

Missouri State University

Master's Program Clinical Track

Welcome!

In this issue

- You can do a thesis or internship and seminar paper as your culminating experience
- The comprehensive examination is not as scary as you think!
- A month-by-month timeline of your graduate experience.
- The wonderful and exciting faculty

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

In becoming familiar with our program, there are two websites with which you should be aware throughout your career here. The first is the [Clinical Track](#) webpage. You can get some specific information about the program. The second is the [Graduate College](#) webpage. This page has a wealth of information concerning financing graduate school, thesis information, and workshops. Each

semester the Graduate College offers [workshops](#) on various aspects of graduate school. Find ways to put these workshops into your schedules. Get involved in the [Graduate Student Senate](#). Getting involved is a way to get the most out of your graduate school experience.

Inside this issue:

Course Schedule	2
Culminating Experience	3
Graduate Assistantships	4
Comprehensive Examination	9
Timeline	14
Theses	21
Seminar Papers	28

Professional Organizations

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

[American Psychological Association](#)

[Association for Behavior Analysis International](#)

[Association for Behavioral and Cognitive Therapies](#)

[Missouri Psychological Association](#)

Course Schedule

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

Fall: *First semester*

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

Spring: *Second semester*

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

Summer: *Third semester*

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

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

Fall: *Fourth semester*

PSY 764: Group Psychotherapy
PSY 796: Practicum (approximately 170 hours)
Elective: Options include:

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

*Any other graduate elective with approval of Dr. Hudson

Spring: *Fifth semester*

Elective

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

Our program is generally consistent across students. You have a few choices as electives, but not many.

Practicum and Internship

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

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

Questions? Please contact Dr. Capps or Dr. Hudson



Culminating Experience: Thesis

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

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

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

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

Baldwin, S.A. (2018). *Writing your psychology research paper*. Washington, D.C.: American Psychological Association.

Cooper, H. (2018). *Reporting quantitative research in psychology: How to meet APA style journal article reporting standards (2nd ed)*. Washington, D.C.: American Psychological Association.

Silvia, P.J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, D.C.: American Psychological Association.

You have your choice of two culminating experiences. If you plan to do a thesis, try to start early.

Culminating Experience: Seminar Paper

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

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

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

PSY 798 (Internship) requires fewer hours than PSY 796 (roughly 125 hours) to account for the time needed to prepare a Seminar Paper.



Summary Statistics

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

2022-2024	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	156	150	5.0	3.85
Range	148-161	142-157	3.5-6.0	3.45-4.0

2021-2022	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	152	147	4.3	3.9
Range	144-158	141-157	3.5-5.0	3.77-3.98

2020-2022	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	153	149	4.0	3.9
Range	149-156	142-153	3.5-5.5	3.76-3.97

2019-2021	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	150	147	3.9	3.8
Range	144-159	142-153	2.5-5.0	3.41-3.99

2018-2020	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	157	150	4.3	3.75
Range	148-163	148-163	3.5-5.5	3.46-3.99

2017-2019	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	154	152	4.1	3.70
Range	146-161	145-158	3-5	3.28-3.92

2016-2018	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	155	151	4.2	3.80
Range	147-162	141-160	3.0-6.0	3.46-4.00

2015-2017	Verbal GRE	Quantitative GRE	Writing GRE	Undergraduate GPA
Average	157	150	4.2	3.66
Range	147-165	145-155	3.0-5.0	3.27-3.98

Graduate Assistantships

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

Assistantships are also offered throughout the University. Find information about assistantships in general and [current openings](#) in particular.

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

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

Many of our students receive graduate assistantships. Many times these assistantships are outside of the Psychology Department.

Scholarships

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

Student Travel

The [Graduate College](#) and the [Psychology Department](#) may have some funds available for student travel to conferences and conventions in which you present a paper or poster. First, check with the Graduate College to find out what resources may be available. Second, submit a [travel request](#) through the Psychology Department. If you qualify and are notified that you can receive reimbursement, then contact the Administrative Assistant in Hill 319 prior to your travel. You should keep detailed records on the [Missouri State University Travel Expense Report](#) accompanied by itemized receipts.

Whenever possible, pay with a debit or credit card. You should obtain a receipt from the hotel showing costs to each person, payment, and a statement showing a zero balance.



Training Modules

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

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

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

You can access both trainings by visiting the [IRB Human Subjects Training](#) webpage.

If you have a GA/TA, you are also required to complete the University Employee Compliance Training. In MyMissouriState, go to the Student Tab; My Employment Channel; My Learning Connection Channel. You only need to complete this your first year.

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

Other Financial Aid

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

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

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

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



Basics

Contact Information

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

Keys

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

My.Missouristate.edu

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

Open Access Computer Labs

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

Computer Software

If you conduct research, you likely will use SPSS. Some computer software may be available at a discount. If you are interested in using R and Rstudio, you can download these for free at:

- <https://cloud.r-project.org/>
- <https://www.rstudio.com/products/rstudio/download/>

Career Center

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

Reserving a Room

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

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

Facebook

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

Comprehensive Examination

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

Part I: Comprehensive Psychological Evaluation and Report

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

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

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

(Continued on page 10)

The comprehensive examination is intended for you to integrate your academic and applied experience.

Comprehensive Examination

(Continued from page 9)

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

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

Procedure for Clinical Interview (If you use an LDC client; If not, follow similar procedures as appropriate for your practicum site.):

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

(Continued on page 11)

The focus of the clinical interview is to examine your skills and abilities.

Comprehensive Examination

(Continued from page 10)

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

Part II: Oral Defense

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

Assessment:

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

Psychopathology

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

Ethics and Professional Behavior

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

Individual and Group Psychotherapy

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

EVALUATION PROCEDURE AND GRADING

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

In your oral defense, you should be able to explain and defend your interview and report.



Comprehensive Examination

(Continued from page 11)

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

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

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

*Start scheduling in
May and no later than
October. Otherwise
you may have
difficulty completing
your exam.*



Academic Integrity

Missouri State University has [Academic Integrity Policies and Procedures](#). As stated in this document, “In addition to the sanctions available to teachers and to the AIC (Academic Integrity Council), the academic program in which the student is enrolled may have published policies regarding sanctions for academic dishonesty, up to and including dismissal from that program.” You are expected to adhere to standards of academic integrity. Violation of these policies, such as receiving an XF grade, can result in sanctions up to and including dismissal from the master’s program. In addition to academic integrity, you are expected to adhere to the [Ethical Principles of Psychologists and Code of Conduct](#) of the American Psychological Association. Failure to do so can result in sanctions up to and including dismissal from the master’s program.



Timeline

June-July	Incoming students should take general campus tours and become familiar with the campus Missouri Psychological Association convention Second year students should be scheduling clients for comprehensive examinations. Graduate school deadline for the final thesis copy is about two weeks prior to the end of the semester.
August	American Psychological Association annual meeting Orientation meetings for first year students, typically on Monday morning for the Graduate College and on preceding the students' first class. Second year students should start working out details of interviews for comprehensive examinations Students should look at the workshops available through the Graduate School First year students should complete training modules described on page seven.
September	Nomination for Distinguished Masters Thesis Award due Students should be aware of fall deadlines for thesis funding, completion of thesis and seminar papers
October	Association for Behavior Analysis International program submissions due
November	American Psychological Association (APA) Program submissions for next year's August convention typically due about now Association for Behavior and Cognitive Therapies (ABCT) convention Graduate school deadline for the final thesis copy is about two weeks prior to the end of the semester (for December graduation). Students should enroll in Spring semester
December	Holiday gathering
January	Students should be aware of spring deadlines for thesis funding, completion of thesis and seminar papers Students should look at the workshops available through the Graduate School

*Take a look at the
timeline regularly.
Make sure that you are
on track.*

(Continued on page 15)

Timeline

(Continued from page 14)

Interested students should apply for, among others, the [Jennifer L. Stewart scholarship](#) and [Arbuckle Leadership Award](#) by March 1

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

February

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

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

MOPA program submissions typically due about now

First year students should start looking for [practicum](#) sites

[Graduate student award](#) nominations due

February 15 application deadline

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

March

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

Faculty reviews applicants to program (for August start)

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

April

Acceptances are sent to new applicants

First year students should notify coordinator of practicum interests for summer

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

Students should start enrollment for Summer and Fall semesters

May

[Association for Behavior Analysis International](#) annual convention

The Graduate College has specific requirements. There are not many requirements, but be sure to follow those that are in place.

Licensed Professional Counselor

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

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

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

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

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

Graduate School Requirements

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

Outstanding Student Accomplishments

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

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

Brooke Bennett (2015) coauthored an article, Adherence to antidepressant medications: A randomized controlled trial of medication reminding in college students, published in *Journal of American College Health*, 2015, 63, 204-208. Coauthors are T. Hammonds, K. Rickert, C. Goldstein, E. Gathright, S. Gilmore, B. Derflinger, A. Sterns, B.L. Drew, & J.W. Hughes.

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

Alyssa Byers (2013) coauthored a poster presentation, *Psychological hardiness, gender, and academic motivation* at the 2011 annual meeting of the American Psychological Association, Washington: D.C. Coauthors are W.J. Ernst & T.D. Kane.

Alyssa Byers (2013) moderated a presentation, *Efficacy and fidelity of functional based assessments within public school settings*, at the 2012 International Conference of Applied Behavior Analysis, Seattle, Washington. Participants were T. Bauer, M. Goeringer, & L. Garrison-Kane.

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

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

Brittany Strandell (2011) coauthored an article, *Learning of monotonic and nonmonotonic sequences in domesticated horses and chickens*, published in *Learning and Motivation*, 41, 213-223. Coauthors are S.M.A. Kundey, H. Mathis, & J.D. Rowan.

Stephen Ryan (2010) coauthored a poster presentation, *Predictive ability of WPPSI-III and WNV scores for children with ADHD: An archival analysis*, at the annual meeting of the American Psychological Association, San Diego.

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

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

Kerri Schafer (2008) was awarded second place in the 2008 Clinical Psychology of Women's student research award from the American Psychological Association's Divi-

Our alumni have accomplished a lot in many settings. If you know more, let us know.

Outstanding Student Accomplishments

(Continued from page 17)

sion 12 (Clinical Psychology). The research was based on her thesis, *Effect of a pant size manipulation on women's body image, self esteem, and mood*. The chair of her committee was Brooke Whisenhunt. Committee members were Steve Capps and Danae Hudson.

Meagan Howell (2006) was awarded first place in the 2008 Missouri Psychological Association's poster competition for her poster, *A meditational model of shame, PTSD, and depression in a sample of battered women*.

Doug Gere (2002) and Erin Grubbs (2009) coauthored an article, *Sensory sensitivities of gifted children*, published in a 2009 issue of the *American Journal of Occupational Therapy*, 63, 288-295. Coauthors are Steve Capps and Wayne Mitchell.

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

Alix McLearen (1999) is a co-author of *Detection of Deception* published by Professional Resource Exchange (2006). Coauthors are A.R. Boyd, R.G. Meyer, & R.L. Denney. Alix was featured in an article *A Prison Psychologist* in the April, 2008, issue of the *APA Monitor on Psychology*.

Outstanding Student Accomplishments

University Policies and Regulations

Missouri State University publishes an [annual notice](#) to students each year. This notice contains information concerning university policies and regulations related to:

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

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

The Graduate College has specific requirements. There are not many requirements, but be sure to follow those that are in place.

GEN 798: Active in Research

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

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

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

For information about general university issues like this, go to the [Graduate College](#).

Theses

Kinkade, Emily (2020). *Does aging identity moderate the impact of experiences with familial ageism on well-being?* Chair: Ruth Walker. Committee members: Paul Deal, Steve Capps.

Robinson, Dallas (2019). *Learning to relax: The impact of biofeedback training on stress reduction.* Chair: Amber Abernathy. Committee members: Brooke Whisenhunt, Ann Rost.

Jordan, Amy (2019). *Changes in Male Body Image Across the Lifespan.* Chair: Danae Hudson. Committee members: Brooke Whisenhunt, Ruth Walker.

Hart, Bailey (2019). *College Students' Mental Health: Exploring the Relationship with Resilience and Academic Performance.* Chair: Adena Young-Jones. Committee members: Ann Rost, Cassandra Stanbrough.

Flood, Sadie (2019). *Best Predictive Factor for Knowledge of How to Appropriately Respond to Suicidal Individuals.* Chair: Paul Deal. Committee members: Ann Rost, Steve Capps.

Dooley, William (2019). *Executive Function Deficits in Patients with Mild Cognitive Impairment: Exploring the Impact of Substance Use.* Chair: Steve Capps. Committee members: Paul Deal, Leslie Echols.

Clark, Heather (2019). *Does Change in Anxiety Predict Changes in Metacognitions?* Chair: Paul Deal. Committee members: Steve Capps, Cassandra Stanbrough.

Forbes, Flora (May, 2018). *Making mental health a priority on college campuses: Implementing large scale screening and follow-up in a high enrollment gateway course.* Chair: Brooke Whisenhunt. Committee members: Paul Deal, Danae Hudson.

Herr, David (May, 2018). *Generativity and other buffers of death awareness in first responders with PTSD.* Chair: Erin Buchanan. Committee members: Paul Deal, Ann Rost.

Johnson, Becca (May, 2018). *Memory complaint profiles in dementia populations utilizing the Memory Complaints Inventory.* Chair: Steve Capps. Committee members: Paul Deal, Ann Rost.

Lepper, Heather (May, 2018). *Interactions in social settings: The relationship between alcohol and sexual assault among college students.* Chair: Dave Lutz. Committee members: Erin Buchanan, Ivy Yarckow-Brown.

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

Oberdieck, Katerina (May, 2017). *Examining the impact of the Haven training on perceptions of rape.* Chair: David Zimmerman. Committee members: Christie Cathey, Paul Deal.

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

(Continued on page 22)

Theses

(Continued from page 21)

Swadley, Rachel (May, 2017). *Returning to abusive relationships: Related and predictive factors*. Chair: William Deal. Committee members: Erin Buchanan, Steve Capps.

Williams, Kirby (May, 2018). *Controlling the uncontrollable: Understanding the relationships between psychological distress, physical impairment, and acceptance among women with gynecological cancer*. Chair: Ann Rost. Committee members: Amber Abernathy, Erin Buchanan.

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

Bauman, Amy (July, 2016). *Exploration of factors in established scales regarding attitudes toward sex offenders*. Chair: Ann Rost. Committee members: Erin Buchanan, Paul Deal.

Chen, Stephanie (May, 2016). *Fluctuations in body dissatisfaction across social comparison situations*. Chair: Wayne Mitchell. Committee members: Tim Daugherty, Danae Hudson.

Hulse, Asia (May, 2016). *Effect of empathy intervention on perceptions and beliefs about individuals diagnosed with autism spectrum disorder*. Chair: Paul Deal. Committee members: Michelle Visio, Adena Young-Jones.

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

Battles, Jennifer (April, 2016). *Acceptance and commitment therapy (ACT) and physical therapy adherence*. Chair: Ann Rost. Committee members: Dave Lutz, Wayne Mitchell.

LeJeune, Kayle (April, 2016). *A psychometric exploration of visuo-constructive ability and processing speed*. Chair: Paul Deal. Committee members: Steve Capps, Dave Lutz.

Rowsey, Hannah (May, 2015). *Bullying: Psychiatric sequelae and response to theatrical intervention*. Chair: Tim Daugherty. Committee members: Steve Capps, Christie Cathey.

Angsten, Kristyn (April, 2015). *Evaluating severity differences of depression and anxiety in self-report and clinician-rated measures*. Chair: Paul Deal. Committee members: Erin Buchanan, Steve Capps.

Beauchamp, Marshall (April, 2015). *A psychometric evaluation of measures of male body dissatisfaction using item response theory*. Chair: Erin Buchanan. Committee members: Steve Capps, Michelle Visio.

Bennett, Brooke (April, 2015). *Examination of the effects of media consumption on mood and body dissatisfaction using ecological momentary assessment*. Chair: Brooke Whisenhunt. Committee members: Erin Buchanan, Danae Hudson.

(Continued on page 23)

Consider developing your thesis into at least a regional or national presentation and hopefully a publication.



Theses

(Continued from page 22)

Johnson, Jessica (April 2015). *Hindsight bias and guilt*. Chair: Harry Hom. Committee members: Dave Lutz, David Zimmerman.

Jones, Vanessa (April 2015). *Barriers to access mental health care across age and education level*. Chair: Paul Deal. Committee members: Erin Buchanan, Bradley Fisher.

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

An, Woolee (November, 2014). *Cross-cultural comparison of values in Acceptance and Commitment Therapy With expressive writing paradigm in the United States and South Korea*. Chair: Ann Rost. Committee members: Paul Deal, Dave Lutz.

Aronson, Greta (April, 2014). *Relationship-contingent self-esteem and body shame: The effects of females' responses to significant romantic relationship events*. Chair: Brooke Whisenhunt. Committee members: Danae Hudson, Ann Rost.

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

Haus, Brittany (April, 2014). *Hindsight bias and judgments of clinician's ethicality*. Chair: Dave Lutz. Committee members: Harry Hom, Joe Hulgus.

Rea, Tanya (April, 2014). *Predicting mental health court outcomes: A comparison on risk and prognostic factors*. Chair: Paul Deal. Committee members: Steve Capps, Aida Hass.

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

Boon, Austin (November, 2013). *Perceptions and impacts of postdoctoral training as a requirement for licensure*. Chair: Dave Lutz. Committee members: Steve Capps, Tim Daugherty.

Hill, Monica (July, 2013). *The relationship between auditory sensory gating and higher-level cognitive function*. Chair: Carly Yadon. Committee members: Paul Deal, Letitia White.

Holley, Kyle (July, 2013). *Investigating presumed deficits in Atkins v. Virginia: An evaluation of specific functional limitations*. Chair: Paul Deal. Committee members: Steve Capps, Aida Hass.

Houghton, David (April, 2013). *ACT for smoking cessation in pregnant and postpartum women: A pilot study*. Chair: Ann Rost. Committee members: Erin Buchanan, Steve Capps.

(Continued on page 24)

Theses

(Continued from page 23)

Maxwell, Morgan (April, 2013). *Face-name mnemonics: The effects of abstract and concrete keywords on recall*. Chair: Russell Carney. Committee members: Erin Buchanan, Paul Deal.

Page, Gwendolyn (April, 2013). *Convergent validity of the Wechsler Individual Achievement Test - Third Edition and the Woodcock - Johnson III Tests of Achievement-Form A-Standard Battery*. Chair: Steve Capps. Committee members: Paul Deal, Ann Rost.

Quinn, Eileen (April, 2012). *Characterizing emotional eaters: Towards a comprehensive model of emotional eating*. Chair: Brooke Whisenhunt. Committee Members: Erin Buchanan, Danae Hudson.

Rosen, Michael (November, 2012). *Differential diagnosis of attention deficit hyperactivity disorder and bipolar disorder in children: A 9-year follow-up*. Chair: Dave Lutz. Committee Members: Matthew Fanetti, Wayne Mitchell.

Bouquet, Chelsea (October, 2012). *The Wechsler Memory Scale - Fourth Edition Flexible Approach: An Exploratory Analysis of Convergent Validity with the Wechsler Memory Scale - Fourth Edition*. Chair: Steve Capps. Committee Members: Paul Deal, Ann Rost.

Cichon, Amber (July, 2012). *Effects of perceived communication and health beliefs on anticipated treatment adherence in a university health center*. Chair: Dave Lutz. Committee Members: Erin Buchanan, Ann Rost.

Gilpin, Charles (July, 2012). *Values in ACT: The use of the expressive writing paradigm in facilitating values-based behavior change*. Chair: Ann Rost. Committee Members: Paul Deal, Matthew Fanetti.

Kincaid, Jennifer (May, 2012). *Impact of perceived social support on mental health court outcomes*. Chair: Paul Deal. Committee Members: Steve Capps, Donn Kaiser.

Henson, Kristina (April, 2012). *The mark of the beast: An investigation of the effect of tattoos on perceived dangerousness*. Chair: Matthew Fanetti. Committee Members: Donn Kaiser, Wayne Mitchell.

Sanford, Brandon (April, 2012). *Measuring values: Assessing the properties of current tools*. Chair: Ann Rost. Committee Members: Steve Capps, Wayne Mitchell.

Ware, Jessica (April, 2012). *Venomous or veritable? Perceptions of child sexual abuse allegations arising during divorce*. Chair: Matthew Fanetti. Committee Members: Donn Kaiser, Wayne Mitchell.

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

Cosby, Jessica (October, 2011). *Comparison of the MMPI-2 Clinical Scales and the*

(Continued on page 25)



Theses

(Continued from page 24)

MMPI-2-RF Restructured Clinical (RC) Scales in a military law enforcement population.

Chair: Paul Deal. Committee Members: Steve Capps, Brooke Whisenhunt.

Gartner, Rachel (July, 2011). *Convergent Validity of the Conners Continuous Performance Task and the Test of Variables of Attention.* Chair: Steve Capps. Committee Members: Paul Deal, Ann Rost.

Shipman, Scott (April, 2011). *Homosexual and same-sex stalking: An analysis of perception.* Chair: Paul Deal. Committee Members: Steve Capps, Donn Kaiser.

Steding, Lindsey (April, 2011). *Only girls can be called pretty: An investigation of gender differences in verbal feedback to preschoolers.* Chair: Brooke Whisenhunt. Committee Members: Danae Hudson, Wayne Mitchell.

Beckmann, Sarah (November, 2010). *Treatment approaches for juvenile delinquents: An evaluation of recidivism in Greene County's Victim-Offender Mediation and Panel Programs.* Chair: Paul Deal. Committee Members: Steve Capps, Aida Hass.

Dixon, Stephanie (November, 2010). *The effect of perceived attractiveness on punishment in child sexual abuse cases.* Chair: Matthew Fanetti. Committee Members: Donn Kaiser, Michele Visio.

Onstot, Shaye (November, 2010). *Looking beyond cognitive ability in predicting retention and performance in criminal investigators: Emotional intelligence and the Big Five Personality Factor of emotional stability.* Chair: Paul Deal. Committee Members: Steve Capps, Bob Jones.

Richards, Jonathan (November, 2010). *Influence of Alcohol on Cognitive Performance in Patients with Traumatic Brain Injury.* Chair: Steve Capps. Committee Members: Paul Deal, Wayne Mitchell.

Ryan, Stephen (November, 2010). *Relationships Among WPPSI-III and WNV Scores and Disruptive Behavior Symptoms for Children: An Archival Analysis.* Chair: Dave Lutz. Committee Members: Paul Deal, Joseph Hulgus.

Grubbs, Erin (October 2010). *Children's Interpretation of an Ambiguous Event.* Chair: Matthew Fanetti. Committee Members: Paul Deal, Wayne Mitchell.

Gowen, Malindi (July, 2010). *The role of empathy in hindsight bias.* Chair: Harry Hom. Committee Members: Ann Branstetter-Rost, Dave Lutz.

Manley, Heather (July, 2009). *The Relationship Between Body Image, Acceptance, Values Concordance, and Distress Levels Among College Students.* Chair: Ann Branstetter. Committee Members: Chantal Levesque-Bristol, Brooke Whisenhunt.

Britton, Cara (April, 2009). *Strategies to Address Rising Jail Populations: A Comparison of Pretrial Services and Bail Release.* Chair: Paul Deal. Committee Members: Steve Capps, Michael Nietzel.

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

(Continued on page 26)



Theses

(Continued from page 25)

come the Teachers: A Two-Pronged Cognitive-Dissonance Intervention. Chair: Brooke Whisenhunt. Committee Members: Danae Hudson, Cynthia Wilson.

Schafer, Kerri (April, 2008). *Effect of a Pant Size Manipulation on Women's Body Image, Self-Esteem, and Mood.* Chair: Brooke Whisenhunt. Committee Members: Steve Capps, Danae Hudson.

Barnicle, Nathaniel (April, 2008). *A Comprehensive Psychological Outcome Study Involving Laparoscopic Adjustable Gastric Banding.* Chair: Danae Hudson. Committee Members: Ann Branstetter, Brooke Whisenhunt.

Charleston, Savannah (April, 2007). *Implicit Body Concerns in Young Women.* Chair: Chantal Levesque. Committee Members: Danae Hudson, Brooke Whisenhunt.

Cushing, Christopher (April, 2007). *Behavioral congruence with personal values as a predictor of undergraduate distress.* Chair: Ann Branstetter. Committee Members: Paul Deal, Wayne Mitchell.

Ratliff-Seamans, Sissy (April, 2007). *The Relationship Between Visual Scanning, Heart Rate, and Cognitive Functioning.* Chair: Wayne Mitchell. Committee Members: Paul Deal, Dave Lutz.

Costello, Megan (April, 2006). *An Examination of Body Image in Patients Seeking Gastric Bypass Surgery.* Chair: Danae Hudson. Committee Members: Ann Branstetter, Brooke Whisenhunt.

Fondren, R. (April, 2006). *Effects of A Priori Knowledge on the Forensic Interviews of Children.* Chair: Matthew Fanetti. Committee Members: Donn Kaiser, Wayne Mitchell.

Howell, Meagan (April, 2006). *Effect of Hindsight Bias and Prevention Material on Post-Traumatic Guilt.* Chairs: Harry Hom and Dave Lutz. Committee Member: Chantal Levesque.

Hildebrandt, Mikela (August, 2005). *Comparison of Pain Interventions: Distraction Versus Acceptance.* Chair: Ann Branstetter. Committee Members: Danae Hudson, Wayne Mitchell.

Hoffman, Laura (April, 2005). *The Relationship Between Body Checking Behaviors and Other Predictors of Eating Disorder Symptoms.* Chair: Brooke Whisenhunt. Committee Members: Danae Hudson, Chantal Levesque.

Patel, Sonal (April 2005). *Effect of Clothing Size on Women's Body Image, Self-Esteem, and Mood.* Chair: Brooke Whisenhunt. Committee Members: Danae Hudson, Dave Lutz.

Weaver, Megan (July, 2004). *Judgments of Responsibility of Sports Injuries Based Upon Level of Athletic Identification.* Chair: Danae Hudson. Committee Members: Harry Hom, Jeff Maloney.

(Continued on page 27)



Theses

(Continued from page 26)

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

Stanek, Layla (April, 2004). *Exploring the Imposter Phenomenon: Affective, Cognitive, and Social Correlates of Perceived Fraudulence*. Chair: Brooke Whisenhunt. Committee Members: Chantal Levesque, Dave Lutz.

Wagner, Jennifer (2004). *Gender Biases Within the Beck Depression Inventory-II Among Clinicians in Training*. Chair: Steve Capps. Committee Members: Dave Lutz, Wayne Mitchell.

Conrad, Kimberly (November, 2003). *Personality Correlates of Treatment Mode and Later Usage in Violators of Campus Alcohol Policies*. Chair: Dave Lutz. Committee Members: Jeff Maloney, Wayne Mitchell.

Heavin, Jessica (November, 2003). *Differential Diagnosis of Attention Deficit Hyperactivity Disorder and Bipolar Disorder in Children: Can Clinicians Differentiate?* Chair: Dave Lutz. Committee Members: Matthew Fanetti, Wayne Mitchell.

Benoit, Kimberly (May, 2003). *Perception of Gender Differences in Filicide*. Chair: Donn Kaiser. Committee Members: Jeff Maloney, Brooke Whisenhunt.

Berger de Tesouro, Ingrid (April, 2003). *Interview and Questionnaire Techniques to Assess Free-Set Goals: Relationships with Depression*. Chair: Tom Kane. Committee Members: Jeff Maloney, Brooke Whisenhunt.

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

Mosier, Noah (April, 2003). *The Effects of Goal-Difficulty and Self-Evaluation on Mood*. Chair: Tom Kane. Committee Members: Jim Davis, Jeff Maloney.

Williams, Darrell (April, 2003). *Screening and Intervention for the Management of Practical Life Experiences*. Chair: Dave Lutz. Committee Members: Fred Maxwell, Wayne Mitchell.

Harrison, C.E. (April, 2003). *The Effect of Positive Items in the Assessment of Mood*. Chair: Jim Davis. Committee Members: Jeff Maloney, Wayne Mitchell.

Menczer, Erin (April, 2003). *Gender Differences in Judging the Severity of Traumatic Events*. Chair: Jeff Maloney. Committee Members: Donn Kaiser, Wayne Mitchell.

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

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

(Continued on page 28)



Theses

(Continued from page 27)

Richards, Mark (May, 2002). *Parental Stress, Season of Birth, and Personality*. Chair: Jim Davis. Committee Members: Jeff Maloney, Wayne Mitchell.

Gere, Doug (April, 2002). *Sensory Sensitivities of Gifted Children*. Chair: Steve Capps. Committee Members: Dave Lutz, Wayne Mitchell.

Boles, Richard (2002). *The Effects of Rapport on Child Interviews*. Chair: Matthew Fanetti. Committee Members: Tom Kane, Jeff Maloney.

Metz, Michael (July, 2001). *Social Desirability and Self-Reported Embarrassing Behaviors: Computer-Assisted and Live Interviewing Versus Daily Monitoring*. Chair: Jim Davis. Committee Members: Matthew Fanetti, Wayne Mitchell.

Henslee, Amber (May, 2001). *Individual Differences in Cognitive Ability and Type of Information Recalled*. Chair: Wayne Mitchell. Committee Members: Jim Davis, Dave Lutz.

Manners, Tracy (May, 2001). *Effects of Sleep Hygiene on Mood and Sleep Quality*. Chair: Jim Davis. Committee Members: Steve Capps, Wayne Mitchell.

Graven, Jacquelyn (April, 2001). *Cortisol Reactivity, Morningness and Eveningness, Depression, Anxiety, and Time of Day Effects of Psychological Stressors in College Students*. Chair: Jim Davis. Committee Members: Jeff Maloney, Wayne Mitchell.

Graham, Gregory (March, 2001). *Analysis of the Wechsler Adult Intelligence Scale-Third Edition with a Learning Disabled Sample*. Chair: Steve Capps. Committee Members: Jeff Maloney, Wayne Mitchell.

Awad, Matt (2000). *Development of the Visual Memory Subtests of the Computerized Memory Subscale*. Chair: Dave Richard. Committee Members: Steve Capps, Russell Carney.

Haller, Hayden (2000). *Ethical Dilemmas of Psychologists in Managed Care Settings: A Critical Incidents Study*. Chair: Dave Lutz. Committee Members: Jim Davis, Dave Stockburger.

Johnston, Craig (2000). *Discrepancies in Parent and Child Assessment of Child's Posttraumatic Stress Symptoms Using the PTSD Checklist*. Chair: Dave Richard. Committee Members: Matthew Fanetti, Wayne Mitchell.

Keet-Bell, Jeneffer (2000). *Variations in Adult Heart Rate During Visual Discrimination Learning Tasks: Effects of Habituation and IQ*. Chair: Wayne Mitchell. Committee Members: Russell Carney, Dave Lutz.

Wilkinson, Dan (2000). *Changes in Heart Rate: An Index of Levels of Visual Processing and Discrimination Learning in Adults*. Chair: Wayne Mitchell. Committee Members: Russell Carney, Dave Lutz.

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

(Continued on page 29)



Theses

(Continued from page 28)

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

Mayo, Shawn (1999). *The Development of a Multimedia Version of the Computerized PTSD Scale.* Chair: Dave Richard. Committee Members: Jim Davis, Tom Kane.

Stockstill, Martaun (1999). *Religious Problem-Solving and Explanatory Style: Relationships Between Religious Coping and Pessimism.* Chair: Donn Kaiser. Committee Members: Jeff Maloney, Dave Stockburger.

Carter-Sand, Stacey (1998). *Effects of Habitual and Contingency Experience on the Visual Discrimination Learning and Decision Time of 4-Month-Old Infants.* Chair: Wayne Mitchell. Committee Members: Dave Lutz, Helen Scharzt.

Baldwin, Chris (1997). *Variation of the Administration of the WISC-III Block Design Subtest.* Chair: Helen Scharzt. Committee Members: Dave Lutz, Wayne Mitchell.

Gomez, Maura (1997). *Racial Prejudice as a Function of Religious Orientation Among College Students.* Chair: Jeff Maloney. Committee Members: Donn Kaiser, Wayne Mitchell.

Jacobs, Laura (1997). *An Investigation of the Relationship Between Sex of Student, Political Orientation of Instructor, and Stimulus Medium on Student Ratings of Teacher Effectiveness.* Chairs: Elissa Lewis and Dave Lutz. Committee Members: Arden Miller, Wayne Mitchell.

Hilton, Aletha (1996). *The Relationship Between Perceptions of Sexual Harassment and Feminist Identity Development.* Chair: Elissa Lewis. Committee Members: Jane Hoogestraat, Wayne Mitchell.

Ingram, Kimberly (1996). *Socioeconomic Status, Family Intactness, and Perfectionism in a College Student Sample At-Risk for Developing Eating Disorders.* Chair: Helen Scharzt. Committee Members: Jeff Maloney, Wayne Mitchell.

McCool, Robert (1996). *An Examination of Experimentally-Manipulated Enacted Support Upon Cognitive Performance and Cognitive Interference.* Chairs: Harry Hom and Dave Lutz. Committee Member: Kevin Scharzt.

Smenner, Allison (1996). *Depression, Self-Esteem, and Perceived Peer Acceptance Reported by Children Enrolled in a Gifted Program.* Chair: Helen Scharzt. Committee Members: LaMorris Hyde, Dave Lutz.

Wildhaber, Nora (1996). *Observance of Parental Violence and Its Association with Responses of College Students to an Analog Dating Task.* Chair: Helen Scharzt. Committee Members: Jeff Maloney, Wayne Mitchell.

Carter, Kelly (1995). *Effects of Pretraining on the Visual Discrimination Learning Performance of 3-Month-Old Infants.* Chair: Wayne Mitchell. Committee Members: Dave Lutz, Helen Scharzt.

Brown, Sue (1994). *Social Support Via a Telephone Intervention in Workers' Comp-*

Seminar Papers

Westpheling, D. (May, 2018). *Pulsed Electromagnetic Field Therapy for Treatment Resistant Depression: A Review*. Chair: Dave Lutz. Committee members: Amber Abernathy, Ann Rost.

Christensen, Inga (May, 2017). *Health Promotion in Mental Health Care: A Review of Technology-Based and Acceptance-Based Physical Activity Interventions*. Chair: Ann Rost. Committee members: Amber Abernathy, Steve Capps.

Horn, Michelle (November, 2015). *Traumatic Brain Injury in the Criminal Justice System: Identification and Response to Neurological Trauma*. Chair: Dave Lutz. Committee members: Brittany Allen, Aida Hass.

Nicholson, Shannon (April, 2014). *The Importance of Cognitive Dissonance in Understanding and Treating Victims of Intimate Partner Violence*. Chair: Dave Lutz. Committee members: Christie Cathey, Joan McClellenn.

Faber, Leilani (November, 2012). *Beyond Readiness to Change: Improving Treatment Outcomes for the Reluctant Client*. Chair: Wayne Mitchell. Committee Members: Tressa Moyle, Darrell Williams.

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

Bishop-Hopper, Andrea (July, 2009). *An Exploration of the Integration of Group Motivational Interviewing Techniques Into an Outpatient Addiction Treatment Program*. Chair: Paul Deal. Committee Members: Tanya Whipple, Brooke Whisenhunt.

Willingham, Nathan (July, 2009). *Problems with the Current Diagnostic Criteria of PTSD*. Chair: Paul Deal. Committee Members: Steve Capps, Jeff Maloney.

McCracken, Jennifer (April, 2009). *The Debates Surrounding Autism: Sifting Through the Research*. Chair: Wayne Mitchell. Committee Members: Ann Branstetter, Steve Capps.

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

Elwood, Stefanie (April, 2008). *Alzheimer's Disease: A Proposal for an Early-Stage Support Group*. Chair: Ann Branstetter. Committee Members: Steve Capps, Paul Deal.

DeVries, Joseph (April, 2008). *Therapist-Clergy Collaboration to Establish Adolescent Mental Health Ministry*. Chair: Dave Lutz. Committee Members: Donn Kaiser, Kathy Pulley.

King, Ivory (September, 2007). *Dual Diagnosis*. Chair: Ann Branstetter. Committee Members: Matthew Fanetti, Brooke Whisenhunt.

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

(Continued on page 31)



Seminar Papers

(Continued from page 30)

Fanetti, Chantal Levesque.

Miller, Whitney (July, 2007). *The Link Between Drug Courts and Multisystemic Therapy*. Chair: Dave Lutz. Committee Members: Stephen Brannen, Karl Kunkel.

Persaud, Beena (April, 2007). Chair: Ann Branstetter. Committee Members: Matthew Fanetti, Brooke Whisenhunt.

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

Durbin, Christina (May, 2006). *Bipolar Disorder in Children: Diagnosis and Treatment*. Chair: Jeff Maloney. Committee Members: Ann Branstetter, Brooke Whisenhunt.

Mulrenin, Richard (May, 2006). *Substance Abuse Treatment for Incarcerated Individuals*. Chair: Jeff Maloney. Committee Members: Ann Branstetter, Donn Kaiser.

Zachary, Sarah (May, 2006). *Methamphetamine: An Overview of the Drug Problem and Intervention*. Chair: Jeff Maloney. Committee Members: Ann Branstetter, Steve Capps.

Caldron, Velicia (July, 2005). *Ethical Conflicts in the Treatment of Parolees, Probationers, and Pre-Plea Clients for Substance Abuse*. Chair: Jeff Maloney. Committee Members: Russell Carney, Donn Kaiser.

Higley, Samantha (April, 2005). *Oppositional Defiant Disorders and Familial Factors in Etiology and Treatment*. Chair: Jeff Maloney. Committee Members: Steve Capps, Matthew Fanetti.

Howard, Julia (April, 2005). *Child Sexual Abuse: A Cognitive Behavioral Approach to Treatment*. Chair: Jeff Maloney. Committee Members: Matthew Fanetti, Danae Hudson.

Marshall, Lindsey (April, 2005). *Empathy Training with Sexual Offenders*. Chair: Steve Capps. Committee Members: Jeff Maloney, Brooke Whisenhunt.

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

Harshman, Adam (April, 2004). *Crisis Intervention in Incarcerated Populations: A Mental Health Worker's Role*. Chair: Jeff Maloney. Committee Members: Donn Kaiser, Brooke Whisenhunt.

Thompson, Gabe (July, 2004). *Primary versus Secondary Prevention of Interpersonal Violence*. Chair: Dave Lutz. Committee Members: Wayne Mitchell, Brooke Whisenhunt.

(Continued on page 32)

Seminar Papers

(Continued from page 31)

Roe, Stephanie (April, 2003). *Treatment of Antisocial Personality Disorder and Comorbid Substance Use Disorders with Incarcerated Individuals*. Chair: Jeff Maloney. Committee Members: Matthew Fanetti, Donn Kaiser.

Scholl, Teresa (April, 2003). Chair: Jeff Maloney. Committee Members: Matthew Fanetti, Donn Kaiser.

Willyard, Leslie (April, 2002). *Problematic Behavior Following Traumatic Brain Injury: Factors to be Considered Before Beginning Psychological Treatment*. Chair: Dave Lutz. Committee Members: Paul Companik, Barbara Turpin.

Jungers, Mike (2001). *Cognitive-Behavioral Anger Management Groups for Adults: Theoretical Frameworks and Effectiveness*. Chair: Dave Lutz. Committee Members: Tom Kane, Jeff Maloney.

Fisher, Lisa (2000). *The Application of Play Therapy to Children Who Have Been Exposed to Dysfunctional Environments*. Chair: Dave Lutz. Committee Members: Donn Kaiser, Jeff Maloney.

Hagen, Melissa (1999). *Borderline Personality Disorder: Continuum of Conceptualization and Psychotherapy*. Chair: Dave Lutz. Committee Members: Donn Kaiser, Jeff Maloney.

Rudd, Jim (1999). *Youth Aggression and Violence in Adolescent Males: Theories, Etiologies, Risk Factors, and Interventions*. Chair: Paul Companik. Committee Members: Donn Kaiser, Jeff Maloney.

Smith, Rhonda (1999). Chair: Dave Lutz. Committee Members: Bob Jones, Dave Richard.

Garrett, Patricia (1998). *Treatment for Victims of Spousal Abuse in a Community Support Agency*. Chair: Jeff Maloney. Committee Members: Dave Lutz, Barbara Turpin.

Gill, Angel (1998). *The Practical Application of Informed Consent Procedures*. Chair: Jim Davis. Committee Members: Donn Kaiser, Dave Lutz.

Szura, Adam (1998). *Group Counseling and Sex Offenders within Missouri*. Chair: Jeff Maloney. Committee Members: Jim Davis, Donn Kaiser.

Bohn, Jason (1998). Chair: Jim Davis. Committee Members: Steve Capps, Wayne, Mitchell.

Clanton, Margene (1998). *Interactions Between College Professors and Students with Disabilities and Misunderstandings about Disability Law*. Chair: Jeff Maloney. Committee Members: Dave Lutz, Barbara Turpin.

Kinney, Donna (1998). *Bereavement: Theory, Process, and Resolution*. Chair: Dave Lutz. Committee Members: Paul Companik, Donn Kaiser.

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

Seminar Papers

(Continued from page 32)

Nel, Norman (1996). Chair: Dave Lutz. Committee Members: Donn Kaiser, Jeff Maloney.

Weddle, Carol (1996). Chair: Jeff Maloney. Committee Members: Donn Kaiser, Dave Lutz.

Aparicio, Carmen (1994). Chair: Jim Davis. Committee Members: Wayne Mitchell, Helen Scharz.



Assistant Professor,
Psychology
Director, Learning Diagnostic
Clinic

Steve Capps Ph.D.

Publications

Gere, D.R., Capps, S.E., Mitchell, D.W., & **Grubbs, E.** (2009). Sensory sensitivities of gifted children.. *American Journal of Occupational Therapy*, 63. 288-295.

Capps, S.C., **Henslee, A.M.**, & **Gere, D.R.** (2002). Learning disabilities within postsecondary education: Suggestions for administrators and faculty members. *Journal of Social Work in Disability and Rehabilitation*, 1 (3), 15-24.

Presentations

Capps, S.C., (2008). *Community connections: Pathways to discovery. learning disabilities, and traumatic brain injury: Appropriate accommodations*. Invited presenter for the Brain Injury Association of Missouri.

A graduate program is more than just taking courses and getting through the requirements...Former students in the master's program are bolded throughout this section.

Paul Deal Ph.D.

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



Recent Publications

Forbes, F. M., Whisenhunt, B. L., Citterio, C., Jordan, A., Robinson, D., Deal, W. P. (2019). Making mental health a priority on college campuses: Implementing large scale screening and follow-up in a high enrollment gateway course. *Journal of American College Health* (final revision under review).

Maxwell, M. T., Carney, R. N., Buchanan, E. M., & Deal, W. P. (2014). The face-name mnemonic strategy: Learning face-name pairs using abstract and concrete keywords, *The Researcher*, 26(1), 14-17.

Ono, M., Sachau, D. A., Deal, W. P., Englert, D. R., & Taylor, M. D. (2011). Cognitive Ability, Emotional Intelligence, and the Big Five Personality Dimensions as Predictors of Criminal Investigator Performance. *Criminal Justice and Behavior*, 38, 471-491.

Recent Presentations

Swadley, R., Buchanan, E., Deal, W. P., & Capps, S. (2018, April). Returning to abusive relationships: Related and predictive factors. Poster session presented at the meeting of the Southwestern Psychological Association, San Antonio, TX.

Zimmerman, D., Goldsmith, M., Lehman, P., Wise, B., Dickey, J., Deal, P., Oberdieck, K. (2018, March). The impact of Haven training on victim blaming in a rape scenario. Poster session presented at the meeting of the American Psychology-Law Society, Memphis, Tennessee.

Hulse, A., Hernández Finch, M. E., Finch, W. H., Deal, W. P., Young-Jones, A. D. (2018, February). Impact of close relationships on beliefs about individuals with autism spectrum disorder. Poster session presented at the meeting of National Association of School Psychologists, Chicago, Illinois.

Associate Professor, Department of Psychology and
Assistant Director, Learning

*Our faculty have
diverse interests and
goals.*

Hannah Harris Ph.D.



Instructor, Psychology, and
Assistant Director, Learning
Diagnostic Clinic

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

Dr. Harris is the Assistant Director of the Learning Diagnostic Clinic. She teaches several classes in the undergraduate program (PSY 304, PSY 331, PSY 339 and PSY 411) in addition to teaching First Year Foundations (GEP 101). Outside of the classroom she is engaged in a number of different service opportunities on campus, including being an active University Hearing Panel member, consulting with the Division of Student Affairs Inclusion Awareness Team and

serving as a partner with the Bears for a Just Community Living Learning Community. She proudly maintains her Master Advisor certification and is a Green Dot certified facilitator. Outside of work, she is an active alumna member of her sorority, Sigma Lambda Gamma National Sorority, Inc., a dedicated yogini and she manages to stay busy as a full time dog mom to Opie and Fabio.

*Get involved with our
faculty's off-campus
activities, including
professional
organizations.*



Professor, Psychology

Danae L. Hudson Ph.D.

Dr. Hudson received her Ph.D. in clinical psychology from Louisiana State University in 2003. At LSU, her research and clinical work focused primarily on eating disorders and obesity. She completed her internship at the University of British Columbia Hospital, in Vancouver, Canada, specializing in providing empirically supported treatments for mood and anxiety disorders. Dr. Hudson joined the Psychology Department at Missouri State University in 2003 and during that first year, she completed a post doctoral residency at the Forest Institute of Professional Psychology. Dr. Hudson has been a Licensed Psychologist in Missouri since 2005 and maintains a small private practice specializing in the treatment of eating disorders, depression, and anxiety disorders. At Missouri State, Dr. Hudson serves as the Coordinator for the Clinical Psychology Graduate Program and teaches in the undergraduate (PSY 121 and PSY 304) and graduate psychology (PSY 760) programs. Currently, she conducts research with Dr. Whisenhunt in teaching and learning and continues to supervise some student research in eating disorders and body image. Dr. Hudson is the co-author of *Revel Psychology, 1st edition*, a digital-first textbook for Introductory Psychology published by Pearson Education.

Recent Publications

Hudson, D. L., & Whisenhunt, B. L. (2019). ***Revel Psychology (1st Edition)***. Hoboken, NJ: Pearson Education. (Introductory Psychology)

Bennett, B. L., Whisenhunt, B. L., Hudson, D. L., Wagner, A. F., Latner, J. D., Stefano, E. S., Beauchamp, M. T. (2019). Examining the impact of social media on mood and body dissatisfaction using ecological momentary assessment. *Journal of American College Health*. doi:10.1037/stl0000135

Whisenhunt, B. L., Cathey, C., Visio, M. E., Hudson, D. L., Shoptaugh, C. F., Rost, A. D. (2019). Strategies to address challenges with large classes: Can we exceed student expectations for large class experiences? *Scholarship of Teaching and Learning in Psychology*. doi:10.1037/stl0000135

Smith, J., Whisenhunt, B. L., Buchanan, E. M., & Hudson, D. L. (2019). Evaluating the effectiveness of ecological momentary assessment and intervention targeting body checking behaviors eating disorders. *Eating Disorders: The Journal of Treatment and Prevention*. doi:10.1080/10640266.2018.1560850

Bozsik, F., Bennett, B. L., Stefano, E. C., Whisenhunt, B. L. & Hudson, D. L. (2019). Eating. In S. Hupp (Ed.), *Pseudoscience in Child and Adolescent Psychotherapy: A Skeptical Field Guide*. Cambridge, UK: Cambridge University Press.

Stefano, E. C., Bennett, B. L., Bozsik, F., Hudson, D. L., & Whisenhunt, B. L. (2018). Eating disorders. In S. Hupp (Ed.), *Child and Adolescent Psychotherapy: Evidence-Based Treatment Components for Youth and their Parents*. Cambridge, UK: Cambridge University Press.

Bozsik, F., Whisenhunt, B. L., Hudson, D. L., Bennett, B., & Lundgren, J. D. (2018). Thin is in? Think again: The rising importance of muscularity in the thin ideal female body. *Sex Roles*, 1-7. doi.org/10.1007/s11199-017-0886-0

Williams, G.A., Hudson, D.L., Whisenhunt, B.L., Stone, M., Heinberg, L.J., & Crowther, J.H. (2018). Short-term changes in affective, behavioral, and cognitive components of body image after bariatric surgery. *Surgery for Obesity and Related Diseases*, 14, 521-527.

*Some of our faculty
are involved in off-
campus clinical work.*

Dana Paliliunas Ph.D.

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



Assistant Professor,
Psychology

Recent Publications

- Pingo, J.C., Dixon, M.R., & Paliliunas, D. (in press). An Examination of the Intervention Enhancing Effect of Acceptance and Commitment Therapy-Based Training on Direct Service Professionals' Performance in the Workplace. *Behavior Analysis in Practice*.
- Dixon, M. R., Paliliunas, D., Barron, B. F., Schmick, A. M., & Stanley, C. R. (in press). Randomized controlled trial evaluation of ABA content on IQ gains in children with autism. *Journal of Behavioral Education*.
- Belisle, J., Paliliunas, D., Dixon, M.R., & Speelman, R. (2019). Decreasing influence of arbitrarily applicable verbal relations of recreational gamblers: A randomized controlled trial. *Journal of Applied Behavior Analysis*. <https://doi.org/10.1002/jaba.511>
- Dixon, M.R., Paliliunas, D., Belisle, J., Speelman, R.C., Gunnarsson, K.F., Shaffer, J.L. (2019). The effect of brief mindfulness training of momentary impulsivity. *Journal of Contextual Behavioral Science*. <https://doi.org/10.1016/j.jcbs.2018.11.003>
- Paliliunas, D., Belisle, J., & Dixon, M.R. (2018). The use of values clarification and committed action to increase academic performance and psychological flexibility in graduate students. *Behavior Analysis in Practice*.
- Dixon, M.R. & Paliliunas, D. (2017). *AIM: A behavior analytic curriculum for social-emotional development in children*. Carbondale, IL: Shawnee Scientific Press.

*Many of our faculty
supervise students with
specific interests (e.g.,
Applied Behavior
Analysis)*



Professor,
Asst Dept Head,
Psychology

*Our faculty have
diverse interests and
goals.*

Ann Rost Ph.D.

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

Recent Publications

Hudson, D.L., Whisenhunt, B.L., Shoptaugh, C.F., Visio, M.E., Cathey, C., & Rost, D. (2015). Change takes time: Understanding and responding to culture change in course redesign. *Scholarship of Teaching and Learning in Psychology*, 1, 255-268.

Rost, A. D., Wilson, K.D., Buchanan, E., **Hildebrandt, M.J.**, & Mutch, D. (2012). Improving psychological adjustment among late stage ovarian cancer patients: Examining the role of avoidance in treatment. *Cognitive and Behavioral Practice*, 19, 508-517.

Branstetter-Rost, A.D., Belmont, J., Berg, C.J., & Rapoff, M.A. (2010). Predicting children's adherence to asthma medication regimens. *Journal of Behavioral Health and Medicine*, 1, 172-185.

Branstetter-Rost, A.D., **Cushing, C.C.**, & Douleh, T.N. (2009). Personal values and pain tolerance: Does a values intervention add to acceptance? *The Journal of Pain*, 10, 887-892.

Branstetter, A.D. & **Cushing, C.C.** (2007). Clinical behavior analysis and health psychology applications. In D.W. Woods & J.W. Kantor (Eds.), *Understanding behavior disorders: A contemporary behavioral perspective* (pp. 369-388). Reno, NV: Context Press.

Brooke Whisenhunt Ph.D.

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

Recent Publications

Bozsik, F., Whisenhunt, B.L., Hudson, D.L., **Bennett, B.**, & Lundgren, J.D. (2018). Thin is in? Think again: The rising importance of muscularity in the thin ideal female body. *Sex Roles*, <https://doi.org/10.1007/s11199-017-0886-0>

Cathey, C.L., Visio, M.E., Whisenhunt, B.L., Hudson, D.L., & Shoptaugh, C.F. (2016). Helping when they are listening: A midterm study skills intervention for Introductory Psychology. *Psychology Teaching and Learning*, 15, 250-267.

Hudson, D. L., Whisenhunt, B.L., Shoptaugh, C. F., Rost, A., & **Fondren-Happel, R. N.** (2014). Redesigning a large enrollment course: The impact on academic performance, course completion, and student perceptions in introductory psychology. *Psychology Learning and Teaching*, 13, 107-119.

Williams, G., Hudson, D. L., Crowther, J., & Whisenhunt, B.L. (2014). An examination of body tracing among women with high body dissatisfaction, *Body Image*, 1, 346-349.

Drab-Hudson, D. L., Whisenhunt, B. L., Shoptaugh, C. F., Newman, M. C., Rost, A., & **Happel, R. N.** (2012). Transforming Introductory Psychology: A systematic approach to course redesign. *Psychology, Learning and Teaching*, 11, 146-157.

Whisenhunt, B. L., Drab-Hudson, D. L., **Stanek, L. R.**, Dock, A. J., **Allen, B. J.**, Vincent, R. C., & Levesque, C. (2012). Perceptions of underweight images: Are women with anorexia nervosa perceived as attractive and healthy? *Eating and Weight Disorders*, 17, 176-184.



Professor, Psychology

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