HANDBOOK FOR GRADUATE STUDENTS IN
CLINICAL PSYCHOLOGY

EASTERN KENTUCKY UNIVERSITY

Prepared by:
The Department of Psychology
Eastern Kentucky University
Richmond, Kentucky

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Introduction

This Handbook for Graduate Students in Clinical Psychology is intended to assist you as you pursue your education and to answer many of the common questions concerning the Clinical Psychology Graduate Program at Eastern Kentucky University. The Handbook contains information about administrative and academic policies, curriculum, course work and other academic requirements, and a variety of other topics.

Most of the policies and procedures described in this Handbook apply to students enrolled in the Psychological Services for the Hearing Impaired certification program. Any exceptions and/or additions are described in a separate document.

It is essential that you become familiar with the information contained in the Handbook in order to facilitate your progress in the program. Hopefully, the information presented here will prevent or minimize misunderstandings and inaccurate expectations. Therefore, it will be assumed that every student has read, and is familiar with, the contents of this Handbook.

This Handbook does not replace the EKU Graduate Catalog. Graduate students are expected to be familiar with the information in the Graduate Catalog, particularly the section on General Academic Information. You may obtain a copy of the Graduate Catalog from the Graduate School Office, Student Services Building, Room 310.

Mission Statement

The mission of the Master of Science program in Clinical Psychology is to prepare students for the practice of clinical psychology and to provide a foundation for further graduate study. The program is based on the scientist-practitioner model and offers training in basic psychological principles and theory, general clinical skills, professional ethics and standards of behavior, and research methodology. The curriculum reflects a strong commitment to experiential learning and incorporates extensive opportunities for closely supervised clinical experience. Through course work, and by example, the faculty encourages students to place public interest above guild and personal interests. Graduates are prepared to work with a broad range of client populations in a variety of treatment settings, and to be sophisticated consumers of research. In addition, the program is structured to lay the foundation for doctoral level training.
Educational Learning Objectives Of the Masters Program in Clinical Psychology.

To accomplish the mission, the objectives of the program are that all graduates will develop a substantial understanding of and competence in the following areas:

(1). The breadth of scientific psychology. To achieve this end, the students shall develop a substantial understanding of and competence in the current body of knowledge in the following areas: the biological aspects of behavior; the cognitive and affective aspects of behavior; social aspects of behavior; and research methodology.

(2) The scientific, methodological and theoretical foundations in the substantive areas of clinical psychology. To achieve this end, the students shall develop a substantial understanding of and competence in the current body of knowledge in the following areas: individual differences in behavior; human development; dysfunctional behavior and psychopathology; and professional standards and ethics.

(3) Diagnosing problems through psychological assessment and measurement, and formulating intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall develop a substantial understanding of and competence in the current body of knowledge in the following areas: theories and methods of assessment and diagnosis; effective interventions; and evaluating the efficacy of interventions.

(4) Issues of cultural and individual diversity that are relevant to clinical psychology.

(5) Attitudes essential for life-long learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge.

To accomplish this mission, the objectives of the program are to develop the specific competencies listed below. Also included is the citation of the course which will directly address this objective, and will provide the method of developing the competency.

I. THE BREADTH OF SCIENTIFIC PSYCHOLOGY

Develop a substantial understanding of and competence in the following areas.

A. The biological bases of behavior.
   (Psy-853, Biological Bases of Behavior)
B. The cognitive and affective aspects of behavior  
   (Psy-840, Cognitive Bases of Behavior)

C. The social aspects of behavior.  
   (Psy-837, Social Bases of Behavior)

D. Research methodology.  
   (Psy-820, Statistics and Research Design)

E. Techniques of data analysis.  
   (Psy-846, Behavioral Research Methodology)

II. THE SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS IN THE SUBSTANTIVE AREAS OF CLINICAL PSYCHOLOGY.

   Develop a substantial understanding and competence in the following areas.

   A. Individual differences in behavior.  
      (Psy-847, Topics in Individual Differences)

   B. Human development.  
      (Psy-847, Topics in Individual Differences)

   C. Dysfunctional behavior and psychopathology.  
      (Psy-841, Psychopathology)

   D. Professional standards and ethics.  
      (Psy-826, Professional Concerns)

III. DIAGNOSING PROBLEMS THROUGH PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT AND FORMULATING AND IMPLEMENTING INTERVENTION STRATEGIES (INCLUDING TRAINING IN EMPIRICALLY SUPPORTED PROCEDURES).

   A. Theories and methods of assessment and diagnosis.  
      (Psy-824, Intellectual Assessment).  
      (Psy-825, Personality Assessment).  
      (Psy-827, Topics in Assessment).

   B. Effective interventions.  
      (Psy-850, Psychotherapy and Behavior Change I)  
      (Psy-860, Psychotherapy and Behavior Change II)
(Psy-857, Interventions with Children and Families)
(Psy-843, Practicum).
(Psy-843, Practicum).
(Psy-843, Practicum).
(Psy-899, Internship in Clinical Psychology).

IV. **ISSUES OF CULTURAL AND INDIVIDUAL DIVERSITY THAT ARE RELEVANT TO CLINICAL PSYCHOLOGICAL PRACTICE.**
    (Psy-837, Social Psychology and Cultural Diversity)

V. **ATTITUDES ESSENTIAL FOR LIFE-LONG LEARNING, SCHOLARLY INQUIRY, AND PROFESSIONAL PROBLEM-SOLVING AS PSYCHOLOGISTS IN THE CONTEXT OF AN EVOLVING BODY OF SCIENTIFIC AND PROFESSIONAL KNOWLEDGE.**
    (All coursework is directed toward this objective).
Graduate Education: Faculty Expectations and Student Responsibilities

The faculty believes there are a number of experiences students should have in order to develop professionally and personally. Some of these experiences are embedded in class requirements, others are demands on your time beyond class commitments. Your willingness to accept these expectations is judged by your attitudes and by your actions. The purpose of this section of the handbook is to make clear these expectations. You can then make informed decisions regarding the responsibilities you are undertaking when you enter this program. You will be expected to live up to the tacit contract to fulfill these responsibilities.

First, you are expected to behave in a responsible and assertive manner. This means taking care of your own needs and responsibilities while at the same time being aware of and respecting the needs of others, both your peers and the faculty. This process requires such actions as being aware of and meeting deadlines, taking responsibility for missed classes, fulfilling class and program requirements, helping other students, being involved in the evolution of the program, and respecting the rights of faculty and other students who have their own lives and stresses.

A second expectation concerns your commitment to continued learning. Much of the specific course content you learn in the program will be outdated within five years, or shortly thereafter. There are too many gains being made on too many fronts for any of us, faculty or students, to keep abreast of everything we might want or need to know in every area of clinical practice. We expect you to learn the process of how to learn, i.e., how to know what you need to know, how to find the information, and how to incorporate it into your already existing body of knowledge and skills. You are expected to exit the program with a strong base from which to grow and develop; however, you will have to go beyond the basic program to become competent enough to practice.

Third, you are expected to participate in the program fully. The requirements are not designed capriciously; they each have a purpose and add to your overall development as a professional. You may question the rationale, offer alternatives to gain the same ends, or challenge the need for a particular experience (as long as you do so in a reasonable and responsible manner -- there are vehicles for doing so). However, you should expect to satisfy each and every requirement, regardless of all but the most extenuating circumstances, the same as any other student, before you exit with your degree.

Although we do not expect you to be an optimally self-actualized person (and probably would be concerned if you thought you were), we are here to help students in the program become an effective clinician – not to do in-depth therapy with students in the program. If you have temporary problems, we will be supportive and encourage you to seek help. But, in short, we expect you to be "together" enough to handle the demands of the program and your other life responsibilities.
Professional Behavior and Conduct of M.S. Clinical Students

In order to operationally define the faculty expectations, the following description of professional behavior expected of students in the M.S. Program in Clinical Psychology, the following specific expectations are discussed in more detail below.

Rationale

It is important that students of Psychology recognize the importance of conducting themselves honorably, professionally, and in a manner that reflects the standards of the profession of psychology. They must be sensitive to how they may be perceived by others, including clients, peers and the general public, and the manner in which their conduct, attitudes and personal appearance may shape others’ perception of them and of the profession. Finally, students must understand that their clients must be able to trust them to provide care that meets the standards of the profession.

Policy

The EKU Psychology Graduate School faculty expect that all students will conduct themselves in accordance with the ethical standards of the profession as established by the American Psychological Association (see the Ethical Principles of Psychologists which can be found at: http://www.apa.org/ethics/code2002.html).

Students are advised to read the above referenced ethical code carefully, to consult it whenever questions arise about some aspect of their conduct and to consult faculty for clarification of any part of the document that they do not understand.

Students should take special note of the fact that the ethical code of psychologists includes, but is not restricted to: personal problems and conflicts that may interfere with professional effectiveness, adherence to governmental laws as well as relevant institutional regulations, and behavior that might compromise the fulfillment of professional responsibilities or reduce the public trust in psychology or psychologists.

Review of Professional Behavior and Conduct of Students

Students’ professional behavior and conduct is considered a fundamental aspect of academic performance and, as such, will be reviewed by the faculty each semester. A student’s professional or ethical conduct may be subject to review at other times as matters of concern are brought to the attention of the program coordinator, department chair, or other members of the faculty. At any point in the program, the faculty may determine that a student is not performing adequately in one or more of four general areas of functioning (i.e., academic performance, professional performance, adherence to APA ethical principles and accepted standards of professional responsibility, and interpersonal skills) and elect to recommend that he/she be dismissed from the Graduate School.

Procedures for Confronting Unprofessional or Unethical Conduct

It is the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of
Principle 7g of the *Ethical Principles of Psychologists* which explicitly assigns psychologists the responsibility to monitor peer conduct and confront unethical behavior.

Principle 7g of the Ethical Principles of Psychologists grants the student some latitude in dealing with situations of known or suspected unprofessional or unethical conduct. If the violation is of a minor nature and seems to have resulted from a lack of sensitivity, knowledge or experience, faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the unethical or unprofessional nature of the behavior. Alternatively, the student or faculty may choose to bring the incident to the attention of either the program coordinator or department chair.

**Procedures for Dealing with Formal Charges of Student Misconduct**

Formal allegations of student misconduct will be dealt with by the program coordinator as follows:

1. The student accused of misconduct will be notified of the behavior(s) under question.

2. The program coordinator and an investigative committee consisting of the program coordinator and the student’s committee or program faculty will engage in fact-finding, review and assessment of all evidence supporting the alleged misconduct.

3. Based on the information above and, if necessary, consultation with some or all core faculty, the investigative committee determines the appropriate course of disciplinary action.

4. If there is not sufficient cause, the program coordinator will resolve the matter with the person(s) involved in the allegation.

**Emergency Suspension**

The program coordinator may impose an emergency suspension when a student's behavior constitutes a grave breach of professional ethics, when such behavior places other people’s welfare in jeopardy, or threatens to disrupt the educational process of the department. Students placed on emergency suspension will not be permitted to participate in some or all of the program’s activities, nor will they be allowed to take examinations or submit papers or other course work without written permission from the program coordinator. Emergency suspensions will remain in effect until an investigative committee, consisting of the program coordinator, department chair, and the student’s committee or program faculty recommends another course of action.

**Consequences of Unprofessional or Unethical Conduct**

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for the course. Additional penalties imposed by the investigative committee may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, terminating a graduate assistantship position, or recommending termination of the student from the Graduate School.

Finally, in order to formalize your awareness of the expectations concerning your behavior as a graduate student in the M.S. Program in Clinical Psychology, you are expected to read and sign a copy of the Eastern Kentucky University Psychology Graduate Student Contract detailed in this handbook. This is described in Appendix A.
Department of Psychology Faculty

Don Beal, Ph.D. (Professor, Coordinator of Clinical Training)
    Ph.D.: Texas Tech University, 1978
    Interests: clinical psychology, cognitive behavior therapy, psychology and the law
    Graduate Courses:
        PSY 825 Personality Assessment
        PSY 841 Psychopathology
        PSY 860 Psychotherapy and Behavior Change II
        PSY 843 Practicum
        PSY 899 Internship

Theresa Botts, Ph.D. (Assistant Professor)
    Ph.D.: University of Kentucky, 2001
    Interests: cognitive behavior therapy, working with the juvenile delinquent population
    Graduate Course:
        PSY 850 Psychotherapy and Behavior Change I: Basic Techniques
        PSY 871 Group and Family Therapy
        PSY 843 Practicum

Robert G. Brubaker, Ph.D. (Foundation Professor, Chair, Director, Psychology Clinic)
    Ph.D.: University of South Florida, 1984
    Interests: clinical psychology, behavior therapy, children with conduct problems, parenting,
              deafness and mental health
    Graduate Courses:
        PSY 846 Behavior Therapy
        PSY 843 Practicum
        PSY 845 Seminar in Deafness and Mental Health
        PSY 827 Proseminar in Assessment

Myra Beth Bundy, Ph.D. (Associate Professor)
    Ph.D.: University of South Carolina, 1996
    Interests: clinical psychology, mental retardation, autism, neuropsychological assessment, children and
              families, developmental psychopathology
    Graduate Courses:
        PSY 824 Intellectual Assessment
        PSY 827 Proseminar in Assessment
        PSY 857 Interventions with Children & Families

Catherine A. Clement, Ph.D. (Professor)
    Ph.D.: Clark University, 1986
    Interests: cognitive psychology, concept learning, analogical thinking, metaphor
John Flanagan, Ph.D. (Assistant Professor)
Ph.D.: University of Missouri, 1974
Interests: consumer psychology, behavior modification
Graduate Courses:
   PSY 840 Cognitive Bases of Behavior
   PSY 853 Biological Bases of Behavior

Dan Florell, Ph.D. (Assistant Professor)
Ph.D.: Illinois State University, 2000
Interests: School Psychology

Jonathan Gore, Ph.D. (Assistant Professor)
Interests: Social Psychology

Andrea Hale, Ph.D. (Assistant Professor)
Ph.D.: University of Tennessee, 2004
Interests: School Psychology

Jaime Henning, M.S. (Assistant Professor)
Ph.D.: Texas A&M University (expected)
Interests: I/O psychology, volunteerism, citizenship behavior

Adam Lawson, Ph.D. (Assistant Professor)
Ph.D.: Oklahoma State University, 2001
Interests: cognitive neuroscience, psychophysiology, memory and aging

Rosanne B. Lorden, Ph.D. (Associate Professor)
Ph.D.: University of Georgia, 1986
Interests: experimental psychology, Stroop effect, visual perception, concept formation, decision-making, aging

Dorothy L. Mercer, Ph.D. (Professor)
Ph.D.: Michigan State University, 1986
Interests: clinical/counseling psychology, health and wellness, adult development, victimization, divorce, death, family
Graduate Courses:
   PSY 826 Professional Concerns
   PSY 843 Practicum
Robert Mitchell, Ph.D. (Professor)
    Ph.D.: Clark University, 1987
    Interests: animal behavior: deception, play, cognition

Richard Osbaldiston, Ph.D. (Assistant Professor)
    Ph.D.: University of Missouri, 2004
    Interests: social and personality psychology, quantitative methods, internalization, environmental psychology

Jerry K. Palmer, Ph.D. (Associate Professor)
    Ph.D.: Georgia Institute of Technology, 1999
    Interests: industrial/organizational psychology
    Graduate Courses:
        PSY 790 Tests and Measurements
        PSY 872 Selection and Performance Appraisal
        PSY 874 Organization Change and Development

Rose Perrine, Ph.D. (Professor)
    Ph.D.: University of California, Santa Cruz
    Interests: experimental and developmental psychology
    Graduate Courses:
        PSY 837 Social Psychology and Cultural Diversity

Steffan Pope Wilson, Ph.D. (Associate Professor)
    Ph.D.: University of Georgia, 1997
    Interests: cognitive development
    Graduate Courses:
        PSY 840 Cognitive Bases of Behavior

Matthew P. Winslow, Ph.D. (Associate Professor)
    Ph.D.: University of Minnesota, June 1998
    Interests: social psychology

Dustin Wygant, Ph.D. (Assistant Professor)
    Ph.D.: Kent State University, June 2007.
    Interests: clinical psychology, forensic psychology, MMPI-2 research.
    Graduate Courses:
        PSY-860 Psychotherapy and Behavior Change
        PSY-847 Seminar in Individual Differences
Model Clinical Psychology Curriculum
8/2010

Semester I (Fall)

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<td>PSY 824</td>
<td>Intellectual Assessment</td>
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<tr>
<td>PSY 820</td>
<td>Statistics and Research Design</td>
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<tr>
<td>PSY 826</td>
<td>Professional Concern</td>
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<td>PSY 841</td>
<td>Psychopathology</td>
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<td>PSY 850</td>
<td>Psychotherapy and Behavior Change I: Basic Techniques</td>
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Semester II (Spring)

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<td>PSY 825</td>
<td>Personality Assessment</td>
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<td>PSY 843</td>
<td>Practicum</td>
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<td>PSY 846</td>
<td>Behavioral Research Methods</td>
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<td>PSY 847</td>
<td>Topics in Individual Differences</td>
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Summer Session I

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<td>Proseminar in Assessment</td>
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Summer Session II

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<tr>
<td>PSY 837</td>
<td>Social Psychology and Cultural Diversity</td>
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<td>PSY 840</td>
<td>Cognitive Bases of Behavior</td>
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<tr>
<td>PSY 871</td>
<td>Group and Family Therapy</td>
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Semester IV (Fall)

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<td>PSY 853</td>
<td>Biological Bases of Behavior</td>
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<tr>
<td>PSY 857</td>
<td>Interventions with Children and Families</td>
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<tr>
<td>PSY 860</td>
<td>Psychotherapy and Behavior Change II: Advanced Techniques and Theories</td>
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Semester V (Spring)

<table>
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<th>Course</th>
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<tr>
<td>PSY 890</td>
<td>Master's Thesis or PSY 890 Master's Research Project or Approved Elective</td>
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<td>PSY 899</td>
<td>Internship in Clinical Psychology</td>
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TOTAL 60 hours
Time Line of Significant Events, Activities, and Deadlines

Semester I (Fall)

- remove conditions of admission
- precandidacy evaluation and feedback
- Spring practicum assignments made (complete practicum preference form and return to Coordinator, make arrangements for interviews, letters of recommendation)
- decide whether to do a thesis, Master's Research Project, or graduate elective
- see your advisor to complete a Planned Program form (this form must be on file in the Graduate School office before you can register for Spring classes)
- apply for Spring assistantship
- PGSO election of officers
- complete pre-registration for Spring semester (meet with advisor first)
- complete applications for professional liability insurance and APA Student Affiliate
- attend Psychology Clinic Orientation sessions
- submit portfolio materials to advisor

Semester II (Spring)

- select research supervisor (MRP supervisor or thesis chair) and submit research project/thesis proposal
- candidacy evaluation and admission to candidacy (see advisor for feedback, to select Permanent Graduate Committee, and to see that Admission to Candidacy form is filed with the Graduate School) - complete preregistration for Summer semester
- submit portfolio materials to advisor

Semester III (Summer)

- Fall practicum assignments made
- continue work on research project/thesis
- contact doctoral programs for application materials
- complete preregistration for Fall classes
- develop study plan for comprehensive exams
- begin contacting potential internship sites
- register to retake the GRE if necessary
- send welcoming letter to first year student you are sponsoring

Semester IV (Fall)
- apply for May graduation at the Graduate School office
- prepare for comprehensive exams (typically scheduled for mid October or early November)
- apply for internships (consult with Coordinator), begin in August - September
- complete applications to doctoral programs (early November)
- arrange for letters of recommendation for Doctoral Programs (mid-November)
- continue work on research project/thesis
- submit portfolio materials to advisor – mid-November

Semester V (Spring)
- internship
- check your status with the Graduate School (i.e., have all requirements been completed, have all the necessary forms been filed, are you on the May graduation list)
- complete research project/thesis (check with your advisor on deadlines)
- complete graduate elective (if you did not do a research project or thesis)
- request certification application materials from the State Board
- attend graduation ceremonies
- submit portfolio materials to advisor
Provisional and Probationary Admission

Some students are admitted to the program under one of two special categories: provisional admission or probationary admission. Students are informed of any conditions of admission in the admission letter sent by the Dean of the Graduate School. If you are on provisional or probationary admission status, you should arrange a meeting with your advisor as soon as possible to determine precisely what is necessary for you to gain clear admission. It is your responsibility to remove any conditions of admission within the time frame specified in the Graduate Catalog (see the section on Types of Admission complete details).

According to the Graduate Catalog, provisional admission may be granted when an applicant is unable to supply all of the necessary application materials (e.g. official GRE scores, three letters of recommendation) prior to admission consideration, but who otherwise meets the admission requirements. These materials must be received by the Graduate School by November or the student will not be allowed to enroll for the second semester. If the additional credentials are satisfactory, the student may be granted clear admission; however, provisional admission does not guarantee subsequent clear admission.

Probationary admission may be granted to the applicant who does not meet certain requirements for clear admission but does show promise for successful graduate study (see the Graduate Catalog section on Types of Admission). For example, probationary admission may be granted to a student who lacks prerequisite undergraduate course work, or whose GRE score is below the minimum requirement. According to the Graduate Catalog,

Students must be removed from probationary admission prior to registering for any graduate course work beyond an initial 12 hours. The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate course work with a gradepoint average of at least 3.0 and with no more than one grade (regardless of the number of course credit hours) of "C" or lower.

Other special requirements (e.g. satisfactory completion of prerequisite course work, achieving a minimum score upon retaking the GRE) may be imposed by the Psychology Department. Students on probationary admission status may not hold an assistantship.
Advisor and Permanent Graduate Committee

You will be assigned one of the clinical faculty members as your temporary advisor upon admission to the program. This person will handle all advising responsibilities (e.g. registration, providing feedback from faculty evaluations) until you are admitted to candidacy at the end of your second semester. At this point you will select a permanent graduate committee. The person you select to chair your committee will then serve as your advisor for the remainder of the program.

Permanent Graduate Committee. The permanent graduate committee performs several duties. It plays a particularly important role in comprehensive examinations. The committee reviews your performance on each component of the written exam (which have been assigned scores by the clinical faculty), evaluates your portfolio, and conducts the oral examination. Based on your overall performance, your permanent graduate committee assigns a comprehensive exam grade and makes a recommendation to the graduate school that you be awarded (or not awarded) the Master's degree. This committee is also responsible for prescribing and overseeing remedial work should your performance on the exam be unacceptable. If you have elected to do a thesis, the permanent graduate committee also serves as your thesis committee.

The permanent graduate committee consists of three or four members and is established by the submission of a memo from your advisor to the graduate school when you are admitted to candidacy. The chair of your committee must be a full member of the graduate faculty. If the person you choose to chair your committee is not a full member, he/she may serve as co-chair along with a full member. In addition, at least two of the members must be clinical faculty members. You may also select a faculty member from another department. It is your responsibility to ask faculty members to serve on your committee and to communicate your choices to your advisor.
Evaluation of Student Progress in the Program

There are several mechanisms by which clinical psychology graduate students are evaluated by the faculty. They include course grades, a portfolio, precandidacy evaluation, candidacy evaluation, and the comprehensive examination.

**Grades**

The following grades (and grade points) may be awarded for graduate courses: A (=4), B (=3), C (=2), D (=0), F (=0), I, or IP. Graduate students are expected to earn at least a grade of "B" and to maintain a graduate GPA of 3.00 or above. Graduate students whose graduate GPA falls below 3.00 will be placed on academic probation by the Graduate School. Students on academic probation are not permitted to hold a graduate assistantship. Students who fail to raise their GPA to a 3.00 by the end of the probationary semester will no longer be allowed to enroll in graduate courses without the recommendation of their advisor, the department chair, Dean of the College of Social and Behavioral Sciences, and the Dean of the Graduate School.

In addition to the general requirement of maintaining a 3.00 GPA, clinical psychology graduate students will also be required to earn at least a "B" in a set of core clinical courses. These core courses provide training in basic skills vital to the competent practice of clinical psychology. As a consequence, it is necessary for students to demonstrate a level of proficiency somewhat higher than that commensurate with a grade of "C." Students who fail to earn either an "A" or "B" in these core courses will be required to repeat the course and may be prohibited from enrolling in practicum or internship until the course is successfully completed. The core courses in which a grade of "A" or "B" is required are as follows:

- PSY 824 Intellectual Assessment
- PSY 825 Personality Assessment
- PSY 826 Professional Concerns
- PSY 841 Psychopathology
- PSY 846 Behavior Therapy
- PSY 850 Psychotherapy and Behavior Change I
- PSY 857 Interventions with Children and Families
- PSY 860 Psychotherapy and Behavior Change II
- PSY 871 Group and Family Therapy

**The Portfolio**

Clinical students are required to compile a portfolio comprised of professional and academic work samples, practicum and internship supervisor evaluations, self-evaluations, and a vita. The portfolio is submitted to the faculty for review and evaluation on four occasions during the course of the program. The information in the portfolio will guide faculty decisions regarding precandidacy status and
admission to candidacy, and favorable evaluations of portfolio entries are a prerequisite to sitting for the comprehensive examination and for graduation.

A complete description of the content and process for assembling the portfolio is contained in Appendix L.

**Precandidacy Evaluation**

Near the end of your first full semester in the clinical program, members of the clinical faculty, your instructors, and other interested faculty meet to conduct a precandidacy evaluation. During this evaluation, your progress toward meeting the requirements for admission to candidacy will be reviewed. Academic performance, awareness of (and behavior consistent with) the APA ethical principles and accepted standards of professional responsibility, and interpersonal skill (as it relates to your ability to function as a professional) are the broad areas to be evaluated. Your portfolio entries, along with course grades and faculty observations, are considered. Your advisor will review with you a written summary of the evaluation (see Appendix B). The signed original will be placed in your permanent file. You may request a copy of the summary. You are encouraged to discuss any questions you have about the evaluation with your advisor and with individual faculty members whose comments you may wish clarified.

As a result of the precandidacy evaluation the faculty may determine that your progress in all areas is adequate or they may decide that there are certain deficiencies in your performance. Depending upon the nature and severity of the deficiencies, you may be asked or required to engage in corrective/remedial activities (e.g., discuss/remediate weak academic performance with the course instructor, resolve interpersonal conflicts with classmates or faculty), or you may, in the case of more serious problems, be placed on departmental probation or dismissed from the program. Examples of "more serious problems" include, but are not limited to, violation of ethical standards, academic dishonesty, poor academic performance, evidence of a lack of professional responsibility, and deficits in interpersonal skills that interfere with your ability to function as an effective therapist. If you are placed on probation, you will receive a written statement from your advisor outlining the steps you need to take in order to remove yourself from probation, as well as the consequences of failing to do so within the specified time.

**Candidacy Evaluation**

The candidacy evaluation is typically conducted near the end of your second semester in the program (for full-time students who begin the program in a fall semester). If you are a part-time student, or if you enter the program in the spring semester, the evaluation is conducted after you have completed 24 hours and before your last semester in the program. During this evaluation, members of the clinical faculty, instructors, and other interested faculty will review your portfolio materials and consider three general areas of functioning: academic performance (you must have a graduate GPA of 3.00 or above), awareness of (and behavior consistent with) the APA ethical principles and accepted standards of professional responsibility, and interpersonal skill (as it relates to your ability to function as a professional). As was the case with the precandidacy evaluation, your advisor will review with you a
written summary of the results of the candidacy evaluation (see Appendix A). You may request a copy of the feedback form. The original will be placed in your permanent file.

If your progress in all three areas is adequate, and if you meet the Graduate School requirements (see "Admission to Candidacy" in the Graduate Catalog), the faculty may recommend to the Graduate Dean that you be admitted to candidacy. Admission to candidacy reflects the Department's belief that you are likely to complete the degree program and is a prerequisite to being considered eligible for the master's degree. In addition, you may not sit for the comprehensive examination until you are admitted to candidacy.

If your progress in one or more of the three areas evaluated is inadequate, admission to candidacy may be delayed (in which case you will receive a written statement from your advisor outlining the steps you need to take in order to become eligible for admission, as well as the consequences of failing to do so within the specified time), or you may be dismissed from the program.

**Ongoing Student Evaluation**

In addition to the Precandidacy and Candidacy evaluation, the faculty may determine that a student at any point in the program (including internship) is not performing adequately in one or more of the three general areas of functioning (i.e., academic performance, adherence to APA ethical principles and accepted standards of professional responsibility, and interpersonal skill) and elect to recommend that he/she be dismissed from the Graduate School.

Prior to graduation, students are required to submit the final three entries in their portfolios. Failure to do so may result in a grade of “Incomplete” for the internship and thus delay graduation.
Clinical Psychology Comprehensive Examinations

All students must successfully complete comprehensive written and oral examinations prior to being awarded the Master's degree. The comprehensive exam enables the faculty to determine whether the student has acquired the skills and knowledge base necessary for the competent, effective practice of clinical psychology. Preparation for the exam provides students with an opportunity to integrate what they have learned in classes, in supervision, and at practica, and to identify and fill any gaps in their training.

Format

The comprehensive examination consists of four parts: (1). An essay component; (2). An assessment component; (3). An Objective component; and (4). An oral examination.

1. Essay Component

The essay component consists of a set of questions covering the topics of psychological assessment, therapy/interventions, ethics and professional responsibility, and professional issues. The specific content and format of the question may vary from year to year.

*Psychological Assessment Essays.* Assessment essays are designed to test your knowledge of specific assessment techniques (e.g. the kinds of information they provide, their strengths and weaknesses and limitations, when they are useful and when they are not), your ability to conceptualize the assessment process (e.g., the purpose of psychological assessment, how to construct an assessment battery in order to answer specific questions), your ability to generate and test hypothesis derived from the assessment data, and your ability to make use of the information you obtain from an assessment to diagnose and treat a client.

For example, an assessment essay might present a case history and ask you to identify appropriate assessment instruments and/or an appropriate testing strategy, or to discuss the kinds of test results you might expect to find given what you know about a client. You might be given a set of psychological disorders or problems and be asked to describe key features of the disorder/problem, identify the methods you would use to conduct an assessment, and explain how these methods would lead to the development of a treatment plan. You might also be asked to construct a test battery designed to answer specific questions, or to discuss how you would use the information gathered in an assessment to develop a treatment plan. Assessment questions of a more theoretical nature have also been asked on previous comprehensive exams. For example, you might be asked to compare how practitioners of various theoretical orientations would conceptualize and conduct a psychological assessment.

In order to prepare for the assessment essay, you should, at a minimum, be familiar with the following disorders/problems:
• substance related disorders, e.g., alcohol abuse/dependence
• anxiety disorders (panic disorder, GAD, OCD, phobias)
• autism and related disorders
• borderline personality disorder
• antisocial personality disorder
• oppositional defiant disorder and conduct disorder
• attention-deficit/hyperactivity disorder
• mental retardation
• schizophrenia (all subtypes)
• affective disorders (major depressive disorder, dysthymia, bipolar disorder, cyclothymia)
• suicide risk and danger to others
• emergency/involuntary hospitalization
• post-traumatic stress disorder

To be familiar with these means you should know the diagnostic criteria for each disorder and the key concerns for each problem, the methods/instruments used to assess each disorder/problem, and appropriate treatment recommendations for each.

*Therapy/Intervention Essays.* Therapy essays are designed to assess your ability to conceptualize and plan a course of therapy, your knowledge of specific treatment techniques, your ability to justify on empirical/theoretical grounds your choice of treatment, your knowledge of the therapy outcome literature (including the literature on empirically supported treatment), and your ability to evaluate the effectiveness of your therapeutic efforts (either on an individual or programmatic basis). For example, the therapy essay question(s) often presents a case example (e.g. background information, presenting problem, symptoms, etc., for a fictional client) and asks you to develop a treatment plan (and to justify your treatment choices on theoretical and/or empirical grounds), or it may ask you to compare how therapists of various theoretical orientations (e.g. behavioral, psychodynamic) would conceptualize and/or treat the client.

*Ethics and Professional Responsibility Essays.* Ethics and professional responsibility essays are designed to assess your awareness and understanding of the ethical principles governing the behavior of clinical psychologists, your awareness and understanding of laws relevant to clinical psychologists, and your awareness and understanding of accepted standards of professional responsibility and behavior. You are expected to know and be able to interpret and apply the APA ethical principles. You are also expected to know the laws of the Commonwealth of Kentucky as they pertain to the work of Licensed Psychological Associates and Licensed Psychological Practitioners (e.g. licensure requirements, duty to warn, commitment and guardianship procedures, reporting of child abuse, requirements for supervision, etc.). In the past, ethics/professional responsibility essays have, for example, presented a case study and asked the student to identify any possible violations of ethical principles and to identify what course of action you might take if you were in such a situation or if you became aware of such a
situation, and/or to state any ethical principles or laws that would influence your behavior in the situation.

**General Essays.** General essays address topics relevant to the practice of clinical psychology, but not covered in the other three essay categories. A general essay might ask you to discuss a current professional issue, for example, the use of empirically supported treatments, the strengths and weaknesses of manualized treatments, concerns related to managed care and its impact on the practice of psychology, the role of masters-level practitioners. Or, a general essay might ask you to discuss how you would handle various tasks a practitioner might perform, beyond providing direct services (e.g., design and implement a clinic-, or school, or community-based program to address some issue; design a treatment or psychoeducational program for some specific disorder). A third option for a general essay might be an ethics-assessment, ethics-treatment, or assessment-treatment combination.

2. **Psychological Assessment Component.**

This component of the exam is designed to assess your ability to interpret psychological assessment data and to write a psychological report based on your interpretations. You will be provided with a set of assessment data (e.g., interview/background information, behavioral observations, results of intellectual and objective/projective personality testing) and asked to write a psychological report (typically, the intellectual assessment, personality assessment, and summary and recommendations sections). You will be allowed to make use of any books, notes, or other materials you so desire in preparing your report.

3. **Objective Component:**

The objective component of the exam is to assess the candidate’s mastery of the broad domain of scientific psychology. In accomplishing this task, the candidate will complete an objective examination (multiple-choice format) consisting of approximately 200 multiple-choice questions covering the following ten content areas.

4. Research design and statistics, (Psy-820).
7. Dysfunctional behavior and psychopathology, (Psy-841).
8. Ethics and professional responsibility, (Psy-826).
11. Psychotherapy and Behavior Change II (Psy-860).
4. **Oral Examination.**

The oral examination serves several purposes. It gives your comprehensive examination committee an opportunity to provide you with formal feedback on your performance on the other components of the exam and to communicate to you your grade on the entire exam. The committee will discuss strengths and weaknesses in your performance and, if necessary, ask you to clarify and/or expand upon points made in your essays, report, or work sample. If your work on some component(s) of the exam was inadequate, the committee may pose new questions designed to provide you with an opportunity to demonstrate that your performance was not reflective of your actual knowledge and ability. In the case of a marginal performance, the oral examination enables the committee to gather additional information before deciding on a final grade. If necessary, plans for remedial work are also discussed during the oral exam.

**Schedule**

Components of the comprehensive exam (see description of the components under Format) are normally scheduled over a four- to six-week period during your second Fall semester in the program (if you are a full-time student). You will receive official notification of the written exam schedule through the mail at least two weeks prior to the date of the exam. Oral exams are scheduled approximately two weeks after the written exam and during the interim you will receive preliminary feedback on your performance (e.g. your scores). Your committee chair may ask for your help in arranging a suitable time for the oral exam and you will receive official notification of the time and date of the exam through campus mail.

**Grading**

**Essay Exam.** The essay exams are graded by at least two members of a committee typically comprised of all members of the clinical faculty. Each essay is evaluated by at least two readers who are blind to the student's identity. Each reader independently assigns each essay a score ranging from 1 to 5 (a score of 1 indicating a poor performance, a score of 5 indicating an excellent performance, and a score of 3 indicating a minimally passing response). If both readers score a response as a 3 or above, then the answer is assigned a grade of "pass." If both score a response as a 2.9 or below, then the answer is assigned a grade of "fail". If there is disagreement among the readers as to whether a response is a pass or a fail (that is, if one grader scores a response 3 or above, and the other scores it 2.9 or below), the response is graded by a third reader who serves as a tie-breaker.

The student's grades on each of the essay responses, along with comments from the readers, are forwarded to his/her permanent graduate committee. The committee reviews the student's performance, identifies areas of weakness to be pursued during the oral examination, and, based on the scores assigned by the grading committee and the student's performance during
the oral exam, determines the final grade (pass-fail) on the essay component of the exam. In addition, the committee may require the student to engage in remedial work in one or more of the content areas covered by the essay examination (see below).

Psychological Assessment. The process of grading the psychological reports, as well as the grading scale, is identical to that used to grade the essay questions.

Objective Examination. Scores on the objective portion of the comprehensive exam can range from 0 to 200 points (i.e., each multiple-choice question is worth one point). You will receive a score for each of the 10 subtests (each subtest is approximately 20 items, thus the maximum score on each subtest is 20 points) and an overall score, as well as information on the mean scores and standard deviations for your class. A minimum passing grade on the objective exam will be determined by the departmental evaluation committee for each administration of the test.

Oral Examination. The oral examination is not assigned a grade, however, performance during the oral exam may help the committee reach a decision on a grade for one of the other components of the exam, particularly in the case where performance on one or more of the other components is marginal.

Overall Grade. Your permanent graduate committee is responsible for assigning an overall grade on the comprehensive examination based on your performance on all components of the exam. The decision to pass or fail a student resides entirely with the student's permanent graduate committee. A grade of either "pass" or "fail" will be reported by your committee to the Dean of the Graduate School. (Note: There are several options within each choice, i.e., clear pass, pass with suggested additional study, failure of one or more components of the exam accompanied by one or more required remedial activities. However, failure of any component of the exam results in an overall official grade of "fail."). You must pass the comprehensive exam in order to receive the master's degree. If you fail the exam, you will have one opportunity to retake the exam. The composition of the "retake exam" will be determined by the permanent graduate committee. The retake will be scheduled by your committee for a date no less than 60 days and no more than one year from the date of the first examination. If the comprehensive exam is failed on the second administration, you will not be awarded the Master's degree from Eastern.

In addition to retaking the exam, the committee may require you to undertake specific remedial activities ranging from assigned readings, to additional course work, to completion of an additional practicum as a consequence of failing comps.

Appeals

If you feel you have been treated unfairly by your committee (e.g. you received a failing grade for a performance you believe to be acceptable), you have the right to appeal your grade through the Psychology Department's Academic Practices Committee. It is recommended that all informal
channels of appeal be exhausted prior to appeal to this committee. If you find yourself in this situation, you should contact the chair of the department for further information. Appeal of this committee's decision is available through the University's Graduate Appeals Committee on procedural grounds only.

**Academic Dishonesty**

If you are found to have engaged in any form of academically dishonest behavior in the comprehensive examination process, your committee has the option of assigning you a failing grade on the exam. As with other cases of student failure, this grade may be appealed by the student through the usual university appeals procedure. In addition, academic dishonesty will be viewed as a matter of professional ethics and responsibility. The evidence of dishonest behavior will be forwarded to the rest of faculty, via the department chair, so that they may consider its implications for the student's suitability for the profession. For further information, see the section of this handbook entitled Academic Dishonesty.
Clinical Practicum and Internship

Practicum and internship experiences are core components of the clinical training program. They are intended to provide students with opportunities to apply skills and knowledge acquired in the classroom, and to observe and participate in the day-to-day operation of various mental health agencies. Practica and internship are graded on a "Satisfactory/Unsatisfactory" basis.

Enrollment in practicum and internship requires the approval of the clinical faculty. In order to be eligible for a field placement, the student must demonstrate an appropriate level of professional responsibility, maturity, and clinical competence.

Practicum

Students in the clinical program are required to complete seven credit hours of practicum. As indicated in the Model Program, the field practica are typically completed during the first Spring and second Fall semesters, and involve spending two full working days per week at the practicum site. Examples of typical practicum sites include local comprehensive care centers, public and private psychiatric hospitals, residential treatment facilities for children and adolescents, and employee assistance programs, as well as agencies working with various special populations (e.g., abused women, college students). The intersession practicum (which includes the Summer session) is served in the EKU Psychology Clinic.

Practicum assignments. Practicum assignments are made by the Coordinator of Clinical Training. You should not attempt to arrange a practicum placement on your own. Students are asked to submit preferences for particular types of agencies/populations to the Coordinator. Assignments are made on the basis of student preferences, faculty determination of students' training needs, and the availability of acceptable sites. Students are not permitted to complete more than three credit hours (one semester) at a given site. A student may, however, be allowed to do an internship at the same site where a practicum was completed.

Once an assignment is made, you are responsible for contacting the agency. Some agencies require you to complete application materials and most require an interview prior to officially offering you a practicum position. You must consult with the Coordinator of Clinical Training prior to making contact with the agency.

Supervision. Primary responsibility for supervision of practicum students is assumed by a member of the agency staff. Whenever possible, your supervisor will be a licensed or Certified Psychologist or Psychological Associate. However, the staffing patterns of some agencies are such that this is not always possible. In these cases supervision is provided by an appropriately trained and experienced staff member (as well as by your university supervisor). Your on-site supervisor is expected to orient you to the agency, provide weekly, formal supervision (e.g., one hour per week of individual contact) and be available for consultation and guidance as needed, and, in general, assume
responsibility for providing you with an appropriate training experience. The on-site supervisor will also be asked to evaluate your performance at the end of the semester. A copy of the evaluation form is included in Appendix B. This evaluation will be a major determinant of your grade for the practicum. Your supervisor should review his/her evaluation of your work with you and offer you the opportunity to ask any questions you may have.

Each practicum student will also be assigned a university supervisor, a licensed member of the clinical faculty. Your university supervisor will serve as a liaison between the practicum agency and the University and will assume some of the responsibility for providing case supervision (particularly if your on-site supervisor is not a licensed psychologist). The specific format for the university supervision is determined by individual supervisors. A typical arrangement is to have students meet weekly in a group with other supervisees to present cases they are working with (including assessment data, history, treatment plans, tapes of therapy sessions, etc.), discuss difficult cases and treatment issues, discuss ethical/professional issues encountered on the job, and, when necessary, discuss problems with agency policy, the on-site supervisor, and/or other agency staff members. Some supervisors may require you to complete readings or other assignments as part of the practicum experience.

Your university supervisor will be responsible for the final assignment of your practicum grade. He/she will take into consideration the report from your on-site supervisor, your work in the EKU Psychology Clinic, and your performance in his/her supervision meetings.

Practicum student responsibilities. As a practicum student, you will be representing the Clinical Program, and expected to act accordingly. It is your responsibility to familiarize yourself with the policies and procedures of the agency, and to be sensitive to the rights and needs of all agency staff members. You are expected to act in accordance with the APA ethical principles and accepted standards of professional responsibility and behavior (including appropriate dress and demeanor, promptness, consistent attendance, etc.). If you have any concerns about agency policy or procedures, or about the conduct of an agency employee, discuss them with your university supervisor. If you are dissatisfied with the training you are receiving, it is your responsibility to bring this to the attention of your university and/or on-site supervisor.

You are expected to be present at your practicum site two full working-days a week for the entire semester. The specific hours will be determined by the agency. At the beginning of the semester you should check with your on-site supervisor about the agency’s policy regarding inclement weather (e.g., can you come in late if it snows), and calling in sick (e.g., whom to contact). If you have to miss a day (e.g. over spring break), arrange with him/her to make up the time. It is not appropriate for you to miss practicum in order to study for exams or work on other assignments. You are responsible for arranging reliable transportation to and from the practicum site. You should treat the practicum (the two days on-site as well as the meetings with your university supervisor) as you would any graduate course.

You may be asked to complete a written evaluation of your university supervisor at the end of the semester (see Appendix E).
**Internship**

Students in the clinical program are required to complete an internship. The internship involves a minimum of 16 weeks of full-time, 40 hours per week, work at an appropriate mental health facility, under the direct supervision of a licensed, doctoral-level clinical psychologist. The internship facility and supervisor must be approved by the Coordinator of Clinical Training in consultation with the clinical faculty. Most students complete the internship during their second Spring semester in the program. Although it is not a program requirement, most students secure paid internships.

**Selecting an Internship Site.** Students are responsible for identifying and selecting an internship site under the supervision of the Coordinator of Clinical Training. Typical settings have included community mental health (comprehensive care) centers, psychiatric hospitals, general medical centers, and various specialized treatment facilities in Kentucky and elsewhere. The Coordinator and other faculty members may be able to offer some suggestions about possible internship sites.

Any internship must meet the following minimum requirements:

1. 16 weeks of full-time experience (75% of which must involve direct service to clients) in an agency providing mental health services

2. One hour per week of individual supervision by a doctoral-level licensed psychologist whose primary employment is with the internship agency

3. A range of appropriate training opportunities (e.g. individual/group therapy, assessment, consultation, program development/evaluation, client staffings, continuing education) rather than restricting the intern to a limited number of highly specialized activities (e.g. only intakes, only parent-training groups)

The final decision as to whether a particular internship satisfies these requirements, as well as the decision to specify additional requirements, rests with the Coordinator of Clinical Training in consultation with your permanent graduate committee and other members of the clinical faculty.

You should begin the process of selecting an internship no later than the beginning of the semester prior to the internship semester, earlier if you plan to go out of state or have other specific requirements such as a certain location or a certain type of agency or population. A good strategy is to contact potential sites by telephone and ask that program descriptions and application materials be mailed to you.

Once you have identified one or more potential sites, discuss your choices with the Coordinator of Clinical Training. Applications to agencies that routinely provide high-quality internships for our students may be approved without any further discussion. If you are applying to
agencies not known to the US or agencies providing specialized training (e.g., a spouse abuse shelter). You may be asked to submit a brief, written proposal explaining how the agency will meet the requirements specified above, outlining the specific training opportunities offered by the agency, and providing the name and phone number of the staff member responsible for the internship program.

Once your choice(s) for internship have been approved, it is your responsibility to complete the application process. Depending on the agency, this process may involve one or more interviews, submission of writing samples (such as psychological reports), letters of recommendation, and various other application materials. Be forewarned, the last semester prior to internship tends to be very hectic with comprehensive exams, course work, thesis proposals, etc., so plan carefully in order to allow enough time to complete the application process.

**Supervision.** The on-site supervisor is responsible for providing all clinical supervision during the internship period. You will be assigned a university supervisor, however, this individual (typically the Coordinator of Clinical Training) serves primarily an administrative function. If you encounter any problems during the internship that cannot be handled by your on-site supervisor, you should contact your university supervisor.

**Internship evaluation.** The internship is graded on a "Satisfactory/ Unsatisfactory" basis. Your on-site supervisor will be asked to submit a written evaluation of your performance at the completion of the semester (on a form supplied by the university supervisor, see Appendix D). Your university supervisor will be responsible for assigning your internship grade, based primarily on the evaluation submitted by your on-site supervisor. You should ask your on-site supervisor to review his/her evaluation with you.

**Supplemental Income.** The Psychology Department participates in the Area Health Education System (AHES) program. The AHES program is designed, in part, to encourage health care providers (including psychologists) to work in rural areas of Kentucky. As such, the program provides a stipend to a limited number of clinical graduate students who elect to serve their internship in a rural setting. The stipends are awarded by the Coordinator of Clinical Training. If you are interested in the AHES program, make your interest known to the Coordinator when you begin to search for an internship.
EKU Psychology Clinic

All clinical psychology graduate students, including those attending part-time, are required to work in the Psychology Clinic, a training, research, and service facility operated by the Department of Psychology. Specific clinic responsibilities are described in detail in the Clinic Policies and Procedures Manual. In general, you should expect to be involved with the Clinic throughout your tenure in the program (excluding internship). Advanced students will be expected to carry a case load. Beginning students will be expected to fill a variety of non-direct-service roles. Work in the Clinic is an integral part of the training program and your performance will be considered when determining your practicum grade and when precandidacy and candidacy decisions are made.

All psychology graduate students are responsible for reading and becoming familiar with the Clinic Manual. If you have any questions, please contact the Clinic Director.
Research Opportunities in the Clinical Program

A primary objective of the clinical psychology master's program is to train students to be effective practitioners. Carrying out an independent research project can help meet this objective in several ways. First, completion of a research project will make the student a better-informed consumer of research. Such a project requires that the student become familiar with the resource materials and research methods and issues in his/her field, and helps to sharpen the skills necessary for critically evaluating the research literature. The ability to locate and intelligently digest relevant research can significantly enhance the student's effectiveness as a practitioner. Second, the project will help foster an empirical approach to clinical practice, one which recognizes the importance of demonstrating the efficacy of a particular intervention. The skills and experience acquired in carrying out a research project are directly applicable to the problem of establishing accountability in clinical practice. Third, the project will allow students to develop special expertise in a specific area (e.g. a particular therapy technique, type of disorder, or population), and thereby enhance their effectiveness as clinicians. An additional benefit of research experience is that it strengthens the credentials of those students who anticipate applying to doctoral programs.

If you elect to carry out a research project, you may enroll in either PSY 888 (Master's Research Project) or PSY 890 (Master's Thesis). In either case, you will be responsible for planning, carrying out, and reporting on an empirical research project which makes a meaningful contribution to the literature (e.g. an original study, a theoretically or clinically meaningful replication and extension, a well-controlled single-case design study). In terms of scope and quality, the Master's Research Project (MRP) and the Master's Thesis are equivalent. The two differ in terms of certain administrative procedures and in terms of the format of the final written product. The similarities and differences are noted in the next section.

If you choose not to do either a thesis or a research project, you must complete a 3-hour, graduate level elective. The elective must be approved by your permanent graduate committee. In the past, students have elected one of several courses offered by our department (e.g., Introduction to School Psychology, Seminar in Developmental Psychology), courses offered by other departments at EKU, and courses offered by other universities. This requirement is typically completed during the internship semester and, therefore, may limit your choice of internship sites to those in close proximity to a university.
PSY 862 (Research in Professional Psychology) and the Thesis/MRP

In order to complete the thesis/MRP in a timely manner, it is strongly recommended that you begin work on the project as early in the program as possible. A major requirement of PSY 862 (Research in Professional Psychology) is the preparation of a research proposal. If you have elected either of the research options, you should view your 862 proposal as the basis for your thesis/MRP. Specifically, your 862 proposal should involve a practical, meaningful research project that can actually be carried out within a reasonable time frame. Ideally, the 862 proposal will, with relatively minor modifications, serve as your thesis/MRP proposal. The faculty supervisor you select for your 862 project may also serve as your thesis/MRP supervisor.

Detailed requirements and guidelines for carrying out the thesis/MRP are contained in Appendix K.

Thesis/MRP Supervisor and Committee

Regardless of whether you elect to do a thesis or a MRP, you will need to select a supervisor and a committee. These individuals will provide guidance as you develop and carry out the project, and will be responsible for evaluating your work. The supervisor should be a faculty member who is familiar with your area of interest (see the Faculty section of this Handbook). The supervisor will serve as the chair of your committee.

MRP Committee. A Master's Research Project committee typically consists of three faculty members: your research supervisor and two additional faculty members. In many cases the supervisor will be the same person who supervised the PSY 862 project, however, this is not a requirement, and any Psychology Department faculty member is eligible. The other two members should be selected on the basis of their expertise in your area of interest and their willingness to serve. One of the two committee members may be a faculty member in another department. You should select committee members in consultation with your supervisor who will also chair the committee.

The committee is formally established by the submission of a memo, signed by the members, from you to the department chair (see sample in Appendix F). The memo will be forwarded to your advisor and placed in your permanent file. The committee will be responsible for assisting you in preparing the MRP proposal (which, ideally, will be a matter of polishing, or perhaps revising or extending, the PSY 862 proposal), approving the proposal, providing guidance during the execution of the study, providing structure (e.g. deadlines), evaluating and offering revisions on the written report, conducting the oral defense, and assigning a final grade (pass-fail).

Master's Thesis Committee. The thesis committee is the same as the permanent graduate committee. In other words, the group that you select as your permanent graduate committee will also serve as your thesis committee. The procedures for establishing this committee are
discussed in another section of this handbook. The chair of your permanent graduate committee also serves as your thesis supervisor and, therefore, should be someone familiar with your research area and willing to supervise your project. There are some restrictions on the composition of your permanent graduate committee. The chair must be a full member of the graduate faculty. If the person you wish to supervise your research is not a full member, then he/she may serve as co-chair of your committee along with a full member. In addition, at least two members of your permanent graduate committee must be clinical faculty members. You also have the option of selecting a faculty member from another department to serve on your committee.

Written Report

The final product of both the MRP and the Master's thesis is a written report. This report typically includes a comprehensive review of the literature relevant to your study, a clear statement of the purpose of the study and the hypotheses to be tested, a description of the methodology and results, and a discussion of the results. Although the general content of the report is the same for MRP and the thesis, the format of the paper differs significantly.

**MRP Format.** The MRP report should be typed and conform to the guidelines set forth in the current edition of the Publication Manual of the American Psychological Association. Generally, the report will resemble a manuscript suitable for submission to an APA or similar quality journal, however, your committee may require a more extensive review of the literature, a more detailed presentation of the results, and/or a more complete discussion than would be appropriate for a journal manuscript. In addition, the final report will include an approval page (modeled after the thesis approval page) which includes the title of the paper, the author, and spaces for the signatures of the MRP committee members. Although the length of the report may vary widely, a typical range is between 30 - 40 pages. You will need to provide each committee member with a copy of the report. You will also be required to provide a copy of the final paper to the Psychology Department to be kept on file.

**Thesis Format.** The final draft of your thesis must conform to guidelines set forth by the Graduate School. The guidelines are specified in a thesis handbook available at the Graduate School office. The Graduate School is very particular about format of your paper (e.g. margin widths, location of page numbers, labeling of tables and figures, the rag content of the typing paper, arrangement of the table of contents, etc.) and will not accept papers that fail to conform to the guidelines. Therefore, it is very important that you (or your typist) are familiar with the guidelines and that you consult with your committee chair and the Dean of the Graduate School on any questions regarding the format of the thesis. You will be required to provide copies of your thesis to the committee members, the department, and the Dean of the Graduate School.

Oral Defense

Regardless of whether you do a MRP or a thesis, you will be required to carry out an oral defense of your project. Your presentation should include a brief review of relevant literature,
the hypotheses tested, the methodology employed, the results, and your interpretation of the
results. Committee members, as well as other interested faculty and students, will be present and
may ask you questions concerning the project. The typical defense lasts about an hour.
Immediately after the defense is completed, your committee will meet to discuss any revisions
that need to be made and to determine a grade for your work.

If you are doing a thesis, the oral defense must be scheduled by your committee chair
through the graduate school. The necessary form must be sent to the graduate school office two
weeks before the date of the defense. You should check with your committee chair to see that
the form is filed by the appropriate date. In addition, the defense must be completed no later than
two weeks before the end of the semester in which you plan to graduate.

If you are doing a Master's Research Project, you and your committee chair are
responsible for scheduling the defense. It is not necessary to notify the graduate school.

An important point to keep in mind, regardless of whether you do a thesis or a research
project, is that papers of this type typically require several rewrites. For example, you may give
an initial draft to your committee chair who will probably ask you to make some revisions prior
to distributing the manuscript to other committee members. The committee members may ask
you to make some revisions prior to the defense. Additional revisions may be required after the
defense and, in the case of a thesis, the Dean may ask you to make some changes before he/she
gives final approval. You should anticipate this and allow plenty of time for the revision process
(including time for faculty to read the paper and comment on it, and for the typist to make the
specified changes). Thus, you should not wait until the last minute (e.g. the day before you plan
to graduate, or the day before the two-week deadline for submitting theses to the graduate school)
to give your paper to your committee.

Evaluation of the Thesis/MRP

The thesis and MRP are graded by your committee as either pass or fail. Generally, the
grade is based on the quality of the written report. Criteria include organization, clarity of
writing style, comprehensiveness of the literature review, appropriateness of the design and
statistical analyses, and the extent to which the discussion relates the results of the study to the
original hypotheses and to relevant literature.
Student Grievances

Formal mechanisms for handling specific grievances are outlined in various sections of this Handbook (e.g. Academic Dishonesty, Comprehensive Examinations, Student Evaluation). However, it is possible to resolve many student complaints and concerns on an informal basis. If you have a complaint involving a particular course or instructor (e.g. you disagree with a grade or course requirement) or feel you have been treated unfairly by any member of the faculty, it is entirely appropriate (in fact, you are encouraged) to discuss your concern with the individual involved. If this proves unsatisfactory, you should feel free to discuss the matter in confidence with your advisor, the program coordinator, and/or the department chair. The department chair can also advise you on the appropriate procedures for lodging a formal complaint.

If you have concerns of a more general nature involving, for example, departmental policy or the clinical program, feel free to discuss them with the program coordinator and/or the department chair. We welcome your input.
Academic Dishonesty

Psychology Department Policy

Cases of academic dishonesty among graduate students in psychology will also be viewed as issues of professional ethics and suitability for the profession. As such, they will be considered by the faculty in the broader context of eligibility for the degree.

Guidelines

While the instances of academic dishonesty among graduate students are fortunately few, they have occurred. To address this issue, the Department of Psychology has established these guidelines, consistent with the previously stated policy.

The major purpose of the graduate program is to provide qualified individuals with the academic training and professional preparation in order that they can enter the profession as master's level psychologists. In carrying out this task, the Department has responsibilities to three groups: graduate students, the public (as specified, in part, by state law), and relevant professional organizations (the American Psychological Association and the National Association of School Psychologists).

It is within the context of these departmental obligations that cases of academic dishonesty on the part of graduate students must be viewed. The Department's best estimate of a student's ability to adhere to professional standards is often his or her ability to adhere to standards of academic honesty.

In most instances, cases of academic dishonesty at the undergraduate level are dealt with by the involved faculty member. The decision of the faculty member can be appealed by the student to the Department Academic Practices Committee, which may refer the matter to the University Student Disciplinary Board, under the policies and procedures described in the Eastern Kentucky University Faculty Handbook and the University Handbook for Students. This procedure is effective in most cases of academic dishonesty involving undergraduates. However, it does not address the critical issues relevant to graduate education and professional preparation.

At the graduate level, academic dishonesty is viewed as more than just an academic breach. It is evidence of a failure to conform to ethical standards. Given that the Department has the obligation to protect potential consumers by insuring that its graduates show evidence that they will uphold the ethical standards of the profession, incidents of academic dishonesty will be treated as a matter of professional irresponsibility in addition to being treated as academic breaches requiring disciplinary action. The entire faculty of the Psychology Department may be called on to consider any case of academic dishonesty as a matter that reflects on a student's suitability for the profession, including cases that have been or may be subject to action under the procedures described in the Faculty Handbook and Student Handbook.
Within the domain of academic dishonesty fall such acts as plagiarism of any form, fraudulently obtaining course materials or tests, cheating during in-class exams, and collaborating with or copying from other students while completing out-of-class assignments or take-home tests (unless permission to collaborate is explicitly granted by the instructor). Assisting another student is an offense as well. Moreover, lying, or otherwise attempting to cover up violations will be regarded as a further breach of professional ethics and standards. Professional psychologists are expected to take action to protect the public when they suspect a colleague of unethical behavior. As a student, it is your responsibility to take action if you suspect a fellow student of unethical behavior.

Courses of action. Possible actions by the Department will vary depending upon the individual, the infraction, and the circumstances surrounding the infraction. Options range from a variety of remedial actions in less serious cases, to dismissal from the program in the event of a major violation of standards of academic honesty.

Appeals Procedures. As in other matters involving graduate students, appeals to the Academic Practices Committee and, on procedural grounds, the University Graduate Appeals Committee are available.
Graduate Assistantships

A number of qualified graduate students, typically 11-12, are awarded assistantships. A full assistantship requires approximately 20 hours of work per week and carries a stipend of approximately $5,250 per semester and a waiver of out-of-state tuition. A half assistantship requires approximately 10 hours of work per week and carries half of the stipend and waiver of half of the out-of-state tuition. Graduate assistants are also issued a staff I.D. card entitling them to various perks (including a 10% discount at the campus bookstore).

Most clinical graduate students who are awarded assistantships are assigned to work with one or more Psychology Department faculty members. Departmental assistants typically fill one or more of the following roles: research assistant, teaching assistant, classroom instructor for an introductory psychology course. A more complete description of role of the graduate assistant is included in Appendix G.

Some students are offered assistantships by other departments/offices on campus. Depending on the particular department, duties range from clerical work, to tutoring, to counseling.

Applying for an Assistantship

You can begin the assistantship application process by completing an assistantship application form and submitting it to the Graduate School, specifying the department(s) in which you wish to work. Many students complete this form when they apply for admission to graduate school.

Assistantships in the Psychology Department are typically awarded to students beginning their second semester in the program (e.g., full-time students entering the program in the Fall would receive an assistantship in the Spring). Sometime during your first semester in the program you will be asked by the department chair to indicate your interest in being considered for an assistantship. This information is forwarded to a faculty committee which makes recommendations to the Chair, who in turn makes recommendations to the Dean of the Graduate School. Faculty recommendations to the Chair are based on consideration of students' academic performance, maturity, financial need, professionalism, and progress in the program, as well as faculty needs. In the case of recommending students for teaching the introductory psychology course, ability to teach independently and competently, ability to represent the department appropriately to undergraduates are also taken into consideration. Once assistantships are awarded, the department chair is responsible for assigning students to particular members of the faculty.

The Psychology Department does not usually offer assistantships to students during their first semester in the program. However, if you are interested in having an assistantship during the first semester, you should submit the assistantship application form to the Graduate School.
and make your interest known to the Graduate Dean, the Psychology Department Chair, and the Coordinator of Clinical Training. Other departments/offices on campus frequently have openings for assistants and will contact the Dean and/or the Department Chair in order to identify potential candidates.

Given the limited funding for assistantships, students are typically not supported for more than two semesters.
Extracurricular Professional Activities

Clinical psychology graduate students are expected to participate in a variety of extracurricular activities designed to demonstrate a serious commitment to the profession and to foster professional development. Such activities include, but are not limited to, attendance at departmental colloquia, membership in appropriate professional organizations (e.g., American Psychological Association, Northamerican Association of Masters in Psychology, Kentucky Association of Masters in Psychology), attendance at conventions, attendance at outside seminars and workshops, and active participation in the Psychology Graduate Student Organization (PGSO, see below). Although financial constraints place limitations on the degree of participation in some of these activities (e.g., convention attendance), most are available at minimal or no cost. Participation in extracurricular professional activities is an important component of your graduate training and you should view it as such. It also establishes a pattern for your future professional growth.

Psychology Graduate Student Organization (PGSO)

All graduate students in the Psychology Department are automatically members of the PGSO. The organization was founded by graduate students in order to provide a forum for discussing common concerns and to foster mutual support. PGSO also appoints representatives to various departmental committees: Colloquium, Graduate Curriculum, Ethics, and Academic Practices Committees) as a means of providing student input into departmental policy and operations. There are no membership dues for the PGSO. Officers are elected during the Fall semester.
Licensure/Certification

The Kentucky Legislature recently passed a bill that created a new credential for master’s level psychologists. Beginning on July 1st, 2001, qualified individuals may apply for the Licensed Psychological Practitioner (LPP) credential. The LPP credential allows for autonomous functioning (independent practice) after completing the following requirements: five years of practice supervised by licensed psychologists (doctoral level), passing the EPPP (the national psychology exam) at the 70% level, and passing an oral exam administered by the Kentucky State Board of Psychology. The details of the Licensure process are available with the Kentucky Board of Examiners of Psychology, P. O. Box 1360, Frankfort, KY 40602. Contact the Coordinator of Clinical Training for additional information.
Doctoral Programs

Although the M.S. degree in clinical psychology at EKU is a terminal degree, a number of our graduates have gone on to doctoral programs (Ph.D. and Psy.D.) in both clinical and counseling psychology. If you are considering pursuing the doctoral degree, there are several steps you should take. Since doctoral programs, particularly Ph.D. programs, are research-oriented, you should strongly consider completion of a Master's Thesis and, if possible, become involved in a faculty member's research program. These activities demonstrate your interest in research and probably enhance your chances for admission. If your GRE scores are marginal (Verbal + Quantitative total less than 1200), you should plan to retake the exam. Several review texts and courses are available and it is to your advantage to study before the retake. You should also consult the APA Guide to Graduate Study in Psychology (a copy is available in the Department office and in the Reserve Room of the EKU Library) and discuss your plans with your advisor and other faculty members. They may be able to help you realistically evaluate your chances for admission and suggest programs where you might apply (e.g. programs that have taken our graduates in the past, programs that have been willing to accept transfer courses from the Master's program).

Admission to clinical and counseling psychology doctoral programs is very competitive. You should plan on applying to seven to twelve programs (one or two "ideal" programs and several others which may be more competitive and several where EKU students have successful track records for admission). Contact schools for application materials early -- the summer break following your first year is a good time to get this done. Application forms are typically lengthy and many require you to write statements of professional goals and/or interests. You will also need adequate time to request graduate and undergraduate transcripts, GRE score reports, and letters of recommendation. Deadlines for submitting application materials range from mid-December to early February.
APPENDIX A

Eastern Kentucky University Psychology Graduate Student Contract

This contract outlines the expectations that all students must meet in order to successfully complete the Master’s Program in Psychology at Eastern Kentucky University. Students are required to be familiar with these procedures whenever providing psychological services of any kind. In addition to these professional policies, students are expected to meet additional program requirements as described by each individual program handbook and the Graduate Catalogue. Students who do not meet these requirements can be formally dismissed from a graduate assistantship and/or the program. The purpose of this contract is to ensure that all students are informed of the program and assistantship dismissal policies at the onset and also to inform students of their due process rights.

Any member of the student body who violates the University’s standards of conduct shall be subject to appropriate disciplinary action up to and including suspension and/or termination. In addition to disciplinary sanctions, students may face prosecution and imprisonment under federal and/or state laws which make such acts felony or misdemeanor crimes. The specifically defined standards of conduct, the disciplinary procedures, and possible sanctions appear in the Student Handbook. Students are responsible for learning about all university, college, school, and program policies regarding disciplinary action. Academic disciplinary action occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of disciplinary action is under the jurisdiction of the program and may result in a recommendation of the student’s dismissal from a graduate assistantship and/or the Graduate School. Although students are allowed due process, court decisions at the state and federal level have determined trained faculty have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

Understanding Course Expectations and the Program Handbook. Students are expected to read in detail the program handbook and ask questions if necessary. Additionally, students are expected to completely review their course syllabi and refer to it when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the EKU Graduate School Catalogue that can be obtained from the Graduate School web site.

Quality of Services Provided. Even though you are a student in training, the children, families, teachers, and organizations you will be working with still deserve high quality services. If your performance at any point in the program does not progress adequately or is severely lacking, you may be asked to retake coursework, leave a practicum/internship site, leave a graduate assistantship position, and/or leave the program. The psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty
also act as gatekeepers for the field of psychology and in this role, must guarantee the welfare of those individuals receiving services from graduates of this program. “Above all else, do no harm” is an ethical philosophy that all students must follow. Therefore, students should never practice beyond their level of training or outside of their scope of training. Additionally, students are always responsible for obtaining the necessary supervision when providing psychological services. Students are encouraged to be intimately familiar with ethical guidelines and standards of practice, and are responsible for asking questions when unsure about these principles.

**Professional Judgment.** This document attempts to address the main professional issues that may arise while you are a student in the psychology program; however, all possible professional issues cannot be specifically addressed in the coursework. If at any time you are unsure about how to respond professionally in a given situation, please obtain the appropriate supervision from your advisor, instructor for the course, or your site supervisor. You are ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only performance in practica and internship, but also performance (behavioral and academic) in course work, graduate assistantships, and at other times while representing the psychology program. Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are continually being observed regarding their professional behavior and potential for effective practice in the field.

**Sensitivity to Diversity.** While working with clients and colleagues, you must pay attention to the influence of various diversity dynamics on the services you will be providing. Also, all of your interactions with others (other students, other professionals at your sites, and clients) should be respectful and sensitive to issues of diversity. Be sure to use non-sexist and non-racist language as outlined in the APA Publication Manual.

**Confidentiality.** One of the most important aspects of professionalism in human services is maintaining confidentiality. Different confidentiality issues will need to be observed during your work in schools, community agencies, and other organizations. Your site supervisor will inform you of policies relevant to the work you will be doing. You may not discuss any aspect of your cases with individuals who are not at your site unless given permission to do so. Your site supervisor will inform you as to the appropriate procedures for handling case materials away from your site, and you are responsible for understanding and following these procedures.

**Working with Other Professionals.** One aspect of professional training involves developing appropriate skills in working with other professionals. Your interactions with others should be completely respectful and professional. You should become knowledgeable regarding the roles played by other professionals, and respect their job responsibilities and authority. If you feel that another individual is violating professional ethics or acting in inappropriate ways, please address this with your site supervisor or any faculty member before sharing this information elsewhere.
Thesis Project: Students may complete a thesis during their graduate training. These program requirements are very time intensive and require a positive working relationship between student and faculty. Students are encouraged to ask questions of their advisors regarding faculty expectations and the necessary tasks that must be completed in order to successfully defend a thesis.

Additionally, students are expected to be aware of all university or college deadlines related to their thesis. Students and faculty are also highly encouraged to complete a written contract that clearly spells out the responsibilities of both parties and a tentative timeline for completion of the project. Ultimately, the student must take ownership over their thesis and is responsible for completion of the project. However, if a student feels that she/he is not receiving the guidance they need from their faculty member, they are encouraged to speak with their program coordinator or another psychology faculty to create options for handling the conflict.

Internship: Students are expected to be aware of all deadlines and administrative tasks related to the master’s or specialist’s internship. These procedures will be provided in writing for students; however, if a student has any question or concern, she/he should address this with the internship coordinator. Students can be withheld from internship if they have not successfully completed all procedures related to internship.

Program Procedures:

• **Grievance Procedures.** When experiencing difficulty with another student, faculty, or university employee, students are encouraged strongly to address these conflicts with that individual directly. In the event that this approach is not effective or a serious fear of retribution exists, students should feel free to discuss the matter in confidence with their advisor, the program coordinator, and/or the department chair. The department chair can also advise you on the appropriate procedures for lodging a formal complaint. Depending on the nature of the conflict and the nature of the relationship of the individuals involved in the conflict, different procedures may need to be implemented.

• **Grade Appeals:** (From the Graduate Catalogue) If a student believes that the final grade assigned in a course is unjustified, that student should consult the instructor, seeking a satisfactory explanation. If, after doing so, the student still feels that the grade is unjustified, the student may appeal the grade, in writing, to the department chair. Refer to the University Handbook for Students for complete policy concerning grade appeals.

• **Violations of Ethics or Professional Standards.** If professional ethics or standards are violated or if any part of this contract is violated, consequences will be given depending on the severity, nature, and frequency of the violation. These consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from a practicum or internship site and failing the class, removal from a graduate assistantship position, and/or removal from the program.
• **Academic Misconduct:** Academic misconduct relates to behavior on the part of students and faculty. Violations of academic misconduct will be dealt with using the procedures set forth by the University. These procedures can be found in the *University Handbook for Students*. All students are expected to be familiar with these procedures and what constitutes academic misconduct.

• **Evaluation:** Students will receive written feedback each semester regarding their performance in the program. Please refer to your program handbook regarding the semester evaluation procedures. This evaluation process has been created in order to meet the right of each student for due process. Due process only obligates the faculty to inform the student of her/his difficulties in the program and have the student respond to this feedback before any official decision is made.

• **Termination Procedures:** Formal termination procedures have been developed by the Graduate School. Students are expected to be aware of these procedures. Students can be recommended for termination from the program for several different reasons. First, as gatekeepers for the field, each member of the psychology faculty is required to restrict the practice of psychology to any individual who has demonstrated unprofessional and/or unethical behavior. Second, students who do not maintain an appropriate GPA or who are unable to demonstrate sufficient skills and knowledge on program requirements will be recommended for dismissal.

Policies related to Field-Based Experience:

• **Following Site Policies:** Students need to be especially aware of and sensitive to the policies of each site so as not to violate the expectations of the organization. If you are unclear about the relevant policies, please check with your site supervisor. Each site has different policies regarding meeting client’s off site (e.g., in their home). Do not meet with clients off site unless you have permission from the site supervisor or instructor for the course.

• **Making Appointments:** Students are expected to be punctual for all meetings including supervision. A pattern of tardiness to meetings or other obligations such as completion of reports can result in a reduction of points in a grade or dismissal from a class. Only under extreme circumstances should you miss appointments of any kind, and if you do need to miss an appointment, it becomes your responsibility to reschedule the appointment in a timely manner.

• **Problems with Site Supervisor:** If you have a problem with any site supervisor, please address these problems directly with that supervisor. Developing conflict management skills with persons in authority is an essential professional skill. However, if you do not feel that the conflict can be resolved, please see the appropriate faculty member in order to discuss options.
• **Appropriate dress:** You are expected to be aware of the expectations of dress for each site. Please discuss appropriate dress with each site supervisor and when unsure about the expectations, please err on the side of dressing conservatively and professionally.

This document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here.

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APPENDIX B

GRADUATE STUDENT EVALUATION FORM

Part I is to be completed by the advisor two weeks prior to departmental precandidacy and candidacy meetings and distributed to all faculty. Faculty who wish to comment on students should do so in writing and in time for the advisor to assemble comments for distribution to faculty prior to the departmental meeting.

Student

Program ___________ Advisor

GRE: V ____ Q ____ ANLYT ____ ADV

ADMISSION CONDITIONS: ____________ CLEARED:

Academic performance to date (Including grades at this point in the current semester)

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A. Faculty comments on strengths and areas to be improved relevant to professional functioning.

(Note to students: You are encouraged to see the identified faculty member if there are any comments about which you wish additional clarification, ideas for remediation, etc.)

Comments of Individual Faculty, with names:

B. Departmental decision on precandidacy.

C. Advisor summary and recommendations for remediation of any problems.

I have reviewed this evaluation.

Student Signature ________________ Date:
CANDIDACY FEEDBACK

A. Faculty comments on strengths and areas to be improved relevant to professional functioning.

(Note to students: You are encouraged to see the identified faculty member if there are any comments about which you wish additional clarification, ideas for remediation, etc.)

Comments of Individual Faculty, with names:

B. Departmental decision on candidacy.

C. Advisor summary and recommendations for remediation of any problems.

I have reviewed this evaluation.

Student Signature _____________ Date:
APPENDIX C

Clinical Psychology Graduate Student Practicum Evaluation Form

Student Name: ___________________________ Dates of practicum: ___________________________

Practicum Site: ___________________________ Supervisor: ___________________________

Rating scale

NA = Not Applicable or not enough information to form a judgment
1 = Far Below Expectations—needs much improvement
2 = Below Expectations—needs some improvements meet standards
3 = Acceptable—meets basic standards for practicum level
4 = Above Expectations—performs above average for practicum level
5 = Far Above Expectations—performs well beyond average for practicum level

I. Basic Work Requirements

Arrives on time consistently .................................................................NA 1 2 3 4 5
Uses time effectively .................................................................NA 1 2 3 4 5
Informs supervisor and makes arrangements for absences .......................NA 1 2 3 4 5
Reliably completes requested or assigned tasks on time ............................NA 1 2 3 4 5
Completes required total number of hours or days on site ...............................NA 1 2 3 4 5
Is responsive to norms about clothing, language, etc., on site ...............NA 1 2 3 4 5

Comments/Suggestions for improvement

II. Personal and Professional Characteristics

Objectivity in addressing problems ........................................NA 1 2 3 4 5
Weighing of evidence before making judgments ......................................NA 1 2 3 4 5
Willingness to accept responsibility for actions ....................................NA 1 2 3 4 5
Respect for opinions and beliefs of others ........................................NA 1 2 3 4 5
Willingness to assume appropriate responsibilities ..................................NA 1 2 3 4 5
Tact and discretion in relationships with others .....................................NA 1 2 3 4 5

Comments/Suggestions for improvement:
III. Ethical Awareness and Conduct

Knowledge of general ethical guidelines ............................................................. NA 1 2 3 4 5
Demonstrates awareness and sensitivity to ethical issues .......................................... NA 1 2 3 4 5
Personal behavior is consistent with ethical guidelines ........................................... NA 1 2 3 4 5
Consults with others about ethical issues if necessary ............................................. NA 1 2 3 4 5

Comments/Suggestions for improvement

IV. Knowledge and learning

A. Client Population
Knowledge of client population at beginning of practicum ........................................ NA 1 2 3 4 5
Knowledge of client population at end of practicum ................................................ NA 1 2 3 4 5
Knowledge of diagnostic/nosological issues ............................................................. NA 1 2 3 4 5

B. Treatment approaches
Knowledge of treatment approaches at beginning of practicum ..................................... NA 1 2 3 4 5
Knowledge of treatment approaches at end of practicum ............................................ NA 1 2 3 4 5
Knowledge of basic interviewing skills, including initiating and terminating
the session ....................................................................................................................... NA 1 2 3 4 5
Ability to engage in appropriate goal setting with clients ............................................. NA 1 2 3 4 5
Knowledge of theoretical model(s) for treatment ...................................................... NA 1 2 3 4 5
Ability to generate hypotheses regarding client behavior and dynamics .................... NA 1 2 3 4 5

C. Treatment Setting
Knowledge of treatment setting at beginning of practicum ......................................... NA 1 2 3 4 5
Knowledge of treatment setting at end of practicum ................................................ NA 1 2 3 4 5

D. Assessment Issues
Knowledge of assessment issues at beginning of practicum .......................................... NA 1 2 3 4 5
Knowledge of assessment issues at the end of practicum ............................................ NA 1 2 3 4 5
Ability to coordinate psychological tests with referral questions ................................ NA 1 2 3 4 5
Ability to integrate data from different sources into a clear and coherent report .......... NA 1 2 3 4 5
Knowledge of advantages and limitations of particular instruments ........................ NA 1 2 3 4 5
Ability to work effectively with clients in both giving tests and providing feedback ...... NA 1 2 3 4 5

Comments/Suggestions for improvement

V. Use of Supervision

Actively seeks supervision when necessary ............................................................... NA 1 2 3 4 5
Receptive to feedback and suggestions from supervisor ............................................. NA 1 2 3 4 5
Understands information communicated in supervision ............................................ NA 1 2 3 4 5
Successfully implements suggestions from supervisor .............................................. NA 1 2 3 4 5
Aware of areas that need improvement ..................................................................... NA 1 2 3 4 5
Willingness to explore personal strengths and weaknesses ....................................... NA 1 2 3 4 5

Comments/Suggestions for improvement
VI. Interactions with Clients

Appears comfortable interacting with clients ................................................................. NA 1 2 3 4 5
Initiates interactions with clients ..................................................................................... NA 1 2 3 4 5
Communicates effectively with clients ............................................................................... NA 1 2 3 4 5
Builds rapport and respect with clients ............................................................................ NA 1 2 3 4 5
Is sensitive and responsive to clients needs ..................................................................... NA 1 2 3 4 5
Is sensitive to cultural differences .................................................................................... NA 1 2 3 4 5
Is sensitive to issues of gender differences ..................................................................... NA 1 2 3 4 5

Comments/Suggestions for improvement

VII. Interactions with Coworkers

Appears comfortable interacting with other staff members ............................................. NA 1 2 3 4 5
Initiates interactions with staff ......................................................................................... NA 1 2 3 4 5
Communicates effectively with staff ................................................................................ NA 1 2 3 4 5
Effectively conveys information and expresses own opinions ...................................... NA 1 2 3 4 5
Effectively receives information and opinions from others ........................................... NA 1 2 3 4 5

Comments/Suggestions for improvement

VIII. Work Products

Reliably and accurately keeps records, including case notes ........................................ NA 1 2 3 4 5
Written or verbal reports are accurate and factually correct .......................................... NA 1 2 3 4 5
Written or verbal reports are presented in professional manner .................................... NA 1 2 3 4 5
Reports are clinically or administratively useful .............................................................. NA 1 2 3 4 5

Comments/Suggestions for improvement

SIGNATURE OF PRACTICUM STUDENT, DATE  ____________________________________________________________________
SIGNATURE OF SUPERVISOR, DATE  ____________________________________________________________________

Return to: Clinical Psychology Coordinator
127 Cammack Bldg.
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY  40475-3102
APPENDIX D
Eastern Kentucky University
Department of Psychology
Psychology Graduate Student Internship Evaluation Form

Student Name: _______________________________________ Dates of internship: ______________________
Internship Site: _______________________________________ Supervisor: ____________________________

Rating scale

NA = Not Applicable or not enough information to form a judgment
1 = Far Below Expectations-needs much improvement
2 = Below Expectations-needs some improvements meet standards
3 = Acceptable-meets basic standards for internship level
4 = Above Expectations-performs above average for internship level
5 = Far Above Expectations-performs well beyond average for internship level

I. Basic Work Requirements

Arrives on time consistently ................................................................. NA 1 2 3 4 5
Uses time effectively ........................................................................ NA 1 2 3 4 5
Informs supervisor and makes arrangements for absences .................. NA 1 2 3 4 5
Reliably completes requested or assigned tasks on time ...................... NA 1 2 3 4 5
Completes required total number of hours or days on site .................... NA 1 2 3 4 5
Is responsive to norms about clothing, language, etc., on site ............... NA 1 2 3 4 5

Comments/Suggestions for improvement:

II. Ethical Awareness and Conduct

Knowledge of general ethical guidelines ............................................. NA 1 2 3 4 5
Demonstrates awareness and sensitivity to ethical issues .................... NA 1 2 3 4 5
Personal behavior is consistent with ethical guidelines ...................... NA 1 2 3 4 5
Consults with others about ethical issues if necessary ......................... NA 1 2 3 4 5

Comments/Suggestions for improvement:

III. Knowledge and learning

A. Client Population
Knowledge of client population at beginning of internship .................. NA 1 2 3 4 5
Knowledge of client population at end of internship ........................... NA 1 2 3 4 5
Knowledge of diagnostic/nosological issues ...................................... NA 1 2 3 4 5
B. Treatment approaches
Knowledge of treatment approaches at beginning of internship NA 1 2 3 4 5
Knowledge of treatment approaches at end of internship NA 1 2 3 4 5
Knowledge of basic interviewing skills, including initiating and terminating the session NA 1 2 3 4 5
Ability to engage in appropriate goal setting with clients NA 1 2 3 4 5
Knowledge of theoretical model(s) for treatment NA 1 2 3 4 5
Ability to generate hypotheses regarding client behavior and dynamics NA 1 2 3 4 5

C. Treatment Setting
Knowledge of treatment setting at beginning of internship NA 1 2 3 4 5
Knowledge of treatment setting at end of internship NA 1 2 3 4 5

D. Assessment Issues
Knowledge of assessment issues at beginning of internship NA 1 2 3 4 5
Knowledge of assessment issues at the end of internship NA 1 2 3 4 5
Ability to coordinate psychological tests with referral questions NA 1 2 3 4 5
Ability to integrate data from different sources into a clear and coherent report NA 1 2 3 4 5
Knowledge of advantages and limitations of particular instruments NA 1 2 3 4 5
Ability to work effectively with clients in both giving tests and providing feedback NA 1 2 3 4 5

Comments/Suggestions for improvement:

IV. Use of Supervision
Actively seeks supervision when necessary NA 1 2 3 4 5
Receptive to feedback and suggestions from supervisor NA 1 2 3 4 5
Understands information communicated in supervision NA 1 2 3 4 5
Successfully implements suggestions from supervisor NA 1 2 3 4 5
Aware of areas that need improvement NA 1 2 3 4 5
Willingness to explore personal strengths and weaknesses NA 1 2 3 4 5

Comments/Suggestions for improvement:

V. Interactions with Clients
Appears comfortable interacting with clients NA 1 2 3 4 5
Initiates interactions with clients NA 1 2 3 4 5
Communicates effectively with clients NA 1 2 3 4 5
Builds rapport and respect with clients NA 1 2 3 4 5
Is sensitive and responsive to clients needs NA 1 2 3 4 5
Is sensitive to cultural differences NA 1 2 3 4 5
Is sensitive to issues of gender differences NA 1 2 3 4 5
Comments//Suggestions for improvement:

VI. Interactions with Coworkers

Appears comfortable interacting with other staff members........................................NA 1 2 3 4 5
Initiates interactions with staff.................................................................................NA 1 2 3 4 5
Communicates effectively with staff .......................................................................NA 1 2 3 4 5
Effectively conveys information and expresses own opinions...............................NA 1 2 3 4 5
Effectively receives information and opinions from others.....................................NA 1 2 3 4 5
Comments//Suggestions for improvement:

VII. Work Products

Reliably and accurately keeps records, including case notes.....................................NA 1 2 3 4 5
Written or verbal reports are accurate and factually correct..................................NA 1 2 3 4 5
Written or verbal reports are presented in professional manner.............................NA 1 2 3 4 5
Reports are clinically or administratively useful.......................................................NA 1 2 3 4 5
Comments:

General Comments:

___________________________________________
SIGNATURE OF INTERNSHIP STUDENT, DATE

_____________________________________________
SIGNATURE OF SUPERVISOR, DATE

55
APPENDIX E

Please fill out the following evaluation/feedback form for PSY 843, 898, or 899. All responses will be anonymous, and will be typed prior to being seen by faculty.

Evaluation of University-Based Supervisor Date ______________

Field Experience: Practicum: 1st semester ______ 2nd semester ______ Internship ______

Program: Clinical _________________ School ____________

Supervisor: ________________________________

A. Frequency of Contact

1. How frequently did you meet on campus with your university supervisor?
   once a week _____ once every two weeks ______ once a month ______
   once during the semester ______ never _____

2. How frequently did your university supervisor meet you on-site?
   once a week _____ once every two weeks ______ once a month ______
   once during the semester ______ never _____

3. Should any changes be made in the frequency, duration, or timing with which your university supervisor meets with you?

4. How frequently did your university supervisor meet with your on-site supervisor?
   once a week _____ once every two weeks ______ once a month ______
   once during the semester ______ never _____

B. Content of Supervision

5. Did your supervisor review specific cases with you?
   yes ______ no ______

6. Did your supervisor discuss general professional issues regarding your placement site with you?
   yes ______ no ______

7. Comment on your satisfaction and any changes you think should be made in the way your supervisor discusses individual or general issues with you.

8. Did your supervisor provide you with information resources (such as readings) when needed? Comment on your satisfaction and any changes in this area.

   (See other side)
9. Did your supervisor make suggestions to you regarding alternative change methods, strategies, and targets in addition to the methods you were using? Comment on your satisfaction and any need for changes in this area.

10. Did your supervisor provide you with feedback on your professional performance? Comment [as above] on the need for changes in this area.

11. Please give your overall evaluation on the quality of supervision by your faculty supervisor.

12. Please give your overall evaluation of your practicum experience and on-site supervisor.
TO: Dr. Robert Brubaker

FROM: ________________________________

RE: Master's Research Project Committee

DATE:

The following faculty have agreed to serve as members of my MRP committee.

____________________________________ (Chair)

____________________________________

____________________________________

____________________________________
APPENDIX G

TO: Graduate Assistants

FROM: ______________________________________

RE: Role of Graduate Assistant

DATE:

The purpose of this memo is to attempt to clarify the role of the graduate assistant in the Department of Psychology.

Above all, I would like to stress my desire that you become a member of the departmental community, a group of psychologists engaged in teaching, scholarship, and service. I hope that as a graduate assistant you will feel as though you are an integral and important part of the department, and that you will adopt the values and goals of the department.

In the event that you are assigned to teach the introductory course, you will be given full charge of that course in much the way any faculty member would be. You will be assigned a faculty member, however, to whom you may turn for assistance at any time. Please consider this both an honor (the University's primary mission is quality instruction) and a serious responsibility. (For this assignment you are paid roughly 50% more than a faculty member teaching the course off campus, or an outside person hired as a part-time faculty member). In addition to the teaching responsibility, you may be called upon for 3-4 additional hours of service to your assigned faculty member.

If you are assigned to participate in research with one of the faculty, you may consider yourself part of an enterprise that is quite important to the discipline as well as to the faculty member and the department. While this will provide a valuable learning experience for you, your assistance is very much needed and we are grateful for it. Because of the delays in writing, review, and publication, few of you will see publication of the research in which you participate during your tenure here, but you may well see presentation at a regional or national meeting. Be assured, however, that it is of high quality. Faculty members in your department compete for space in journals and on the programs of meetings with very much success. During a typical academic year the faculty and students of the department are responsible for 15-20 papers presented at meetings, about 15 papers published, and several other papers accepted and awaiting publication. Students are listed as co-authors of many of these.

In general, any assignment which you receive is one for which you are needed, and which contributes to the teaching and scholarship of the department. The faculty both expect and appreciate your contribution. While you will probably not be able to make payments on a new Porsche from your income, the hourly wage for a nominal 15-hour week is over $7.00. We regret that not all assignments offer an intellectual challenge all the time, but then none of the faculty were allowed to start at the top either. Be assured that whenever possible your assignment will be designed to provide a learning experience.

I wish you an enjoyable and productive tenure in your assistantship with the department.
Enclosed is the application materials for certification to practice psychology as a Psychological Associate in Kentucky under the provisions of KRS 319. A copy of the law and other instructions are also enclosed.

Successful applicants for certification to practice under the supervision of a licensed psychologist must hold a master's degree in psychology, show evidence of having met specific curriculum requirements and the required supervised experience, and pass the required objective examination.

PROCEDURE:

An application, with appropriate fees and supplements listed below, must be received sixty (60) days prior to the regularly scheduled administration of the examination for Professional Practice in Psychology in order for the applicant to be able to take that examination. The Credentials Review Committee will not review incomplete applications. A complete application will consist of the following:

1. A completed and signed application (applicants should declare a specialty area for their certification).

2. A completed Curriculum Guidelines for Certification form (with any necessary documentation).

3. The review and examination fee of $300.00. If an application is terminated or withdrawn prior to the taking of the examination, a refund of $250.00 will be made. The $50.00 fee for the review of application materials is not refundable.

4. Three (3) letters of recommendation, one (1) of which must be from the degree-granting educational program, one (1) of which must be from the supervisor of the required supervised experience (practicum, internship, or field experience) and one (1) from a person qualified to evaluate the applicant's ability in the specialty area. Two (2) of these letters must be from doctoral-level psychologists. In the event that the applicant has completed their educational experiences ten (10) or more years before submitting their application for certification, letters from psychologists who are qualified to evaluate their present ability in the declared specialty area are required.
5. Official transcripts (with the official seal of the Registrar) for all degrees and course work, both graduate and undergraduate, supporting the application. In the event that the applicant's master's degree is not shown on the official transcript, a letter from the Registrar of the granting educational institution, which specifies that all requirements for the degree have been met and the date for the awarding of the degree, will be acceptable for the application process. Letters from department heads, directors of training, deans of graduate schools, etc. are not acceptable to meet this requirement. Receipt of an official transcript showing the awarding of the degree is required before the issuance of the final certification.

6. If temporary certification to practice under the supervision of a licensed psychologist is desired, a letter must be received from the applicant requesting same, and approval of the supervisor. This letter must be co-signed by the supervisor, or accompanied by a letter from the proposed supervisor also requesting approval of the supervisory arrangements.

It is the applicant's responsibility to make certain that all application materials have been received by the Board office.
APPENDIX I

LICENSURE CURRICULUM GUIDELINES
PAGE 2

2. Have had GRADUATE instruction in the following:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>INSTITUTION</th>
<th>TERM TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Research Methodology:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 846</td>
<td>Behavioral Research Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Statistics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 820</td>
<td>Statistics and Research Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Scientific and Professional Ethics and Standards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 826</td>
<td>Scientific and Professional Ethics and Standards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Have had a core program which includes three GRADUATE semester (five quarter) hours in the following:

1. Biological Bases of behavior: (e.g., Physiological Psychology, Comparative Psychology, Neuropsychology, Sensation and Perception)

   PSY 853 Biological Bases of Behavior

2. Cognitive-Affective Bases of Behavior: (e.g., Learning, Thinking, Motivation, Emotion).

   PSY 840 Cognitive Bases of Behavior

3. Social Bases of Behavior: (e.g., Social Psychology, Community Psychology, Systems Theory)

   PSY 837 Social Psychology & Cultural Diversity

4. Individual Differences: (e.g., Personality Theory, Human Development, Abnormal Psychology)

   PSY 847 Topics in Individual Differences
4. Have had coursework in the area of specialty for which you are seeking certification (in addition to the core areas). All courses must be GRADUATE.

**CLINICAL PSYCHOLOGY:**

Have at least three semester (five quarter) hours in each of the following:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>INSTITUTION</th>
<th>TERM TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PSY 841</td>
<td>Psychopathology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PSY 850</td>
<td>Psychotherapy of Behavior Change I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 860</td>
<td>Psychotherapy of Behavior Change II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 857</td>
<td>Interventions with Children and Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 871</td>
<td>Group and Family Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PSY 843</td>
<td>Practicum (Intersession) (1 hour)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 843</td>
<td>Practicum (Fall) (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 899</td>
<td>Internship in Clinical Psychology (6 hours)</td>
<td></td>
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<tr>
<td>4. PSY 824</td>
<td>Intellectual Assessment</td>
<td></td>
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<tr>
<td>5. PSY 825</td>
<td>Personality Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. PSY 843</td>
<td>Practicum in Psychological Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To be eligible for certification, you must demonstrate that you have had at least 600 hours of supervised experience which was part of your master’s degree training. These educational experiences typically have titles such as practicum internship, or field training and they **MUST** be reflected on your graduate transcript. Please complete the following form listing your educationally related supervised experiences.

<table>
<thead>
<tr>
<th>PLACEMENT INFORMATION</th>
<th>FIRST PLACEMENT</th>
<th>SECOND PLACEMENT</th>
<th>THIRD PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Address of placement</td>
<td>Spring Practicum</td>
<td>Fall Practicum</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Type of Placement

- Supervisor’s Name and Degree

- Dates of placement: From: ______ From:_______ From:_______
  To:_________ To:________ To:________

- Number of Hours per Week:

- Number of Weeks:

- **Total Number of Hours at Each Placement**

- Description of Duties:

  |  |  |  |
  |  |  |  |
  |  |  |  |
  |  |  |  |
  |  |  |  |
  |  |  |  |
  |  |  |  |
  |  |  |  |
*Total of all Placements must equal or exceed 600 hours. If you had more than three educationally related supervised experiences, please duplicate this form.
APPENDIX J

Useful Addresses and Phone Numbers

American Psychological Association
750 First Street, NE
Washington, DC  20002-4242
(202) 336-5500

Northamerican Association of Masters in Psychology
Box 721270
Norman, OK 73070
(405) 329-3030

State Board of Psychology
Box 456
Frankfort, KY  40602
(502) 564-3296

Two Companies That Publish EPPP Review Materials:

Academic Review Educational Services
3 West 73rd Street
New York, NY  10023
1-800-225-3444

Association for Advanced Training in the Behavioral Sciences
1831 Centinela Ave.
Santa Monica, CA  90404
1-800-472-1931
APPENDIX K

Guidelines/Requirements for Completing the Master's Thesis or Master's Research Project

Thesis Option:

The purpose of the following material is to provide some information for those individuals who are considering pursuing the Thesis or Masters Research Project options as part of their degree program. First, the Masters Thesis is defined, and time expectations are discussed with the goal being to provide you with realistic information as to whether you want to undertake this challenging task. Then, a general overview of the process is provided, in the form of a time-line, with the hope of providing you with a general roadmap of the process that takes place in the completion of a thesis. Finally, several references are cited which may provide you with additional material to complete the process.

Thesis Defined:

The M.S. thesis fulfills two major purposes: (1) it is an intensive, highly professional training experience, the successful completion of which demonstrates the candidate's ability to address a major intellectual problem and arrive at a successful conclusion independently and at a high level of professional competence, and (2) its results constitute an original contribution to knowledge in the field (Council of Graduate Schools, 1990, p.21).

Time Expectations:

In terms of time allotted for the completion of an M.S. thesis, the candidate should anticipate that the effort will entail three to six months of intensive, productive effort. The thesis is a challenging task, addressing a major intellectual problem.

General Overview of the Process:

A Map of the Minefield!

In terms of carrying out your thesis, a general overview is provided, which may assist you in this endeavor.

Choose a Topic: Your first task in preparing a thesis is to select a topic of interest to you. This topic should be, as noted above, "a serious intellectual problem".

It should be kept in mind that this is a very important part of your task. Once you commit to a task or problem, you will have to live with this topic (on a full time basis) for three to six months. Thus,
pick your topic carefully. You are strongly encouraged to seek guidance from faculty members during this process.

**Select Your Chair:** Once you have selected a topic that you would like to pursue, you need to select the chair of your thesis committee. This is usually done by identifying a faculty member who has interest and/or expertise in your topic area. This is an important decision on your part, because this person will guide you along the way, as to what topics need inclusion, appropriate writing style, etc.

**Select Your Thesis Committee:** In conjunction with your thesis chair, you next need to select the additional members of your thesis committee. You need at least two additional members.

**Preparation of the Thesis Proposal:** Your next task, is the preparation of your thesis proposal (Chapters 1 and 2, the Introduction and Methods chapters) of your thesis. The process of writing your proposal has two major components:

First you need to informally meet with each of your committee members, preferably with a 3-4 page outline of the problem you intend to study, your specific questions (hypotheses) derived from your review of the relevant literature, and your ideas on how to effectively answer these questions. In these interactions, you will also want to carefully consider your committee member's suggestions, (as to possible methods, areas of the literature you need to cover in your literature review, etc).

After meeting with your committee members informally, and gathering information, ideas, etc. your next task is to write up your first two chapters of the thesis (Introduction and the Methods chapters). These two chapters, including copies of relevant measures and consent forms, will constitute the thesis proposal. This phase of the process is tedious, and generally takes four or five rewrites of the chapters. Typically, this phase is generally done between the candidate and the major advisor, (using the ideas and suggestions of the other faculty members). As noted above, you should anticipate that this phase will entail a number of rewrites, modifications, changes in the form of your proposal. Remember, the thesis is a demonstration of your ability to solve a serious intellectual problem at a high level of professional competence.

**Presentation of Your Proposal:** Once all of the bugs are worked out of your proposal and your major advisor has approved of your written work, your methodology, etc., then you are ready to present the proposal to your full committee.

This is a very important step in the thesis process. Basically, acceptance of the thesis proposal by your full committee serves as a written contract to which all parties are bound. In essence you propose:

1. I want to study this problem, and specifically to answer these questions.
2. This is the way I intend to go about answering these questions.
Once the full committee approves your proposal, they, in essence, agree that:

1. We believe that this is a valid and serious intellectual problem.

2. We believe that the questions you are asking about this problem area are valid and serious intellectual questions.

3. We believe that your methodology is a valid, and appropriate way of setting about to answer your questions at a high level of professional competence.

4. And, if you follow the steps exactly as you have outlined in your proposal, (gathering exactly the same number and type of subjects, analyzing the data as you propose) then we will approve of your final work (pending editorial changes, etc).

There is one important caution here. At times candidates want to start gathering subjects before their committee approves of the Proposal in writing (the topic, the methodology, etc.). It is recommended that this not be done. You put yourself at high risk in doing this, because if your committee recommends changes in your proposal (which may eliminate the use of subjects that you have already gathered) you could end up losing these subjects. (Often it takes one to two hours per subject, and losing even three or four is a major waste of the candidate’s efforts). Thus, do not gather data before you have received the written approval of your full committee.

Changing the Contract: At times, problems arise in the completion of a thesis. For example, one cannot find enough of the type of subjects that one originally proposes to gather, etc. Your committee is aware that such problems do at times arise, despite the best of plans. However, once you and your committee have agreed to a proposal, you are in a binding contract. As such, you cannot simply change your proposal on your own. If you run into difficulties, you need to go back to your committee and get the full committee's written permission to change your proposal.

In summary, the Thesis Proposal stage of your project is a very important and demanding stage. In essence, your committee views it as a written contract. Once they agree to your approach to the problem, you can then begin to gather subjects. Subjects gathered before the committee's approval are done at your risk, and are frequently not allowed as part of the thesis. Finally, this proposal can be modified when problems arise, however, you have to go back to your full committee to modify your project.

Ethics Committee(s): Once your committee has agreed to your proposal, you need to take your proposal before the Psychology Department's Ethics Committee for their approval as well. You must have the ethics committee approval before you gather any subjects. This approval usually takes about five to seven working days.
Keep in mind that if you are proposing to use subjects from other populations, (e.g. Comp Care, a school, or a prison or jail population) you are quite likely required to take your proposal before the agency's Institutional Review Board (IRB) as well. This caution is critical. Institutional Review Boards may only meet one time a month, and if you are proposing to use some other agency's patients, your project may be delayed until after their IRB has met and approved of your project.

Finally, gathering data without Ethics Review Committee and IRB approval has serious ethical and legal consequences. The University, the College, the Department can be sued. Those review boards are in place for the protection of subject’s rights. Thus, while it is always enticing to start gathering data, you very likely could be in danger of serious legal and/or ethical sanctions.

**Data Gathering:** Once all of the earlier steps have been completed, you are now able to gather your data.

**Preparation of Your Results and Conclusions:** After your data have been gathered, you begin to analyze your results and draw your conclusions to your problem of interest. This stage of the project usually consists of two steps: Data Analysis; Drawing and Writing Conclusions.

In the data analysis phase, you will get together with your thesis chair and, often, a statistical consultant, and analyze the data.

With the data in hand, one then sets about to draw empirically valid, reasonable conclusions. Again, this stage is primarily done in conjunction with one's major advisor. What generally takes place here is that you draw conclusions about your study and then present these ideas to your advisor. He\she may suggest additional conclusions, modifications, deletions and perhaps even additional analyses. Then you will take this material and write up a draft of the Results and Conclusions sections.

It should be noted that the writing up of the results and conclusions is not as easy as one might suspect. This typically takes several rewrites before the material is polished up. Thus, you need to plan into your program time to complete a number of rewrites.

**Thesis Defense:** Once the thesis is in good shape, then a final defense is scheduled. Generally, from the time that you hand out the latest version of your thesis to your committee, you need to plan on at least two to three weeks before you can have the actual defense. You have to allow time for the full committee to carefully review the thesis. Also, you are in the difficult position of trying to find a time when three busy faculty members can all meet with you for the defense.

At the actual defense, the candidate is expected to "defend" his/her conclusions, demonstrating how they are valid, etc. Even though the committee members make efforts to make this a comfortable process, it is always stressful for the candidate (it was tense for your faculty members when they were students as well).

As a suggestion for this phase, you need to carefully prepare a 60-90 minute presentation. In this presentation, you will summarize your review of the literature, your problem, your questions, and then
go over your methodology, results and conclusions. Following this presentation, committee members will ask a number of questions, make suggestions for further revisions of your project, and argue among themselves.

At this meeting your committee members may make suggestions for changes in your thesis. You are expected to incorporate their suggestions into your final product.

**Final Product:** After your defense, you are expected to incorporate all changes suggested by your committee. This may involve anything from minor editorial changes to additions of blocks of material into the thesis. Once these modifications have been incorporated, you present it to the members of your committee, and obtain their signatures on the cover sheet of the thesis, signifying that each of committee members has approved of your final product.

**The Last Hurdle:** After you have completed all of the earlier hurdles, there is one final hurdle to complete. This does not apply to the Master's Research Project. You must submit three signed copies of the thesis to the Dean of the Graduate School. The Graduate School has very stringent rules governing the format of the written document (e.g., spacing, margins, etc.). A handbook of thesis requirements is available from the Graduate School office. Make sure that you obtain a copy of this handbook, and follow it carefully. (Actually, at this final stage, many students employ a typist familiar with the graduate school requirements). Nevertheless, these format requirements are quite detailed and the Thesis will be returned if they are not strictly adhered to.

A second point on the final product. Your thesis has to be at the Graduate School by a specified date for a particular graduation date. Be aware that date exists, and plan your time accordingly. Check with the Graduate School for the exact date for the semester in which you plan to graduate.

**Some Suggestions:**

There are several helpful books concerning the completion of the thesis. They are in the library. These references are:


Another helpful suggestion is that you go to the library and review several completed theses. You might ask your major advisor for the titles of several that are good examples of well-done theses.
## APPENDIX L

### CLINICAL GRADUATE STUDENT PORTFOLIO OUTLINE

<table>
<thead>
<tr>
<th>ENTRY</th>
<th>SOURCE</th>
<th>EVALUATOR</th>
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<tbody>
<tr>
<td><strong>Due Prior to Precandidacy Evaluation: (Late in Fall Semester, First Year)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. First Intellectual Assessment Report</td>
<td>PSY 824</td>
<td>Instructor</td>
</tr>
<tr>
<td>2. Best Intellectual Assessment Report</td>
<td>PSY 824</td>
<td>Instructor</td>
</tr>
<tr>
<td>3. First Analogue Ther. Ses. Tape &amp; Summary</td>
<td>PSY 850</td>
<td>Instructor</td>
</tr>
<tr>
<td>4. Best Analogue Ther. Ses. Tape &amp; Summary</td>
<td>PSY 850</td>
<td>Instructor</td>
</tr>
<tr>
<td>5. Self-Evaluation</td>
<td></td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Due Prior to Candidacy Evaluation: (Late in Spring Semester, First Year)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Two Therapy Session Tapes &amp; Summaries</td>
<td>PSY 843</td>
<td>Practicum Supervisor</td>
</tr>
<tr>
<td>2. First Personality Assessment Report</td>
<td>PSY 825</td>
<td>Instructor</td>
</tr>
<tr>
<td>3. Best Personality Assessment Report</td>
<td>PSY 825</td>
<td>Instructor</td>
</tr>
<tr>
<td>4. Integrated Psychological Assessment Report</td>
<td>PSY 843</td>
<td>Practicum Supervisor</td>
</tr>
<tr>
<td>5. Sample of Scholarly Writing</td>
<td>Gr. Course</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>6. Summary of Clinical Experience</td>
<td>PSY 843</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td>7. First Practicum Evaluation</td>
<td>PSY 843</td>
<td>Field Supervisor</td>
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<td>8. Self Evaluation</td>
<td></td>
<td>Faculty</td>
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<tr>
<td><strong>Due Prior to Comprehensive Examination: (Late in Fall Semester, Second Year)</strong></td>
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<td>1. Therapy Session Tape &amp; Summary</td>
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<td>Practicum Supervisor</td>
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<tr>
<td>2. Therapy Session Tape &amp; Summary</td>
<td>PSY 843</td>
<td>Clinical Faculty</td>
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</table>
3. Second Practicum Evaluation  PSY 843  Field Supervisor
4. Summary of Clinical Experience  PSY 843  Clinical Faculty
5. Self Evaluation  
6. Vita  Advisor

Due Prior to Graduation:  (Late in Spring Semester, Second Year)

1. Summary of Clinical Experience  PSY 899  Clinical Faculty
2. Internship Evaluation  PSY 899  Internship Supervisor
3. Self Evaluation  Clinical Faculty
4. Comprehensive Exam Materials  Clinical Faculty
The EKU Clinical Psychology Program utilizes a comprehensive, multimethod, multisource process to assess student learning and professional development. This process is designed to ensure that all students acquire and integrate the knowledge and skills necessary to be effective clinical psychologists. A central component of the assessment process is the student portfolio.

Clinical psychology graduate students are required to compile a portfolio comprised of professional and academic work samples, practicum and internship supervisor evaluations, self-evaluations, and a vita. The portfolio is submitted to the faculty for review and evaluation on four occasions during the course of academic program. Information in the portfolio will guide faculty decisions regarding precandidacy status and admission to candidacy. Acceptable evaluations of portfolio entries (i.e., Proficient or above) are prerequisites to sitting for the comprehensive exam and for graduation. The portfolio will also provide information necessary for evaluating the student=s internship performance.

Portfolio Contents

The following is a description of the materials to be included in the portfolio. Materials are added to the portfolio sequentially according to the Graduate Student Portfolio Outline. The student is responsible for selecting and preparing the materials to be placed in the portfolio.

1. A copy of the student=s first graded intellectual assessment report from PSY 824 (Intellectual Assessment) and a copy of the student=s best graded intellectual assessment report from PSY 824.

2. A copy of the student=s first graded personality assessment report from PSY 825 (Personality Assessment) and a copy of the student=s best personality assessment report from PSY 825.

3. An audiotape and written summary of the student=s first analogue therapy session conducted as part of PSY 850 (Psychotherapy and Behavior Change I: Basic Techniques) and a tape and summary of the student=s best analogue therapy session from PSY 850. The summaries, prepared by the student, should include the following: a statement describing what the student was trying to accomplish during the session and an evaluation of his/her performance (including strengths and weaknesses). The student must also submit an evaluation of each tape prepared by the PSY 850 instructor.

4. Four self-evaluation forms (see Attachment A).
5. Audiotapes and written summaries of four actual therapy sessions conducted during clinical practica (PSY 843/899) at the Child and Family Clinic or a field placement. The first three of these tapes should be accompanied by evaluations prepared by the PSY 843 instructors. The final tape and summary will be evaluated by the clinical faculty.

The tapes must be of interactive therapy sessions (not a history-taking or assessment interview) with an actual client and should be at least 30 minutes in length. Students are responsible for providing a tape of acceptable audio quality (i.e., one in which both the client’s and therapist’s voices can be clearly heard and understood). The therapy sessions may involve any type of client (e.g., children, adults, families, couples). The student must be the primary therapist. The student’s goal is to demonstrate acceptable therapy skills.

The written summary must cover the following points: a brief description of the client (e.g., demographic information, presenting problems, history), a description of the treatment plan, a summary of previous session (e.g., number of sessions, issues raised, progress made to date, etc.), a clear statement of the goals for the session and how they relate to the overall treatment plan, and an evaluation of the session (e.g., how successful you were at achieving your goals for the session, strengths and weaknesses in your performance, particularly significant comments/accomplishments by the client, etc.). A statement indicating the therapist has obtained the client’s informed consent to use the tape for this purpose (i.e., evaluation by the faculty) must also be included.

6. Two integrated psychological assessment reports, including both personality and intellectual assessment components, completed as part of PSY 843. The reports should be evaluated by the PSY 843 instructor.

7. A sample of scholarly writing evaluated by the course instructor. This may be a research proposal prepared for PSY 862 or a term paper prepared for one of the graduate courses.

8. A professional vita.

9. Three written summaries of the student’s clinical experience. The summary will include a description of the student’s experience during the preceding semester at both the field placement and the EKU Child and Family Clinic. The summary should include a description of the number and types (i.e., diagnosis, population, individual, couples, groups, families) of clients seen, the actual number of client contact hours, a description of the supervision arrangements (i.e., supervisor’s credentials and position, frequency and format of supervision), and a description of any other clinical/professional activities performed.

10. Two practicum evaluations and an internship evaluation completed by field placement supervisors (see Appendices B and C).
Portfolio Preparation

Students are responsible for selecting and preparing materials for inclusion in the portfolio. Materials will be compiled in a suitable three-ring binder purchased by the student. Audiotapes should be kept in a secure location until the portfolio is submitted and then placed in vinyl three-hole-punched pouches (available in office/school supply stores) in the binder. Portfolios will be stored in the student=s faculty advisor=s office after each review.

The precise dates upon which portfolios are to be submitted will vary according to the academic calendar. However, in order to help students plan their portfolio preparation, the following dates may serve as an approximate time frame: December 1st (end of the first fall semester), April 30th (end of first spring semester), October 1st (prior to the comprehensive examination in the second fall semester), and April 30th (end of the second spring semester).

Evaluation

The following scale will be used by the faculty to grade portfolio entries (note: the first assessment reports and therapy tape will not be evaluated):

4 = **DISTINGUISHED** (excellent work demonstrating outstanding ability)

3 = **PROFICIENT** (competent work meeting or exceeding minimum expectations for the student=s level of training)

2 = **APPRENTICE** (minimally competent work with evidence of some specific deficiency or lacking some important component; requires remediation plan and resubmission)

1 = **NOVICE** (work that reflects a failure to meet minimum standards of competency and is not an acceptable portfolio entry)

Portfolio entries rated as APPRENTICE will be returned to the student for additional work, along with a remediation plan prepared by the faculty describing steps the student must take to correct any deficiencies. The student may be asked to revise resubmit the material.

Portfolio entries rated as NOVICE will be returned to students along with a remediation plan prepared by the faculty. NOVICE materials may not be resubmitted (the student will be required to develop new materials for submission).
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<tr>
<td>research/scholarly activities</td>
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</table>
Please describe your overall satisfaction with your progress in the clinical program.
APPENDIX M

Dress Code for the EKU Psychology Clinic, and Training\Clinical Experiences (e.g. Model School), and Practicum Sites:

The Clinical and School faculty have adopted a dress code to provide a standard to follow while working in the EKU Psychology Clinic and at all Training\Clinical Experiences (e.g. practicum sites, anger management groups for the schools, nursing home groups, activities at the schools and Model School).

Clients come to the Clinic looking for professional help. Dressing appropriately as a professional clinician contributes to giving the client confidence that you can be of help.

Male graduate students can wear dress slacks or khaki’s (with a belt) and a dress shirt with a collar, or polo shirts.

Female graduate students may wear professional blouses or sweaters and dress slacks, or a skirt of the appropriate length and style. Low cut or revealing shirts, sweaters or blouses are inappropriate.

Hair should be neat. Jewelry should be kept to a minimum. Facial piercings are not appropriate. Multiple rings, i.e. one on each finger, are unacceptable. Tattoos should be covered while in the clinic and practicum sites.

Not allowed: Sweatshirts, tee shirts, and sweat pants, (exercise) work out clothing, shorts, blue jeans, baseball hats, or cutoffs. No bare midriffs, no miniskirts and no cleavage.

*For working with child clients: Casual khaki’s, cargo pants or neat dark colored jeans (no holes or tears) are allowed as this may require working on the floor playing with the children.

While working on paperwork in the workroom, the dress code does not have to be followed. However, if you are not properly dressed, come in and leave by the back door, and do not loiter in the receptionist area. Simply pass through that area and go to the back room and do your work. Similarly, you are not to be in the waiting area if you are not properly attired.