



DOCTORAL STUDENT HANDBOOK

PsyD in Clinical Psychology

Fall 2024

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I. Mission and Goals

Welcome to Our Program

Congratulations on your acceptance into the Brenau's Doctoral Program in Clinical Psychology and welcome to our community of learning! This handbook was developed to assist you as you embark on your professional development journey. The information included was selected to help you understand what is expected of you as a developing therapist. Likewise, information is provided about what you may expect from the faculty, staff, other students, and therapists who comprise our community. Together we share a commitment to help you become the best therapist you can be.

The Doctoral program in Clinical Psychology is approximately a 3-5 year full-time training program that is consistent with a scholar-practitioner model of Health Services Psychology. This program is co-educational within the Ivester College of Health Sciences.

Accreditation

The Brenau University Clinical Psychology PsyD is currently **in Intent to Apply status with the Committee on Accreditation of APA**. The Brenau PsyD program in Clinical Psychology grounds its standards in the Georgia educational requirements for licensure as a psychologist. Brenau and the PsyD programs are approved by the Southern Association of Colleges and Schools.

Ivester College of Health Sciences &

Lynn J. Darby School of Psychology and Adolescent Counseling Faculty and Staff

Ivester College of Health Sciences, Dean

Gale Hansen Starich, Ph.D., *Professor of Biochemistry*

Lynn J. Darby School of Psychology and Adolescent Counseling

Darby School Faculty and Staff:

- Julie Battle, Ph.D.
 - *Fuller E. Callaway Professorial Chair and Professor, Research Coordinator-Gainesville*
- Gary Bauman, Ph.D., LPC
 - *Professor and Graduate Coordinator*
- Perry Daughtry, Ph.D.
 - *Associate Professor and Undergraduate Coordinator*
- Madeline Altabe, Ph.D.
 - *Associate Professor, PsyD Coordinator & Director of Clinical Training*
- Marshall Bruner, Psy.D.
 - *Associate Professor, Director of BCCPS-Gainesville and Assessment Coordinator*
- Melanie Covert, Ph.D., LPC
 - *Associate Professor, Assistant Director of BCCPS-Norcross and Field Experience Coordinator, Norcross*
- Desiree Frain, PsyD
 - *Assistant Professor, Assistant Director for BCCPS, PsyD Fieldwork Coordinator*
- Margie Gill, Ph.D., LPC
 - *Associate Professor, Executive Director Institutional Diversity, Equity, Inclusion, and Belonging for Brenau University*
- Lucinda Grapenthin, Ph.D.
 - *Associate Professor, Director of BCCPS-Norcross and Assessment Coordinator, Director of Play Therapy Institute*
- Lawrence J. Hall, Ph.D.
 - *Assistant Professor*
- Verlonda Jackson, Ph.D.
 - *Assistant Professor, PsyD Diversity Coordinator*
- Bonnie Kin, Ph.D.
 - *Professor and Applied Gerontology Program Director*
- Venecia Pearce-Dunbar, Ph.D.
 - *Assistant Professor and Research Coordinator-Norcross*

- Tanya Acosta, M.S., LPC
 - *Assistant Professor and Lab Coordinator*
- Rebekah Rocheleau, M.S., LPC
 - *Assistant Professor*
- Blaine Schultz, M.S., LPC
 - *Assistant Professor*
- Lisa Southerland, M.S., LPC
 - *Assistant Director for BCCPS in Gainesville and Norcross and Assistant Professor*
- Kathy Little
 - *Office Manager*
- Annie Fox
 - *Operations Manager, BCCPS-Gainesville*
- Madelynn Woodard
 - *PsyD Program Assistant*

PsyD in Clinical Psychology Core Faculty and Program Leads

- Madeline Altabe, Ph.D., *PsyD Program Coordinator & Director of Clinical Training*
- Desiree Frain, PsyD, *PsyD Fieldwork Coordinator*
- Verlonda Jackson, Ph.D., *PsyD Diversity Coordinator*
- Marshall Bruner, Psy.D., *Adult Concentration Lead*
- Julie Battle, Ph.D., *Forensic Concentration Lead*
- Lucinda Grapenthin, Ph.D., *Child/Adolescent Concentration Lead*
- Lawrence J. Hall, Ph.D., *Neuropsychology Concentration Lead*
- Bonnie Kin, Ph.D., *M.S. Applied Gerontology Program Director, Geropsychology Concentration Lead*

Contacting Faculty

All faculty contact information is located in the Faculty/Staff Directory in the CampusWeb portal.

Please respect any communication guidelines outlined by professors in course syllabi.

Introduction to Doctoral Study in Health Services Psychology

Congratulations Doctoral students! This is an important time in your career development.

Throughout the doctoral experiences: classwork, practica and research you will have the opportunity to develop expertise in a specific area of psychology. In addition, you will be broadly trained as a lifelong practitioner-scholar able to grow in new areas and adapt to new knowledge yet to be learned.

As you begin your doctoral studies, consider yourself a developing professional health service psychologist. During your years of graduate work, you will find that your responsibilities in the community of learning have substantially increased. Now it is even more important that you assume responsibility for completing readings and assignments in advance in order to permit informed discussion and participation in class. Based on your critical review of the assigned reading or experience, your reflections, your personal assumptions and your openness to alternative understandings, you will contribute to the knowledge of each person in our learning community. You can expect the faculty members to treat students as colleagues and facilitate active discussion, collaboration, problem solving and shared contributions. Faculty will communicate assignments in a timely manner and develop learning opportunities in real professional practice situations or in situations that closely simulate practice demands. Faculty will provide feedback in a timely manner so students can benefit from the feedback and make improvements in their skills.

Brenau University Mission Statement

Brenau University challenges students to live extraordinary lives of personal and professional fulfillment. As students pursue undergraduate and graduate degrees or non-degree programs at Brenau campuses and online, each prepares for a lifetime of intellectual accomplishment and appreciation of artistic expression through a curriculum enriched by the liberal arts, scientific inquiry and global awareness.

Lynn J. Darby School of Psychology and Adolescent Counseling Purpose

The Lynn J. Darby School of Psychology and Adolescent Counseling is committed to the Brenau University purpose of challenging students to live extraordinary lives of personal and professional fulfillment, preparing students for a lifetime of intellectual accomplishment, and encouraging community responsibility.

The curriculum in the program is based on the scholar-practitioner model of training and practice. Coursework and applied experiences in the program emphasize scientifically-based knowledge and training. The Lynn J. Darby School of Psychology and Adolescent Counseling believes that in order for students to be good practitioners, they must also be well-trained in the scientific method as it applies to professional decision-making. In addition, effective practitioners must learn to integrate science and practice in their applied work settings.

Diversity, Equity, Inclusion and Belonging

The doctoral program of psychology embraces Brenau's community spirit that embodies diversity, equity, inclusion and belonging.

At Brenau, we acknowledge and respect the intersections of identity and lived experiences of faculty, staff, students, and alumni regardless of race, religion, nationality, ethnicity, sexual orientation, gender identity, gender expression, ability, neurodivergence, military experience, culture and other important identities. We are inspired to lead with compassion in our efforts to understand one another. We know our differences make us stronger.

At the core of our approach to psychologist education is the value of diversity. By creating conditions that allow us to connect with others, we foster the commitment to inquiry across differences and an ethos of generating unique approaches to the diverse needs of people in the communities in which we work and live.

The diversity mission of our PsyD program is to cultivate a community of clinicians who are aware and appreciative of how culture impacts human relations. We strive to be culturally competent, humble, and deeply committed to understanding and respecting the diverse identities and experiences of the individuals and communities they serve. We believe that self-reflection, a willingness to acknowledge mistakes, and the active challenge of biases in systems are fundamental to personal and professional growth. Our program fosters curiosity and empathy, encouraging students to celebrate diversity and apply cultural understanding in clinical practice, ensuring that care is responsive, adaptable, and inclusive. We are dedicated to growing a diverse cohort of providers who can meaningfully address the mental health needs of varied communities through advocacy, connection, and a commitment to belonging. Above all, we strive to create a safe, supportive space—both for clients and for students—to reflect, learn, and grow, cultivating an environment where cultural humility guides compassionate, ethical, and effective psychological practice.

We work towards these aspirations in classroom and practicum experiences. Moreover, we include in our community diversity in students, faculty and community connections. We expect our students to embody DEI-B in their delivery of psychological services and their identity as psychologists.

Clinical Psychology Doctor of Psychology Program Description

The Clinical Psychology PsyD Program was designed to develop scholar-practitioners broadly trained to work in clinics, hospitals, social service agencies and universities. Competencies will include training in psychotherapy, assessment and research.

The PsyD program consists of 140 graduate credits; 35 credits are Masters-level prerequisites for doctoral study. In addition, up to 19 credits may be transferred in from a Masters' program in psychology or similar program for a total of 54 credits. The remaining 86 credits comprise the doctoral-only classes that complete the educational experience for preparation as a health service psychologist.

Students who have completed Doctoral Courses (PhD, PsyD) at another institution may submit comparable courses at the 800 and 900 level for review for possible transfer credit by the PsyD Program Coordinator. A maximum of 2 electives at the 800 level may be eligible for transfer credit.

The program is typically completed within 5 years, 4 years on campus and 1 on pre-doctoral internship. Students with existing Masters' degrees in Psychology or similar programs may have shorter programs of study lasting 3 or 4 years.

In addition, the Clinical Psychology PsyD at Brenau University offers 5 concentrations consisting of Advanced and Integrative Elective Courses, specialized practica and scholarship and research opportunities. At least 4 courses that have been identified for the concentration must be completed. Students will also complete a comprehensive exam question in their area of concentration. The 5 concentrations in Clinical Psychology include Adult, Child and Adolescent, Geriatric, Forensic, Neuropsychology.

A second concentration must include at least 2 unique courses and additional experiences.

Students may take 1 class outside of the doctoral program as an elective, to support their specialization with approval from their advisor and PsyD Coordinator. This includes students completing certificate programs while completing graduate training.

Master of Science in Psychology Program with PsyD Direct Admission

The Master's Program in Psychology with PsyD Direct Admission is a first step for PsyD admitted students who enter with a Bachelor's Degree or Master's Degree in an area dissimilar to Psychology. The M.S. in Psychology degree does not alone meet the requirements for licensure. Students are expected to continue their education through the PsyD and work towards licensure as a psychologist.

Mission of the Doctoral Program in Clinical Psychology

PsyD Mission: The Clinical Psychology program at Brenau University offers a comprehensive, scholar-practitioner-model, and an evidenced-based approach to doctoral education, in order to prepare students for providing health service psychology. The mission of the PsyD program is to provide a broad-based, practice-informed, and empirically-supported psychological foundation that will sufficiently prepare future psychologists to work in a variety of clinical settings. The program values and incorporates training and practice experiences in responding to the unique needs of diverse students and clientele, as well as instills an appreciation and application of cultural awareness and understanding of individual differences in formulating effective treatment for clients of all backgrounds and ethnicities.

The training method aims to scaffold student's learning to build upon discipline specific knowledge taught at the graduate level and to advance integrative knowledge in the science of psychology, while incorporating diverse practicum and applied experiences which culminate in an APA approved (or equivalent) year-long clinical internship experience. The emphasis on clinical training will be supported in the sequence of courses designed to strengthen students' knowledge and preparedness to work in various clinical settings as doctoral-level clinicians. This includes administration of psychological assessments and provision of empirically supported psychological interventions, completion of a dissertation study that adds to our knowledge of health service psychology, and completion of practicum and internship experiences which give students the opportunity to apply their clinical knowledge.

Program Aims

The program aims flow directly from the mission:

Aim 1: The Brenau University Clinical Psychology PsyD program maintains that professionally trained clinical psychologists will have a broad, yet comprehensive, knowledge base in the field of clinical psychology.

Aim 2: The Brenau University Clinical Psychology PsyD program maintains that professionally trained clinical psychologists will have the skills in the field of clinical psychology to properly assess, diagnose, and provide effective treatment interventions in a variety of settings using a scholar-practitioner model.

Aim 3: The Brenau University Clinical Psychology PsyD program maintains that professionally trained clinical psychologists will engage in a compassionate and self-reflective approach that will demonstrate an understanding of the unique psychological needs, concerns, obstacles, and opportunities that present themselves while working with diverse and historically marginalized groups. Moreover, professionally trained clinical psychologists will advocate for community and individual needs in order to achieve a socially equitable, culturally diverse, and professionally ethical presence in the community at large.

II. University Policies

Confidentiality of Student Information

Confidential information about students acquired by faculty in the course of their professional association is to be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

Psychology faculty and staff members share selected information with each other as needed to support student learning and professional development. In similar fashion, selected information may be shared with Clinical supervisors as needed, and clinical supervisors will complete evaluations of students to share with the psychology faculty. In addition, each year, all psychology faculty (including adjunct instructors) will meet to evaluate students. Therefore, information about students' strengths, weaknesses, and areas for improvement will be shared as well as any specific concerns that any faculty have about students.

Student Records

Student records including application material, program plans, annual professional development evaluations and other documents that are part of students' paper file are stored in a locked filing cabinet within a locked office. Application material, information about placements, course progressions, and other information is stored electronically via a secure advising portal endorsed by Brenau University. Student practicum evaluations are conducted and stored electronically via Time2Track's embedded software. Students are encouraged to download copies of evaluations for their own records.

Student Resources

Student Academic Portal

Students will access class and program information through the Canvas portal. Upon admission students will receive their Brenau login credentials and access to Canvas.

Brenau App and Student IDs

All Brenau Student IDs are now digital. You can access your student ID by downloading the Brenau App, logging in with your student credentials, and navigating to the “ID” tab.

Download the app here:

<https://intranet.brenau.edu/information-technology/brenau-mobile-apps/>

Campus Maps

Brenau University has created an interactive resource for helping students navigate all Brenau Campuses. Live, interactive maps can be accessed at: <https://maps.brenau.edu/?id=761>

E2 Campus Alerts

Brenau University has the E2 Campus Alert System that alerts and updates all Staff and Faculty of any active/ongoing Campus emergencies. This includes but is not limited to: inclement weather emergencies, active shooter or bomb threats, fire emergencies, gas leaks, etc.

It is expected that all members of the PsyD Staff, Faculty, and Students are registered for the app and text based notifications that the E2 Campus Alert System provides. Register for the service in the my.brenau.edu Portal.

Health

Brenau operates a health and wellness center that offers free general services to students. Student counseling services are also available and separate from our BCCPS training clinical. You may access Center for Health and Well-being hours and information here:

<https://www.brenau.edu/student-life/center-for-health-well-being/>

The Ivester College of Health Sciences has a health insurance program for professional students. Note that this is an opt-out program. You will be charged for the health insurance unless you officially opt-out of the plan by providing information about other health insurance under which you are covered.

Campus Security

Whether you left a bag in a building that is now locked, you want an escort to your car if you are feeling unsafe, or want to report a Campus Security concern, Brenau Campus Security is available to you 24/7. The Darby School now has a security guard that regularly sits by the elevator entrance to the main floor.

If you are locked out after hours or cannot locate the security guard, please go to the Brenau App security tab and dial the contact numbers listed. Note that the Downtown Center Security office may be closed after hours, in which case students should call the main number for campus security.

If there is an immediate emergency and campus security is not available, please call 911.

Financial Information

Fees for Textbooks, Labs, and Professional Expenses

Tuition and general fees are the same as those published in the Brenau University Catalog for the College of Health Sciences and Fees for the PsyD in Clinical Psychology. Students can also expect to pay additional expenses for professional attire as well as any practicum site requirements for health tests and immunizations; lab fees for instructional materials in selected courses; and required malpractice insurance coverage. Lab fees are paid at the time of registration and are listed with courses.

The following are examples of fees that students may incur:

- Textbooks tend to be expensive, **averaging \$400-\$800 per semester.**
 - *Students are encouraged to keep textbooks, as some of the textbooks are used in multiple classes and they also serve as valuable professional references once in the field.*
- Students are encouraged to become members of student organizations and other professional organizations, as these are important resources for networking and obtaining current practice information. **Membership fees vary and will be covered by the student.**
- Students will need to purchase a **Brenau parking sticker, which is typically about \$20.00.**
- Students **may have to pay for random drug tests required either by the program, practicum and internship sites.**
- Any moving expenses associated with both the academic program and the predoctoral internship are paid by the student.

- Students are expected to cover **any thesis and dissertation related expenses** including any fees associated with posting the final product on ProQuest in addition to ordering any hard copies that the student wants.
- Students will use Time2Track to record their clinical experience for their predoctoral internship application. Students will incur an annual fee for this service and register through the Brenau PsyD Account.
- Graduation fees posted by the registrar and listed in the catalog
- Fees associated with the EPPP Examination and licensure process are to be covered by the student.

If for any reason a student is unable to comply with required fees and deadlines, the student should notify her advisor in a timely manner so the student may be referred to the appropriate financial support resources.

Financial Aid

Financial Aid is available from a number of sources. Students are encouraged to research all options via the library, the internet, APA and other sources. It is crucial that you begin your financial aid paperwork early and that you keep in close contact with your financial aid advisor. Be persistent with your follow-up, and keep accurate records and copies of all correspondence and other documentation. Refer to the Brenau University Graduate Catalog for application information and deadlines.

In addition to institutionally based resources, the department keeps an ongoing record of PsyD-Specific Financial Aid opportunities. These documents are available via the Doctoral Program Canvas site.

Transportation & Parking

Students are expected to provide their own transportation to practicum sites and pay for their own parking fees (if required) at their practicum site. Parking in the City of Gainesville parking deck is free and adjacent to the Renaissance building where psychology offices and classrooms are located.

Gainesville Campus students have free access to WEGO, a local pre-scheduled rideshare service. More information can be found regarding the Brenau/WEGO partnership here:

[-https://www.gainesville.org/520/WeGo](https://www.gainesville.org/520/WeGo)

Accommodations, Section 504 of the Americans with Disabilities Act

Students may opt to ask for reasonable accommodations for disabilities. Students begin the process by meeting with the Brenau's Office of Accessibility Services to document their request. This may occur when the student enrolls or at any time during their program; e.g. significant changes to medical/health status. The Office of Accessibility Services reviews materials and provides guidance to faculty. The psychology faculty and staff are committed to promoting participation for students with documented disabilities by providing reasonable accommodations.

Brenau University is committed to complying with all applicable requirements of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws. Brenau does not discriminate in violation of these laws in its programs and services available to all admitted students.

The Learning Center assists qualified students with disabilities in obtaining a variety of services, directed by the University's Disabilities Service Provider. The University's Compliance Officer coordinates the University's efforts in complying with federal, state, and local laws such as Section 504 and ADA, Title IX of the Education Amendments of 1972, and Title VI of the Civil Rights Act of 1964.

University Resource Contact:

<p>The University Compliance Officer: Dr. David Barnett, C.F.O. Executive Vice President Brenau University 500 Washington St. SE Gainesville, GA 30501-3697 (770) 531-3116</p>	<p>The Disabilities Services Provider (DSP): Dr. Candis Harris - Director of Office of Accessibility Services Brenau University 530 Washington St. Gainesville, GA 30501-3697 (770) 534-6134</p>
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Eligibility for services is determined by the DSP, and individuals must self-identify and provide proper documentation as outlined by the DSP. After eligibility is approved, students meet with an

assigned coordinator to develop an individualized service plan that identifies appropriate accommodations and services. *(See current catalog for further information, as well as complaint/grievance procedures.)*

Please note that accommodations for pregnancy are managed through the Title IX office at Brenau. You may contact titleIX@brenau.edu with questions and concerns.

Inclement Weather Policy

When classes are canceled due to inclement weather, key administrative offices will remain open, if possible. The final decision regarding cancellation of classes will be made by the President or his duly-appointed representative. Information regarding the decision will be transmitted to the Director of Public Relations, who will then notify the Gainesville, Athens, and Atlanta area radio and television stations. All students should listen to the media to receive official announcements on class cancellations at their respective campus locations.

If classes are not canceled but students cannot come to class because of the conditions around their location, students are to follow the departmental absence procedure.

Please tune into local radio or television stations for official announcements for University Closures.

III. Curriculum & Degree Plans

Pathways and Residency Requirements

The PsyD program offers two pathways for students: (1) post-Master's admission; (2) direct admission from undergraduate.

Students admitted through the post-Master's pathway typically follow a program of study that requires 3 years of full-time coursework in residence at Brenau followed by a one-year pre-doctoral internship. Select outstanding students with a previous Master's and substantial experience may petition to complete the entire PsyD program in a total of 3 years, with 2 years of full-time coursework in residence at Brenau followed by a one-year pre-doctoral internship. [Note that graduate credits from previous MS level work are only accepted if they were received in the past seven years or if the student has consistently utilized that knowledge in practice.] The students who are approved to complete the PsyD program in three years (two on campus and one in pre-doctoral internship) meet the residency requirement because 2 of their 3 academic training years are in the Brenau PsyD program (the program from which the doctoral degree is granted) and two of the three years are in full-time residence in the Brenau PsyD program.

Students with direct admission from an undergraduate degree program follow a program of study that requires 4 years of full-time coursework in residency at Brenau followed by a one-year pre-doctoral internship. In the first two years of their graduate coursework, they complete the requirements for the M.S. in Psychology degree. The doctoral degree is not awarded until all program requirements, including the pre-doctoral internship, have been completed.

This residency requirement provides students with mentoring, training, and supervision that promotes student development, professional practice, and assessment of clinical knowledge and skill development. To this end, courses in this program are primarily taught in an on-ground, face-to-face

educational format. This allows students to meet directly with faculty for faculty role modeling, guidance, and proper assessment of student competencies.

Goals and Outcomes of the PsyD Program

Doctoral programs in Health Service Psychology encompass education and training in Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC). In DSK educational activities students demonstrate their ability to apply and integrate foundation areas of psychology (e.g. human development, cognition). The PWC builds upon this knowledge base in building competency in the delivery of psychological services. The PWC for our program are measured as below.

Discipline Specific Knowledge Review

Discipline specific knowledge is considered the foundation of learning for professional education in psychology. Students will participate in a review of some areas discipline specific knowledge in their first semester of doctoral study.

Category 1: History and Systems

Category 2: Basic Content Areas in Scientific Psychology

- a. affective aspects of behavior
- b. biological aspects of behavior
- c. cognitive aspects of behavior
- d. developmental aspects of behavior
- e. social

Category 3: Advanced Integrative Knowledge in Scientific Psychology - students are expected to demonstrate an ability to integrate knowledge from the content areas from category 2 (affective, biological, cognitive, developmental, social aspects of behavior).

Category 4: Research Methods, Statistical Analysis, and Psychometrics

Profession-Wide Competencies

Upon successful completion of the PsyD Clinical Psychology, students should be able to:

1. **Research:** Recognizing science as the foundation for clinical practice and professional activities, students will demonstrate knowledge, skills, and competency sufficient to produce new knowledge, to critically evaluate research, to conduct scientific studies, and to disseminate research outcomes.
2. **Ethical and Legal Standards:** Students will respond ethically and professionally in all situations and will demonstrate a greater level of independence as they progress through their training.
3. **Individual and Cultural Diversity:** Students will demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. Due to Brenau University's location in the agricultural portion of the state student will be exposed to issues and strategies in rural mental health
4. **Professional Values and Attitudes:** Students are expected to uphold professional values and attitudes and engage in behaviors that are consistent with the ethical standards of the profession.
5. **Communication and Interpersonal Skills:** Students will demonstrate appropriate and professional communication and interpersonal skills in all endeavors and professional activities.
6. **Assessment:** Students are expected to progressively demonstrate an advanced level of understanding of psychological assessments with a greater degree of independence throughout the program.
7. **Intervention:** Students will obtain and demonstrate foundational knowledge as well as clinical skills for working with diverse clientele and in developing effective treatment interventions.
8. **Supervision:** Students will obtain knowledge and experience through participating in clinical supervision and by learning about the supervisory aspects of Health Service Psychology.
9. **Consultation and Interprofessional/Interdisciplinary Skills:** Students will demonstrate the ability to collaborate with professionals in other disciplines to address problems, seek or share knowledge, or promote effectiveness in professional activities.

Overview of the Clinical Psychology PsyD

Students complete the PsyD in 2 ways. Students entering with an MS in Psychology or a similar area will complete a PsyD program plan. Students entering with a Bachelor's degree will complete the MS in Psychology and if they remain in good standing continue with the PsyD program plan. If students' MS degree does not align with MS requirements, students will be required to complete additional courses. All transcripts are reviewed prior to initial class registration. The PsyD Coordinator approves all transfer credit requests. For sample program sequences please see Appendix VII.

**Complete course descriptions can be found in the Brenau University Catalog.*

APA Style and Formatting Requirements

Students are expected to be proficient in APA style and will be expected to use APA style in writing papers and their dissertation.

For additional information on APA style please see:

<https://apastyle.apa.org/style-grammar-guidelines/paper-format>

Student Writing Center

Brenau students can receive FREE help on written coursework assignments. Students may make both virtual and on-ground appointments for assistance with writing. The Writing Center is located in the Brenau Trustee library on the Gainesville Main Campus. Please see additional information here

<https://intranet.brenau.edu/writing-center/>

Student Advisement

Each graduate student is assigned a primary advisor in the program. A student can make an appointment to speak with the assigned advisor at any time to discuss any concerns or questions. A

formal advising session with a student is conducted a minimum of two times during each year of the program. During that time, students are advised regarding academic coursework and professional development issues, as well as goodness of fit with the program and addressing any personal issues that might interfere with the student completing the program. They will also receive feedback from their advisor on the yearly faculty evaluation. Students who are having difficulties within the program, such as being placed on academic probation or dealing with personal concerns, are also encouraged to meet with the PsyD Coordinator each semester to review progress and to receive additional recommendations for successfully completing the program.

Attendance Policy

PsyD students are permitted up to two absences per semester for each three credit hour course that meets weekly. Absences must be reported to the instructor as early as possible. For medical or exceptional circumstances, appropriate documentation may be required. **Exceeding the two-absence limit may result in academic penalties including failing the course or receiving academic probation.** Students are responsible for making up missed work as directed by the instructor. Exceptions to this policy require written approval from the program coordinator.

Stricter attendance policies may apply to courses which meet for 7 weeks or for fewer credit hours. Adherence to this policy is expected in order to maintain academic integrity and ensure students are successful in meeting expected competency benchmarks. In case of contagious illness not preventing participation in class, it is up to the course instructor to determine whether virtual attendance (i.e., Zoom) is permitted.

Grading Guidelines

Grade Requirements

To remain in good academic standing in the program, students must:

- Maintain a 3.0 GPA and complete all courses with at least a B including those at the MS level;
- Successfully complete all practicum experiences (pass all practicum courses with at least a B);
- Successfully complete internship and dissertation before they can graduate.

If a student earns any grade below a C, that student will be dismissed from the program. If a student earns a C in a course, that course must be retaken. Obtaining a second C in the same course will result in dismissal from the program. Obtaining a second C in a different course will result in academic probation. In addition to retaking any course with a C, students on academic probation are required to meet with their advisors to develop a performance improvement plan. Regular meetings with the advisor are then scheduled to monitor progress, and advisors will provide referrals for additional help as needed.

Dismissed students can appeal to the Provost's office for readmission. Readmission is not guaranteed. If a student is readmitted, any class with a grade below a B will have to be repeated and there may be other conditions as determined by SOPAC.

Grading Scale

The universal grading scale for Brenau University is:

90% to 100%	=	A
80 to 89%	=	B
70 to 79%	=	C
60 to 69%	=	D
Below 60%	=	F

***Criteria for grading will be discussed at the beginning of each course and will be included in the course syllabi.*

- A** An "A" signifies excellent understanding of the major concepts of the course and the ability to apply those concepts.
- B** A "B" signifies a solid and required good understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have met requirements for the course.
- C** A "C" signifies a marginal demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments

were not completed in a satisfactory or timely manner. This is unacceptable for a graduate level student. Individual programs may require that the course be repeated.

D or F A "D or F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements. A grade of D or F requires that the student will be referred to the Student Professional Competency Committee. The committee may indicate stipulations to re and may be dismissed from the program as one option for the Committee.

I: An incomplete grade may be given when circumstances beyond the control of the student interfere with the student's ability to complete the course or to satisfy the competencies specified therein. Students must make up a grade of I within one semester after such a grade is awarded. For this purpose, the summer sessions count as a semester. Before the Incomplete can be awarded, the instructor must complete an Incomplete Grade Contract. No incomplete grade will be awarded in the absence of a completed contract. This contract outlines the specific requirements and provides the students with assignment dates for completing the coursework. If the coursework has not been completed within the specified time, the grade of I will be converted by the registrar to a grade of IF. Grade changes for coursework completed after a grade of IF has been assigned must be approved by the provost and vice president for academic affairs. A student must be passing a course when an Incomplete Contract is approved.

IP: In Progress: Grades of In Progress (IP) are awarded only for select graduate level courses in which students are progressing toward a completed research project or for approved field-based learning or internships. The student enrolls in the select course or courses until requirements are met. This may require permission of the department. The IP grade does not affect grade point average and hours associated with IP count toward attempted, but not earned, hours. Time Requirements for Practicum

Issues beyond the student's control sometimes arise in the practicum courses that may prevent the student from completing the required contact hours during the semester. When this occurs, the student will get an "In Progress" in the practicum class. An "in progress" grade requires that a student

re-register for (and re-pay for) the course. Ideally, students will complete their theses or dissertations by the time that they complete all coursework. When this does not occur, a student must continue to re-register for dissertation II until the dissertation is completed. All program requirements must be completed within seven years of beginning the PsyD program, or 10 years if starting prior to earning the MS. If the student exceeds these time limits, the student will be dismissed from the program.

Professional Role Development Activities

Students are expected to participate in the professional learning environment. Students must retain records of participation that will be reviewed prior to determining eligibility for Comprehensive Examination.

At minimum the following participation activities will be required:

- Attend 1 Program PsyD Meeting each semester
- Earn 10 professional development credits through departmental presentations and activities per academic year
 - 5 of these hours may be obtained from events outside of Brenau with PsyD Coordinator approval.
 - The maximum number of hours that can be earned per external event is 3.
 - For questions regarding PD tracking, please contact the PsyD Administrative Assistant.
- Participate in 1 community-based service-learning project or regional or national psychological conference

Comprehensive Exams

Doctoral Comprehensive Exam - these exams must be completed and passed prior to internship application. Students must be up to date with Professional Development Credits in order to take the comprehensive exam. Students will begin their comprehensive exams early in the Fall semester. If they pass the majority of sections, including concentration-specific subtests, they will have the option to retake sections at a second testing in October (and March for individuals entering the Post Match Vacancy pathway). However, students not passing a majority of sections including the concentration-specific subtest on the first round will have to wait till the following Fall to retake. Students on course progression plans that are 3 or 4 years are encouraged to make their first exam attempt in the year prior to their last graduate school year.

Doctoral Comprehensive Exam Sub-tests:

- I. Research
- II. Ethical, legal and professional standards
- III. Diversity
- IV. Assessment
- V. Interventions
- VI. Consultation & Supervision
- VII. Concentration Specific

IV. Expectations of Students

Brenau Honor Code

I promise to uphold the Brenau University honor code by refraining from every form of dishonesty and cheating in university life, and will strive to create a spirit of honesty and honor. Failure to do so is considered a breach of trust toward the faculty and student body. I accept this commitment as a personal responsibility to refrain from and to report all forms of dishonesty and cheating.

Students who are caught violating the academic integrity policy or the Brenau Honor Code will be referred to the Vice President for Academic Affairs after the instructor has completed an Academic Dishonesty Incident Report.

Brenau University is committed to promoting intellectual growth while stimulating and encouraging standards of academic and intellectual integrity. Instructors support the Academic Honesty Policy stated in the Brenau catalog and enforce the Brenau Honor Code. While the university believes each student will maintain academic integrity at all times, the faculty reserve the right to utilize electronic means to help prevent plagiarism. Students agree that by participating in courses, all assignments are subject to submission for textual similarity review to TurnItIn-SimCheck. Assignments submitted to TurnItIn-SimCheck will be included as source documents in the TurnItIn-SimCheck restricted access database solely for the purpose of detecting plagiarism within documents.

A "plagiarism check draft" column is available to you to submit paper drafts. A TurnItIn score will be available to you shortly thereafter. You can review the score report and make changes prior to submission. The instructor will not grade drafts submitted to the plagiarism check draft assignment. For additional information, please refer to the School of Psychology Assignment Matching & Plagiarism Policy. **For group assignments, it is necessary to have the same student turn in drafts of the paper for each submission.** *The School of Psychology Plagiarism Policy will be posted in the Canvas course.*

Other assignments, including discussion board posts, journals, etc. will also be checked for plagiarism. If the instructor determines that there is a violation of the Academic Honesty Policy, the instructor will assign a grade of zero (0) for the assignment and submit an Academic Dishonesty Policy Incident report to the Provost and Vice President of Academic Affairs who may take additional action. As a result, the student may be required to take a 0-credit course (Academic Honesty in Context) before being allowed to register for the following semester.

The Darby School of Psychology, in aligning with APA style writing, aggressively discourages the use of direct quotes in papers. Information should be paraphrased and cited appropriately. Quotations will be included in the Vericite report as direct matches, so direct quotes will contribute to the overall percent of matching assigned by Vericite.

So that students may check the level of matching prior to final submission, a “Draft/Plagiarism Check” column will be included in Canvas as an “assignment” for all papers. Instructors will not grade anything submitted in this column and will not make academic dishonesty reports for any papers posted here, regardless of the percent matching in the Vericite report. This is for students to detect any potential problems and fix the problems BEFORE turning in the paper for grading by the instructor.

For group assignments, have the same student turn in the paper for each submission.

Per University catalog: In regards to plagiarism, general guidelines for violations are as follows:

- First violation: student receives an F on the assignment
- Second violation: student receives an F in the class during which the second violation occurs
- Third violation: student is dismissed from the program and the university

Guidance for Student Behavior

Ethics Expectations

Ethical behavior is expected from any professional or student in a professional program.

Unethical behavior reflects negatively not only on the individual, but on the entire program, the

profession, and our learning community. The Brenau PsyD Program in Clinical Psychology expects faculty and students to adhere to the professional code of ethics of APA.

The faculty considers unethical behavior a grave offense and will take serious measures in dealing with the individual(s) involved in order to maintain professional behavior within the program.

The APA Ethics Code can be found here: <https://www.apa.org/ethics/code>

Balancing Academics and Work

The Doctoral program in Clinical Psychology is a rigorous and time-consuming professional program. Students can expect to spend at least 4 hours of weekly outside class time per credit hour registered. Part-time work opportunities will be electronically distributed and available through Career Services. Students may be able to work part-time during some semesters. Full-time work is incompatible with this program.

Campus Presence

The PsyD Clinical Psychology degree is an in-person program on the Brenau Downtown Gainesville campus. Due to the nature of training in psychology students are expected to interact in-person for classes and other activities.

Drug and Alcohol Policy

Students cannot be under the influence of alcohol or drugs in any academic or clinical setting. Students determined to be abusing alcohol or illicit drugs will not be allowed to practice in any clinical setting. Faculty reserve the right to request drug/alcohol screens whenever the student's behavior raises the reasonable suspicion of substance abuse. Reasonable suspicion shall be based on behavioral observations, inability to perform safely and productively, and detectable evidence of a controlled substance or alcohol.

Refusal to take part in requested screening constitutes grounds for dismissal from the program. Presence of alcohol or illegal drugs in the drug screen will be grounds for dismissal from the program.

The cost for drug/alcohol screening will be the responsibility of the student. Some field sites may require drug/alcohol screens. The same rules apply for required screens. A student taking

over-the-counter/prescribed medications that adversely affect thinking and/or performance of duties is responsible for reporting the circumstances to the faculty member or clinical instructor, who will then give the student an excused absence from class or fieldwork that day. A student not self-reporting who is deemed not fit for duty will be asked to leave the clinical area and be given an unexcused absence for the day. The student will be expected to make up absences.

If prolonged use of medications that adversely affect performance is necessary, the student may be offered a medical withdrawal.

Background Checks

Students should be aware that some practicum sites, pre-doctoral internship sites and licensure boards conduct background checks. The Lynn J. Darby School of Psychology may develop further background check policies.

Grievances

Students are expected to communicate grievances in professional ways. The initial phase of the grievance procedure is oral discussion between the complainant and the University employee alleged to have caused the grievance in order to communicate and resolve the problem. If there is no resolution from this meeting or if the student has good cause not to meet with the person(s) alleged to have caused the grievance, the student should consult with the person's supervisor to attempt to resolve the problem. For PsyD students, the student grievances not resolved in an initial meeting with the employee alleged to have caused the grievance are directed to the Coordinator of the PsyD program. If the grievance is not resolved at this level, it is then directed to the Chair of the Lynn J. Darby School of Psychology and Adolescent Counseling. If it remains unresolved, the issue will be handled in the formal grievance procedure as described in the Brenau University catalog. Academic grievances are handled through the office of the Provost and Vice President for Academic Affairs. Non-academic grievances are handled through the office of the Vice President of Student Development & Engagement.

Concerns or complaints related to discrimination may be directed to the program Diversity Coordinator vjackson@brenau.edu for advisement and resolution.

Record keeping for grievances involves documenting reports from all parties involved in the grievance and maintaining that information in the student's file as well as in a PsyD grievance file. These are kept as paper files in a locked file cabinet in a locked office. Grievance records will be kept for a period of 10 years before being shred. The period of ten years is long enough to meet the CoA periodic review period as well as institutional, state, and federal policies. Students are informed of the record retention policies in the PsyD student handbook.

Dress Code

Neat casual attire, appropriate for class.

Doctoral psychology students should strive to maintain a professional appearance at all times, both in and out of the classroom. This includes dressing in a neat, conservative manner that reflects the seriousness and importance of the profession. Appropriate attire might include business casual attire, such as dress pants or skirts, collared shirts or blouses, and closed-toe shoes. Additionally, students should pay attention to personal grooming, ensuring that their appearance is clean and well-maintained.

A professional appearance demonstrates respect for the profession, clients, and colleagues, and contributes to a positive and credible image. Additionally, cultural and ethnic customs of dress are supported, as long as they do not compromise professional standards.

Graduate students are expected to exercise judgment in using appearance and dress as a form of self-expression or reflection of religious or cultural identities. If appearance and dress interfere with a student's abilities to engage in clinical or academic activities, faculty may address concerns with the student.

Cellphones and Personal Computers

No personal telephones (cellular/mobile telephones or 2-way communicators) or pagers/beepers are permitted in classrooms, lab, or fieldwork without the permission of the faculty. If a student is permitted by faculty to use such a device, it must be set on vibrate only.

It is up to each instructor whether to allow students to use personal computers during class for note-taking. If an instructor allows personal computers to be used during class, the computers may be used ONLY for note-taking or other work that the instructor directs the student to do. Computers may NEVER be used during class time to send or check email, look up information on the web, or complete any personal tasks. Students with disability accommodations related to computer use must provide written documentation from Brenau's Office of Accessibility Services. Outside of accessibility accommodations, instructors, at any time, can ask a student to no longer use a computer in class.

PsyD Social Media Guidelines

Technology and social media has become an increasingly prominent aspect of professional and academic practices in psychology. As a program, we acknowledge social media as both a possible tool and barrier to successful completion of the doctoral program. Thus, we expect students to abide by these guidelines in order to promote beneficial and ethical use of social media as related to their doctoral studies. Consider these guidelines in the context of both personal and professional social media, as clients and employers may view both. Use appropriate privacy settings.

1. Under no circumstances should confidential or private information about clients or patients be shared on social media. This includes any identifying HIPAA information, but also any information that could unintentionally reveal a person's identity.
2. Remember that you are representing the field of psychology when you interact with others online, even when not intending to do so. We encourage general mindfulness and thoughtfulness about how you choose to interact with others, including likes, comments, shares, and private messages. Use effective interpersonal skills online.

- 3. Do not represent yourself or your qualifications in a misleading way, consistent with APA's ethical guidelines. For example, it would be inappropriate to put "Psychologist" in your Instagram bio if you are still in training. Also, do not communicate in a way that infers you represent the opinions and beliefs of faculty or the university as a whole.**
4. Remember that your image online may be a reflection of your professionalism as a psychologist in training, even if unintentional. Employers, clients, supervisors, or training sites may look up your profile online before deciding to hire you or work with you. Consider how your profile appears to these parties and act accordingly.
5. Do use social media to foster positive professional relationships and networks with others in the field of psychology or related mental health fields.
6. Use social media to promote dissemination of research, information, and psychoeducation in an appropriate and accurate manner.
7. If you question whether something is appropriate to include on social media, then the answer is probably no. Alternatively, you can ask yourself "How would I feel if a client saw this?"
8. Remember to operate online according to APA's ethical guidelines in the same manner as which you are expected to operate in classes, practicum sites, and other training environments.

Academic Expectations of PsyD Students

Attendance and Timeliness of Assignments

*In order to comply with accreditation requirements for graduate programs, the Lynn J. Darby School of Psychology and Adolescent Counseling has established standards for class attendance. For all graduate level classes, students are expected to attend all class sessions and may only miss 1 class in the 7-week session and 2 classes in a 14-week session. Students should always inform the instructor through an email before the class if they have to miss the class session. **If students miss more than the allotted number of classes (or miss the allotted number of classes and are late for another class meeting), they will have to withdraw from the class or receive a failing grade.** Students will be required to retake the class. These requirements are based on expectations from our program and university accreditation authorities.*

Students are expected to attend **ALL** classes and to be on time for **ALL** classes. Absences, whether planned or because of illness, will result in the student not receiving credit for attendance and if the instructor is informed in advance, the student may be permitted to make up assignments. **Students who miss more than four hours of the scheduled class sessions for whatever reason may be removed from the class with a failing grade due to non-attendance and non-participation.**

If a student has health, religious or family situations which impact the student's ability to meet program expectations, the student is expected to initiate a meeting with course instructors and/or advisor to develop a plan to manage these circumstances. Students may also access resources in Brenau's Office of Accessibility Services. **Please review Brenau's policies related to COVID-19.*

If a student anticipates a future absence due to an exceptional situation (i.e., attending an internship interview) the student may request in advance a class make-up session by emailing the instructor and the Graduate Coordinator. This request will be reviewed by faculty, and faculty will determine if an advanced make up assignment will be permitted.

Absent Notification Process

In the event that the student must be absent, tardy or excused early from a class, the student shall notify the instructor(s) a minimum of two school days prior to the planned absence. If ill, the student must notify the instructor(s) a minimum of one hour prior to the start of class. **Notification includes direct contact, a note, email message, or leaving a voicemail message for each instructor** and **NOT the Administrative Faculty or Support Staff of the Darby School of Psychology and Adolescent Counseling**. Therefore, it is important that the student have instructor office telephone numbers and emails which are provided on each course syllabus.

Students must always notify the practicum site supervisor and their campus practicum instructor regarding any absences from practicum, and students must then follow the site's guidelines in terms of rescheduling clients or other work. A student's message must provide the following information:

1. Student's name
2. Reason for student's absence, tardiness, or need to leave early
3. Activity (class or lab) from which the student will be absent
4. Plans for making up assignment(s)

Students are responsible for making up material they have missed because of absence or tardiness. If a student must leave class early, the student must have the permission of the instructor.

Protocol for "Modified Attendance Policy"

Attendance is recognized as an essential component of the total effort put forth to succeed as a student in post-secondary education. As such, students are expected to comply with class attendance policies listed above. The university and the department recognize, however, that there may be times when a student cannot attend class because of the direct implications and/or particular exacerbations of a disability and may recommend a "relaxation of an attendance policy" from an instructor to determine if attendance is an essential element of the course in which the "modification" is requested. Exceptions

can only be made to the attendance policy if a student has sought and received proper accommodations from the [Disabilities Service Provider at the Learning Center](#).

A specific approval for accommodations must be awarded to the student and the student must provide each class instructor the appropriate Learning Center documentation of the disability at least one week prior to the first day of class. The “modified attendance requirement” will permit the student to have one extra class absence or equivalent to 8 hours of class time. Students are required to fulfill all course requirements and evaluation standards as specified in the course syllabus even if the attendance policy is “modified.” There are certain courses for which the department has determined it is not possible to meet course requirements and evaluation standards if more than 4 hours are missed. These courses are listed below. Every effort will be made to accommodate students who have appropriate documentation of their disability with attendance concerns in classes as well as within their practicum sites. Nonetheless, on-site practicum sites require a minimum number of hours of supervision in the provision of clinical service and a number of classes in the Doctoral Psychology program require direct instruction.

The following courses are ineligible for the modified attendance policy:

PY 705 Assessment I: Cognitive Appraisal/Evaluation of Individuals

PY 706 Assessment II: Personality Appraisal/Evaluation of Individuals

PY 703 Counseling Skills/Helping Relationships

PY 704 Clinical Interviewing

PY 730 Group Dynamics/Psychotherapy

PY 806 Assessments III:

Incomplete Grades

Incomplete grades must be resolved by the date specified by the faculty member granting the incomplete grade. The exact date to turn in all missing work will be specified in the incomplete contract completed by your instructor. For some classes you may be required to complete missing work earlier in the semester in order to be ready for new assignments that build on missing work. Please work closely with your faculty to resolve the incomplete. If the incomplete is not changed to a letter grade the date specified in the contract, the grade will automatically be changed to an F. The latest date that an instructor can grant in an incomplete contract is one week before the end of the following semester. Once an incomplete grade is granted, it is the student's responsibility to complete the work and turn it in to the instructor; it is not the instructor's responsibility to remind students about assignments or due dates.

Readiness for Pre-Doctoral Internship

Students are expected to meet several markers to be ready for internship applications. Students should be in good standing with the program, pass doctoral comprehensive exams and defend their dissertation proposal. Students should complete 900-1000 hours of clinical work at time of application and be on track to complete 1200 or more hours by the end of the academic year. Students' dissertation proposals should be submitted before internship application. Students will work with their DCT to prepare their pre-doctoral internship application materials.

Professional Development Evaluations

For individuals becoming clinical psychologists, professional behavior is of the utmost importance. Psychologists are held to higher standards than many other health professions because of the psychological vulnerabilities inherent in the clinical relationship. Therefore, in addition to successful completion of course work, students are expected to display behaviors consistent with the standards of the profession. The expected behaviors reflect typical expectations in the work world and behaviors that

may affect students' abilities to provide the best therapeutic, assessment, and research services to their clients. In order to provide students with support in developing and maintaining their professionalism, students are routinely evaluated using the Professional Development Evaluation of Graduate Student and Clinical Evaluation of Student forms which are located in the Appendix I and II.

Students undergo formal evaluation of professional behavior at least once per academic year, and more frequently as needed if professional development concerns arise. During the yearly evaluation of professional development, students will engage in a discussion with their faculty advisor in which the student is provided general feedback regarding faculty perceptions of strengths and areas of growth. The faculty advisor is responsible for collecting feedback from faculty and presenting it to the student in a constructive manner at this meeting.

Should faculty identify a concern regarding a student's professional behavior prior to the student's yearly review, the specific faculty who identified the concerns will initiate an immediate evaluation of the student. Program faculty will collectively discuss the concerns which prompted the evaluation and the student's general progress in the program, and will complete the Professional Development of Graduate Student form located in Appendix I. The student's advisor is responsible for presenting the faculty's concerns and feedback to the student following this faculty meeting, and will collaborate with the student on possible solutions to professional development barriers. Once the student and advisor have identified a plan for remedying the professional development concern, both parties will sign a formalized version of this plan. This evaluation may take the place of the student's yearly evaluation.

As part of that plan, the students may be required to seek their own individual therapy, and it may be required that documentation of attendance be provided to the Graduate Coordinator by the therapist (with a signed release of information form).

If the student continues to exhibit problems in professional behavior, that student may be dismissed from the program by faculty vote. It is possible for a student to be dismissed from the program following one exhibition of major problems with professional behavior, but this will occur only in the case that the problem involves a major ethical issue or a major lapse in judgment that could potentially have serious consequences.

Students will also be evaluated by the faculty based upon feedback from their clinical supervisors after their first practicum to ensure that students are prepared to continue with their practicum placement. If student needs more assistance in development of clinical skills, a special practicum placement may be suggested.

Dismissal from the Program

Students can be dismissed from the program for failure to follow the Brenau Honor code, failure to maintain adequate grades, failure to maintain adequate professional behavior, violation of professional ethics code, violation of the alcohol/drug policy, failure to complete dissertation, practicum, or internship in a timely manner, or failure to complete all program requirements within 7 years post-masters or 10 years total. See specific sections that relate to each of these issues.

Here's what's in the Self Study: Students can be dismissed from the program for failure to follow the Brenau Honor code, failure to maintain adequate grades, failure to maintain adequate professional behavior, violation of professional ethics code, violation of the alcohol/drug policy, failure to complete dissertation, practicum, or internship in a timely manner, or failure to complete all program requirements within 7 years post-masters or 10 years total.

During yearly evaluations, students are evaluated on their academic performance (including progress in clinical and research experiences) as well as professional and ethical behavior. As noted above, significant concerns lead to the development of a performance improvement plan and regular meeting with the advisor to monitor progress on this plan. Refusal to engage in the plan or failure to progress through the plan will result in dismissal from the program.

Students can also be terminated from the program for failure to maintain adequate grades. To remain in good academic standing in the program, students must:

- Maintain a 3.0 GPA and complete all courses with at least a B including those at the MS level;
- Successfully complete all practicum experiences (pass all practicum courses with at least a B);
- Successfully complete internship and dissertation before they can graduate.

If a student earns any grade below a C, that student will be dismissed from the program. If a student earns a C in a course, that course must be retaken. Obtaining a second C in the same course will result in dismissal from the program. Obtaining a second C in a different course will result in academic probation. In addition to retaking any course with a C, students on academic probation are required to meet with their advisors to develop a performance improvement plan. Regular meetings with the advisor are then scheduled to monitor progress and provide referrals for additional help as needed.

Dismissed students can appeal to the Provost's office for readmission. Readmission is not guaranteed. If a student is readmitted, any class with a grade below a B will have to be repeated and there may be other conditions as determined by SOPAC.

Students have the right to appeal a dismissal decision to the University Provost.

Graduation

Brenau holds formal graduation ceremonies two times a year in May and December, but degrees are posted at the end of each semester throughout the year. Students must complete ALL coursework, including all dissertation and internship requirements, and they must have NO INCOMPLETES in order to graduate at the end of a semester. Students who have not completed the requirements by the end of the semester, regardless of reason, will not be able to participate in ceremonies. Students must submit their application for graduation 1 semester before their expected final semester. Applications are available from the Registrar (<https://www.brenau.edu/about/offices-resources/registrar/forms/>). This process is necessary as it assures a review of all completed courses so that there are no surprises in the spring.

Students who complete the program either at the end of the summer session or the end of the fall semester may request to participate in the ceremonies in December, but must inform the Registrar of this as soon as possible. Students who do not complete graduation requirements by the end of the semester they had planned to graduate in must reapply for graduation and pay a \$25 reapplication fee.

General Certification and Licensure

All students intending to ultimately apply for licensure should be aware that the certification and licensing boards have the right to refuse to grant licenses to any individuals regardless of their educational credentials under circumstances of:

1. Falsification of application for certification/licensure.
2. Conviction of a felony or a crime of moral turpitude.
3. Other moral and legal violations specified in relevant state laws.

Applicants who think they might have an applicable situation should speak with the PsyD Coordinator early in their program of study.

Recommended Organization Memberships

Students are encouraged to join and maintain memberships in professional organizations such as:

American Psychological Association (APA)

The American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. The APA's mission is to encourage psychology in many diverse branches, promote research and improve research methods, hold professionals to a high standard of ethics, and provide education, professional contacts, and publications on current psychology. Student affiliates get many benefits including publications geared just toward the special needs and interests of students, discounts on APA products, as well as other special services. Student affiliates of APA receive membership in APAGS, which is the national organization representing graduate students in psychology. <https://www.apa.org/apags>

Georgia Psychological Association (GPA)

The Georgia Psychological Association is the state affiliate of APA. GPA has the mission of “advancing the profession of psychology in Georgia.” The organization provides educational opportunities including its annual conference. The Georgia Psychological Association of Graduate Students (GPAGS) is the branch of the Georgia Psychological Association (GPA) for all psychology graduate students and trainees who work or reside in Georgia. Students are encouraged to contact the current GPAGS chair located at <https://www.gapsychology.org/page/CommitteesDirectorates> to become involved in GPAGS activities and meetings. Students have the opportunity to present at Annual Conferences, engage in CE workshops, become involved in committees of interest, and engage in advocacy for the profession via GPAGS and GPA. <https://www.gapsychology.org/page/JoinGPA>

Students are also encouraged to attend APA And GPA conferences as well as other local and regional conferences and workshops to expand their education. Students who are accepted to present at these conferences may be able to receive partial reimbursement for conference fees and costs. Students may inquire of this by speaking with the Graduate Coordinator.

Policies for Use of Brenau University Spaces and Resources

Building Security and Equipment Access

- With the exception of the main entrance door, all doors remain locked at all times.
- Students are not to go into office areas or areas reserved for staff and faculty (break rooms, conference rooms, etc.) without prior permission from a faculty or staff member.
- Students are also not allowed access to faculty or staff equipment (including computers) without prior permission and direct supervision by a faculty or staff member.
- Students may not be alone in a Brenau Building without faculty or staff permission.

Use of School of Psychology and Adolescent Counseling (SOPAC) Space and Materials

SOPAC materials may be used by students. Books and journals may not be removed from the BCCPS. Designated assessment supplies and equipment must be checked out if they can be removed from the building. Students must use the system developed by the assessment coordinator and maintained by the assessment coordinator and office manager to check-out and check-in materials. Course instructors reserve the right to withhold grades or to hold a student financially accountable for lost or misplaced materials. In addition, the SOPAC has an in-house library including theses from alumni, books, videos, other items that might be used with clients, and licensure study materials. Students may check these out through the Psychology Office Manager.

Break Room/Student Lounge

The break room facilities are available for faculty, staff and student use.

1. Mark all food items and eating utensils with your name.
2. Remove your food items from the refrigerator and the break room once a week. The School of Psychology will automatically dispose of containers left over long periods of time.
3. Thoroughly wash all dishes. Put away clean items in the appropriate cabinets and drawers.
4. Keep the counters clean and clear.
5. Do not remove any non-disposable mugs, cups, drinking glasses, dishes, utensils, etc. from the break room.
6. Tables and chairs should be returned to the place where they were found.

Campus Mailboxes

All students have a mailbox in the student lounge at the Renaissance Building. Students must check and empty these mailboxes at least once a week, especially for important and time sensitive information. MAILBOXES ARE TO BE TREATED AS PERSONAL PROPERTY. PLEASE RESPECT THE PRIVACY OF OTHERS.

Photocopier

Students are NOT allowed to make photocopies using the clinic or School of Psychology copier.

Students must go to the library in order to make personal copies or anything related to classroom assignments.

Printer

A printer is available for student use in the Renaissance Center Student lounge.

Telephones

Any emergency incoming calls should be directed to the Office Manager of the SOPAC for Gainesville at 770.718.5339 or North Atlanta at 678-343-9283. Students must NEVER use phones in public areas to make calls regarding clients. Clinic and School of Psychology phones are NOT for personal use by students. Personal cell phone use in the clinic should also be limited.

Assessment Materials Library

The Brenau School of Psychology shares an assessment library with the BCCPS. Test materials are authorized for use in conjunction with practicum training at the BCCPS, non-practicum assessment courses, and in some cases, research. Test materials may be checked out by School of Psychology graduate students and faculty only. If a student needs protocols, booklets, etc., for dissertation research, the student must clear this through the Director and the Assessment Coordinator. In general, the student will be required to purchase the copies needed for any research project. Students may not borrow tests for other practicum sites or for work with private practitioners.

Assessment materials are available for checkout through the Assessment Coordinator, Clinic Coordinator, Graduate or PsyD Coordinator, and through the BCCPS Office Manager. All materials are to be assigned by and returned to the assessment closet (e.g., do not leave materials on a desk or with the clinic coordinators). Only the Assessment Coordinator, Clinic Coordinator, Graduate or PsyD Coordinator, and the BCCPS Office Manager are authorized to check out and sign-in testing materials for individuals. Borrowers should be sure to sign materials out and make certain to cross out their signature on the card when items are returned.

Test materials should be returned in a timely manner in order to ensure availability for others to use. It is requested that test materials be returned within one week. Manuals out of testing kits, scoring programs (e.g., MMPI scoring templates), and other materials used by many individuals in the School of Psychology many not be checked out or leave the BCCPS, but are available for use during office hours. There are extra manuals for some tests that can be checked out and taken out of the BCCPS.

Students/faculty who borrow test materials are responsible for the replacement cost of any lost or damaged materials. Likewise, any items not returned to the assessment library by the end of semester will become the financial responsibility of the person whose name appears on the card. Failure to return or reimburse BCCPS for lost or damaged materials will result in the student having an “administrative accounting hold” resulting in being prevented from obtaining grades, registering for any future courses (including practicum, dissertation credits, internship, etc.) and being eligible to graduate. Students must also return all assessments as well as any other items signed out during the semester that are property of the School of Psychology before the end of the semester or they will receive an Incomplete for their practicum class and will not be allowed to walk in the hooding ceremony or in graduation. Once the items are returned and late fees are paid, the Incomplete Grade will be changed.

The Assessment Coordinator routinely adds tests and test revisions to its resource library. Requests concerning the ordering of new testing materials should be directed to the Assessment Coordinator.

V. Dissertation & Research

Research Preparation

Students gain skills in integrating and applying knowledge gleaned from use of professional resources and literature, including library and electronic media across the curriculum. Students are expected to find relevant and credible resources, critique assessments and interventions, and to competently report

findings both orally and in writing. Students progress from competency in conducting research with supervision to mastery of independent research as follows.

At the Masters Level - the following or their equivalent:

PY 601 Research Methodology and Evaluation

PY 701 Statistics

PY684 Applied Statistics (maybe waived if active in research within 3 years)

PY683 Applied Research Methods (elective for some research designs and topics)

Doctoral Courses for Dissertation Research:

PY 980 Dissertation Preparation I

PY 981 Dissertation Preparation II

PY 982 Dissertation Preparation III

PY991-992 Dissertation I and II

PY993 Dissertation Extension (if needed for additional semesters of work)

Grades in Dissertation Courses

The dissertation prep courses (PY 980, PY 981, and PY 982) result in letter grades. Earning a grade below a C in any of these courses (or any other courses in the program) results in dismissal from the program).

If student earns a C in any of these courses, the student is required to retake the course. The

dissertation courses (PY 991, PY 992) are P/F courses. Students register for PY 991 in the semester in

which they expect to complete their oral and written proposal of the dissertation; students register for

PY 992 in the semester in which they expect to complete their oral and written defense of the

dissertation. If the student has not completed the proposal or defense at the end of the semester in which they are registered for the respective class (PY 991/PY 992), the student will be given an “in progress” grade and will be required to register for (and pay for) that course again in the following semester. If a student has passed the dissertation proposal but will not be ready to defend the dissertation the following semester, the student will register for PY 993 Dissertation Extension (1 credit) in the interim semesters. Students may also register for PY 993 before taking PY 991 if the students feels they need additional semesters to prepare for the proposal. Students MUST be registered for PY 991 at the time of their dissertation proposal, and they must be registered for PY 992 at the time of their dissertation defense.

Types of Dissertation Projects

Acceptable project types include empirical research (qualitative, quantitative and mixed designs). Additional project types will be added in Fall of 2025. These include program evaluation, resource development and critical analyses of the literature. Students seeking academic appointments are recommended to complete empirical dissertation projects.

Policy for Completing Dissertation Before Graduation

All graduation requirements, coursework, internship, and dissertation defense and post defense requirements including submission to ProQuest or similar university requirements must be completed in order for the student to graduate.

Completion of Dissertation Process

For successful completion of the clinical doctoral program, each student must pass both the written and oral parts of the dissertation project. Immediately following the oral defense, the committee will decide if the student passes both the written part and the oral part of the dissertation. If the student

fails either the written part or the oral part of the dissertation proposal or defense, suggestions and recommendations will be made for changes. If the student fails either part a second time, the committee and readers will make recommendations for mandated remediation in the program including repeating course work or dismissal from the program. If the student fails either part a third time, the student will be dismissed from the program.

The dissertation is a major aspect of the doctoral program. Successful completion of the dissertation will require significant effort and engagement throughout the program. The timeline established for the dissertation provides the structure that enables the individual or research team to successfully complete the dissertation in preparation for a timely graduation.

Dissertation Materials Acquisition

Students are responsible for purchasing assessment instruments related to their dissertation research. Students should be aware that: 1) many test publishers offer discounts for use of their test instruments in research; 2) test publishers may ask for the qualification to purchase tests. Students should work with their dissertation chairs or the PsyD Coordinator to obtain publisher-requested permission to purchase test materials.

Faculty Roles and Responsibilities Related to the Dissertation

The dissertation committee consists of a chair, two other committee members in the Darby School of Psychology and Adolescent Counseling (SOPAC), and a reader who can be from within or outside SOPAC; all committee members must have doctoral degrees. The dissertation Chair must be an approved Brenau faculty member in SOPAC. The Chair or Co-Chair must be one of the approved Methods faculty members, and either Chair or Co-Chair must be a PsyD core faculty member. The Co-Chair may have the role of mentoring methods or a content area. Clinicians and other outside

professionals whose expertise may facilitate the research may be invited by the student with agreement from the dissertation committee and PsyD Coordinator to serve on the dissertation committee.

The purpose of the dissertation committee is to provide guidance and direction to the individual or research group regarding the dissertation. It is the responsibility of the dissertation committee to review and approve the dissertation and to guide the student(s) through the process. Tasks of the committee members are as follows:

1. Serve as a resource to the student(s)
2. Meet regularly with the dissertation group/individual and provides guidance and critical review based on expertise
3. Critically review the dissertation manuscripts and the oral defenses
4. Critically review and sign off on the final copy of the dissertation.

Tasks of the Committee Chair:

1. Assists the student in finalizing research topic.
2. Assists students in identifying other possible committee members/readers.
3. Prepares for advisement and is knowledgeable about IRB regulations and their impact on the feasibility of the research project.
4. May invite individuals from the professional community to serve as auxiliary members of dissertation committee.
5. Dissertation Chair must sign the dissertation Agreement and approve of those who are selected to the dissertation Committee; committee member then also sign the dissertation Agreement.
6. Guides the researcher in the development of the research project according to the guidelines of the PsyD Program in Clinical Psychology.
7. Grades the research project and its components using writing and speaking criteria as listed on the Brenau Speaking Skills and Writing Skills Assessments.

8. Verifies that the graduate student can orally present and discuss the research proposal and defend the dissertation.
9. Notifies the Graduate Coordinator when students have met the research requirements for graduation once the student has approved a final copy of the dissertation.
10. Ensures that the student provides a bound copy of the dissertation to the School of Psychology.

Tasks of the Reader:

1. Read the “final” draft of the proposal (including minimally Chapters 1-3) and provide written feedback to the student and the dissertation chair.
2. Speak directly to the dissertation chair regarding any major concerns about the dissertation proposal.
3. Can attend the proposal meeting, but is not required to.
4. Read the “final” draft of the dissertation prior to the oral defense and provide written feedback to the student and the dissertation chair.
5. Speak directly to the dissertation chair regarding any major concerns.
6. Can attend the oral defense but is not required to.

Format for Interim Drafts

Because many drafts are developed during the process of developing a dissertation, it is wise to have a system in place to clearly identify each draft. It is suggested that a header or footer containing the date of the draft, an abbreviated title and identity of the research group be inserted in each document. This process will enable the members of the dissertation group as well as the committee to communicate more clearly and efficiently. This footer or header will not appear in the final dissertation proposal. Each student should save all drafts of the dissertation (with committee comments) until after she/he has received the bound copies of the final document.

Format for Dissertation Manuscript

See dissertation Guidelines posted in the Graduate Psychology student libguide (on the library webpage) <https://libguides.brenau.edu/thesis>.

Dissertation Writing Editorial Support

Students may access writing consultants for dissertations through the Brenau Writing Center (<https://intranet.brenau.edu/writing-center/graduate-writing-services/>). This is a fee-based service that can help with writing, organizing, editing and APA style.

Students may elect to hire an outside editor to provide editorial feedback on their dissertation writing. The student, however, is 100% responsible for all writing in the dissertation and may not use the editor to re-write sections of the dissertation. The editor may point out grammatical mistakes throughout the paper (e.g. identify when there's a noun/pronoun problem, when there's an incomplete sentence, when there's a comma splice, etc.). The first time or couple of times the person makes the mistake in each draft, the editor may suggest ways to fix the problem (e.g., give an example of how to turn the incomplete sentence into a complete sentence). After giving suggestions the first one or two times for each particular error, other similar errors should be brought to the student's attention and the student should take a stab at fixing them. The editor can then provide further help if the student is struggling with how to fix certain errors. This same procedure is involved when the dissertation Chair, Committee Members, and Readers review the student's dissertation.

Authorship

In article publications and poster presentations that arise from a student's dissertation project, the dissertation chair should be listed as an author. Authorship credit should be discussed with the chair prior to publication or presentation. Typically, the dissertation chair will be listed as the last author on

projects that were created entirely by the student(s). If students are working on the dissertation chair's ongoing research project, authorship for publications and presentations should be negotiated before work begins on the presentation or publication. Poster presentations that are done on the student's dissertation as a requirement for completion of the doctoral program will list the dissertation chair as the last author. When students are hired as research assistants on an ongoing project, the lead researcher (usually the faculty member who is leading that research team) is typically the first author for publication and presentations that are not directly from the student's dissertation.

Institutional Review Board (IRB)

The Institutional Review Board (IRB) serves to safeguard individuals serving as research subjects or informants. All students and faculty must obtain approval from the Institutional Review Board before implementing any research. Brenau University IRB application forms can be accessed on the Brenau IRB website.

If the research includes cooperation with any facility external to Brenau University, approval must also be obtained from that facility's IRB. It is the responsibility of the student to determine the manner in which permission is granted by the facility for research and to plan accordingly with the chairperson of the dissertation committee in order to allow time for this approval process. Students must allow adequate time for this approval process. A copy of the approval from the facility's IRB must be submitted to the Brenau University IRB and retained with the research data. ****Students may not submit an IRB proposal until their oral proposal has been approved, and they may not begin collecting data until IRB proposal has been approved. Note: if students are working on an ongoing faculty project, the IRB proposal may have previously been submitted for the faculty member project.**

For more information please visit: <https://intranet.brenau.edu/institutional-review-board/>

VI. Practica & Clinical Training

Overview

During Clinical Psychology Practicums III through VI and Assessments Practicums I and II, students will gain a minimum of 1200 hours of applied clinical experience, involving primarily individual therapy, assessments under the direction of an on-site clinical supervisor as well as a campus supervisor who serves as clinical instructor. These experiences are varied, depending on placement. In all cases, students will have the opportunity to evaluate clients, plan and implement intervention, and reflect on the effectiveness of the intervention. During the practicum, each student will record multiple therapy sessions and will complete written transcripts of portions of those tapes for supervision purposes. Students will also complete a theoretical case conceptualization paper and will orally present this conceptualization to their supervision group. It is recommended for students to utilize Time2track to keep a log of practicum hours that are required for pre-doctoral internship application. The Graduate School maintains a university Time2Track Account.

Practicum Site Placement

Contracting

No student can be placed at a site prior to the establishment of the formal relationship between the University and the practicum site. This requires assurance by the Site Clinical Coordinator that the site can provide proper supervision of the student and that the site can provide the appropriate types and numbers of clients. The Director Clinical Training and Assistant Director of Clinical training are responsible for obtaining the signed contract from the site and for evaluation of the appropriateness of the site.

PsyD Practicum Supervisor Qualifications

Appropriate, competent supervision is required not only for reasons of legal liability, and for the protection of consumers of the services, but is also necessary to help students best develop the needed skills. Supervisors must be licensed psychologists with at least some experience in providing supervision.

Per Georgia guidelines supervision must be in-person (this state law is under review). Clients served must be in-state. No more than 3 students per supervision group.

If there are no appropriate supervisors at a site, but the potential experience at that site is educational and appropriate, it may be acceptable to hire a community or faculty consultant to serve as the supervisor. Supervisors are required to review all products of student work, including recorded therapy sessions, assessment reports and progress notes, with appropriate signatures where needed. Supervisors will also complete an evaluation of the student's performance, and this evaluation will be included in the student's grade. Students are not permitted to change supervisors during the semester without consent from both their site director and the Director of Clinical Training or PsyD Fieldwork Coordinator.

Practicum Guidelines for PsyD and MS-PsyD Placement

Students enrolled in the PsyD program will follow the guidelines below. Students in MS-PsyD program will follow clinical guidelines for MS students but have their supervision guided by licensed psychologists.

Table of Practicum Expectations

Practicum	MS-CCP -Alumni	MS-Psych-PsyD	PsyD – External MS
Clinical/Counseling I	100	100	100 or more
Clinical/Counseling II	150	150	150 or more
Clinical III	200-250	200-250	200-250
Clinical IV	200-250	200-250	200-250
Clinical V	200	200	200
Clinical VI	200	200	200
Assessment I	200	200	200
Assessment II	200	200	200
Supplemental (optional)	(100-200)	(100-200)	(100-200)
Total in Terminal MS	250	0	250 or more
Total in PsyD	1200	1450	1200
Grand Total	1450	1450	>1450

Hours Requirements

Students take a minimum of 200 hours per Therapy Practicum (4 semesters) Assessment practicum (2 semesters). Students may opt to substitute 2 semesters of assessment practica by registering for Specialty Practicum. Students should expect to minimally complete 300 direct hours in intervention (500 preferred) and 50 minimum for assessment (100 preferred) in order to be prepared for pre-doctoral internship. These numbers may vary based on students' preferred internship focus.

If students opt to complete additional hours in one semester, 50 hours may carry over to the next semester. However, students need to keep in mind that total hours, under psychologist supervision is a goal and should consider these hours numbers a minimum. During the 6 semesters of doctoral practicum (PY 933-936, PY807-808, optional PY955), it is required that students will be placed in at least three different sites. The purpose of this is that students will have the opportunity to work with several different populations and on-site supervisors that will provide a diversity of clinical experience.

There are several options for placement for the practicum experiences required of PsyD students. In deciding among the options there are several considerations including: 1) appropriate, approved site that can provide the student with the needed applied experience, 2) student's area of interest and/or declared specialty area, 3) appropriate and qualified supervisors at the placement site, and 4) agreement of the placement site. If multiple students want to complete their placement at the same site, the decision of placement will be based on interviews by the site and faculty judgments about compatibility of the students, the site, and the supervisor. The final placement decision will be made by the psychology faculty with input from the placement site.

Process of Initiating Practicum Placement

Clinical training faculty and students will work together to set up practicum site placements. It is the student's responsibility to research available sites and decide the top three choices for placement. If a student wishes to receive practicum experience at a placement that has not been approved by the

faculty, the student is responsible for providing the PsyD Fieldwork Coordinator with the contact information for that site and to wait for final approval before beginning practicum training. Please note that new site approval is time consuming and may take a semester or more to complete..

Students must identify their top three choices for placement. The PsyD Fieldwork Coordinator overseeing practicum placement will review student preferences and will assist students in matching their interests with the available sites. Students must then contact potential placement sites, schedule and complete interviews, and finalize the placement process.

It is at the site's discretion to offer placements to students. It is the student's responsibility to secure a placement within the contracted sites; it is NOT the Fieldwork Coordinator's responsibility to secure a particular placement for a student. Despite this, if a student has met all the deadlines yet still fails to secure a placement, the Fieldwork Coordinator may be able to assist the student in finding an alternate placement. Once placement is secured, the student is responsible for informing the Fieldwork Coordinator of the placement. Once practicum begins, signatures must be obtained from the on-site supervisor, the student, and the practicum supervisor on the Practicum Approval Form which is then submitted to the practicum site instructor in Canvas.

Practicum Goal Setting for Students

During the initial meeting with the on-site practicum supervisor, student and supervisor will work together to develop a specific list of student goals and objectives. Because students are placed in a variety of clinical settings, which serve a heterogeneous population, it is difficult to provide objectives that are relevant for all settings and students. With that limitation, the following goals provide some examples. It is intended that the student:

1. Receive a general orientation to the range of services, kinds of clients, types of professionals and philosophical outlook of the organization;
2. Become acquainted with and participate in the daily provision of services to clients through observation and then apprenticeship;
3. Experience a rotation through representative service functions to acquire a balanced orientation to clinical services;
4. Provide supervised psychotherapy on an individual basis and, if available, group basis;
5. Psychological testing including administration, scoring and report writing.
6. Maintain records in Time2Track with appropriate supervisor signatures.
7. Exhibit a professional attitude, manner, commitment and attire as expected by the placement site and by the psychology faculty. Students are also expected to manifest care and sensitivity to the client's and placement site's needs.
8. Exhibit ethical behavior in all aspects of work, following ethical guidelines and seeking assistance when needed.

Grading for Practicum Courses

Students will receive a letter grade in PY933-936 and PY807-808. See syllabi for grading criteria. In the case that a student finishes fewer than 80% of the required hours during the semester, the student will receive a grade of "IP" (In Progress). The student must then sign up for (and pay for) the same course again the following semester. This will prohibit the student from signing up for the next course in the

series. For example, if a student receives an IP in PY933 in the summer, the student will have to sign up for PY 933 again in the fall. In the case that a student does not complete all required hours, but the student has completed at least 80% of the required hours, the student will receive a grade of "I" (Incomplete). The student will then be required to complete the remaining hours before the student is given a grade in the course. The hours MUST be completed by the end of the following semester or the incomplete grade will AUTOMATICALLY change to an "F." The student may, though, register for the next course in the series while finishing hours for the incomplete course.

It is required that students will have worked in at least three different sites during their Practicum experiences.

Procedure For Addressing Practicum Site Concerns

A student's placement in practicum as part of an educational program is considered a three-way relationship between the student, the outside agency, and the Brenau program. When an issue arises at a placement student should first attempt to resolve the issue with the placement site supervisor. Students should inform their practicum instructor of issues and seek input on how to resolve them. If these informal resolution steps are not successful the issue must be brought to the clinical practicum instructor the field practicum director for resolution.

In no case should a student quit the practicum/internship without first following the procedure to attempt to resolve the concerns, and in no case should a student quit the practicum/internship site without having written approval to do so from both the practicum/internship course instructor and the field practicum director. Any student who violates this policy relinquishes additional placement opportunities for the remainder of the semester and will be given additional placement opportunities the next semester only after all other students have been successfully placed in sites.

Similarly, if a student is "fired" by a site due to the student not performing clinically, ethically, or professionally at the level expected, the same placement rules apply for finding another placement site.

If the PsyD Fieldwork Coordinator determines that a student needs to be removed from a placement due to problems with the site, then attempts will be made to place the student in another site immediately.

Liability Insurance

Students will, at their own expense, obtain professional liability insurance. This insurance is required for students to participate in clinical training experiences while in the PsyD Program.

Brenau Center for Counseling and Psychological Services

The Brenau Center for Counseling and Psychological Services (BCCPS) is a training site for Master's level student counselors and Doctoral Psychology Trainees enrolled in Brenau University's professional educational programs. There is a BCCPS clinic at both the Gainesville and the Norcross campus. The BCCPS is committed to providing high-quality, low-cost psychotherapy and assessment services by Doctoral Psychology trainees. Services include individual and group psychotherapy for children, adolescents, and adults as well as assessment for routine referrals.

The BCCPS serves the community of Gainesville and the surrounding area as well as the community of Norcross and the surrounding area. Students, alumni, faculty, and staff are also eligible for services at the BCCPS. Students may interview to work there for one or more semesters.

Practicum Work at the BCCPS

Students who would like to work at the BCCPS for Practicum need to do the following:

- Send a letter of interest and resume to the BCCPS Director; two months before fieldwork is to begin
- Schedule an interview with the Director;
- If accepted, attend a three-hour clinical orientation to the Center;
- Be available the same 2-6 hours per week to see clients;
- Attend weekly staff/case consultation meetings;
- Be on call 2-4 hours per week;
- Attend weekly supervision with primary supervisor (this may or may not be on-site); and,
- Attend monthly educational workshops at the BCCPS.

Student Counselors and Psychology Trainees need to be mindful of and adhere to protocol for working at the BCCPS as set forth by the clinic director.

Working at the BCCPS for Student Employment

Those interested in working at the different BCCPS locations as a student employee while studying in the program should reach out to Dr. Marshall Bruner at mbruner@brenau.edu to be added to the list of interested parties. Dr. Bruner reaches out to these students for priority consideration as positions become available.

VII . Appendices

Appendix I: PsyD Student Forms Library

PsyD Student Forms Library	
FORM	USE
<u>S1. PsyD Advisement of Student Progress</u>	Advisement
<u>S2. Professional Development Evaluation Form</u>	Student Evaluation
<u>S3. PsyD Student Program Review</u>	Program Feedback
<u>C1. PsyD Student Evaluation of Practica</u>	Practicum
<u>C2. Student Arrival and Supv. Comm</u>	Practicum
<u>C3. PsyD Student Practicum Evaluation</u>	Practicum
<u>C4. Practicum Readiness Checklist</u>	Practicum
<u>R1 .Dissertation Committee Nomination</u>	Dissertation
<u>R.2 Dissertation Proposal/Defense Evaluation</u>	Dissertation

Appendix II: Policy Guidelines for Students in Doctoral Practica PY933-936 and PY807-808

Transcription:

Students make every effort to find a way to record and must work with practicum leaders to problem solve alternatives. The following are suggested options:

1) Students may, with permission from the practicum leader, construct a transcript that would be a demonstration of using an identified technique, or addressing a common therapy issue. In other works - write a session narrative similar to those in your textbooks that could be used for teaching/demonstration purposes.

2) Students may, with permission from the practicum leader, utilize a case from their own private practice setting for the purpose of the transcription reflection exercise. Students must document permission to record from their client.

3) Students may, with permission, have the client complete a sentence completion test. Student will generate follow-up hypotheses and sample f/u questions they could use to discuss the test. In particular, students should be able to explain their hypotheses and queries.

4) Students may, with permission, choose a published video therapy session. They are to review, answer question prompts from their practicum leader. They will share selected excerpts commenting on the therapist's interventions and what they might do differently.

Note: Brenau IT has confirmed that our Google Platform has a Business Associate Agreement for HIPAA compliance. Google may be utilized for speech to text recording for the purpose of transcription.

Assessments during Psychotherapy Practicum:

- 1) Students are encouraged to use assessment instruments as part of their psychodiagnostic interviews, and treatment tracking when it is deemed useful for the psychotherapy goals.
- 2) During the course of psychotherapy practicum, students may complete assessment cases if the site allows and the student has sufficient preparation/coursework. Students may “bank” up to 50 hours, per semester, of assessment practicum hours towards their Assessment Practicum classes.

Student’s Practice Site for Practicum Hours:

With permission of the practicum supervisor and the Director of Clinical Training (DCT), students may elect to contract with a licensed psychologist to provide supervision for their cases at their current mental health practice. Their current mental health practice would serve as a secondary site (less than 50% of their total hours). Other than the single recording assignment above any such activity requires prior approval. Supervisors at students' primary site may opt to also provide consultation/supervision for these cases, but are not required to do so.

Experience Credit for Supervised Clinical Hours:

935/936 may be waived after successful completion of 933 using post MS supervised hours at the rate of 1 class for 1000 hours/1year supervised experience. Note that supervision by a licensed psychologist is preferred for all clinical experience.

Appendix III: Sample Degree Programs

Direct Admit Undergraduates or Unrelated Graduate Program

Fall Semester 1:

- PY 650 GE Prof. Development I (1) Meets Thursday afternoons- 14 weeks
- PY 602 G1 Human Growth & Development (3) Meets Thursday evenings – 7 weeks
- PY 601 G2 Research Methods (3) meets Thursday evenings- 7 weeks
- PY 600 History & Systems (3) meets Monday mornings- 7 weeks
- PY 704 Clinical Interviewing (3) meets Monday mornings- 7 weeks

Spring Semester 1:

- PY 612 G2 Psychopathology (3) Meets Monday mornings- 7 weeks
- PY 620 G2 Multicultural Counseling (3) Meets Thursday evenings- 7 weeks
- PY 607 G1 Acquired Learned/Basis Behavior (3) Meets Thursday evenings- 7 weeks
- PY 702 G1 Psychometric Theory and Assessments (3) Meets Monday mornings- 7 weeks
- PY 680 GE Library Research (1) Meets on Thursday afternoons-14 weeks

Summer Semester 1:

- PY 612 G1 Theories of Psychotherapy (3) meets Monday mornings- 7 weeks
- PY 700 G2 Professional Ethics (3) meets Monday mornings- 7 weeks
- PY 714 G1 Biobasis of Behavior (3) Meets Thursday evenings-7 weeks
- PY 680 GE Thesis Prep- (1) Thursday afternoons-14 weeks
- PY 705 Assessments I (3) 14 TBD-14 weeks

Fall Semester 2:

- PY 703 G2 Counseling Skills/Relationship (3) Monday mornings-7 weeks
- PY 730 G1 Group Counseling/Dynamics (3) Monday mornings- 7 weeks
- PY 651 Professional Development II (1) Thursday afternoons
- PY 681 GE Thesis I- (3) Thursday afternoons 14 weeks
- PY 706 Assessments II (3) TBD-14 weeks

Spring Semester 2:

- PY 682 Thesis II- (3) Meets Thursday afternoons
- PY 701 G1 Statistics (3)- Meets Thursday evenings-14 weeks
- PY 720 Clinical Counseling Practicum I-(3) TBD 14 weeks
- PY 820 Gender Diversity Course- (3)-TBD 14 weeks

ON THIS TRACK-

Year 1 - 39 Credit Hours

Year 2 - 25 Credit Hours

FOLLOWING YEAR 2, DIRECT ADMITS WILL CONVERGE ON NORMAL MASTER ADMIT TRACK

Classic Post-Masters Entry with Clinically-Trained MS in Psychology*

***Assuming all 34 prerequisites are met**

See program plan for listed prerequisites

Fall Semester 1: 13-16credits

- PY 631 Cognitive Psychology (3)
- PY 810 Advanced Ethics (3)
- PY 705 Cognitive Assessment (3)
- PY 600 History and Systems (3)
- PY 751 Psychology Discipline (1)

- PY 601 Research Methods (if needed) (3)

Spring Semester 1: 12-15 credits

- PY 630 Social Psychology (3)
- PY 704 Clinical Interviewing (3)
- PY 706 Assessments II (3)
- PY 933 Clinical Practicum IV (3)

- PY 701 Statistics (if needed) (3)

Summer Semester 1: 12 credits

- PY 806: Assessments III (3)
- PY 702 Psychometric Theory and Assessments (3)
- PY Elective (3)

- PY 934 Clinical Practicum V (3)

Fall Semester 2: 10 credits

- PY 684 Applied Statistics & Research Methods (3)
- PY 980 Dissertation Prep I (1)
- PY 807 Assessment Practicum I (3)

- PY Elective (3)

Spring Semester 2: 13 credits

- PY 820 Gender/Diversity Course (3)
- PY Elective course (3)
- PY 981 Dissertation Prep II (1)
- PY 808 Assessment Practicum II (3)

- PY 832 Treat of Ch/Adol with Play Therapy (3)

Summer Semester 2: 7 credits

- PY 821 Primary Integrated Healthcare (3)
- PY 982 Dissertation Prep III (1)
- PY Elective course (3) or PY 935 Clinical Practicum V (3) or PY955 Specialty Practicum

Fall Semester 3: 10 credits

- PY 861 Consult, Teach, Sup Lab 1 (1)
- PY 860: Consultation, Teaching & Supervision (3)
- PY Elective course (3) or PY 935 Clinical Practicum V (3) or PY955 Specialty Practicum
- PY 991 Dissertation I (3)
- PY 998 Comps (0)

Spring Semester 3: 10 credits

- PY 862 Consult, Teach, Sup Lab 2 (1)
- PY Elective Course (3) or PY 936 Clinical Practicum V (3) or PY955 Specialty Practicum
- PY 992 Dissertation II (3)

- PY Elective (3)

Summer Semester 3: 0 credits

Fall Semester 4-Summer Semester 4: 9 credits

- PY 999 Internship (9)

6 electives total are required during program, PY955 may be taken 1x for elective credit.

Appendix IV: Faculty Specializations and Fields of Interest

Dr. Altabe - Associate Professor, PsyD Coordinator, Director of Clinical Training

Eating disorders, Body image
Self, Identity, and Culture
Cognitive Therapy, Acceptance and Commitment Therapy
Coping with Chronic Health Conditions

Dr. Battle - Fuller E. Callaway Professorial Chair and Professor of Psychology, Forensic Concentration Leader

Development of Fitness to Drive Evaluation using the Driving Simulator
Program Development of Drinking & Driving, Texting & Driving using the Driving Simulator
VR Treatment of Phobias, Depression
.Trauma/sexual abuse

Dr. Bruner - Assistant Professor of Psychology, Director of the BCCPS-Gainesville, and Assessment Coordinator, Adult Psychotherapy Concentration Leader

Secondary Trauma/Vicarious Traumatization
Psychotherapy and Religion/Spirituality
Anger Management Treatment for Adolescents and Adults.

Dr. Grapenthin - Associate Professor of Psychology, Director of the BCCPS-Norcross, and Play Therapy Center Director, Child/Adolescent Psychotherapy Concentration Leader

Autism, Parenting Stress and Style, Psychological Assessment, Play, and Expressive Therapies
Counseling with Children and families, Attachment Disorders and Styles, Childhood Developmental Disorders

Dr. Hall - Assistant Professor of Psychology: Director of Graduate Internships, Neuropsychology Concentration Lead

Neuropsychology with an Emphasis in Assessment
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Neurodevelopmental Disorders

Neuropsychological Assessment of Traumatic Brain Injury (TBI), Stroke, Seizures. and Alzheimer/Dementia, Brain Injury

Dr. Jackson - Assistant Professor, PsyD Diversity Coordinator

Multiculturalism, African-American Studies
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Family Life, Lifespan Development

Psychology of Spirituality

Dr. Frain - Assistant Professor of Psychology, Assistant Director for BCCPS, PsyD Fieldwork Coordinator

Social justice advocacy

Trauma/sexual assault

Religion/spirituality, Severe mental illness (psychosis, bipolar, etc), Borderline personality disorder/DBT, Sexuality and gender identity
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Dr. Kin - Director of MS Applied Gerontology and Professor of Psychology, Leader of Geropsychology Concentration

Attachment, Eating Disorders, and Resilience
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Alzheimer's Disease and other Dementias

Aging in Place

Psychological Effects of Physical Aspects of Aging
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Dr. Bauman - Graduate Coordinator and Professor of Psychology

Adlerian Psychology

Therapeutic Alliance and Counselor Effectiveness
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Group Counseling and Therapy
