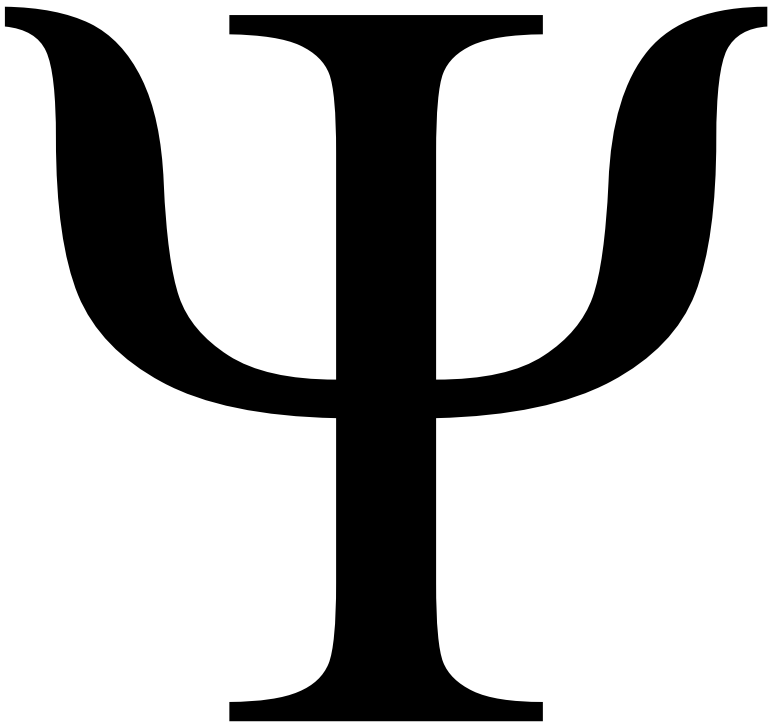

MENTAL HEALTH COUNSELING
M. S. PROGRAM HANDBOOK

Department of Psychology & Counseling
University of Central Arkansas

2023-2024

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Receipt of Mental Health Counseling
Program Handbook
2023- 2024

_____ _____

I (Print Name) (ID NUMBER)

on (date_____received this Program Handbook.

_____ _____

Signature Date

Please sign and return this page to your Advisor

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INTRODUCTION

Department Vision

The Department of Psychology and Counseling at the University of Central Arkansas aspires to be a nationally recognized leader in undergraduate and graduate education, where undergraduates, graduate students, and faculty establish close collaborations to learn the scientific principles of behavior and mental processes to make significant contributions to the science and practice of psychology, and to produce professionals who serve the local, national, and global communities.

Department Mission

The Department of Psychology and Counseling is committed to excellence in undergraduate and graduate education. Our faculty and graduates are expected to be competent and ethical professionals committed to the science of psychology and its application to real-world situations. Our undergraduate program provides a foundation for the scientific understanding of behavior and mental processes and promotes scholarship and service. Our graduate programs prepare students to become Licensed Psychologists, School Psychology Specialists, and Licensed Professional Counselors who provide evidence-based services for children, adults, and families in a variety of healthcare and educational settings. Our department promotes an environment characterized by collaborative learning and scholarship among its undergraduates, graduate students, and faculty, guided by the following core values of our university and professional organizations:

Intellectual Excellence – To promote intellectual excellence, we:

- maintain high academic standards for undergraduate and graduate students,
- expect faculty to be dedicated to exceptional teaching and mentoring,
- serve as scholarly role models who make significant contributions to psychology,
- provide opportunities for independent and collaborative scholarship and support the dissemination of research,
- encourage a balance between the theoretical and practical aspects of psychology.

Community - To promote connections within the Department and with the greater community, we:

- encourage shared decision-making and collaboration among students, colleagues, staff, and the communities we serve,
- promote a collegial environment in which ideas are shared freely,
- expect faculty, staff, and students to promote a positive environment that encourages departmental cohesiveness, productivity, and morale,
- encourage faculty and students to use their talents to serve the university, our communities, and our professions.

Diversity - To promote diversity of viewpoints and experiences, we:

- treat all individuals with dignity and respect,
- recognize the importance of both individual and group characteristics (i.e., those that make us unique and those that make us similar),
- promote diversity among students, staff, and faculty who have different backgrounds, experiences, perspectives, and ideas,
- maintain a supportive and collaborative learning environment designed to enhance one another's personal and professional development.

Integrity - To maintain the public's trust in our department and our discipline, we:

- benefit and protect the welfare of those with whom we serve and avoid doing harm,
- act with honesty and accuracy in our academic and professional activities,
- teach and model the Ethical Principles of our professional organizations,
- identify and appropriately sanction academic and professional misconduct,
- promote transparency and accountability in departmental activities.

History of the Graduate Programs

In 1955, the University of Central Arkansas was granted official approval to offer the Master of Science degree in Education. In the initial graduate program three courses in the field of counseling were offered under the direction and leadership of the Department of Education. Shortly thereafter, other courses were added to meet State Department of Education requirements for certification of school counselors.

In 1964, the State Department of Education changed the requirements for certification of school counselors to include the Master's degree in Guidance and Counseling. Conforming to the state requirements, the University of Central Arkansas began offering the Master of Science in Education degree in Guidance and Counseling.

Beginning with the Fall semester of 1967, the Board of Trustees of the University of Central Arkansas authorized the creation of the Department of Psychology and Counseling. Prior to this date all course work in the two disciplines was offered by the Department of Education. As a consequence, the Master of Science in Education degree in Guidance and Counseling was offered under the direction and leadership of the newly created Psychology/Counseling Department. At the beginning of the 1969-70 academic year permission was sought from and granted by the North Central Association of Secondary Schools and Colleges to offer the Master of Science degree, and consequently, the Master of Science in Education degree in Guidance and Counseling was discontinued. At the same time, permission was sought and the request was granted by North Central Association to offer the Master of Science degree in School Psychology.

A licensure law for counselors, Act 593, was passed by the Arkansas Legislature in 1979. The Board of Examiners in Counseling developed regulations which required a two-year program in counseling for eligibility to take the examination for licensure as a Licensed Associate Counselor. Counseling programs have been revised to meet this requirement. A licensure law for psychologists, Act 129, was passed in 1955. Counseling Psychology and School Psychology programs then developed the academic requirements necessary to take the National Examination for Professional Practice in Psychology for licensure as a Psychological Examiner.

The change in degree programs was of particular significance to the Department of Psychology and Counseling because it enabled the department to expand its offerings in counseling to include community service, employment counseling, rehabilitation counseling, and student personnel services in higher education. Furthermore, the approval of the school psychology program enabled the Department of Psychology and Counseling to assume a position of leadership in training professional school personnel rather than that of a follower, which was characteristic of the graduate program in counseling for the first 14 years of its existence. In the Fall semester of 1975, the department again expanded its programs to include a Master of Science degree in Counseling Psychology. After 2013, the state of Arkansas no longer granted licensure for psychological examiners, so the Counseling Psychology master's program no longer admitted students. The Community Counseling and Counseling Psychology programs were discontinued, and the department melded the programs into the current Mental Health Counseling program.

MENTAL HEALTH COUNSELING
PROGRAM OVERVIEW

Program Mission

The Master of Science in Mental Health Counseling program prepares graduates to provide comprehensive counseling services to groups and individuals. Graduates from this program work as Licensed Professional Counselors in mental health centers, private practice, and community agencies. The program is designed to prepare highly trained professionals who will provide mental health services in the local community and within the state. The program has high academic and practice standards that are consistent with state and national qualifications for licensed professional counselors. The program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) but meets the educational requirements for licensure by the Arkansas Board of Examiners in Counseling.

Student Learner Outcomes

1. Graduates will demonstrate knowledge and skills in the effective us of evidence-based treatment approaches with a variety of clients.

2. Graduates will demonstrate knowledge and application of professional ethics and multicultural competence with clients from diverse backgrounds.

3. Graduates will be prepared to enter the field of professional counseling successfully.

ADMISSION AND RETENTION

Admission

Graduate students must be admitted to a program prior to taking any graduate courses in the Department of Psychology and Counseling. Most students begin in the fall semester following admission, but students may begin in the summer semester. Students may not begin the program in the spring semester. Incoming students will be assigned a graduate advisor from among the core MHC faculty.

During the first semester, students **MUST** take PSYC 6354 (Theories of Psychotherapy and Counseling) and PSYC 6398 (Legal and Ethical Issues in Psychology).

Annual Review and Other Performance Evaluations

Formal Reviews of Student Performance -Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level, the individual review, occurs when a student-related problem is documented and filed with a member of the Mental Health Counseling Committee by a faculty member, field supervisor, or other individuals affiliated with the training program. Refer to the following sections for additional information on student review procedures and related documentation.

Annual Review Process - The Mental Health Counseling Committee will meet each year to review each student's progress on core competencies and program objectives. This review will include the quality of the student's academic and clinical work, the appropriateness of the student's behavior for the profession of counseling, and the appropriateness and professionalism of each student's relationship to her/his colleagues and professors. Input for annual reviews may be solicited from the student, faculty, and relevant others (e.g., practicum supervisors). At the annual review meeting, an Annual Review Form (Form A) will be completed for each student by the Mental Health Counseling Committee. Students will be notified of the results of their annual review by mail. All documents generated by this process (e.g., Annual Review Form, etc.) will be placed in the student's file. None of this correspondence will occur over the internet.

For any student requiring a corrective action plan, a Student Corrective Action Plan (Form B) will also be completed. In addition to problems identified during the formal annual review process, faculty members and other affiliated with the program may initiate review procedures at any time during the year to address problems or impairment. Areas to be reviewed include the nature, severity, and consequences of the problematic behavior. During the meeting of the Mental Health Counseling Committee, the faculty will determine whether impairment is severe enough to warrant dismissal or if it can be remediated.

Individual Review Process - The Individual Review Process begins when a concern or complaint is expressed to any member of the Mental Health Counseling Committee, at which point the student's faculty advisor is informed. The concern or complaint may revolve around academic issues or impairment, as listed below (however, the concerns or complaints do not have to be limited to the following).

- Inability or unwillingness to acquire and integrate professional standards into clinical practice
- Inability to acquire professional skills and reach an accepted level of competence expected of graduate students
- Inability to control personal stress, psychological dysfunction, or emotional issues to the

extent that they interfere with training or work with clients

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example, the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in their response, the advisor may refer the matter to the Mental Health Counseling Director of Training, who may choose to involve the Mental Health Counseling Committee.

The advisor then completes the Individual Student-Advisor Review Form (Form C). The advisor may make one of two possible decisions:

1. Not to pursue the matter further (state reasons).
2. Forward the matter to the Mental Health Counseling Program Director of Training and Program Committee.

The Mental Health Counseling Committee may then meet with the student. Depending upon the nature of the concern, dismissal from the program may be considered, or a Corrective Plan may be developed with input from the student, the student's advisor, and the director of the program (Form B). The corrective plan will follow a written action plan, which includes periodic review at appointed times. A letter and the Corrective Plan will be sent to the student regarding the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below B are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program because only courses with a grade of A or B will be accepted for license application.

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded.

Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a 3.0 average. A student whose grade point average is less than this is placed on academic probation. Any grade below a B will result in the student having to remediate the course as decided by the mental health counseling committee. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student is ineligible to continue graduate studies at UCA and will be dismissed from the program.

Retention

To remain in good standing in the program the student must: 1) maintain a minimum overall grade point average of 3.0; 2) maintain appropriate professionalism in class and field settings; 3) observe the fundamental rules of ethical conduct as described in the American Counseling Association's Code of Ethics (2014); and 4) receive successful annual reviews conducted by the department throughout their graduate training experience.

Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success in the professional counseling profession.

Students receiving three (3) grades of C or lower in graduate courses will be terminated from the program and will not be permitted to enroll in any other graduate program in the Department of Psychology and Counseling.

Attendance

Attendance and tardiness are primarily a student-teacher-class issue, but the department and university are concerned about the student's proper fulfillment of such obligations. In case of absences that indicate the student has been negligent about class attendance, registration in the given class may be canceled, a grade of W recorded and, in flagrant cases, the student may be suspended from the program. At the graduate level, students should realize that consistent class attendance and participation greatly influence their mastery of the content. Students are expected to exhibit a high degree of professionalism as reflected in their speech, other actions, and overall demeanor in class. Prompt and consistent attendance is an essential dimension of professional behavior.

Inactive Status

Students who are not enrolled in course work for a semester without written approval of the Mental Health Counseling Program Director of Training and the Chair of the Department of Psychology and Counseling may be removed from the graduate program and must reapply for admission should they desire to return.

Leave of Absence

With the exception of certain summer sessions, students must register each semester unless they have been granted an approved leave of absence. Requests for a leave of absence should be discussed with your advisor and then made in writing to the Director of Training. Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. A leave of absence must be approved by the Department Chair and Graduate Dean (see your advisor for the process). Failure to register without a leave of absence may result in being dismissed at the discretion of the Mental Health Counseling Committee and Department Chair. Students on leave after one year must reapply to the program.

Probation and Dismissal

After students enroll in the Department and Graduate School, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in the departmental handbook and the graduate bulletin. Failure to complete departmental requirements by the department's stated deadlines may result in dismissal by the graduate school. Students who fail to meet departmental deadlines may petition the program and the graduate school for a one-semester extension to meet particular requirements. When granted, extensions typically apply for one semester. Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

The Mental Health Counseling Committee engages in a thorough review prior to recommending to the department chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the Mental Health Counseling Committee, and the department chair review the student's record, provide written comments about deficits in performance, and provide the student with a corrective action plan that outlines steps that need to be taken in order to resolve the problem (see the section on Annual Review and Individual Review of the student). When concerns are not resolved following corrective opportunities, the Mental Health Counseling Committee may recommend dismissing the student from the program. The recommendation to dismiss is forwarded to the department chair, who will make the final decision. If the student wishes to appeal the department chair's decision, they should consult the Graduate Bulletin and UCA Student Handbook for appropriate procedures.

Student Appeals

The Department of Psychology and Counseling is dedicated to protecting the rights of students and recognizes that appeals may be made for a variety of concerns: Grade Appeals, Student Educational Record Appeals, Academic Policy/Requirements Appeals, and Professional Program Selection Appeals.

The student appeals process is listed in the UCA Student Handbook: http://uca.edu/student/student-handbook and the handbook should be followed for current guidelines.

PLAN OF STUDY AND CHECKSHEET

The Mental Health Counseling Program consists of 60 semester hours of course work including one semester of a full-time internship in an approved facility. Not all courses are offered every semester. See course sequence for more details.

Prerequisites to Admission (15 hours)

_____ General Psychology _____ Psychological Statistics __ Theories of Personality
_____ Research Methods _____ Abnormal Psychology

Required Coursework (48 hours)

_____ P6398 Legal & Ethical Issues
_____ C6334 Analysis of Individual
_____ C6342 Career Ed. & Voc. Develop.
_____ C6350 Counseling Process & Skills
_____ P6354 Theories of Psychotherapy
_____ P6355 Multicultural Issues
_____ P6314 Psychopathology
_____ P6362 (Special Topics – Technology- Assisted Therapy)
_____ P6393 Marital & Family Therapy
_____ P6356 Group Psychotherapy
_____ C6360 Research Methods
_____ C6381 Practicum in Counseling I
_____ C6382 Practicum in Counseling II
_____ C6341/C6642 Internship
_____ P6370 Developmental Psychology
_____ P6325 Treatment of Addictions

Electives (12 hours) - Choose 4 of the following

_____ P6315 Applied Behavior Analysis
_____ P6316 Child Psychopathology
_____ P6330 Advanced Psychological Statistics
_____ P6331 Research Design (may substitute for C6360 Research Methods)
_____ P6335 Identification and Remediation of Learning Problems
_____ P6350 History of Psychology
_____ P6360 Organization and Operation of the Schools
_____ P6363 Foundations of Social and Affective Psychology
_____ P7312 Learning and Cognition
_____ P7315 Application of General Linear Models to Experimental Design (prerequisite P6330)
_____ P7320 Regression and Multivariate Analysis (prerequisite P6330)
_____ P7325 Physiological Psychology
_____ P7361 Psychological Treatment & Methods
_____ P8315 Child Mental Health Promotion and Primary Prevention
_____ P6361 Research Lab in Psychology and Counseling
_____ P6362 Special Topics in Psychology and Counseling
_____ C6361 Counseling Practicum III
_____ C6361 Counseling Practicum IV

MENTAL HEALTH COUNSELING
COURSE SEQUENCE

Year	Fall	Spring	Summer
1	P6398 Legal & Ethical Issues[1]	P6314 Psychopathology	C6342 Career Counseling
	P6354 Theories of Psychotherapy[1]	P6356 Group Therapy	P6362 (Special Topics – Technology-Assisted Therapy
	P6370 Adv. Developmental Psych	C6350 Counseling. Process & Skills	
	C6334 Analysis of the Individual	C6360 Research Methods	
	12 hours	**12 hours**	**6 hours**
2	C6381 Counseling Practicum I	C6382 Counseling Practicum II	P6325 Treatment of Addiction
	P6355 Multicultural Counseling	Elective II	Elective IV
	P6393 Marriage & Family Therapy	Elective II	
	Elective I		
		Comprehensive Exam	
	12 hours	**9 or 12 hours**	**3 or 6 hours**
3	C6V41 Counseling Internship (may be taken for 6 hours credit) [2]		
	3 hours		**Total 60 hours**

[1] P6398 and P6354 must be taken in the first semester of the program.

[2] C6V41 maybe taken for 6 hours credit if needed for financial aid requirements. The student may not substitute the additional 3 hours for any other required course or elective thus, the student will graduate with 63 credit hours.

See Graduate Bulletin for program and specific course prerequisites

THE STUDENT IS ULTIMATELY RESPONSIBLE FOR HIS/HER PROGRAM OF STUDY

COMPREHENSIVE EXAMINATION

The comprehensive exam is held on two half days, 8:00am-12:00pm during the following days:

- Fall Testing – The 2nd Tuesday & Wednesday in October for students who plan to intern in the spring.
- Spring Testing – The 2nd Tuesday & Wednesday in March for students who plan to intern in the fall.

The successful completion of the comprehensive examination is a requirement for all departmental graduate degrees. All MHC candidates must pass the entire comprehensive examination before beginning the internship. Details of the examination may be obtained from your advisor or from your program director. Students must register for the examination with the departmental secretary no later than one month prior to the exam date.

Comprehensive Examination Format and Schedule

The comprehensive exam will consist of two sections: 1) a multiple-choice exam and 2) a written section (case study).

1) Multiple Choice Content Areas (Day 1)

The multiple-choice exam will cover six content areas. Each area will have 30 items resulting in a total of 180 items for the exam. Students must pass each content area separately in order to successfully pass the multiple-choice exam. A minimum score of 70% (21 of 30) is considered passing for each content area.

1. Legal and Ethical Issues
2. Clinical Applications (Counseling theory/individual/group therapy)
3. Research Methods
4. Psychopathology
5. Assessment/Analysis of the Individual
6. Career and Vocational Counseling

2) Written Case Study (Day 2)

Students will be given a case study and asked to respond to questions such as diagnosis with rule in/rule out criteria, treatment approach and planning, treatment goals, ethical considerations, and prognosis. Also included are possible referral for further assessment, medication, academic or career evaluation, and family intervention. The case study will be read by two graders and given a pass/fail score. If both graders pass, the section is successfully passed. If both graders fail, the section is failed. If one grader passes and the second fails, then the case study will be read by a third grader. The outcome of this grader will determine if the section is passed or failed.

Comprehensive Examination Results

Students must pass both the multiple-choice exam and written case study to be eligible for internship. Students who fail one or more sections will have an opportunity to retake the failed section(s) before the end of the semester in which the comprehensive exam is taken. If necessary, a second retake will be given the before the end of the semester. Any subsequent retakes will be given the next semester which may delay the student in going on internship.

Practicum / Internship Supervisory Agreement

Department of Psychology & Counseling
UNIVERSITY OF CENTRAL ARKANSAS

The UCA Department of Psychology and Counseling maintains Clinical Affiliation Agreements with their clinical training partners. These are on file in the department office. In addition, each semester, individual students, site supervisors, and university supervisors complete this Supervisory Agreement that details their respective roles and responsibilities during this phase of the student's clinical training.

At the start of the clinical placement, the student, the site supervisor, and the university supervisor should cooperate in determining the most appropriate experiences for the student, including but not limited to the assignment of duties and arrangement of supervision. Supervised clinical experiences should be developmentally appropriate for the student's level of education and may include but are not limited to individual and group psychotherapy; psychological, educational, and intellectual assessment; intake interviews; diagnosing; treatment planning; and staffing.

Part I: To be completed by the Student:

Student Name: _____ Date: _____/_____/_____

Student Contact Information (email and phone number):_____

Clinical Rotation: (check one)
_____ Practicum I _____ Practicum II _____ Internship _____ Doctoral Practicum

University Supervisor Name and Contact Information:_____

Name and Address of Practicum/Internship Site: _____
_____

Site Supervisor Name: _____

Part II: To be completed by the Site Supervisor:

Site Supervisor Contact Information (email and phone number):_____

Professional License (e.g., LPC, LP, LPE-I, LCSW?):_____

Years in practice? _____ Years in current position? _____ Years as a supervisor? _____

Scope of Practice (check all that apply):

_____ Children _____ Adolescents _____ Adults _____ Geriatrics
_____ Drug/Alcohol Treatment _____ SMI _____ Justice-Involved Persons
_____ Individual Therapy _____ Group Therapy _____ Couples/Marital/Family
_____ School-Based _____ Psych Assessment _____ Diagnostic Interviewing
_____ Licensing Supervision _____ Crisis Intervention _____ Safety Planning

Please read the following program requirements in their entirety and sign below that you understand and agree to the terms therein.

Practicum and Internship Supervision Expectations

A. Students. UCA Psychology and Counseling practicum students and interns are expected to:

- demonstrate professional behaviors in all interactions with clients, supervisors, and professional staff.
- carry a caseload of clients sufficient to meet the requirements of the practicum/internship course and appropriate for the developmental level of the student.
- record sessions with clients (with appropriate client consent) and review those recordings both individually and with their supervisors.
- be open and responsive to feedback and supervision and to be assertive and communicative with their supervisors.
- follow all ethical and legal codes of the profession and should follow all rules and regulations of the clinical site regarding professional conduct.
- comply with all policies and procedures of the clinical site and are expected to maintain confidentiality of all records and patient information.
- inform their clients of their status as a student and use a title that clearly communicates their status, such as "Psychology Practicum Student", "Counseling Practicum Student", "Counseling Intern", or "Psychology Trainee" depending upon the type of placement.

B. Site Supervisor. The Site Supervisor has primary supervisory responsibility for students working under their supervision. As such, the Site Supervisor will:

- orient the student to the site and any applicable policies and procedures.
- ensure that the student has a caseload sufficient for the requirements of the practicum/internship experience and that is appropriate for the developmental level of the student.
- provide a minimum of one-hour per week of individual, face-to-face supervision (this may be conducted live via telehealth technology as approved by both the Site Supervisor and University Supervisor). Supervision sessions should involve providing feedback to students regarding their clinical skills and progress with clients.
- directly observe one or more sessions between the student and the client(s) and provide appropriate supervisory feedback to the practicum student. Direct observation should be live or via video recordings of sessions, but cannot be solely based on audio recordings.
- Be available to the supervisee when needed, particularly when the student is in session with clients.
- Communicate regularly with the University Supervisor regarding student skill development and progress. Any problems or issues with the student, their clinical work, progress, or responsiveness to supervision should be discussed with the University Supervisor immediately.
- Complete a Mid-term and a Final Evaluation of the student and discuss these evaluations
    - with both the student and the University Supervisor. In the event that a student continues to provide clinical services during university breaks, the Site Supervisor will continue to provide one hour per week of individual supervision and remain in contact with the University Supervisor.

C. University Supervisor. The University Supervisor is the Instructor of Record for the Practicum course and has secondary supervisory responsibility (after the Site Supervisor) for students working under their supervision. As such, the University Supervisor will:

- Provide didactic instruction appropriate for students' professional developmental level
- Provide weekly group supervision of students' cases. This is typically in the form of three

hours per week of group supervision. During these group supervision meetings, the University Supervisor will review video recordings of student sessions and provide feedback and direction regarding skill development and client progress.

- Contact all Site Supervisors within the first week of each semester and then communicate regularly with Site Supervisors throughout the semester.
- Complete a Mid-term and a Final Evaluation of the student and discuss these evaluations with both the student and the Site Supervisor.
- Be actively involved in any problems that may arise between students and the practicum/internship site or Site Supervisor. The University Supervisor should be involved in any subsequent decisions that affect the student.
- Provide the final grade for the student in the practicum course.

D. Time. The time requirements for clinical placements vary depending upon student program and year in the program:

- Counseling Practicum (100 hours per semester, 40 hours direct client service)
- Counseling Psychology Practicum (150 hours, 50 hours direct client service)
- Counseling Internship (600 hours full-time, 240 hours direct client service)

For most practica, the majority of direct client contact should be in the provision of individual psychotherapy/counseling. Some practica experiences may focus on other clinical services such as group psychotherapy, intake interviews, psychosocial assessment, psychoeducational assessment, psychological assessment, and contacts with collaterals. The remaining hours should be spent in supervision, preparation for clients, client-related paperwork, reviewing sessions, team or staff meetings, outreach, continuing education, and supervision. Students, Site Supervisors, and University Supervisors should communicate and agree with any deviations from the above expectations.

I have read the Duties and Responsibilities above and agree to the stated terms and conditions:

Student: _____ Date: ____/____/____

Site Supervisor: _____ Date: ____/____/____

University Instructor: _____ Date: ____/____/____

The Student, Site Supervisor, and University Supervisor should all receive a copy of this agreement no later than the end of the first week of the semester.

We thank you for your partnership and collaboration in the supervision and training of our students!

University Supervisors should put a copy of this form in the student's file at the end of the semester.

INTERNSHIP IN MENTAL HEALTH COUNSELING

The section provides guidelines for the internship in counseling for use by interns, their university trainers, and their on-site supervisors. This will be achieved through the four points:

1. The purpose and philosophy of the internship.
2. The place of the internship in the graduate program.
3. The requirements of the internship.
4. The responsibilities of the intern, the trainer, and the supervisor.

Purpose and Philosophy

The internship is intended to provide a pre-professional experience for the counseling student who has completed all academic coursework in the UCA program. Under the supervision of a qualified professional approved by the Mental Health Counseling Committee, the intern should perform all or most of the duties of a professional counselor in his/her field. We recognize that the student is not, at this point, a skilled professional. However, during the graduate training program, the student will have developed the theoretical and academic background and practical skills necessary to begin contributing to the work of the internship agency or school almost immediately. In fact, a good internship should be of benefit to both the intern and the school or agency that provides the setting for the internship. The intern will be providing valuable professional services to the agency while continuing to learn and improve professional skills through supervision from, and association with, professionals in the field. Ideally, at the end of the internship, the intern would be qualified to accept an entry-level position in his or her chosen field.

Place of the Internship in the Program

The Department of Psychology and Counseling is part of the College of Health and Behavioral Sciences at the University of Central Arkansas. Typically, before beginning an internship, the student will have completed all graduate coursework for the degree and will have passed the comprehensive examination. Therefore, the student will have completed fifty-seven (57) semester hours of course work when they begin the internship. Occasionally, a student will be allowed to begin an internship and concurrently take one course that they could not take earlier. The internship is normally given three semester hours of graduate credit; however, students may be given six hours credit for internship in order to satisfy financial aid requirements. The additional three hours do not substitute for coursework hours.

Requirements

Setting. The internship should be completed in an agency or college setting, which provides counseling services to a variety of clients. Acceptable internship settings would include: community mental health centers, rehabilitation centers, college or university student services offices, church counseling centers, veteran's administration centers, and private practices. The specific agency chosen for an internship would depend on the intern's interests and needs, the availability of an internship at the agency, and the acceptance of the intern by the agency. In addition, all internships must be approved by the Mental Health Counseling Committee, and a contract between the university and the internship site must be signed by appropriate parties before the start of the internship. A list of approved internship sites can be obtained through the Field Placement Coordinator.

The student should begin the process of finding an internship early in the semester, prior to the semester during which the internship is anticipated. Whereas the department maintains a list of approved sites, possible internship sites should be discussed with the student's advisor, the practicum/internship coordinator (Ms. Kayla Gowin kgowin1@uca.edu), or other faculty members. The purpose is to determine the degree of match between the student's interest and the site's ability to provide the desired training.

Students are encouraged to seek new sites both in state and out of state. The student must have the site complete an Internship Site review form which upon completion is given to the Mental Health Counseling Committee for approval. The internship experience offered by the site must meet university standards as well as licensing requirements. If a student desires to find an out-of-state site so that licensure can be obtained in that state, the student should ensure that the experience will meet that state's licensure requirements. All sites must complete an internship contract with the university before students are allowed to start.

Time. Mental Health Counseling internships consist of 600 clock hours of full-time work, of which at least 240 hours involve direct client contact. Full-time is defined as a work week of no less than 35 hours. Part-time internships may be considered with the approval of your advisor and the program director. Based on a 40-hour work week, the internship would last 15 weeks. Internships are taken either in the fall or spring semesters, and the dates coincide with the UCA semester schedule; however, on occasion, students may start a few days earlier for onsite orientation or training. Internships are not typically undertaken in the summer.

Supervision. The supervisor for a Mental Health Counseling Intern must be a licensed mental health professional (LPC, Psychologist, LPE-I LCSW) in the state of Arkansas, that is approved by the Counseling Faculty or Internship Instructor. This licensed supervisor assumes primary responsibility for the supervision of the intern. It is recognized that additional supervision may be provided by other professional staff members of the agency. This is acceptable as long as the supervisor of record provides a minimum of **one** hour of face-to-face supervision per week and assumes ultimate responsibility for the evaluation of the intern, and is willing to report this evaluation in writing to the internship coordinator at UCA and to the Board of Examiners in Counseling when the intern applies for licensure. Moreover, all supervision should be ongoing throughout the internship, and the supervisor must be accessible to the intern when needed.

In addition to weekly on-site supervision, the Arkansas Board of Examination in Counseling requires supervision by a university supervisor. Typically, this supervision occurs during the evening on campus. Therefore, the student will be required to travel to campus for this supervision each week or every other week. In cases where travel is not feasible, the Board allows students to participate in on-campus supervision via Skype.

Activities and experiences. A Professional Counselor performs a wide variety of clinical services. The Counseling internship will provide the intern with the opportunity to engage in all of the activities necessary to prepare the student to perform these services. In any specific employment setting, however, a professional will not perform all of the services for which he or she is trained. Each school or agency has specific needs and the professional's activities will be adjusted to be responsive to these needs. Similarly, it is recognized that no one internship agency will be able to provide the intern with all possible training experiences. Therefore, the following list of desirable internship experiences is intended to be used as a set of guidelines for the planning of an internship. Which of these experiences will be emphasized in any particular internship will be determined jointly by the school or agency supervisor, the UCA internship coordinator and the intern. In planning an internship, these individuals will consider the purposes and needs of the agency and the interests and competencies of the intern.

However, the internship should include as many of the following as possible.

1. Counseling and psychotherapy, both individual and group.
2. Clinical evaluation, interviewing, and diagnosis.
3. Treatment planning and treatment team consultation.
4. Family or couples counseling.
5. Professional consultation.
6. In-service training.
7. Research.

Responsibilities

In general, the responsibility for the effectiveness of the internship is shared equally by the intern, the agency supervisor, and the UCA internship coordinator. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other two as soon as possible. Examples of problems that might interfere with the effectiveness of the internship are inappropriate experiences for the intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior on the part of the intern, etc. If a problem is seen by the intern or agency supervisor, it is particularly important that the UCA internship coordinator be contacted immediately. Such problems should not be ignored until the end of the semester. The UCA coordinator will work with the intern and the supervisor to find a solution to the problem. If no solution can be found, the internship will be terminated before the end of the semester.

The Intern. The intern is responsible for discharging his or her assigned duties in a professional manner and for responding to supervision appropriately. The intern is required to provide the agency supervision with a mid-term and final evaluation form to be completed and given to the university supervisor. The intern should follow all rules and regulations of the sponsoring agency just as any other employee of that agency would. This includes such matters as working hours, time off, vacations, manner of dress, etc.

The Agency Supervisor. The agency supervisor helps determine the most appropriate experiences for the intern, assigns duties to the intern, and provides a minimum of one hour per week of face-to-face, on-going supervision of the intern's work. It is especially important for the agency supervisor to notify the UCA internship coordinator if a problem develops during the internship, which does not seem amenable to a solution within the agency. At the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the UCA internship coordinator determine a grade for the intern.

The UCA Internship Supervisor. The Mental Health Counseling Committee determines the appropriateness of internship sites, helps place the intern, helps determine the experiences of the intern, and works with the intern and the agency supervisor as necessary to work out details of the internship. The supervisor contacts the supervisor periodically during the internship to monitor the progress of the internship and to be apprised of any problems that may have arisen. These contacts may include an on-site visit, telephone call, and email. The UCA Supervisor provides an average of 1 ½ hours of group supervision per week to interns.

A student who chooses to undertake an out-of-state internship site may be required to pay expenses for the internship experience to make a site visit. This will be determined for each student prior to the internship, but if the situation dictates, an unplanned visit may be necessary.

STUDENT RESOURCES

Program Costs

To estimate tuition and fees, please use the tuition and fee calculator located on the Student Accounts website (http://uca.edu/studentaccounts/tuition-fees/).

Additional information about financial aid can be found http://uca.edu/financialaid/

Application for Assistantships

Graduated assistantships are available in the Department of Psychology & Counseling as well as in other departments on campus. Be aware that there are a limited number of GA positions, therefore, there may be more students seeking positions than are available. GA positions will be posted on the UCA Human Resources job page (https://jobs.uca.edu) under the heading 'Adjunct/Part Time/Grad Asst.' Students will need to create a job application account on the webpage and then apply to a specific GA position.

Information about other forms of financial aid, including loans, may be obtained from the Financial Aid Office, located in McCastlain Hall, (501) 450-3140. Students receiving graduate assistantships and other forms of financial aid need to contact the Financial Aid Office to determine their combined financial package.

Department Faculty Meetings

Faculty meetings are open to graduate students except when personnel matters are being discussed, such as new faculty, comprehensive examination results, or admission and retention reports. Meeting vary by semester; check with the Departmental Administrative Specialists for specific dates and times.

Psi Chi National Honor Society

Graduate students in psychology are encouraged to apply for membership in Psi Chi, the National Honor Society in Psychology. Graduate students elected to Psi Chi must have an average grade of "B" or better in all graduate courses. They must have high standards of personal behavior, and receive three-fourths votes of members present at a regular meeting of the chapter.

Graduate Student Orientation

Graduate student orientation is usually held during the first week of classes. Additionally, all students are responsible for adhering to deadlines and requirements as stated in the current UCA Bulletin and Graduate Catalog.

Professional Associations

Membership in professional organizations is strongly encouraged as a way to enhance your knowledge, skill set, community engagement, and ongoing professional development. Beginning this membership as a graduate student can benefit you in the following ways: networking and relationship building with trusted mental health professionals across the state, connecting with potential clinical rotation sites and/or licensing supervisors, early career professional development opportunities, exposure to executive board and committee functions, and supporting chapter initiatives and goals by volunteering at state and local conferences and community outreach events.

Professional organizations in the state of Arkansas that support ongoing professional development include but are not limited to: **Arkansas Mental Health Counseling Association (ArMHCA)**, **Arkansas Counseling Association (ArCA)**, and the **Arkansas Council for Behavioral Health or Mental Health Council of Arkansas (MHCA)**. Currently, only the Arkansas Mental Health Counselors Association (ArMHCA) has an established student chapter at UCA.

Arkansas Mental Health Counselors Association (ArMHCA) is a branch of the American Mental Health Counselors Association with regional and student chapters across the state. ArMHCA's mission is to support, empower, educate, and connect all licensed and future Mental Health Professionals in the state of Arkansas while setting the standard for collaboration, advocacy, research, ethical practice, and professional development to best meet the mental health care needs of those we serve. Members of our statewide organization include licensed professional counselors, licensed social workers, school psychologists, marriage and family therapists, and applied behavioral specialists to name a few. We work to advance the professions of those who work in private practice, community mental health agencies, schools, hospitals, doctor's offices, inpatient and residential treatment facilities, and colleges and universities. We strive to educate and empower our members, our communities, and our clients in a variety of ways including professional development, community outreach, integrated healthcare workshops and trainings, and mental health advocacy at the state and national level.

UCA's graduate student chapter of ArMHCA is registered as a recognized student organization (RSO) on campus and functions as its own board with student-elected executive members (President, Vice-President, Secretary, Treasurer, and desired committees) under the direction and supervision of ArMHCA's state executive board. Kayla Gowin, LPC, is the Graduate Student Committee Chair, Past President of ArMHCA, and executive Board member who serves as the faculty advisor for this student chapter and RSO. She can be reached at kgowin1@uca.edu for information pertaining to student membership or chapter functions.

Library Resources

Torreyson Library, the state's first totally automated university library, holds 1,414,545 items, a volume equivalency of 658,601, including more than 7,720 books on psychology and counseling. The library offers the latest electronic services, including resources for electronic bibliographic searches and Web-based searches and resources for faculty and students. The textbook holdings in psychology and education are numerous and very adequate to support the Counseling Psychology Emphasis. The library subscribes to all major research journals in psychology and education, including the major research journals specific to counseling.

Research Funds

The UCA Graduate School funds small grants for graduate students. These funds help to cover travel, equipment, and related expenses. Contact the Office of Sponsored Programs for more information.

Internet Access

Students will have access to Internet and UCA website materials (including UCA library) from any computer on campus. In addition, most of the campus has wireless Internet access so personal laptops can be used for access as well.

Current Instructional Facilities, Equipment, and Technology

The Department of Psychology and Counseling is housed in Mashburn Hall. The building offers an excellent environment for faculty and students. The Department of Psychology and Counseling has two faculty suites, two conference rooms, and research laboratories.

The following resources are also available to students in the program: The College of Education's Technology Learning Center, Office of Candidate Services and Field Experience, College of Education computer labs, and distance learning lab.

Other Resources

More information about the following resources is available from the campus resources web page: http://uca.edu/student-life/

Administrative Policies	Athletics	Computer Services
Continuing Education	Health Services	Human Resources
Instructional Development	Institutional Research	International Programs
Office of the President	Online Publications	Police Department
Sponsored Programs	Student Information System	Torreyson Library
Web Development	Writing Lab	

UCA Campus and Conway Community

The UCA campus includes 40 major buildings on 262 acres and is located in Conway, Arkansas. Conway, a city in Faulkner County, is approximately thirty miles northwest of Little Rock at the intersection of Interstate 40 and U.S. Highways 64 and 65. Conway is a mixture of tree-lined established neighborhoods and modern subdivisions. It is home to three institutions of higher education, as well as regional manufacturing and international technology companies. The city is located near the Arkansas River, Petit Jean State Park, and Lake Conway, offering convenient access to scenic hiking, fishing, and water sports. (www.conwayarkcc.org/.) It is only 30 minutes from Little Rock, the state capitol, and North Little Rock, which provide major shopping, employment, and entertainment opportunities.

On-Campus Graduate Housing.

There are many opportunities for graduate housing on and off campus. For more information about on-campus housing, see the housing web page at http://www.uca.edu/divisions/admin/housing or contact the UCA Housing office:

Housing and Residence Life
Bernard Hall
201 Donaghey Avenue
Conway, AR 72035-0001
(phone 501 450-3132)

Two residence halls may be of interest to graduate students. Baridon Hall, a co-educational hall, houses juniors, seniors, and graduate students; students 21 years or older; or students who have lived in a residence hall for four semesters. Two bedrooms adjoin a living room and bathroom. Baridon Hall offers a fitness room, conference room, computer lab, and an intensive study floor. Minton Hall is a twelve month, co-educational hall. This hall offers larger rooms with a mini-fridge in each room and an intensive study floor. Minton Hall never closes, so it is ideal for those students who need a place to stay year round. Baridon and Minton Hall are very popular, so early application is encouraged. Private rooms are available. Requests for more information can be made to the housing office. For more specific

information about graduate on-campus housing, see the web page at:
www.uca.edu/divisions/academic/gradbulletin/general/gbull013.htm.

Off-Campus Graduate Housing

Graduate students may pick up brochures and available information concerning off-campus housing in the Housing Office, located in Bernard Hall, 450-3132. Many housing opportunities exist in the surrounding residential area (UCA is in the center of an attractive residential area with many homes and apartments). There are several rental services in the city as well as apartment complexes in easy walking distance of the campus.

DEPARTMENT OF PSYCHOLOGY AND COUNSELING
GRADUATE FACULTY

Core Mental Health Counseling Faculty

ART GILLASPY, Ph.D. - Texas A & M University - Therapeutic Relationships, Measurement Issues in Counseling Research, Motivational Interviewing

DAVID MOSHER, Ph.D. – University of North Texas – Cultural Humility, Multicultural Competence, Gratitude, Counseling Process

KAYLA GOWIN, M.S. – University of Central Arkansas – Counseling Adolescents and Young Adults, Professional Issues, Education and Training of Counselors

Core Counseling Psychology Faculty

ELSON BIHM, Ph.D. - Texas Tech University - Counseling psychology, Social-emotional Learning, Pragmatism

CHRISTINA JEFFREY, Ph.D. – Texas A & M University – Case Conceptualization, Counseling Supervision

DAVID MOSHER, Ph.D. – University of North Texas – Cultural Humility, Multicultural Competence, Gratitude, Counseling Process

FEMINA VARGHESE, Ph.D. – Texas Tech University – Offender Counseling, Recidivism, Diversity Psychology

CINDY MIKEAL, Ph.D. – University of Central Arkansas – Health Psychology, Integrated Care, Trauma,

Other Graduate Faculty

HEATHER MARTENS – University of Florida - Predicting Student Performance on State Mandated Assessment Using Universal Screeners: Establishing Predictive Cut Scores; Cost Benefit Analysis of Academic Interventions in the School Setting; Teacher Attitude, RTI, Systems Change

JOAN SIMON, Ph.D. – University of Kansas – Hospital to School Transitions; Educational Program Evaluation; Children with Disabilities

DARSHON,REED**,** Ph.D. – Oklahoma State University - Self-regulation, Social Influence, Social Cognition, Diversity

SHAWN CHARLTON, Ph.D. – University of San Diego – Behavior Analysis, Temporal Discounting, Evolutionary Psychology

ANNA PARK, Ph.D. – University of Texas Arlington – Gratitude, Mindfulness, Statistics and Research Design

MARC SESTIR, Ph.D. – University of North Carolina – Social/Affective Psychology, Media Effects, Consumer Behavior

KEN SOBEL, Ph.D. – Vanderbilt University - Visual search, Top-down Attention, Kinetic Depth Effect, Resolution of Ambiguity

DEANNA RUMBLE, Ph.D. – University of Alabama-Birmingham – Pain, Cognitive Processing, Health Psychology

JAMES WAGES, Ph.D. – Northwestern University – Social Psychology, Prejudice, Stereotyping

YESEUL NAM, Ph.D. – University of Utah – Social Psychology, Diversity and Inclusion, Intergroup Processes, Culture, Social Justice

SEUNGYEON LEE, Ph.D. – University of Kansas – Developmental Psychology, Cell Phone Use, Teaching of Psychology

COUNSELING LICENSURE INFORMATION

Graduates of the MHC Program are eligible for licensure by the Arkansas Board of Examiners in Counseling and Marriage and Family Therapy.

Executive Secretary
Arkansas Board of Examiners in Counseling
101 East Capitol, Suite 202
Little Rock, AR 72201

Website: https://www.healthy.arkansas.gov/programs-services/topics/arkansas-state-board-of-examiners-in-counseling

APPENDIX A

M.S. Mental Health Counseling Program
Annual Review Form

Student's name:_____
School year: _____
Current date: _____
Year in program: (circle one) 1st 2nd 3rd

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the Mental Health Counseling Program. The following information came from a combination of sources such as the student's self-assessment form, student grades, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the counseling psychology faculty using the following scale:

Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).

For any area rated Unsatisfactory, an explanation is provided.

Goal area		**Rating**				
1.	Professional Identity .		E	S	US	NA
2.	Social and Cultural Diversity Issues	E	S	US	NA	
3.	Human Growth and Development	E	S	US	NA	
4.	Career Development and Counseling		E	S	US	NA
5.	Helping Relationships		E	S	US	NA
6.	Group Work		E	S	US	NA
7.	Assessment		E	S	US	NA
8.	Research and Program Evaluation	E	S	US	NA	

Comments

M.S. Mental Health Counseling Program
Annual Review Form
(continued)

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.

Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).

For any area rated Unsatisfactory, an explanation is provided.

Professional area	**Rating**			
▪ In class personal presentation and attendance	E	S	US	NA
▪ Interactions with peers, faculty, professionals	E	S	US	NA
▪ Interactions on practicum or internship	E	S	US	NA

Comments

Committee Recommendation

_____ Satisfactory progress – no action required.
_____ Remediation required – attach copy of plan.
_____ Dismissal recommended – must be reviewed and approved by Department Chairperson and Dean of College of Health & Behavioral Sciences

Recommendation Approved

Student's advisor _____ Date _____

Program director _____ Date _____

Student _____ Date _____

(Signature does not indicate agreement, only that feedback was given.)

APPENDIX B

Student Corrective Action Plan

(Check one) ____Initial Plan _____ Follow-up _____ Final Review

Student: _____ Date: _____

Identified Areas of Concern:

A.

B.

C.

D.

Remediation Plan and Schedule:

State for each area of concern:
Area
Specific Behavioral Objectives and Target Dates
Method of Remediation Met? Y/N

A.

B.

C.

D.

Student Corrective Action Plan
(Continued)

Progress Since Last Review (if applicable): ____ Sufficient _____ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): _____

Student Reactions:

Signatures:

Student Signature: _____ Date_____

Advisor/Mentor: _____ Date_____

Mental Health Counseling Director of Training: _____ Date_____

APPENDIX C

Individual Student-Advisor Review

Student Name:_____

Date of Meeting:_____

Persons Present.

Summary of Problem(s). Include specific behaviors, setting, and name of person who first identified the problem.

Individual Student-Advisor Review
(Continued)

Faculty Recommendation:

____No action required (state reasons).
____Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.
____ Matter forwarded to Mental Health Counseling Director of Training.

RECOMMENDATION APPROVED:

Student's Advisor: _____ Date: _____

Mental Health Counseling Director of Training: _____ Date: _____

Date of Feedback meeting: _____

Student's comments:

Signature of Student: _____ Date: _____
(Signature does not indicate agreement, only that feedback was given.)

APPENDIX D

Psi Chi: The International Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, has the primary goals of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to *graduate* and undergraduate individuals who are making the study of psychology one of their major interests, and who meet the minimum qualifications for membership.

What is the mission of Psi Chi?

- Advance the science and profession of psychology
- Promote an educational experience consistent with the mission
- Promote ethical and socially responsible members and leaders
- Define and establish an organizational structure that promotes our mission
- Recognize and foster the contributions that diversity makes to the science and practice of psychology

What are the benefits of joining Psi Chi?

- **Academic Recognition**
  - Local, national, & international recognition for your academic achievements
  - An inclusion among the academic elite in the field of psychology
  - An *impressive* accomplishment to include on your curriculum vita & application to future graduate programs, practicum & internship sites, & employers!
- **Professional Development**
  - Curriculum enhancement to increase knowledge & skills
  - Focus on research experience – Involvement in the entire research process!
  - Provides over $300,550 annually in awards and grants
  - Special participation tracks at psychological conventions (e.g., SWPA, APA)
  - Provides fellowship with other students & professors
  - Opportunities to network & develop professional & personal relationships with others in the field
  - Community service
  - Leadership development

How to become a graduate member of Psi Chi[1]

- Be enrolled as a student at your school
- Have established a GPA at your school of greater than 3.40
- Be enrolled as a major or minor in a psychology program or a program that is equivalent to a psychology major
- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses
- Have an overall GPA that is in the top 35% of your class
- Have a psychology GPA that is at least 3.00 on a 4-point scale
- Pay a $45 lifetime fee

Each spring, an induction ceremony is held for new members

If you are interested in becoming a member, please contact your Dr. Charlton

- **Faculty Advisor**
  - Shawn R. Charlton, Ph.D.
  - Professor of Psychology
  - scharlton@uca.edu

Meetings & Events

- Psi Chi chapter meetings will be held *once per semester*. More information will be sent to members via email.
- Psi Chi will be involved in community service projects and fundraisers with the undergraduate Psychological Society and the graduate CAPS organizations.