Applicants wishing to change their date of enrollment should contact the Graduate School.

## **Additional Considerations for International Applicants**

In addition to the procedures above, international applicants must complete and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) scores.
2. The Certificate of Finances (CoF) must be completed before the I-20 will be issued. The CoF is available at [http://www.valdosta.edu/iss/forms/documents/G\\_fin\\_statement.pdf](http://www.valdosta.edu/iss/forms/documents/G_fin_statement.pdf).
3. Official transcripts must be translated and evaluated by an International Educational Evaluation Service before being sent to the Graduate School.

## **Transfer Credit**

No more than 6 semester hours of academic work may be transferred from another institution into the College of Education graduate program.

## **Retention and Graduation**

A maximum of 7 calendar years is allowed for completion of the M.S. degree. Work completed more than 7 years prior to degree completion will not be accepted toward the degree except with special permission from the clinical faculty and the Dean of the College of Education and approval from the Dean of the Graduate School.

## **Candidate Characteristics**

Of the 84 graduate students that were admitted and attended the clinical/counseling psychology program between fall 2003-2008, 38 were admitted as regular students and 46 were admitted on probationary status. Refer to the table below for average GPA and GRE scores:

	GPA	Verbal	Quantitative	Combined
Regular (N=38)	3.5	509	595	1103
Probationary (N=46)	3.1	417	484	906

## **FINANCIAL AID FOR GRADUATE STUDENTS**

Financial aid is available to eligible students who have been admitted to the University. Transient students, irregular students, and non-degree students are not eligible for financial aid. The financial aid application and financial statement may be submitted at any time after the applicant has applied for admission. Financial aid applications are accepted as long as resources permit, and priority is given to those submitted by May 1. Applicants may be eligible for aid from an extensive list of grants, federal programs, loans, work, or scholarships (see <http://www.valdosta.edu/gradschool/finaid.shtml> for more information).

In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress, both in quality and quantity, to qualify for and continue to receive Title IV federal financial aid. Graduate students must maintain a cumulative grade point average of not less than 2.5 in order to be eligible for financial aid.

### **Graduate Assistantships**

Valdosta State University's graduate assistantships are designed to promote the research, teaching, and service responsibilities of the University and to provide students with valuable professional development opportunities while earning a graduate degree. Therefore, the graduate assistantship involves the dual responsibilities of maintaining a satisfactory academic performance and of successfully performing the assigned teaching, research, or other responsibilities. The tuition for graduate assistants is reduced to a flat rate of \$38.00 per semester (plus other fees including health insurance premiums); this is applicable to both in-state and out-of-state students.

Applications for graduate assistantships are submitted online through the Graduate School at [http://www.valdosta.edu/gradschool/grad\\_assist\\_info.shtml](http://www.valdosta.edu/gradschool/grad_assist_info.shtml). Applications can only be submitted after you have submitted your degree-program application to Graduate Admissions AND you have been accepted into a degree-seeking program. You will not be able to proceed without your VSU User name (email address) and password.

In order to apply for an assistantship, students must have been accepted as either "Regular" or "Probationary" in an approved graduate degree or post-master's program at VSU. Students are encouraged to submit applications as soon as the application portal opens each semester. The Administrative Coordinator to the Graduate Dean works with individual departments in the assignment of assistantships, employment appointments and other areas dealing with graduate assistantships. For more information, contact the Graduate School's Administrative Coordinator at (229) 333-5694; 800-618-1878 opt. 5; or e-mail [gradschool@valdosta.edu](mailto:gradschool@valdosta.edu).

## **REQUIREMENTS FOR CLINICAL/COUNSELING STUDENTS**

### **Advising**

At Valdosta State University, advising is a collaborative process designed to help students succeed academically, develop an appropriate educational plan leading to graduation, focus on their life beyond the university, and play a responsible and proactive role in their own education.

It is the responsibility of the graduate student to:

- know the requirements of the degree program in which they are enrolled, including keeping track of any changes each year.
- know when to submit required paperwork, including the application for graduation two semesters before the anticipated date.

- work with an advisor to develop a curriculum plan which will allow them to stay on track for their planned graduation, recognizing other responsibilities they might have including family and work obligations.
- keep careful records of their own progress toward their desired degree.
- maintain regular contact with their advisor, including letting the advisor know of any changes since the last advising session.
- prepare, in advance, for each session with their advisor and to bring relevant materials to advising sessions.
- follow through with questions concerning degree requirements, grades, paperwork, or other matters.
- become familiar with resources available to help them.

While the student is expected to be familiar with degree program and requirements of the university, advisors will assist students in decision-making by providing timely and accurate information, making appropriate referrals to campus resources, and encouraging students to use available technology. More information on general advising policies may be found at [http://www.valdosta.edu/ssc/acad\\_advising.shtml](http://www.valdosta.edu/ssc/acad_advising.shtml).

One of the clinical/counseling faculty will be assigned as your advisor after you have been accepted into the program. The name of your advisor will be listed in your acceptance letter and also posted on Banner Web. All students are expected to meet with their academic advisor prior to the semester’s registration window:

Fall Registration	March, July
Spring Registration	October
Summer Registration	March

## **Comprehensive Examination**

### **Purpose and Content**

Students completing the M.S. in Clinical-Counseling psychology will be required to complete a comprehensive examination. The purpose of the comprehensive examination is to ascertain whether an individual has acquired necessary content knowledge in the areas of intellectual and personality assessment, psychopathology, and counseling theory. After completion of PSYC 7100, 7110, 7200, and 7400 with a grade of ‘C’ or better, students must take and pass the comprehensive examination before registering for practicum.

The comprehensive examination consists of a multiple choice component and a written component as follows:

- Students will take a multiple choice examination consisting of 100 questions to be drawn from material pertinent to the four courses noted above. The multiple choice component of the comprehensive examination is administered in the morning from 9 a.m. to 11 a.m.

No books or notes will be permitted in the examination room. A grade of 70% must be achieved in order to pass the multiple choice component.

- Students will be required to write a psychological evaluation based on a fictional assessment test battery. The report phase of the comprehensive examination is completed in the psychology computer lab from 1 p.m. until 4 p.m. the afternoon of test day. Students will be provided with (a) a *partially* scored test battery, and (b) a template for the written report which will include demographic information, behavioral observations, and suggested subject headings. Students will be permitted to bring in materials relevant to diagnosis and report writing. In order to achieve a passing grade, the report will demonstrate an adequate understanding of the purpose and interpretation of the intellectual and personality components of the test battery, the integration of those components forming a comprehensive psychological assessment, including recommendations, and demonstration of the ability to communicate the findings in writing.

### **Comps Remediation Plan**

It is expected that all students will spend adequate time studying and preparing for the comprehensive examinations. However, in the event of failure, students will be required to retake only the component(s) of the examination that are failed. Following the exam, students who have failed one or both sections of the exam will meet with their advisor and/or instructors of the relevant courses to discuss the results and recommendations for preparation for retaking those sections. Specific recommendations must be tailored to the individual student's performance and needs as assessed by program faculty. Students are allowed three attempts to successfully complete the comprehensive examination.

- Following the first "failure": Recommendations may include meeting with course instructors about areas of weakness, sitting in on class meetings where appropriate, working on report-writing and/or diagnostic skills for the report section of the exam.
- Following the second "failure": Recommendations for remediation are more stringently suggested, arrived at in conjunction with advisor, course instructors, and Program Coordinator. The student will be required to provide the study materials used to prepare for the exam in order for the remediation committee to assess the needs of the student.
- Following the third "failure": The student will be dismissed from the program.

### **Practicum Guidelines**

#### **Placement**

As part of a regional state university, the faculty of the Department of Psychology and Counseling have as their primary aim service of the constituents of the region in the public sector. Thus, it is desired that students complete the practicum requirement in a state-run or non-profit setting offering appropriate psychological services as would befit the objectives for the student's practicum experience as indicated below.

## **Supervisor Qualifications**

Appropriate, competent supervision is required not only for reasons of legal liability, but also for the protection of the public receiving services provided by students on practicum. Given the range of activities typically required of students on practicum (see objectives, below), it is preferable and in most cases necessary for the supervisor to hold a doctoral degree in applied psychology (such as Clinical, Counseling, or School Psychology) as well as a license as a psychologist in the state wherein the student's practicum activities are being conducted. Given the legal requirements of the administration of certain test instruments, this is a minimum standard for supervision of assessment activities. Supervision of therapy activities requires an appropriate degree for the provision of such services (including MSW, MS in clinical/counseling psychology, etc.) and at least three years post-degree experience. Supervision **must** be available on-site with meetings held regularly (at least twice weekly is desirable), and supervisors are required to review all products of student work, such as reports and progress notes, with appropriate signatures where needed.

## **Process**

Students are responsible for setting up their own practicum experiences. The program faculty will assist in informing students of sites that have been recently approved by the department's Practicum Committee (see Appendix A), but students should contact appropriate agencies and supervisors during the term prior to the practicum semester. A practicum application must be completed and turned in prior to the end of the term before practicum (see Appendix B); if a site requires review by the Practicum Committee prior to approval, it is recommended that the student submit the application early to facilitate a review (including a site visit and meeting with the potential supervisor) in a timely manner. As part of the application, students must show evidence of liability insurance (see page 10). Formal student evaluations will be completed by the on-site practicum supervisor and returned to the program faculty twice per academic semester (see Appendix C).

## **Student Objectives**

Program students are placed in a variety of human service settings which serve a heterogeneous population. It is difficult to state objectives for students and their field supervisors which can be realized in all settings. With that limitation, the following goals may provide some clarification and, at least, offer a basis for further specification. It is intended that the student:

1. Receive a general orientation to the range of services, kinds of clients, types of professionals and philosophical outlook of the organization;
2. Become acquainted with and participate in the daily provision of services to clients through observation and then apprenticeship;
3. Experience a rotation through representative service functions to acquire a balanced orientation to clinical services;
4. Provide supervised counseling on (a) an individual and, if available, (b) group basis:
  - o individual counseling may include vocational, marital, or personal-adjustment matters suitable in scope to be adequately addressed during the span of the

- practicum experience. Students are expected to exhibit counseling methods representative of several approaches including those of a cognitive, behavioral and person-centered nature;
- group counseling may consist of the student serving as a co- therapist after acclimation to the group. Such groups may be open or closed and may be a problem-centered or diffuse as the need of the unit dictates;
5. Administer, interpret and report on psychological tests which typically would consist of as a battery selected on the basis of the presenting problem. Five reports are recommended, although the scope and nature of the assessment battery would likely influence the number of reports that would be written. The following instruments are appropriate to the student's level of training:
    - Intelligence- WISC-IV, WAIS-IV, SB5, WJ III COG, or UNIT
    - Personality- MMPI-2, or MCMI-III
    - Visual-Motor- Bender Gestalt
    - Achievement- WRAT-R
    - Vocational- SVIB
    - Adaptive Behavior - Vineland
  6. Maintain a record of professional activities which reflects time spent both in and out of the facility devoted to practicum-related activities which may include attending workshops, meetings with supervisors, staffings, or reading assigned articles/chapters, writing reports or conducting research. Such records are maintained in a computerized logging system (i.e., ILS) which is regularly reviewed by the faculty supervisor. The on-site supervisor also reviews the log periodically;
  7. Meet all scheduled obligations on a consistent weekly basis and not attempt to accumulate aggregates of hours in an effort to compensate for lost-time
  8. Develop and exhibit professional attitude, manner, commitment and attire; adopt the view that one is a guest in the facility;
  9. Manifest care and sensitivity to the client's and unit's needs;
  10. Maintain all ethical standards and seek assistance as needed.

### **Student Liability Insurance**

Students are required to purchase liability insurance the semester prior to the practicum experiences. Liability insurance may be purchased from the American Psychological Association Insurance Trust (\$35 annually) (<http://www.apait.org/apait/products/studentliability/>) or CPH and Associates (\$24.25 annually) (<https://www.cphins.com/Home/tabid/36/Default.aspx>).

## **CURRICULUM OVERVIEW**

### **Program of Study**

#### **Required Classes (33 Hours)**

PSYC 7100 Intellectual Assessment (4 hrs.)  
PSYC 7110 Personality Assessment (4 hrs.)  
PSYC 7200 Psychopathology (3 hrs.)  
PSYC 7400 Counseling Theories and Practice (3 hrs.)  
PSYC 7450 Group Counseling (3 hrs.)  
PSYC 7470 Counseling Culturally Diverse Populations (3 hrs.)  
PSYC 7900 Prepracticum (3 hrs.)  
PSYC 7971/7972 Practicum (two semesters, two credits each; 4 total hrs.)  
PSYC 8000 Research Design (3 hrs.)  
PSYC 8800 Legal and Ethical Issues in Psychology (3 hrs.)

#### **Electives (12 hours required)**

PSYC7120 Academic and Behavioral Assessment (4 hrs.)  
PSYC7420 Counseling Children and Adolescents (3 hrs.)  
PSYC7670 Social Psychology  
PSYC7820 Career Counseling (3 hrs.)  
PSYC8150 Behavioral Health Care Systems  
PSYC8200 Child and Adolescent Psychopathology (3 hrs.)  
PSYC8250 Developmental Psychology (3 hrs.)  
PSYC8400 Special Topics in Applied Psychology (3 hrs.)  
PSYC8610 Behavior Modification (3 hrs.)  
PSYC8999 Thesis (3 hrs.)  
PSYC8600 or PSYC8610 as above (3 hrs.)

## Recommended Course Sequence

The following are suggested sequences of courses for entrance into the program in the fall or spring semester for students taking three or two courses per semester in the program, and attending during summer sessions. Students entering in the summer or taking a varying number of courses per semester will be advised into an optimal course sequence. Additionally, if students intend to pursue an advanced degree at VSU (e.g., Ed.S. in School Psychology), electives may be strategically chosen at the master's level to reduce overall completion time of the advanced degree.

### Students Taking Three Courses Per Term

#### Entering in Fall Semester

##### 1st year

##### Fall

PSYC7100 (4)  
PSYC7400 (3)  
elective (3)

##### Spring

PSYC7110 (4)  
PSYC7200 (3)  
PSYC8000 (3)

##### Summer

elective (3)  
elective (3)  
Comprehensive Examinations

##### 2nd Year

##### Fall

PSYC7470 (3)  
PSYC7900 (3)  
PSYC8800 (3)

##### Spring

PSYC7971 (2)  
PSYC7450 (3)

##### Summer

PSYC7972 (2)  
elective (3)

#### Entering in Spring Semester

##### 1st year

##### Spring

PSYC7110 (4)  
PSYC7200 (3)  
PSYC8000 (3)

##### Summer

elective (3)  
PSYC7400 (3)

##### Fall

PSYC7100 (4)  
PSYC7900 (3)  
PSYC7470 (3)

##### 2nd Year

##### Spring

PSYC7450 (3)  
elective (3)  
elective (3)  
Comprehensive Examinations

##### Summer

PSYC7971 (2)  
elective (3)

##### Fall

PSYC7972 (2)  
PSYC8800 (3)

## Students Taking Two Courses Per Term

### Entering in Fall Semester

#### 1st year

#### Fall

PSYC7100 (4)

PSYC7400 (3)

#### Spring

PSYC7110 (4)

PSYC7200 (3)

#### Summer

elective (3)

elective (3)

Comprehensive Examinations

#### 2nd year

#### Fall

PSYC7900 (3)

PSYC7470 (3)

#### Spring

PSYC8000 (3)

PSYC7450 (3)

#### Summer

elective (3)

elective (3)

#### 3rd year

#### Fall

PSYC7971 (2)

PSYC8800 (3)

#### Spring

PSYC7972 (2)

### Entering in Spring Semester

#### 1st year

#### Spring

PSYC7110 (4)

PSYC7200 (3)

#### Summer

PSYC7400 (3)

elective (3)

#### Fall

PSYC7100 (4)

PSYC7470 (3)

#### 2nd year

#### Spring

PSYC8000 (3)

PSYC7450 (3)

Comprehensive Examinations

#### Summer

elective (3)

elective (3)

#### Fall

PSYC7900 (3)

PSY8800 (3)

#### 3rd year

#### Spring

PSYC7971 (2)

elective (3)

#### Summer

PSYC7972 (2)

## **COMMONLY ASKED QUESTIONS**

### **Prerequisites Without a Psychology Degree?**

Five undergraduate psychology courses are recommended: Fundamentals of Psychology, Abnormal Psychology, Psychological Statistics, Experimental Psychology, and Tests and Measurements. If you did not take these courses as an undergraduate, you can enroll at VSU as a nondegree student and take them before then applying to the MS program. Keep in mind that nondegree students are not eligible for financial aid.

### **Dates and Deadlines?**

Graduate students are typically admitted for Fall semester, but applicants are considered for other semesters as well. All applicants are considered for admission as soon as their applications are complete. Applicants should apply as early as possible. Application deadlines are July 15 for the fall semester, November 15 for the spring semester, and May 1 for the summer semester.

### **Chances of Admittance?**

Students that do not meet the minimum requirements for regular admission may be admitted under probationary status at the discretion of the admissions committee. Students admitted on a probationary basis remain in this category for 9 semester hours of work. The grade-point average for these 9 semester hours must be 3.0 or higher, unless different conditions were specified at the time of admission.

### **Chances of a Graduate Assistantship?**

While graduate assistantship positions can not be guaranteed upon admittance into the program, many students within the program apply for an assistantship through the VSU graduate school and have acquired positions in various offices/departments across the university.

### **Do Students Work?**

Most students in the graduate program find it manageable to work on a part time basis (less than 20 hours per week) either on or off campus. Evening scheduling of courses facilitates part time work during the day.

### **Length of Program?**

Students attending the program full time (three classes per semester) typically complete the program in six academic semesters or two calendar years. On average, part time students (two classes per semester) complete the program in nine academic semester or three calendar years.

### **Program Accreditation?**

While the M.S. Program in Clinical/Counseling Psychology is not currently accredited, the program is in the process of completing a self-study in application for accreditation by the Master's in Psychology Accreditation Council (MPAC).

### **What Do Students Do After Graduation?**

Most students who obtain a terminal master's degree in clinical/counseling psychology seek state licensure by sitting for the state board examination and completing the necessary supervised work experience. However, some students seek advanced graduate training at the specialist or doctoral level after completing their master's degree.

### **Job Opportunities?**

Students obtaining a terminal master's degree have obtained professional positions in a variety of settings including hospitals, residential facilities, day treatment programs, private practice, and/or community counseling/rehabilitation centers.

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## Appendix A

### Approved Practicum Sites

- **Babies Can't Wait**, Valdosta, GA, 229-245-6565 (Infants and toddlers)
- **Behavioral Health Services**, Valdosta, GA, 229-245-6523 (Children and adolescents)
- **Cook County Behavioral Health**, Adel, GA, 229-896-2181 (Adults and children)
- **Even Start**, Columbus, GA, 229-732-2305 (Adults and children)
- **Gateway Dual Diagnosis**, Thomasville, GA, 229-227-2904, (Adults-substance abuse)
- **Greenleaf Center**, Valdosta, 229-247-4357 (Adults and children)
- **Haven**, Valdosta, GA, 229-242-1544 (Adults and children -victims of domestic violence)
- **Lowndes County Children's Advocacy Center**, Valdosta, GA, 229-245-5363 (Children and adolescents- victims of sexual abuse)
- **Lowndes County Schools**, Valdosta, GA, 229-245-2250 (Children/adolescents)
- **Millennium Center**, Cuthbert, GA, 229-732-5602 (Adults and children)
- **Raintree Village**, Valdosta, GA, 229-559-5944 (Children and adolescents)
- **Sheriff's Boys Ranch**, Hahira, GA, 229-794-2606 (Children and adolescents-residential)
- **South Georgia Counseling Center**, Valdosta, Ga, 229-244-7830 (Adults and children)
- **St Illa**, Thomasville, GA, 912-287-4925, (Adults-substance abuse)
- **Valdosta City Schools**, Valdosta, GA, 229-333-8505 (Children and adolescents)
- **Valdosta State Prison**, Valdosta, GA, 229-241-8995 (Adults-inmates)
- **VSU Counseling Center**, Valdosta, GA, 229-333-5940 (College students/staff)
- **New Beginnings**, Valdosta, GA, 229-245-6400 (Adults-seriously mentally ill)
- **Tift County Behavioral Health**, Tifton, GA, 229-382-1054
- **Pineland Wayne Counseling Center**, Jesup, GA, 912-427-9338 (Adolescents)
- **Child and Family Guidance**, Valdosta, GA, 229-630-3074 (All ages)
- **Vashti**, Thomasville, GA, 229-226-4634 (Children and adolescents)



## Appendix C

### Practicum student evaluation form

Name of Practicum/Internship Student: \_\_\_\_\_

Date: \_\_\_\_\_

Practicum Setting: \_\_\_\_\_

#### A. Please rate the student in each area using the following scale:

**5-excellent, 4-good, 3-adequate, 2-fair, 1-poor, or N/A if you have had no opportunity to observe the student in this area.**

1. Acceptance of responsibility (follows direction, keeps on job without close supervision).

5    4    3    2    1    N/A

2. Displays initiative in his or her work (starts work without being told).

5    4    3    2    1    N/A

3. Relationship with other employees, students (tact, courtesy, cooperation).

5    4    3    2    1    N/A

4. Relationship with the supervisor.

5    4    3    2    1    N/A

5. Displays accuracy in his or her work (thorough and efficient).

5    4    3    2    1    N/A

6. Promptness in reporting to work.

5    4    3    2    1    N/A

7. Regularity in reporting to work.

5    4    3    2    1    N/A

8. Personal cleanliness, grooming, and dress appropriate to job.

5    4    3    2    1    N/A

9. Conduct, (honesty, integrity, and respectfulness); uses good judgment.

5    4    3    2    1    N/A

10. Personal traits (cheerfulness, sense of humor, ability to take criticism, self-confidence).

5    4    3    2    1    N/A

11. Speed (work performance, promptness in completing assignments).

5    4    3    2    1    N/A

12. Skills used on the job (how well they have been mastered).

5    4    3    2    1    N/A

13. Ability to handle workload (effectiveness).

5    4    3    2    1    N/A

**B. Please write in your comments following each question.**

1. What strengths did this student bring or develop during practicum under your supervision? \_\_\_\_\_
2. As you see it, what are some areas that continue to be challenges for this student?
3. In your opinion, are there some areas in which the student needs more experience?
- 4.. What is your overall impression of this student?

Thanks for taking the time to complete this form. You may give it directly to the student or mail it to:

901 N. Patterson St., Valdosta, GA 31605

Please share this feedback with the student and sign below.

\_\_\_\_\_

Signed: On-Site Supervisor

Date: \_\_\_\_\_

\_\_\_\_\_

Signed: Intern

Date: \_\_\_\_\_