

**DOCTOR OF PSYCHOLOGY (PSY. D.) PROGRAM IN
CLINICAL PSYCHOLOGY**

**GEORGIA SOUTHERN UNIVERSITY
912-478-5539**

**HANDBOOK FOR DOCTORAL STUDENTS IN CLINICAL
PSYCHOLOGY**

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Michael Smith, Ph.D.
Dean
College of Liberal Arts and Social Sciences

James L. Pugh, Ph.D.
Assistant Professor
Clinical Psychology
Asst. Director, Psychology Clinic

John D. Murray, Ph.D.
Chairperson
Department of Psychology

K. Bryant Smalley, Psy.D.
Assistant Professor
Clinical Psychology
Associate DCT

Jackson Rainer, Ph.D.
Professor
Clinical Psychology
Director of Clinical Training (DCT)

C. Thresa Yancey, Ph.D.
Assistant Professor
Clinical Psychology
Director, Psychology Clinic

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INTRODUCTION

The Psy.D. program in clinical psychology at Georgia Southern University (GSU) is a program offering a course of study leading to the Doctor of Psychology degree. The program offers a curriculum that prepares graduates to practice psychology in rural areas.

The Psy.D. program originated from a longstanding and dire need for licensed psychologists in the rural, underserved areas of the United States, most specifically in the rural south. This mission is consistent with Georgia Southern University's commitment to serve the needs of the region. The first cohort of students began the program in the fall of 2007.

The program trains students to become generalists who practice psychotherapy and psychological assessment. The program has an integrative orientation, emphasizing behavioral, cognitive, existential, family systems, humanistic, and psychodynamic orientations.

An integral part of student success in the program is personal development. Thus students are encouraged to take initiative and responsibility for personal growth through independent readings, interaction with fellow students and faculty, attendance at colloquia, and additional elective research and practica. Students are required to participate in their own psychotherapy (see Program Requirements).

Georgia Southern University is accredited by the Southern Association of Colleges and Schools (SACS). The Psy.D. program is not yet accredited by the American Psychological Association (APA), as any new program must have students in all levels of the program before undergoing evaluation for accreditation. The GSU Psychology Department is committed to seeking APA accreditation as soon as possible, and we feel confident that we will be successful. However, students entering the program at this time should understand that there is a risk that accreditation will not happen or will not happen in time for his or her degree to be from an accredited program. Having a degree from a non-accredited program may make securing an internship and/or state licensure problematic.

Students should also be aware that the program is constantly changing in response to the on-going assessment of policies, practices, and curriculum. Students will be held to the policies, practices, and curriculum in place at the time they enter the program (unless they wish to adopt the policies, practices, and curriculum of a later year. If this option is exercised, then students must complete all aspects of the adopted-year's program).

PROGRAM PHILOSOPHY

The clinical graduate experience is designed to facilitate the academic, clinical and personal development of each student. Keeping in mind the acute need for clinical psychologists in rural areas, students will be selected, in part, for their commitment to rural practice. The program's goals and objectives are based on the core competencies of clinical education and training stated by the American Psychological Association (APA) and the National Council of Schools in Professional Psychology (NCSPP).

Clinical Psychology Training

A critical component of the program is to offer high quality graduate education and training in clinical psychology with an emphasis on *psychotherapy* and *assessment* in clinical practice. To this end, the Psy.D. program has a clear and coherent curriculum. The training for practice is *sequential, cumulative, and graduated in complexity*. The program follows the practitioner-scholar model.

In the first year, students take didactic courses that are paired with experiential skill-building courses so that the skills associated with the didactic courses are learned concurrently. Also in the first year is an Assessment sequence. In the second year, students will begin their Practicum experience. The third and fourth years include practica focused on rural practice (3rd year) and supervision (4th year). Other clinical courses are interspersed among years 1-4.

The following objectives have been adopted to be in keeping with the recommendations of the NCSPP for clinical training:

Objective 1.1: Relationship competence: Students should develop the ability to form productive relationships with clients, community members, faculty, peers, and supervisors. We support personal development through the requirement of personal psychotherapy, personal work with peers practicing psychotherapy skills in courses involving such, and self-exploration components in the assessment courses.

Objective 1.2: Assessment competence: Students are expected to be able to diagnose or define problems through psychological assessment and measurement and to be able to describe in a meaningful manner a well-functioning individual. In addition, students should be able to use appropriate assessment methodologies for the planning of intervention and to assess intervention outcomes.

Objective 1.3: Intervention competence: Students are required to be able to form a coherent, theoretically based, and when possible, empirically-supported treatment plan that is revisited and revised as appropriate in the course of treatment.

Objective 1.4: Research and evaluation competence: Via a dissertation project, students are required to demonstrate the ability to: (1) formulate a clinically meaningful *research* question, operationalize the question, develop a sound method for addressing the question, and analyze and interpret the qualitative or quantitative data so generated; or (2) identify a meaningful question of theory and write a *scholarly disquisition* that significantly deepens or furthers the understanding of said theory.

Objective 1.5: Consultation and education competence: Students will be required to demonstrate the ability to identify situations in the rural community where the on-site education or supervision of lower tier professionals, paraprofessionals, or volunteer mental health workers is called for rather than direct client intervention.

Objective 1.6: Management and supervision competence: Through at least two carefully selected practicum placements, students will be given the opportunity to learn about the organization and management of agencies offering mental health services. One practicum course will be

specifically devoted to the supervision of graduate students at an earlier point in the program by more advanced students.

Objective 1.7: Legal and ethical competence: Students are expected to be conversant with the APA Code of Ethics and to abide by this code in all academic and clinical settings.

Objective 1.8: Cultural and diversity competence: Students are expected to understand the impact of culture on clinical practice and to take such into consideration when working with individuals and groups of individuals

Non-Clinical Psychology Training

Acquiring knowledge related to the non-clinical areas of psychology is another important component of training. Students must be well grounded in the breadth of scientific psychology, and be able to demonstrate how scientific psychology integrates with clinical practice. Scientific psychology courses are interspersed among years 1 through 4, and prepare students to meet the following NCSPP objectives:

Objective 2.1: Students will demonstrate knowledge in the following broad areas of psychology: biological bases of behavior; cognitive - affective bases of behavior; social bases of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis. Students will also gain knowledge of cultural bases of behavior including diversity and multiculturalism.

Objective 2.2: Students will demonstrate knowledge in the following scientific, methodological and theoretical foundations of clinical practice: individual differences in behavior; life-span development; dysfunctional behavior and psychopathology; ethics and professionalism.

Objective 2.3: Students will demonstrate their ability to integrate psychological science with practice by submitting and successfully defending a doctoral dissertation. The dissertation can take the form of an original empirical study or a theoretical paper that provides an original review of existing psychological literature. In each case, the dissertation must have style and quality that makes the document suitable for publication.

Additional Goals:

The program is designed to promote in students an understanding of rural culture and its impact on clinical practice. To this end, the program incorporates the following objectives:

Objective 3.1: Students are expected to develop an appreciation of the dynamics of a rural culture, as distinct from an urban culture, and how these forces impinge on individual development and community functioning.

Objective 3.2: Students will be aware of and will be able to recommend models of service delivery that improve client access in rural areas.

Objective 3.3: When at all possible, students will select rural sites for their internship placement.

Additionally, the faculty wishes to instill in students a desire for life-long academic, professional, and personal development. Thus the program has these objectives.

Objective 4.1: Students will be required to seek out personal psychotherapy while in this program.

Objective 4.2: Students will be supported and encouraged to attend professional continuing education workshops that are experiential and oriented toward personal growth.

Objective 4.3: Students will be supported and encouraged to attend professional continuing education workshops that update and teach new clinical knowledge and skills.

Student Learning Outcomes

Graduates of this program will be able to:

- Use a knowledge base in scientific psychology to work effectively in psychology practice.
- Assess individuals and diagnose mental or emotional disorders.
- Devise an effective treatment plan for individuals, couples, and families with mental or emotional disorders.
- Practice psychotherapy in the contexts of individual, couples, family, and group psychotherapy. Students should note that the program currently has an adult focus, so child therapy is not emphasized.
- Engage in professional consultation with general health and mental health professionals.
- Supervise other clinicians.
- Do all of the above effectively with rural populations and/or in rural areas.

PROGRAM REQUIREMENTS

The curriculum covers the breadth of scientific psychology; the scientific, methodological, and theoretical foundations of clinical practice; diagnosing or defining problems through psychological assessment; formulating intervention strategies; and understanding diversity and multicultural issues. In addition to coursework, students must complete practicum, a dissertation, and an internship. Detailed information about each of these latter requirements is provided below.

To earn a Psy.D. at GSU, students must satisfactorily complete 99 credits of coursework (a minimum of one year (12 continuous months) of full-time coursework must be done in residency at Georgia Southern), three years of practicum, pass the Clinical Qualifying Examination

(written and oral components), complete a dissertation, and a 12-month (2000 hour) clinical internship. The dissertation must be completed before the student leaves on Internship.

Students are held to the curriculum policies contained in the GSU Catalog for the year they enter the program. Every student is, therefore, strongly encouraged to obtain a Catalog and be familiar with the policies pertaining to the Department of Psychology and the College of Graduate Studies. Catalogs are available online at <http://students.georgiasouthern.edu/registrar/catalog.htm>.

Coursework

The required courses for the Psy.D. degree are as follows (note that all courses are worth 3 credit hours, unless otherwise stated):

Foundational Psychotherapy (15 hours)

PSYC 7232 – Foundations of Psychotherapy I
PSYC 7433 – Foundations of Psychotherapy II
PSYC 7237 – Psychotherapy Skills I
PSYC 7333 – Psychotherapy Skills II
PSYC 7633 – Psychotherapy Skills III

Foundational Assessment (9 hours)

PSYC 7231 – Assessment I (Psychometric Theory)
PSYC 7234 – Assessment II (Intellectual Assessment)
PSYC 7335 – Assessment III (Personality Assessment)

Biological Bases of Behavior (6 hours)

PSYC 7236 – Physiological and Neuropsychology
PSYC 9331 – Psychopharmacology

Cognitive and Affective Bases of Behavior (6 hours)

PSYC 7132 – Advanced Learning
PSYC 7133 – Advanced Cognitive Psychology

History and Systems of Behavior (3 hours)

PSYC 9235 – History and Systems

Research Methodology and Data Analysis (6 hours)

PSYC 7130 – Statistics for Psychology
PSYC 7131 – Research Design

Human Development and Individual Differences (3 hours)

PSYC 7331 – Advanced Developmental Psychology

Psychopathology (3 hours)

PSYC 7239 – Psychopathology

Professional Standards and Ethics (3 hours)

PSYC 7233 – Ethics and Professional Issues

Social Bases of Behavior (3 hours)

PSYC 7332 – Advanced Social Psychology

Cultural and Individual Diversity (9 hours)

PSYC 7531 – Advanced Personality Psychology

COUN 7337 – Cross Cultural Counseling

SOCI 7435 – The Rural South

Advanced Psychotherapy (6 hours)

PSYC 7235 – Group Psychotherapy

PSYC 7238 – Child and Family Psychotherapy

Consultation and Supervision (6 hours)

PSYC 9735 – Practicum in Supervision (taken two times)

Clinical Practica (18 hours)

PSYC 7730 – Practicum I

PSYC 7731 – Practicum II

PSYC 7732 – Practicum III

PSYC 9731 – Rural Practicum (taken three times)

Clinical Seminar (3 hours)

PSYC 7630 – Clinical Seminar

Internship (no formal credit given)

Dissertation (9 -15 hours)

PSYC 9999 – Dissertation (9-15)

Students entering the program without transferable credit toward the degree will follow the program of study given here:

FIRST YEAR

Fall

Spring

Summer

| | | |
|---------------------------------------|-------------------------------------|------------------------------------|
| Foundations of Psychotherapy I (3) | Foundations of Psychotherapy II (3) | Group Therapy (3) |
| Psychotherapy Skills I (3) | Psychotherapy Skills II (3) | Psychotherapy Skills III (3) |
| *Assessment I (3) | *Assessment II (3) | Ethics and Professional Issues (3) |
| Advanced Developmental Psychology (3) | Psychopathology (3) | |

SECOND YEAR

| | | |
|-------------------------------|---------------------------------------|------------------------|
| Statistics for Psychology (3) | Research Design (3) | Psychopharmacology (3) |
| Assessment III (3) | Advanced Personality Psychology (3) | |
| Child and Family Therapy (3) | Physiological and Neuropsychology (3) | Dissertation (3) |
| Practicum I (3) | Practicum II (3) | Practicum III (3) |

Total Credits: 33

THIRD YEAR

| | | |
|-----------------------------------|-------------------------------|---------------------|
| Rural Practicum (3) | Rural Practicum (3) | Rural Practicum (3) |
| Advanced Learning (3) | Cross-Cultural Counseling (3) | |
| Advanced Cognitive Psychology (3) | Rural South (3) | |
| Dissertation (3) | Dissertation (3) | Dissertation (3) |

Total Credits: 30

FOURTH YEAR

| | | |
|--------------------------------|------------------------------|---------------------------|
| Clinical Seminar (3) | History and Systems (3) | Optional Practicum (3) |
| Advanced Social Psychology (3) | | |
| Dissertation (3) | Dissertation (3) | Optional Dissertation (3) |
| Practicum in Supervision (3) | Practicum in Supervision (3) | |

Total Credits: 21-27

FIFTH YEAR

Internship

**In 2009-2010, the content of Assessment I and Assessment II will alter from the catalogue description, in order to implement the Psychometric Theory course. For this year, Assessment I will cover Intellectual Assessment; Assessment II will cover Psychometric Theory (and will be titled "Selected Topics: Psychometric Theory" and will "replace" Assessment II).*

Only final course grades of "A" or "B" are acceptable for credit. If a student earns a final grade of less than a "B" he or she has one opportunity to repeat the course for an acceptable grade. If a course must be repeated (especially a course that is part of a sequence), students may be thrown out of sync with their cohort group and may ultimately take longer to complete the program. Earning more than two grades below a "B" will result in dismissal from the program.

Students may not register for additional coursework if more than two of the courses they have taken are "Incomplete." The incomplete coursework must be finished before advancing in the program.

Transferring Courses from Other Institutions: Students may receive credit for graduate courses taken at a regionally accredited institution. A maximum of 18 hours of graduate level coursework is allowed. Credit will not be given for clinical courses, with the exception of Assessment I (PSYC 7231, topic: Intellectual Assessment). Students wishing to petition for course exemptions must complete a *Doctoral Course Transfer Form* for each course and include all appropriate documentation (e.g., syllabi, tests, grades) from the previous course. In the case of PSYC 7231, students will be asked to demonstrate their assessment competency. All materials must be submitted to the DCT who will consult with the faculty clinical committee and any other psychology department faculty as needed. Once course equivalencies have been determined, the DCT will submit an official course transfer form to the College of Graduate Studies. Students' official transcripts will reflect the course equivalencies.

Course Drop/Withdrawal Policy: Students will not be permitted to drop any courses, except in cases of documented illness or extenuating circumstances. If a student wishes to drop a course, then they must petition the DCT. In the event a student is permitted to drop the course, the student does so with awareness of the potential consequences associated with any course sequencing.

Students are responsible for registering for classes during the appropriate registration period, maintaining and clearing all bills with the university, and making sure all required paperwork is filed with the College of Graduate Studies. It is not the Department's responsibility to notify students of their matriculation status.

Many of the clinical courses include students examining their own personal experiences. This is an essential element of clinical training. While self-disclosure of personal information is welcome, it is in no way required. If students choose to self-disclose, they should bear in mind that faculty may discuss the revealed personal information among themselves. Faculty have the responsibility of trying to assure that students have the emotional stability and maturity necessary for working with others in a helping capacity, and discussing a student's personal information is at times relevant to determining his or her stability and maturity. Any such

discussion will be done in a professional and respectful manner, and the student will be apprised of concerns that may limit his or her progress in the program.

There is an eight-year time limit for completing all of the requirements for the degree. Failure to complete the program within this eight-year period is grounds for dismissal from the program. If a student cannot complete the program within this timeframe, he or she may request an extension. The extension request must be submitted in writing to the Director of Clinical Training (DCT), and accompanied by letters of support from all members of the student's Dissertation Committee. Extensions are granted for only one year at a time, and only if the student has demonstrated steady progress toward the completion of the degree. The eight-year rule does not include approved formal leaves of absence.

Professional Development Colloquia:

All Psy.D. students are required to attend departmentally-sponsored colloquium meetings that are held at least twice each semester. The topics covered at these meetings will vary; however, they will revolve around preparing for the Clinical Qualifying Examination, and/or the internship application process. Other meetings will be presentations relevant to rural clinical practice.

Part-time Admission and Part-time Status

The Psy.D. program is designed to be a full-time program that can be completed in five years. However, we realize some students may desire to do a portion of the program part-time. To this end, students may be admitted to the program with part-time status. If they wish to do this, the following criteria must be met:

- Students must apply via the same admission procedures as full-time students
- Students can only begin the program in the Fall semester
- Students must be admitted with a 18 hours of course credit in non-clinical courses (i.e., they must come into the program with the maximum amount of transfer credit)

Once admitted, part-time students must

- Enroll in a minimum of 6 credit hours of coursework each semester
- Be enrolled in the program every semester, unless a Leave of Absence is granted (see below)
- Enroll in necessary co-requisite courses when they are required
- Enroll in Foundations of Psychotherapy I, II, and Group Psychotherapy (PSYC 7232, 7433, and 7235) in consecutive semesters
- Switch to full-time enrollment (minimum 9 credit hours per semester) for at least one full year to meet the residency requirement (see 'Residency Requirement' section)
- Complete the Psy.D. program within the 8-year time limit allowed for all students

Part-time students may switch to full-time status at any point in their training. If a student desires to return to part-time status after being full-time then they must petition the DCT. Students enrolled in the Psy.D. program part-time (at any time) should be aware of the following:

- Enrolling part-time in the program will, in all likelihood, put a student out-of-sync with their original cohort group.
- Enrolling part-time will, in all likelihood, impact scheduling and sequencing of courses and experiences. Because all courses are offered only once per year, students should carefully plan their course sequence so as to meet requirements for practicum, taking the Clinical Qualifying Examination, and applying for internship.
- Some program requirements, practicum in particular, will require a substantial time commitment on top of required course work.
- Students enrolled part-time are ineligible for a Graduate Assistantship (requires enrollment in 9-hours per semester).
- The Pre-doctoral internship will, in all likelihood, require a full-time commitment.

Leaves of Absence

Leaves of Absence are discouraged as they can lead to difficulties related to the scheduling and sequencing of courses and experiences, thus greatly extending a student's time in the program. However, leaves of absences may be granted to students after they petition to do so with the DCT and the Dean of the College of Graduate Studies. Students who have been granted a leave of absence are responsible for notifying the DCT and the Dean of the College of Graduate Studies when they are ready to resume full-time graduate study. Unless there are unusual extenuating circumstances, leaves of absence cannot extend beyond one calendar year. Students who fail to petition for extended absences and do not return after one year of absence will be withdrawn from the program.

Clinical Qualifying Examination

In the summer of their third year (at the earliest) or the fall of their fourth year (no later than November 1), students must successfully complete a Clinical Qualifying Examination. This examination is designed to assure that students have achieved the level of clinical knowledge, clinical skills, and ethical knowledge expected of a student ready to begin Internship. This examination requires the student to prepare a written and oral case presentation through which he/she demonstrates satisfactory skills in assessing a case, developing an appropriate conceptualization and formulating a treatment plan based on it, conducting pertinent interventions, and evaluating the progress and outcome of the intervention(s) chosen. It is the student's responsibility to identify a case for the Clinical Qualifying Examination. A detailed explanation of the components of the Clinical Qualifying Examination can be found in a separate document entitled "*Clinical Qualifying Examination Guidelines*."

Students will prepare a written report as per the guidelines and submit this report along with a recording of a single therapy session (from start to finish) with the selected client which best demonstrates the student's therapeutic style. The student will submit the report and recording to a committee of 3 clinical faculty at least three weeks before the targeted date for the oral presentation. The three committee members will be assigned by the DCT. At the oral presentation, the student must be prepared to present the case successfully and answer questions

related to the written summary and the recorded session. The Clinical Qualifying Examination Committee will evaluate the written and oral portions of the examination and grade each component as Pass or Fail. Students must receive a grade of Pass on both the written and oral portions in order to apply for Internship. If a student receives a grade of Fail, then they may attempt the examination (summarizing a different client) one additional time (keeping in mind that the internship application process will be delayed). If the second attempt results in a grade of Fail, then the student will be dismissed from the program.

Dissertation

In keeping with the practitioner-scholar model, the program aims to train practitioners who are grounded in scientific psychology. By the beginning of his or her fourth year, it is expected that students will have drafted a doctoral dissertation proposal. The project should then be carried out during the fourth year, and be successfully defended before the student leaves campus for Internship.

When designing a doctoral dissertation the student will consult with departmental faculty members and select a committee of at least 3 faculty, one to serve as Chair of the Dissertation Committee and two to serve as additional readers. At least one member of the committee must be a clinical faculty member and another must be an experimental faculty member.

The dissertation is expected to involve a topic that informs or can apply to the practice of clinical psychology, ideally with rural populations. To this end, the dissertation can take two forms: an original empirical study or a theoretical review and analysis of existing scholarly literature. Regardless of the form of the dissertation, students are expected to consult with their Dissertation Chair at length to develop a topic, submit a Dissertation Proposal to all committee members, successfully defend the proposal, then execute and submit the completed project to the Dissertation committee. The Dissertation experience culminates in a final oral defense that is open to the public and the university community.

The Dissertation Proposal will consist of an elaboration of the primary empirical question or theoretical topic that is the focus of the dissertation project. Once the proposal is written and reviewed by the Dissertation Chair, a copy of the proposal should be submitted to the remaining committee members and the DCT at least two weeks before a Proposal Defense meeting takes place. Students are strongly encouraged to consult with members of the Dissertation Committee throughout the process of writing the proposal, so unexpected concerns do not arise at the Proposal Defense.

The objective of the Proposal Defense meeting is for the student to leave the meeting with a Dissertation project that is acceptable to the Committee. In the meeting, the student will explain the design of the dissertation and entertain questions and concerns about the project. The dissertation cannot move forward unless the *Dissertation Topic Approval Form* has been completed.

Students must be registered for PSYC 9999 (Dissertation) during all phases of conducting the

dissertation. Once enrolled in PSYC 9999, the College of Graduate Studies requires students to continue to enroll in PSYC 9999 for every semester thereafter (not including summer, unless you are finishing requirements during the summer term). Failure to register consistently will require retroactive registration and payment for all semesters before graduation.

Students must provide a written statement of progress on the dissertation at least twice per semester to the Dissertation Chair. The Dissertation Chair will distribute these progress reports to the rest of the committee, and the committee will determine if the student is proceeding satisfactorily on the dissertation. If the committee is concerned about the student's progress, that information will be conveyed to the student through the Dissertation Chair. Failure to submit progress reports represents unsatisfactory progress for that semester.

Once a final draft of the Dissertation has been prepared and is acceptable to the Dissertation Committee Chair, the student will submit a copy of the dissertation to each committee member, the DCT, and the Chair of the Psychology Department. When all the Committee members agree that the document is ready to be defended, an oral defense will be scheduled. The oral defense cannot take place unless all members of the Dissertation Committee are present, and the student is responsible for assuring that everyone knows where and when the defense will take place. Oral defenses are open to the university community, so the student is also responsible for advertising the defense with the Department of Psychology and the College of Graduate Studies.

Upon successful defense of the dissertation and approval of the final draft of the Dissertation document, students must have completed the *Dissertation Approval and Oral Defense Form*. This completed form, along with a copy of the Dissertation document, must be submitted to the College of Graduate Studies. The student is responsible for adhering to all policies and procedures of the College of Graduate Studies regarding submission of the Dissertation, including all appropriate forms as well as preparing an electronic version for library archiving. Please see the College of Graduate Studies website for this information at <http://cogs.georgiasouthern.edu/appsforms.htm>

The program requires that students have successfully defended the dissertation before going on Internship.

Requirements and details associated with each of the two options for the Dissertation are articulated in a separate document entitled "*Dissertation Guidelines*."

Submission of the Dissertation:

Please see the College of Graduate Studies website for instructions and a listing of deadlines associated with submission of the completed dissertation, <http://cogs.georgiasouthern.edu/>

Internship

Many state licensing boards for doctoral level psychologists require candidates for licensure to have completed a one-year, full-time (2,000 hour) pre-doctoral internship. The GSU Psy.D. program is designed for the Internship to be completed in the fifth year. Internship requirements for specific states and/or jurisdictions can typically be found with the licensing policies of the

local state licensing boards of interest. Additional up-to-date information regarding state licensure can be obtained from the website of the Association of State and Provincial Psychology Boards (<http://www.asppb.org>). Early in their fourth year of study, students will meet with their mentor and the faculty member responsible for coordinating Internships to discuss Internship options. Students should then follow the application process outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org. A list of APA accredited Internship sites are published in the December issue of the *American Psychologist* each year. The list is also available on-line at www.apa.org/ed/accreditation/intern.

APA-accredited internships are preferred but exceptions can be made, particularly for sites that are not accredited but are listed in the APPIC national match. However, students should keep in mind that most states require an APA-accredited Internship for licensure. Because one of the overriding goals of the Psy.D. program is to prepare students for rural practice, a rural internship should be selected whenever possible.

The requirements which determine a doctoral candidate's eligibility to apply for internship are as follows:

1. No outstanding incompletes
2. Successful completion of the Clinical Qualifying Examination
3. An approved dissertation proposal, and submission of the *Dissertation Topic Approval Form* (note: dissertation must be successfully defended before the student leaves for Internship)
4. Submission of the *Internship Eligibility Form*

In the event that a student's Dissertation Committee does not grant permission for the student to apply for Internship, the student may make a formal appeal to the DCT.

Personal Therapy Requirement

In our clinical training we emphasize the development of the clinician as a person in parity with the acquisition of clinical skills and theoretical knowledge. Therefore, students are encouraged to seek experiences that enhance personal growth and awareness through self-exploration. To this end, we *require all students to complete a minimum of 15 sessions of personal psychotherapy* (individual, group, or family) with a licensed therapist during their time in the program. The sessions need not be continuous, with the same therapist, or with the same style of therapy for the entire time. Whatever issues you discuss with your therapist will be completely confidential and not shared with program faculty. Although one may wish to arrange therapy privately, as a student, psychotherapy is available without fee at the university Counseling Center. Additionally, a list of private practitioners willing to provide reduced-cost psychotherapy is available from the DCT. The psychotherapy requirement will be considered complete when the student submits the Documentation of Personal Therapy to the DCT. In the event the student completes this requirement with multiple therapists a separate form should be completed by each therapist.

PRACTICUM

An indispensable component of clinical training is gaining experience doing psychotherapy and assessment. Additionally, expertise as a supervisor is also important to training. To this end, students are required to participate in a graduated series of practicum experiences beginning in the second year. All students are expected to conform to the APA Code of Ethics, Georgia state law, and to the rules of their practicum site. In the second and fourth years, students will participate in *Vertical Supervision Teams*. These teams will consist of second-year students doing therapy and assessment, and fourth-year students supervising them under the guidance of faculty. These teams will do their work in sites on campus: the Georgia Southern Psychology Clinic (housed within the Department of Psychology), the Georgia Southern University Counseling and Career Development Center, and the Regents Center for Learning Disorders. In the third year, all students will do their practicum in rural clinics and/or with predominantly rural clientele. The fourth year of practicum can be at any site, but a portion of the experience will involve participation in a vertical supervision team. Each year of practicum is described below in more detail.

Second year practicum:

The second year practicum requires a minimum of 12 hours per week and takes place at sites on the campus of Georgia Southern University. The predominant site for the second-year practicum is the Georgia Southern Psychology Clinic. The Clinic serves first and foremost as a training site for students in the Psy.D. program and secondarily for the delivery of low-cost psychological services to the residents of Bulloch county and surrounding rural areas. Other sites that may be used are the university Counseling and Career Development Center and the Regents Center for Learning Disorders (RCLD). The latter sites have a client population exclusively of university students. The Counseling Center serves GSU students. The RCLD provides assessment and diagnosis of learning disabilities and ADHD for students enrolled in state of Georgia colleges and universities.

Both the Georgia Southern Psychology Clinic and the Counseling and Career Development Center provide students experiences in clinical interviewing, diagnostic assessment, and psychotherapy. The practicum experience at the RCLD will primarily involve psychological assessment.

Near the end of their second year, clinical students meet with the faculty member who is coordinating practicum placements to discuss third-year practicum opportunities.

Third Year Practicum:

In the third-year practicum, students are sent out to gain experience at sites located in rural areas or sites which predominantly serve rural clientele. In this practicum, students are required to participate for a minimum of 15 hours per week.

The program's clinical faculty are continuously seeking new sites, and work to ensure that the sites where students are sent are appropriate in terms of the experience offered and the on-site

supervision available. Appropriate sites are often difficult to obtain, so students must be willing and prepared to travel to other cities, to perhaps have over-night stays, and so forth when necessary.

Fourth Year Practicum:

In the fourth year, students are required to participate in a minimum of 20 hours of practicum per week. In addition to seeing clients of their own at sites of their choice, students will learn and practice skills of supervision and consultation. To this end, students in the fourth-year practicum will learn supervision skills by being part of a vertical supervision team.

Students must obtain student liability insurance in order to work with clients. It is therefore imperative that insurance coverage is purchased in advance of the beginning of the second year of training. Coverage must be maintained until graduation. Students can obtain this coverage inexpensively from the APA (www.apait.org).

Failure to successfully complete a practicum experience will result in the student not receiving credit for that experience. When the student's performance has been judged to be unsatisfactory by both his or her individual supervisor and the practicum instructor, the student will be placed on probation. Failure to satisfactorily complete the following semester of practicum will ordinarily result in dismissal from the program. If the student completes the next semester satisfactorily, he or she will be expected to complete an additional semester of practicum to make up for the failed experience. Thus, depending upon the evaluation of the student's performance, the student may be asked to repeat a particular practicum, or may be allowed to continue into the next practicum year with the provision that the student will complete an additional practicum in a fifth year of training (prior to applying for Internship).

In those instances where the student's performance has been evaluated as substandard due to reasons of professional unsuitability, the student may be asked to take a year's leave of absence. Before readmission to the program, the student must demonstrate that he or she has successfully addressed the issues leading to the leave of absence. To this end, students must undergo an evaluative interview by the Faculty Clinical Committee. The student will also be asked to provide whatever documentation is necessary to support his or her request to return to the program.

ADVISEMENT

Georgia Southern and the Department of Psychology are committed to providing a learning experience that is of high quality, in accordance with APA standards, and serves students' personal and professional needs and goals. To this end, our philosophy of advisement is to be sensitive to students' needs, whatever they may be, to the extent that they are part of the learning experience in the program. Therefore, the faculty endeavor to maintain channels of

communication that allow students to obtain advice, voice concerns, and provide feedback about the program. Students are strongly encouraged to use the many options available for effective communication. The mechanisms in place to facilitate communication are as follows:

1. Faculty Mentors:

Upon entering the program, each student will be assigned a faculty mentor who will serve as the student's primary advisor and faculty support system. The mentor serves numerous functions including being a resource for students concerning any aspect of the Program; serving as an advocate for his or her student; and being the primary vehicle through which formal performance feedback is conveyed.

A formal meeting for evaluation should take place between students and their mentors at least once per semester. In addition to this, students should feel free to consult their mentor whenever necessary.

2. The Director of Clinical Training (DCT):

Another important person who serves students is the DCT. The DCT is the "go-to" person for any program-related concerns and questions.

3. Other Faculty:

When a student has questions or concerns that haven't been addressed by his or her mentor or the DCT, they are encouraged to consult the Department Chair or any other faculty member with whom they feel comfortable.

4. The Psy.D. Graduate Student Committee:

(see the next section of this Handbook)

PSY.D. GRADUATE STUDENT COMMITTEE

Student's input about the program is valued and incorporated when appropriate. A mechanism by which students may influence program policies, procedures and curriculum is through the Psy.D. Graduate Student Committee.

The Committee is comprised of a student representative from each class in residence. The representative is elected by his or her fellow students. The election process takes place at the beginning of each academic year, and the elected students serve until elections are held the following year. The existing Committee is responsible for holding elections for the next year's Committee, tallying votes, and notifying students of election results.

The Committee is charged with the following responsibilities:

1. To meet with other students in the program to discuss issues related to the program and to share concerns.
2. To make formal, written recommendations to the Faculty Clinical Committee.
3. To serve on the Psy.D. Admissions Committee and play a role in selecting students for the program.
4. To meet once per semester (or more, if needed) with the DCT to discuss any relevant aspect of the program.

CODE OF CONDUCT

The following behavior is expected of all students:

1. Honesty, to one another, to faculty, and to clients.
2. Resolving conflicts at an appropriate time and place by talking directly to the person with whom there is a conflict, rather than to someone else.
3. Civil behavior (no direct or indirect threatening of people, shouting, or fighting).
4. Taking responsibility for one's own behavior when conflict occurs (i.e., considering one's own participation in a conflict as well as the participation of others).
5. Cooperative and respectful behavior.
6. Referring to clients in a respectful manner at all times.
7. Informing faculty of any class, supervision, or meeting that must be cancelled.
8. Putting professional responsibilities before personal matters.
9. Follow the Ethical Principles outlined by the APA.

EVALUATION OF STUDENT PROGRESS

An important goal of the program is to provide constructive and timely feedback to students to maximize the likelihood that they remain on track, both academically and professionally. The evaluative process gives students the opportunity to correct any problems that may impede their progression in the program.

Sources of Evaluation

Evaluation of student performance and is given in several ways. Each source of evaluation feedback is described below:

1. Grades:

Students are expected to pass all courses with a grade of A or B. Should a student earn less than a B in any course, he or she is immediately put on probation and must retake the course (and earn an A or B) the next time the course is offered. Probationary status is lifted when the grade improves to an A or B. Note, retaking a course may affect the time course of your graduation (e.g., if the substandard grade was in a "sequence" course, like Foundations I, II, or III, where the student must pass courses early in the sequence to advance to later sequence courses). Earning a

second grade below B will result in immediate dismissal from the program.

2. Written Evaluations:

Students will regularly receive written evaluations. At the end of each course the instructor is required to fill out a *Course Evaluation Form* and/or a *Practicum Evaluation Form*. At the end of each semester of practicum, the site supervisor will complete the *Practicum Evaluation Form* for each student.

3. Meetings:

Twice per year, near the end of each semester, students will have an individual meeting with a committee of faculty for an evaluation of his or her progress. The committee will consist of the DCT, the student's faculty mentor, and at least one other professor under whom the student has studied. Others, such as the student's practicum supervisor or additional faculty, may be invited to join the meeting. The purpose of these meetings is to assess the student's academic performance, professional skills, ethical judgment and sensitivity, as well as personal attributes or behaviors that may call into question the student's suitability for a career in professional psychology. This evaluation will be documented on the *Doctoral Student Evaluation Form*. If a student receives a poor evaluation in any area of performance he or she will be placed on probation.

Evaluation of Clinical Skills:

1. Students will be evaluated on several occasions by their direct supervisor(s) during each semester of their practicum training using the clinical rating form. The supervisor will rate the student's clinical ability after viewing select therapy recordings. The supervisor will provide the student with feedback regarding their progress. If the student is unable to demonstrate an appropriate level of clinical skills, a remediation plan may be developed to target specific deficiencies.
2. Students will submit one complete video recording of a therapy role play at the end of their first year to be evaluated by the clinical training committee using the clinical rating form. The committee will use this evaluation, in conjunction with feedback from the Psychotherapy Skills professors, to determine readiness for practicum (at the Psychology Clinic or Counseling Center). If it is determined that the student is not ready to begin practicum, a remediation plan may be developed. The student will receive feedback regarding the clinical skills evaluation at the annual evaluation meeting with the student.
3. Students will submit one complete video recording of a therapy session at the end of their 2nd year (1st year of practicum) to be evaluated by the clinical training committee using the clinical rating form. The committee will use this evaluation, in conjunction with feedback from the direct supervisor(s), to determine readiness for an external practicum placement. If it is determined that the student is not ready to begin practicum, a remediation plan may be developed. The student will receive feedback

- regarding the clinical skills evaluation at the annual evaluation meeting with the student.
4. The CQE will serve as the evaluating mechanism (as indicated in the Student Manual) at the end of the 3rd year (after rural practicum) to determine readiness for internship.
 5. Students will submit one complete video recording of the student providing supervision at the end of the 4th year (3rd year of practicum) to be evaluated by the clinical training committee. The committee will use the evaluation, in conjunction with feedback from the direct supervisor(s), to assess the student's progress and to help develop potential goals for internship.

Probation and Dismissal from the Program

“Probation” status results when a student earns a course grade less than a B, and/or their clinical/professional behavior is not meeting program standards. Students on probation will work with their faculty mentor and other relevant parties to develop a remediation plan for the student to implement (which, in the case of a below-B grade, involves retaking a course). The specifics of the plan, objective behaviors to be measured, and the timeframe within which improvement must be shown will be co-created by the student and his or her mentor and monitored by the mentor. If remediation criteria are met within the specified timeframe, the student is reinstated to good standing in the program. If remediation criteria are not met as planned, the student may be dismissed from the program.

Specific grounds for dismissal from the program include the following:

1. Substandard grades (C or worse) in two courses.
2. Accumulating 3 or more “Incomplete” (I) grades.
3. Failure to perform to acceptable professional standards in a practicum setting.
4. Willful plagiarism or cheating on examinations, term papers, or other work products.
5. Unprofessional conduct in any situation related to the student's training.
6. Any violation of APA ethical guidelines or standards of behavior.
7. Failure to pass the Clinical Qualifying Examination after two attempts.
8. Reasons of personal unsuitability for the profession of clinical psychology.
9. Failure to meet probation remediation requirements.

If a student is at risk of being dismissed from the program, the grounds for dismissal must be reviewed by the Faculty Clinical Committee, the DCT, the Department Chair, and the Dean of the College of Graduate Studies. Where there have been clear, extenuating circumstances, the student may be placed on probation rather than being dismissed from the program. It is the responsibility of the DCT to bring all pertinent information to the attention of these parties, and to ensure that a fair decision is made.

When a student is dismissed from the program, he or she will be advised of that decision by the DCT and given a reasonable period of time, usually no more than a month, to appeal the decision in writing. The student may see the DCT to initiate an appeal. If the student's appeal is not

forthcoming or satisfactory, the DCT will advise the Department Chair and the Dean of the College of Graduate Studies that the student is to be dismissed from the program.

If a student wishes to challenge the DCT's denial of his or her appeal, he or she should present all the evidence of the situation to the Department Chair. The Chair will then review the facts of the case to ensure that policies related to the dismissal process were followed correctly. The Chair will then make his or her recommendation to the Dean of the College of Graduate Studies, who is responsible for the final decision about the student's termination from the program. In matters related to professional suitability and ethical behaviors, the Dean will defer to the judgment of the DCT and the Faculty Clinical Committee.

PROCESS FOR GRIEVANCES AND COMPLAINTS

Although students are encouraged to voice complaints or concerns to their faculty mentor and/or the DCT about any issue that arises during their time in the program, students are also provided means by which to formally evaluate their experience in the program and make a complaint or file a grievance. Specifically:

1. Student input about specific courses and practicum experiences is directly obtained from the *Course/Instructor Evaluation Form* and *Practicum Experience Evaluation Form*. Students complete this form at the end of each course and semester in practicum. The form is submitted anonymously and is not examined until final grades have been posted.
2. Individual students or classes of students may pose a complaint or grievance to the Psy.D. Graduate Student Committee, who will take the matter to the DCT.
3. Students may also address their concern directly to the DCT, either in person or in writing. When confidentiality is an important issue, the rights of the individual or group will be respected. When appropriate, the DCT will invite students to attend a Faculty Clinical Committee meeting to present their complaints and, if possible, resolve problems. If students do not feel that the DCT and/or the Faculty Clinical Committee have satisfactorily addressed their complaints, they may petition the Department Chair and/or Dean of the College of Graduate Studies in writing for further consideration.
4. Complaints related to sexual harassment should be made directly to the Department Chair, who will meet with the student to discuss his or her complaint.
5. Before students leave the program, they are asked to provide feedback about the program by completing the *Psy.D. Program Evaluation Form*. In addition, students are invited to participate in an "exit interview" with the DCT and the Department Chair before leaving the program.

FINANCIAL ASSISTANCE

Georgia Southern University is committed to supporting students enrolled in doctoral programs,

and realizes that the completion of a doctoral degree is costly in terms of time and money. Therefore, the Department is prepared to offer doctoral-level graduate assistantships (GAs) to the most highly qualified students in each incoming student cohort. The anticipated number of funded GAs is four per student cohort (pending availability of university funds). Each GA position is renewable (based on student performance and availability of funds) until the student has completed all in-residence requirements for the degree. The position provides a stipend (currently, \$12,000 per 12-month year) and a remission of tuition. Students awarded GA positions are expected to devote 20 hours per academic week to service in the Psychology Department. Work schedules will revolve around the student's class schedule, and specific duties will be determined by supervising faculty.

In order to qualify for a GA position, students must be admitted into the Psy.D. program and must complete a GA application (available on the College of Graduate Studies website). Only full-time students (i.e., those enrolled in 9 credit hours per semester) are eligible for a GA position. The Psy.D. Admissions Committee, the DCT, and the Department Chair decide who will be offered GA positions. Decisions are made on the basis of information obtained from the student's application to the program (i.e., GRE scores, pre-program GPA) and the admissions interview.

Information about other forms of financial assistance can be obtained through Georgia Southern's Office of Financial Aid, P.O. Box 8065, Statesboro GA; phone: 912-478-5413. Their website is: <http://students.georgiasouthern.edu/finaid/>

FACULTY

Clinical Faculty

James L. Pugh, Ph.D. (Georgia State University)

Research Interests: Psychotherapy, Stress

Jackson Rainer, Ph.D. (Georgia State University)

Research Interests: Palliative care, Psychotherapy

K. Bryant Smalley, Psy.D. (Nova Southeastern University)

Research Interests: Gender, Multicultural Psychology, Behavioral Health

C. Thresa Yancey, Ph.D. (University of Nebraska)

Research Interests: Trauma, Behavioral Interventions, Child Therapy

Experimental Faculty

Kent Bodily, Ph.D. (Auburn University)

Area: Learning and Cognition

Research Interests: spatial learning in virtual environments, problem-solving

Amy Hackney, Ph.D. (St. Louis University)

Area: Social

Research Interests: Stereotyping and Prejudice, Psychology and the law, Research Methods

Janice Kennedy, Ph.D. (Georgia State University)

Area: Developmental

Research Interests: Parent-child attachment, child social development

Lawrence Locker, Ph.D. (University of Kansas)

Area: Cognitive

Research Interests: Language processing, written word perception

Will McIntosh, Ph.D. (University of Georgia)

Area: Social

Research Interests: Happiness, Film/television, social cognition

John Murray, Ph.D. (University of California, Santa Barbara)

Area: Cognitive

Research Interests: Psychology of Language, text processing, Knowledge-Discovery in data bases

Karen Naufel, Ph.D. (University of Arkansas)

Area: Social

Research Interests: Health psychology, motivation and emotion, emotional adaptation, coping with unpleasant events

Michael Nielsen, Ph.D. (Northern Illinois University)

Area: Social

Research Interests: Psychology of religion, self-complexity

Rebecca Ryan, Ph.D. (West Virginia University)

Area: Developmental

Research Interests: Psychology and the law, forensic interviews

Janice Steirn, Ph.D. (University of Georgia)

Area: Learning/BMod

Research Interests: Fitness and wellness, memory and cognitive processes in non-humans

Daniel Webster, Ph.D. (University of Florida)

Area: Physiological

Research Interests: Biopsychology, brainstem mechanisms of behavior, immobility, psychophysiology of emotions

Janie Wilson, Ph.D. (University of South Carolina)

Area: Physiological

Research Interests: neuropsychology, rat models of stress and relief, professor immediacy

Adjunct Faculty

Jodi Caldwell, Ph.D. (Texas Tech University)

Area: Counseling Psychology

Toi Curry, Psy.D. (Widener University)

Area: Neuropsychology

Merry Gallagher, Ed.D. (University of Massachusetts)

Area: Counseling Psychology

Peggy Hargis, Ph.D. (University of Georgia)

Area: Sociology, Rural South

Steven Jacobson, Ph.D. (Oklahoma State University)

Area: Counseling Psychology

David Matthews, Ph.D. (University of Virginia)

Area: Counseling Psychology

George Shaver, Psy.D. (George Fox University)

Area: Clinical Neuropsychology, Learning Disabilities, Traumatic Head Injury

Leon Spencer, Ed.D. (Ball State University)

Area: Community Counseling, Multicultural Counseling