

# **MENTAL HEALTH COUNSELING M. S. PROGRAM HANDBOOK**

**Department of Psychology & Counseling  
University of Central Arkansas**

**2018-2019**

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

**Receipt of Mental Health Counseling  
Program Handbook  
2018 - 2019**

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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 MS program in Mental Health Counseling 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 geared toward the standards and values of the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **Student Learner Outcomes**

1. Graduates of the program will have knowledge of a variety of counseling theories & therapeutic techniques and be able to demonstrate their appropriate use with various populations.
2. Graduates of the program will have gained sufficient knowledge of ethical and professional standards of care to effectively engage in a therapeutic relationship within a counseling setting.
3. Graduates of the program will have received adequate training to enable them to become Licensed Professional Counselors (LPC) in Arkansas.
4. Graduates of the program will successfully enter the mental health profession.

### **Steps in Pursuing a M.S. Degree in Mental Health Counseling**

#### **I. Complete TWO applications**

Application #1 – Apply for admission to the UCA Graduate School (501.450.3124) or [http://www.uca.edu/graduateschool/admission\\_process/](http://www.uca.edu/graduateschool/admission_process/)). The Graduate School Office strongly requests that they receive applications to the graduate school at least 3 weeks prior to the department's application deadline (see next item).

Application #2 – Apply for admission to the M.S. Program in Mental Health Counseling (501.450.3193 or [www.uca.edu/psychology/](http://www.uca.edu/psychology/)). The application deadline is February 1st of each year for summer or fall admission. The Mental Health Counseling Program Committee will review the completed applications and invite qualified applicants for an on-campus interview approximately two weeks after the application deadline; however, telephone or Skype interviews may be arranged depending on circumstances. After the interviews, candidates for admission will be selected by the Committee, and students will be informed of their admission status in writing.

Completed applications include the following:

- A. Completed application form (application form must be typed) and typed essay on professional goals and plans.
- B. Completed prerequisite courses: General Psychology, Psychological Statistics, Research Methods, Abnormal Psychology, and Theories of Personality.
- C. Graduate Record Examination (GRE) scores for the General section only.
- D. Transcripts of all completed course work.
- E. Three (3) letters of recommendation from persons who could comment on your professional and academic potential, and any other support data that candidate wishes to submit.

The Mental Health Counseling Committee will meet and evaluate the application taking into consideration academic aptitude, writing skills, interpersonal skills, and career objectives. If satisfactory, the student would be admitted and allowed to take graduate courses.

At times, the department will allow non-degree seeking students to take courses. For example, licensed counselors in other states who move to Arkansas may need an additional course or courses to meet Arkansas licensure requirements. Such individuals will need to make such a request to the MHC program coordinator in writing for approval by the MHC committee. In addition, individuals needing to complete a course in counselor supervision may also take this course after making a similar request. The program does not however normally allow individuals to take practicum or internship upon request. Students granted permission to take courses must enroll in the UCA Graduate School as a post-baccalaureate or post-masters student.

## II. Comprehensive Examination

Fall testing - Second Tuesday and Wednesday in October for students who plan to intern in the following spring semester.

Spring testing - Second Tuesday and Wednesday in March for students who plan to intern in the following fall semester.

## III. Graduation

File an application for graduation. Check Graduate Bulletin for deadline each semester. It is the graduate students' responsibility to comply with all above regulations.

FOR ADDITIONAL INFORMATION PLEASE CONTACT – Dr. Kevin Rowell at [kevinr@uca.edu](mailto:kevinr@uca.edu) or the Student Services Coordinator at [psyc-coun@uca.edu](mailto:psyc-coun@uca.edu).



## 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.

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





steps that need to be taken in order to resolve the problem (see the section on Annual Review

## **PLAN OF STUDY AND CHECKSHEET**

The Mental Health Counseling Program consists of 60 semester hours of course work including

**MENTAL HEALTH COUNSELING  
COURSE SEQUENCE**

<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	P6398 Legal & Ethical Issues <sup>1</sup>	P6314 Psychopathology	C6342 Career Counseling
	P6354 Theories of Psychotherapy <sup>1</sup>	P6356 Group Therapy	P6372 Psychopharmacology
	P6370 Adv. Developmental Psych	C6350 Couns. Process & Skills	
	C6334 Analysis of the Individual	C6360 Research Methods	
	<b>12 hours</b>	<b>12 hours</b>	<b>6 hours</b>
<b>2</b>	C6381 Counseling Practicum I	C6382 Counseling Practicum II	
	P6355 Multicultural Counseling	Elective II	P6325 Treatment of Addiction
	P6393 Marriage & Family Therapy	Elective III	Elective IV
	Elective I	<b>Comprehensive Exam</b>	
	<b>12 hours</b>	<b>9 hours</b>	<b>6 hours</b>
<b>3</b>	C6341 or C6642 Counseling Internship		
	<b>3 hours</b>		<b>Total 60 hours</b>

<sup>1</sup> P6398 and P6354 must be taken in the first semester of the program.

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 chairperson. 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)

## **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 full time pre-professional experience for the counseling student who has completed all academic course work 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 making a contribution 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 which 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. The Master's of Science degree is offered in several areas of psychology and counseling: school psychology, counseling psychology, and mental health counseling. All master's degree programs require internship, although this document covers only the internships in mental health counseling. Typically, before beginning an internship, the student will have completed all graduate course work 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 which 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. A list of approved internship sites can be obtained from the program director.



The student should begin the process of finding an internship early in the semester prior to the semester during which the internship is anticipated. Possible internship sites should be discussed with the student's advisor, the internship coordinator, or other faculty members. The department maintains a list of approved internship sites. It is the student's responsibility to review these sites and contact the site about a possible internship position. Typically, students contact the site internship director or supervisor by phone, email or site visit. 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 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 involved direct client contact. Full time is defined as a work week of no less than 35 hours. Part-time internships are not acceptable. Based on a 40 hour work week, the internship would last 15 weeks. Internships are taken either in the fall and 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 an independently licensed mental health professional (LPC, Psychologist, LPE-I LCSW) in the state of Arkansas, that is, not currently under supervision. This licensed supervisor assumes primary responsibility for 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, assumes ultimate responsibility for 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 on-going throughout the internship, and the supervisor must be accessible by 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 and the supe!MMnternMM -m

coordinator and the intern. In planning an internship, these individuals will take into account 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.

necessary.







**DEPARTMENT OF PSYCHOLOGY AND COUNSELING  
GRADUATE FACULTY**

**Core Mental Health Counseling Faculty**

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

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

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

KEVIN ROWELL, Ph.D. - Texas A & M University – Gerontology, Rural Health, Trauma Work, Disaster Services, Statistics

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

DONG XIE, Ph.D. - Ohio State University – Culture and Personality; Self-efficacy and Stress

**Core School Psychology Faculty**

RON BRAMLETT, Ph.D. - University of Cincinnati – Child / Family Interventions; Assessment of Children/Adolescents, Predictors of School Success

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

MIKE SCOLES, Ph.D. - Northern Illinois University - Drug Tolerance/Dependence; Aversive Control

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

### **COUNSELING LICENSURE INFORMATION**

This is a summary of requirements and procedures for applying for counselor licensure in Arkansas, under Act 593 of 1979. For more detailed information and a formal application packet contact:

Executive Secretary



7. Research & Evaluation	C6360 Research Methods in Counseling or P6331 Research Design
8. Professional Identity	P6398 Legal & Ethical Issues in Psychology and Counseling
9. Practicum and/or Internships	C6381 C6382 Counseling Practicum I & II C6341 Internship in Counseling
10. Family Relationships	P6393 Marital & Family Therapy
11. Psychopathology/Abnormal/ICD Use	P6314 Psychopathology
12. Psychopharmacology	P6372 Psychopharmacology

### **How to Obtain a License: Application**

Currently, two levels of licensure exist. The Licensed Associate Counselor (LAC) is granted to new licensees. An LAC must practice under supervision by a qualified Licensed Professional Counselor (LPC). After completing three (3) years of practice under supervision, the person may apply for licensure as an LPC, which allows independent practice without supervision.

1. Application  
Application, inquiries, and forms are to be obtained from and returned to the Secretary of the Board.
2. State of Professional Intent  
The Board will require a statement of professional intent. The statement of intent must be a typed statement, from the applicant, describing intended use of the license, the population with whom the applicant will work and the counseling approaches the applicant will use.
3. Transcripts  
The applicant must have OFFICIAL TRANSCRIPTS sent from institutions where credit was earned. If the course titles do not adequately convey the pertinent content of the courses, clarifying documents may be requested.
4. Other Training Credentials - only if applying for a specialization  
Other training credential documentation may be submitted. The documentation may be certificates from workshops, or letters of verification for continuing education, not reflected on academic transcripts.
5. Work Experiences  
The applicant will submit a complete work experience record.
6. References  
The applicant will have a minimum of three references. Current members of the Board or relatives may not submit references for applicants.
  - a. Two (2) from persons in related professional area.

- b. One (1) nonacademic character reference.
7. Supervised Experience  
The applicant will submit supervised Post-Masters counseling experience documentation.
8. Examination
  - a. There will be a written, oral, and/or situational examination. Contact the Board for written exam dates; orals are scheduled after passing written examination.
  - b. Invitation to the oral section is sent after the candidate passes the written examination.
9. Board Decisions  
An affirmative vote of a majority of those Board members present and voting will be held as evidence that the applicant has qualified for the next step in the procedure.
  - a. Admission to the written examination.
  - b. Admission to oral and/or situational examination.
  - c. Granting of the license.

### **Additional Information**

- 1. Information concerning fees for licensure can be obtained from the Board of Examiners office.
- 2. Act 1317 of 1997 requires a criminal background check for all applicants for licensure.
- 3. Act 593 amended by Act 244 of 1997 provides for the licensure and regulation of Marriage and Family Therapists.
- 4. Begin early. It takes a long time to gather all the necessary information. A lead time of six months or more is not too early to start. Do not expect to complete the process in less than three or four months. Do not do anything until you have requested the packet from the executive secretary whose address is at the beginning of the licensure information.

You must be licensed in order to engage in professional counseling practice in the state of Arkansas.

Assuming the lack of additional training, with very few exceptions, persons with training as counselors cannot usually obtain licensure as a psychologist. Conversely, persons with training as a psychologist cannot usually obtain licensure as a counselor.

- 5. Graduates from the UCA Mental Health Counseling program are eligible to apply



**APPENDIX A**

**M.S. Mental Health Counseling Program  
Annual Review Form**

Student's name: \_\_\_\_\_  
 School year: \_\_\_\_\_  
 Current date: \_\_\_\_\_  
 Year in program: (circle one)                      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>

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:

**9I Ya d'Uf mif 9 l'z GU h g Z W c f mif Gl'z l' bg U h g Z W c f mif l' Gl'z c f' Bch 5 dd` j W U V` Y f B 5 L''**

For any area rated Unsatisfactory, an explanation is provided.

<b>Goal area</b>	<b>Rating</b>			
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

**7 ca a Y b l g**

**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.

**9I Ya d'Ufmf9zGUhgZUWc fmfGlzI bgUhgZUWc fmfI Glzcf'Bch5 dd'JWU'YfB5 L''**

For any area rated Unsatisfactory, an explanation is provided.

<b>Professional area</b>	<b>Rating</b>			
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

**7ca a Ybfg**

**7ca a JHYYFWca a YbXUjcb**

- \_\_\_\_\_ 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

**FWca a YbXUjcb '5 ddfcj YX**

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.





## APPENDIX D

*Dg]7\]. 'H Y-bhYfbUjcbU`<cbcf`GcVjYm]b`DgnW c`c[ m*

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'*

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 leads 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.  
Assistant 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.

## APPENDIX E

### **The Graduate Association of Counseling & Psychology Students (CAPS)**

The Graduate Association of **Counseling And Psychology Students** (CAPS) is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

#### *What are the benefits of joining CAPS?*

Develop & enhance close friendships among your peers

Spend time with your colleagues & professors outside of the school setting in a more relaxed, informal environment

Gain further knowledge about the research & career interests of your peers & professors

Networking opportunities with professionals outside of UCA via CAPS meetings, events, & guest speakers

More involvement in department & campus activities, which will provide new social & academic opportunities

Membership and extracurricular involvement are viewed as a very important part of professional development for practicum, internship, & job sites

#### *How to become a member of CAPS*

If you are enrolled as a student in any of our graduate programs, you are eligible to join!

Find a CAPS officer (Officers to be announced).

Pay the \$5 dues (\$5 *per semester*).

**For more information & recent updates on meetings & events, please find us on Facebook!**