Caution: This edition is valid only until procedural changes are made by the Graduate School, the College, the Department or the Counseling Psychology Area Committee (CPAC). This information is up-to-date as of May 2009.

Edited by: Amelia Geran, M.S., and Rory Remer, Ph.D.

FOREWORD
This handbook presents a great deal of valuable information. We suggest that you skim through the entire document to become familiar with the information provided. Furthermore, the handbook should be the first place you look when seeking guidance for both program and professional questions. This handbook is not an official University of Kentucky document. We have done our best to present this information accurately and concisely. Although this document is edited and revised every year, some information may not be up-to-date.

This handbook has been optimized for reading on a computer using Microsoft Word. Certain parts are hyperlinked to other sections or to locations online. While viewing this document on a computer, any text in blue can link to another location by left-clicking the mouse while pressing and holding the "ctrl" key.
IMPORTANT ADDENDUM TO
THE 2009 MASTERS STUDENT HANDBOOK

Length of Masters Program Policy

A student, once enrolled, is expected to complete the Masters Program in no more than three (3) years. An exception can be made for a Leave of Absence if officially granted by the Area Committee and the student has enrolled in GS680. The final examination should be taken no later than the end of the second year (Spring semester) or within one year of completing coursework and, if failed, must be retaken and passed by the end of the full three year period (Fall semester). If the deadlines are not met, or officially excused, the student will be terminated from the program.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Philosophy and Statement on Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>Counseling Psychology Model Training Values Statement Addressing Diversity</td>
<td>5</td>
</tr>
<tr>
<td>Departmental Philosophy of Graduate Study: Faculty Statement</td>
<td>6</td>
</tr>
<tr>
<td>Program Expectations and Experiences</td>
<td>7</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>7</td>
</tr>
<tr>
<td>Full-time Commitment</td>
<td>7</td>
</tr>
<tr>
<td>Continued Education</td>
<td>7</td>
</tr>
<tr>
<td>Ethical Behavior</td>
<td>8</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>8</td>
</tr>
<tr>
<td>Family &amp; Personal Problem Philosophy</td>
<td>8</td>
</tr>
<tr>
<td>Experiential Involvement Program Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>9</td>
</tr>
<tr>
<td>Master’s Orientation</td>
<td>9</td>
</tr>
<tr>
<td>Online Resources</td>
<td>9</td>
</tr>
<tr>
<td>Departmental Communication</td>
<td>9</td>
</tr>
<tr>
<td>Creating a MyUK Account</td>
<td>9</td>
</tr>
<tr>
<td>Finding Funding</td>
<td>9</td>
</tr>
<tr>
<td>Parking at UK</td>
<td>9</td>
</tr>
<tr>
<td>Course Sequencing</td>
<td>10</td>
</tr>
<tr>
<td>Starting the Semester</td>
<td>10</td>
</tr>
<tr>
<td>Registration for New Students</td>
<td>10</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>10</td>
</tr>
<tr>
<td>I.D. Cards</td>
<td>10</td>
</tr>
<tr>
<td>Training Requirements for Teacher Assistantships</td>
<td>11</td>
</tr>
<tr>
<td>Finding Health Care</td>
<td>11</td>
</tr>
<tr>
<td>Becoming Acquainted with Libraries and Computer Labs</td>
<td>11</td>
</tr>
<tr>
<td>Libraries</td>
<td>11</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>11</td>
</tr>
<tr>
<td>Where to Find Help</td>
<td>11</td>
</tr>
<tr>
<td>Peer Support</td>
<td>11</td>
</tr>
<tr>
<td>Technology Assistance</td>
<td>12</td>
</tr>
<tr>
<td>Educational and Counseling Departmental Staff</td>
<td>12</td>
</tr>
<tr>
<td>University of Kentucky Faculty</td>
<td>13</td>
</tr>
<tr>
<td>Counseling Psychology Faculty</td>
<td>14</td>
</tr>
<tr>
<td>Educational Psychology Faculty</td>
<td>15</td>
</tr>
<tr>
<td>School Psychology Faculty</td>
<td>15</td>
</tr>
<tr>
<td>Getting Started</td>
<td>16</td>
</tr>
<tr>
<td>Advising</td>
<td>16</td>
</tr>
<tr>
<td>Program Contract</td>
<td>16</td>
</tr>
<tr>
<td>CPAC Class Representatives</td>
<td>16</td>
</tr>
<tr>
<td>Registering for Classes</td>
<td>17</td>
</tr>
<tr>
<td>Courses</td>
<td>17</td>
</tr>
<tr>
<td>Registration for New Students</td>
<td>17</td>
</tr>
<tr>
<td>Priority Registration for Current Students</td>
<td>17</td>
</tr>
<tr>
<td>Late Registration</td>
<td>17</td>
</tr>
<tr>
<td>Drop/Add</td>
<td>17</td>
</tr>
<tr>
<td>Course Information</td>
<td>18</td>
</tr>
<tr>
<td>Required Course Offerings</td>
<td>19</td>
</tr>
<tr>
<td>Elective Course Offerings</td>
<td>20</td>
</tr>
<tr>
<td>Certification Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Course Syllabi</td>
<td>21</td>
</tr>
<tr>
<td>APA Style</td>
<td>21</td>
</tr>
<tr>
<td>Grade Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Minimum Competency Course Policy</td>
<td>21</td>
</tr>
<tr>
<td>Practicum Requirements</td>
<td>21</td>
</tr>
<tr>
<td>“C” Grades</td>
<td>21</td>
</tr>
<tr>
<td>Grades of “I” (Incomplete)</td>
<td>21</td>
</tr>
<tr>
<td>Withdrawal from Classes</td>
<td>22</td>
</tr>
<tr>
<td>Repeat Option Procedures</td>
<td>22</td>
</tr>
</tbody>
</table>
PROGRAM PHILOSOPHY AND SOCIAL JUSTICE STATEMENT

In consideration of the range of professional settings and roles in which counseling psychologists may function, it is important to provide a philosophy for the training Program that reflects both substance and flexibility. The philosophy of this Program aims to assist students in their development of expertise in the traditional domains of psychology, in counseling interventions as a helping professional, in the scientific skills that will enable them to create new knowledge and to evaluate their own or others' psychological work, and in the ethical and professional attitudes that promote excellence and leadership in the field of psychology. The Program is also committed to training students to assume emerging diverse roles and responsibilities, including but not limited to social and political advocacy, program development, program evaluation, which will advance a social justice agenda. The course sequence for the Program provides a foundation of basic knowledge and applied skills in psychology, and a liberal component of individually designed coursework and experiences that facilitate the development of a broad range of scientific, interpersonal, and leadership competencies. Our goal is to educate professionals who maintain a continuing pursuit of scholarly activities, who promote psychology as a discipline, and who are concerned with the facilitation of human welfare and the reduction of oppressive societal structures. The Program philosophy is guided by three concepts: the scientist-practitioner model of training and practice, a systems perspective of person-environment interaction and interdependence, and a community perspective that values and promotes social justice.

The scientist-practitioner is trained in the broad range of scientific methods to provide a foundation for systematic and creative inquiry. The scientist-practitioner is capable of using these skills in clinical or applied settings, as well as research settings to generate hypotheses and to test these skills using reliable and valid techniques for data collection and analysis. The emphasis within the Program is on a recursive relationship between science and practice, in which each perspective is integrated with the other by providing background, information, and data to ensure competent and creative functioning. This combined perspective involves the ability to question, to probe, to evaluate, and to assess beliefs, practices, observations, techniques, and results in a continuing pursuit of knowledge that is useful in its implications and applications.

The systems perspective of person-environment interaction emphasizes the interdependence of individuals' personal history and current health status with their effective ecology, including family, work, school, friends, colleagues and peers, as well as the cultural and community forces in which people's lives are embedded. We attend to the variables of gender, ethnicity, socioeconomic level, sexual orientation, age, and able-ness in the context of their community meanings and effective support systems. In addition the Program is focused on helping students to develop the skills and knowledge needed to become agents of social change with the various contexts of human development. Since the Program is located in the College of Education and education is a critical focal point for socialization, the program is committed to fostering healthy development within educational institutions. For example, the Program Faculty and students are involved in efforts to reshape socialization influences with respect to gender identity, sexual identity, racial and ethnic identity, vocational identity, and to reducing oppressive experiences for human beings. From these perspectives, then, the emphasis is less on individual pathology than on the ways in which individuals cope and adjust to the personal and environmental situations in which they find themselves.

The social advocacy view encourages a constructive approach to individual and community change and emphasizes movement toward healthy and productive modes of living, as well as adaptive and nurturing societal structures. The Program emphasis on the positive aspects of human development is focused on exploring and promoting the strengths and assets of individuals, groups, and organizational units. In practice, the counseling psychologist encourages the development of self-direction, life-stage coping skills, and educational strategies for change. Attention to issues of equity and social justice becomes a logical companion to the person-environment approach, emphasizing the integration of mutual respect and inclusiveness across the curriculum and within interpersonal transactions.

As part of this integrated philosophy, the Program encourages a collegial working relationship between faculty and graduate students in which both groups are engaged in a common pursuit. The faculty-student ratio is maintained at 1:6 (approximately), which enables professors to provide individualized contact time with all their advisees. The independent study component (EDP 765) provides for extended contact between the major professor and doctoral student on a scholarly topic of mutual interest. The two-course sequence in professional issues (EDP 606) and the multiple practicum experiences (EDP 665) provide a forum for faculty-student contact and dialogue, so that professional and personal interchange is facilitated and encouraged. Within this context, the professor can be a professional role model for the student, a mentor in professional and scholarly matters, and a supportive colleague.
Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein “training programs”) in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members’ openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice.
Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with counseling psychology’s core values, respect for diversity and for values similar and different from one’s own.

DEPARTMENTAL PHILOSOPHY OF GRADUATE STUDY: FACULTY STATEMENT

For students starting out in the department, understanding some of the basic philosophies, values, or views the faculty takes toward graduate study will prove useful. Whether these thoughts are perspectives or values is hard to say. Whether all faculty operate exactly the same is easy to say – they don’t. There are commonalities to their approaches when structuring the “graduate experience” which may serve to open your eyes to what is expected of you as a student.

The Educational, School, and Counseling Psychology Department regards students as adult learners. Students are expected to operate within departmental structures and requirements. Faculty is willing and able to help you - however, you are expected to ask for what you want and need. Since this program is yours, you are also expected to be on top of the situation. Remember, you are laying the foundation for your career. The expectation is that both faculty and students will act and interact as responsible adults, aware and respectful of day-to-day demands on each other.

As far as theoretical orientation is concerned, faculty views range from Gestalt to Cognitive Behavioral. This variety of approaches may be useful, but it may also be problematic. It is the student’s responsibility to develop a unified counseling perspective. The Master's degree is only the first step in this direction, followed by Specialist Certification, Doctorate Study, and Licensing – information about these various levels is included in other sections of this handbook. You will find a mix of varying student levels in all department courses.

Your course work requires a balance of theoretical and practical development in the areas of counseling, assessment, research, and statistics. The primary aim in this program is the integration of theory and practice. The basic degree structure allows for a fair amount of flexibility; however, it also demands rigorous required coursework.

In summary, the department tries to provide a friendly and supportive atmosphere, conducive to professional and personal growth. The demands of such an environment can be great. The more involved you are, the more you will benefit and the more support you will have.

-Dr. Rory Remer
PROGRAM EXPECTATIONS AND EXPERIENCES

This program is a Counseling Psychology program. The distinction between Counseling and other specialties (e.g., Clinical Psychology, Social Work) is not always clear, either in definition or function. The faculty expects students to explore other programs of study to ensure the Counseling Psychology program best meets their needs and expectations.

Beyond course work, the faculty believes students should participate in extracurricular activities that foster professional and personal growth. Some of these experiences are class requirements; others require time spent beyond class commitments. This section of the handbook outlines some program expectations. Students are expected to make informed decisions that follow these guidelines.

Personal Growth
First and foremost, students must be open to personal growth and exploration. Students should value counseling as a proactive, preventive, and growth oriented process. Students benefit from experiencing the counseling process firsthand, although willingness to take risks and some personal discomfort is demanded. Students must be open to personal and interpersonal exploration, including learning techniques for effective communication and giving and receiving positive and constructive feedback. The faculty does not believe students should ask something of a client that they are unwilling to participate in themselves. Therefore, the program requires students to participate in both individual and group counseling processes.

Beyond these minimal requirements, the faculty also expects to see evidence that students value and use counseling resources. Students can demonstrate this willingness by attending workshops and training sessions and making individual and group contacts that are available through the counseling center, the department, or in the community. Students are responsible for organizing their own experiences with the assistance of the faculty.

The Counseling Psychology program is not a haven for people in need of significant counseling themselves. However, students are not expected to be perfect or problem-free. The faculty’s goal is to help students learn to become effective counselors, not to engage in therapy with students in the program. Students with temporary problems will find the faculty to be supportive and willing to refer them to the best resource available. Some students may find that they need to deal with personal issues prior to beginning, and sometimes completing, the program.

Full-time Commitment
Students are expected to participate fully in the program. The department strongly encourages full-time enrollment, which is nine or more course hours a semester. Students learn from faculty, sources outside of the department, and from colleague interaction, much of which occurs outside of regularly allotted class time. A professional identity is built by networking with peers, seeking out mentors and forming contacts with other professionals in the field. The relationships built by these experiences will impact student development as much as any other experiences students may have while in school. Therefore, part-time students may have difficulty and will need to assume more responsibility for self-monitoring. These activities are fundamental to career formation and are difficult to accomplish on a part-time basis. Program requirements are designed to add to students’ overall development as mental-health professionals. Students may question faculty rationales, offer alternatives to gain the same ends, or challenge the need for a particular experience. Regardless of the situation, students are expected to satisfy every program requirement.

Continued Education
Due to the evolving nature of knowledge, course content will inevitably become outdated or obsolete. Some of the most valuable tools students will learn include analysis and integration of information, problem-solving, and critical thinking skills. These tools enable students to continue learning well beyond completion of the program. Students should exit this program with a strong knowledge base from which to grow and develop.
Ethical Behavior
Students are expected to act ethically in their capacities as both students and counselors-in-training. The University of Kentucky outlines Students Rights and Responsibilities. Part II of this document describes university policies regarding plagiarism and other academic expectations. The Counseling Psychology Department requires that a Quality Assurance Contract (Appendix A) be submitted with most assignments. The Counseling Psychology Department abides by the American Psychological Association Code of Ethics. This information can be found at http://www.uky.edu/education or http://www.apa.org/ethics. Students are expected to become familiar with the ethical code. Unethical conduct is grounds for dismissal from the Master's program.

Liability Insurance
Liability insurance is required for students engaged in a psychological training program. Each student must pay approximately $20.00 per year fee (the actual amount is subject to change). A check must be made out to “Educational and Counseling Psychology” and given to the departmental Staff Assistant during the September of each academic year. The Staff Assistant can be located in the Educational, School, and Counseling Psychology Departmental Office, located in Dickey Hall, Room 237. The responsibility lies with the student to make sure this fee has been paid by September 15th of each year. Students without insurance will be prohibited from taking certain courses. Students cannot be added to the insurance policy half way through the year. (Appendix B)

Family and Personal Problem Philosophy
The Counseling Psychology Area Committee (CPAC) is well aware of the tension between graduate school and family demands. On one hand we realize the students have family lives and commitments outside of school; on the other both the University and the American Psychological Association accrediting body have made an issue of trying to reduce “time to graduation.” Because of these latter pressures and the structure of our programs, we require students to attend classes full-time (i.e., at least 9 hours a semester and preferably twelve). We also want students to be present to reap the full benefits of the many outside class opportunities that enrich, if not provide a major part, of the training/educational experience of our educational/professional environment. All these points recognized, when personal/family exigencies occur, we encourage students to come to us to find ways to deal with them, considering as many aspects as possible in supportive, creative ways. Because we cannot provide a general structure to anticipate the idiosyncrasies of any specific instance, while at the same time addressing the rules and requirements with which we must all deal, each case will be considered individually, when it is brought to our attention.

Experiential Involvement Program Requirements
The Counseling Psychology Faculty members believe that personal development is essential to becoming an effective clinician. Experience as a client in both individual and group settings is an excellent way to attend to both personal and professional development by helping you to become comfortable with aspects of self-disclosure and reflective self-examination. These personal and professional activities are frequently necessary for competent performance in classes and in practicum training experiences. For example, you can expect to observe and be observed conducting therapeutic activities, to give and receive appropriate peer feedback, and to display self-awareness, including the impact of your social locations and cultural values on your interpersonal interactions. Consider these requirements carefully.

To summarize, students are expected to operate responsibly and assertively within the department. This means taking care of personal needs and responsibilities while remaining watchful of and respecting the needs and rights of others. This process requires being aware of and meeting deadlines, fulfilling class and program requirements, helping other students, being involved in the evolution of the program, and whatever else can reasonably be expected.
FREQUENTLY ASKED QUESTIONS
Now that you have become acquainted with what we expect of our students, you should begin planning your academic experience. This section addresses some of the most-commonly asked questions of our students.

Master’s Orientation
Once you have been admitted to the University of Kentucky’s Counseling Psychology Master’s Program, you should plan on attending the Master’s Orientation. The Master’s Orientation takes place the first Friday of April prior to beginning the Graduate program. Students benefit from this chance to meet other students and faculty, as well as the chance to become familiar with locations on-campus.

Online Resources
At this time, you should make yourself familiar with the various online resources offered by the University of Kentucky. These pages should be examined in depth before planning your academic experience.

- Graduate Student Resources [http://www.research.uky.edu/gs/GradOrient.html]
- University Calendar [http://www.uky.edu/Registrar/AcademicCalendar.htm]
- Educational and Counseling Psychology [http://www.uky.edu/Education/edphead.html]
- Campus Maps [http://www.uky.edu/CampusGuide/]

Departmental Communication
The Counseling Psychology Department uses a listserv (COPSYSTU) to relate important messages regarding classes, practicum experiences, and employment opportunities to students. Sign up for this listserv as soon as possible. Some professors also utilize course discussion listservs to provide information relevant to specific courses. Subscribe and unsubscribe to these course-specific listservs as your schedule changes from semester to semester.

Creating a MyUK Account
A UK e-mail account is created for you upon your acceptance into the program. To activate this account, go to the U-Connect page, located at [https://u-connect.uky.edu/manager/]. Once you have activated your U-Connect E-mail address, you must go to [http://Myuk.uky.edu/] to create a MyUK account. MyUK is the University system used to access transcripts, registration, financial aid, and other account information. You will not be able to register for classes without first creating a MyUK account. High-speed internet connection from a location on campus is strongly advised when using the MyUK system.

Finding Funding
Generally, no financial assistance is available through the Educational, School and Counseling Psychology Department for Master's level students, but funding is available through various other sources. Information about University fellowships, graduate assistantships, and support funding can be obtained online or by writing:

UK Office of Student Financial Aid
128 Funkhouser Building
Lexington, KY 40506-0054

Annual fellowship and assistantships will be announced as indicated in the Graduate School materials, and application materials for various positions are due at different times. Please refer to the Fellowship Calendar for more information. Other assistantships are announced as soon as the DGS is notified. Announcements about Teaching and Research Assistantships will be posted on department bulletin boards and the listserv (COPSYSTU) periodically throughout the summer, fall, and spring semesters. Students are encouraged to respond to the listings. Sign up for this listserv as soon as possible.

Parking at UK
Information about parking is located at [http://www.uky.edu/Parking/]. New students are able to buy parking passes on June 1st, while renewal permits are available on May 1st for students. Information on different permits are available at [http://www.uky.edu/Parking/permits-student-uk.html], but a C-5 permit is recommended for students who live off-campus and commute primarily to Dickey Hall.
**Course Sequencing**
The course work for the Master’s degree is generally completed in one and a half to two years. Due to necessary prerequisites and differences in when classes are offered, it may be beneficial to plan ahead when scheduling courses. The following are possibilities for when and how to schedule classes. You are strongly advised to consult with your faculty advisor about the sequencing of your courses. **Please note that the 36-hour Master’s program does not meet Kentucky requirements for practicing as a counselor.** For information about how to meet Kentucky requirements, see the section of this handbook titled **Course Information.** See also the Master’s Handbook section on **Advising.**

<table>
<thead>
<tr>
<th></th>
<th>If you choose to start in the summer</th>
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</tr>
</thead>
<tbody>
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</tr>
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</tr>
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<td>Spring 1</td>
<td>EDP 661</td>
<td>EDP 661</td>
</tr>
<tr>
<td></td>
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<td>EDP 666</td>
</tr>
<tr>
<td></td>
<td>EDP 656 (Preference given to 2nd yr. Master’s and EdS students)</td>
<td>EDP 656</td>
</tr>
<tr>
<td></td>
<td>Master’s and EdS students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDP 600, 601, 603, or 604</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>EDP 666</td>
<td>EDP 666</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Fall 2</td>
<td>EDP 649</td>
<td>EDP 649</td>
</tr>
<tr>
<td></td>
<td>EDP 656</td>
<td>EDP 656</td>
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<td>Elective</td>
</tr>
<tr>
<td>Spring 2</td>
<td>EDP 664</td>
<td>EDP 664</td>
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<tr>
<td></td>
<td>Elective(s)</td>
<td>Elective(s)</td>
</tr>
</tbody>
</table>

More information about courses can be found in the section of this handbook titled **Course Information.**

### STARTING THE SEMESTER
Whether you choose to start your education in the summer or in the fall depends entirely on your preference. Whenever you begin classes, there are certain items of business that need addressing.

#### Registration for New Students
For new students, registration is conducted on a first-come, first-serve basis at [http://myuk.uky.edu](http://myuk.uky.edu). **High-speed internet connection from a location on campus is strongly advised when using the MyUK system.** Students may seek assistance with the registration process by contacting the Registrar or the Graduate School. After students have completed their registration, tuition and fees will be assessed.

#### Tuition and Fees
Information regarding payment of tuition and fees is found at [http://www.uky.edu/Registrar/feesgen.htm](http://www.uky.edu/Registrar/feesgen.htm). Late tuition payments may result in courses being omitted from your schedule. This may result in loss of placement in a course. Failure to pay tuition/fees on time will result in canceled registration and more fees.

#### I.D. Cards
When fees are paid in full, I.D. cards may be obtained at the Students I.D. Office, 107 Student Center. Identification cards are automatically validated with tuition payment each semester. Lost or stolen cards should be reported immediately to the I.D. office (257-1378), the Diner/Plus account office, or any food service location. There is a $15.00 fee for your first I.D. card, and a $20.00 replacement fee for lost cards. The card is necessary to check out library books, print in the student labs, photocopy in Young Library, and to reserve study rooms. It can also be used at campus food services, campus bookstores, and for discounts at some local area businesses.

#### Liability Insurance
As stated **previously,** students are required to purchase Liability Insurance prior to taking psychology classes.
Training Requirements for Teacher Assistantships
When a student receives funding via a Teacher Assistantship (TA), a TA training requirement is required from the student. These trainings are given twice a year, once in August and January.

Finding Health Care
The University of Kentucky offers health care and health insurance to its students and employees. Up-to-date information can be found at the following locations online.

Student Health Insurance http://www.uky.edu/StudentAffairs/UHS/Insurance.htm
Student Health Services http://www.uky.edu/TLC/grants/uk_ed/services/stuhlth.html

BECOMING ACQUAINTED WITH LIBRARIES AND COMPUTER LABS
During your time at the University of Kentucky, you will undoubtedly be required to visit at least one library, write at least one paper, and use at least one computer. At those times, you may find the following links helpful.

Libraries
There are three main libraries on campus in which EDP graduate students will be interested: the Education Library, the Medical Center Library, and W.T. Young Library. Hours for each library vary, with different hours for holidays, academic breaks, exam periods, and the summer.

The Education Library is located on the second floor of Dickey Hall. Psychological and educational abstracts are housed there, as well the major Counseling Psychology journals. Computer terminals in the Education Library are available to search databases that cover a wide range of subjects (e.g., business, science and technology, humanities, social sciences, and health). Databases include ERIC and PSYCH INFO. The library staff is available for assistance. Articles and information may be printed for 12 cents per page. Student identification cards with money on the PLUS Account are required for printing. You may access your plus account at any time online to have funds added immediately by charging to a credit or debit card by visiting http://www.uky.edu/PlusAccount/ and selecting ‘Quick Deposit.’ A fee for using this site will be incurred. Also, two copying machines are available in the Education Library for 12 cents per page (cash or DART card). Graduate students are not granted extended borrowing privileges at this library.

The W. T. Young Library, the main library, offers graduate students full semester borrowing privileges. Maps are available at each entrance to help navigate the large facility. This library has the greatest number of psychological journals on campus. Numerous copying machines and a large computer lab with printers are available.

The Medical Center Library is located in the basement of the Medical Center. Most psychiatric and physiology journals are housed there. Cash-operated copier machines are available. Bound journals may be checked out for a limited amount of time.

Computer Labs
The main computer labs for the College of Education are located in the basement of Dickey Hall and the Instructional Technology Center (ITC) in Taylor Education Building. Printers are available for 12 cents per page. Student identification cards with money on the PLUS Account are required for printing. All computer labs on campus are equipped with high-speed internet connections, ideal for usage of the MyUK system.

WHERE TO FIND HELP
This ends the orientation section of the handbook. As you progress in your studies, you will need to consult further sections of this handbook. In the event that this handbook does not have the answer to your questions, there exist many other sources of information for your benefit that include the following:

Peer Support
Over 10 years ago the program created a Peer Support Program in the department. Each incoming Master’s degree student is paired with another student in the program who is further along and more knowledgeable about the workings of the system. This arrangement is an opportunity for all involved. It is a way to prevent problems, and it gives the students a chance to use their counseling skills. It also provides a means for more personal and interpersonal contacts for students on both a formal and informal basis. In the second year of the program, students will be expected to participate as a peer support
person. You can find contact information for your peers at http://ukcc.uky.edu/directory/

Technology Assistance
The Instructional Technology Center (ITC) is located in Taylor Education Building Room 151. Upon request, the staff provides media services to support the instructional, research, and service programs of the college, including the circulation of non-print teaching materials. General materials available include computers and software, VCRs, cassette recorders, camcorders, projectors, equipment for power point presentations and microphones. Instructors can provide assistance in signing out equipment needed during the semester. For general help with technology, see http://www.uky.edu/Education/coefaQ.html or consult the ITC staff.

The SSTARS Center is located in King Library Rooms 213C and 213D. The staff assists students and professors with various research needs, such as computer-based statistical consultation and creating posters for research presentations.

Educational and Counseling Psychology Web site
Visit http://www.uky.edu/Education/edphead.html to access the departmental Web site.

Educational, School, and Counseling Psychology Departmental Staff
The Educational, School, and Counseling Departmental Staff are both friendly and knowledgeable about program policies.

NANCY DALLAIRE, Staff Associate - works with EDP faculty.
Contact information: Rm 237 Dickey Hall, ndall2@uky.edu, 859-257-7404.

PENNY CRUSE, Staff Associate to the Director of Graduate Study.
Contact Information: Rm 237 Dickey Hall, plcrus2@uky.edu, 859-257-7881.

MARION KIRBY supports the Chair in the management of the department.
Contact Information: Rm 247 Dickey Hall, mckirb1@uky.edu, 859-257-7888

Educational and Counseling Psychology Faculty
In addition to these people and resources, the faculty of the University of Kentucky’s Educational and Counseling Psychology Program are both knowledgeable and eager to help you in your education. The faculty is presented in the following pages, arranged in alphabetical order by program.
Counseling Psychology Faculty

**KEISHA LOVE**, Assistant Professor, (vita in PDF) received her Ph.D. in Counseling Psychology from the University of Missouri-Kansas City in 2005. Her research interests include attachment relations among ethnically diverse populations, family processes/dynamics, career development (particularly among middle school and high school students), and ethnic minority issues. Dr. Love co-leads a research team, the “Steppers” (Scholars Thriving to Explore and Promote Psychological and Educational Resiliency and Success) with Dr. Kenneth Tyler that addresses issues related to psychological well-being and academic success among college students. Dr. Love currently teaches Psychopathology, Individual Assessment of Cognitive Functioning, Career Counseling, and Practicum. Her theoretical orientation is a blend of cognitive behavioral therapy and interpersonal relations. She is an Associate member of the Graduate Faculty.

**JEFF REESE**, Assistant Professor, (vita in PDF) received his Ph.D. from Texas A&M University in 2000. Dr. Reese's research interests are psychotherapy process/outcome, telehealth, psychotherapy supervision, career development, and assessment /measurement. His current research is focused on investigating the use of telephone-based counseling services for underserved populations and extending the use of client feedback to the supervisory process. Dr. Reese teaches Principles of Psychological Measurement, Individual Assessment of Personality Functioning, and Practicum. His theoretical orientation is grounded in a psychodynamic-interpersonal process approach that draws upon cognitive-behavioral, solution-focused, and family systems strategies.

**PAMELA REMER**, Associate Professor, (vita in Word) received her Ph.D. in Counseling Psychology from the University of Colorado in 1972. Her areas of research interests include factors affecting recovery from rape, effective counseling interventions for women, career decision-making counseling, diversity issues in counseling and effectiveness of counselor responses. She teaches courses in techniques of counseling, theories, counseling women, psychodrama, and career counseling. A licensed psychologist, Dr. Pam Remer's theoretical orientation is Psychodrama within a feminist framework. She is currently the Director of Training in Counseling. Full Graduate Faculty.

**RORY REMER**, Professor, and Director of Graduate Studies, (vita in PDF) received his Ph.D. in Counseling Psychology and Research Methodology from the University of Colorado in 1972. His research interests include interpersonal communication modeling, multicultural perceptions and interactions, rape prevention, gerontology, and dynamical family systems research methodology. A licensed psychologist and ABPP in Family Psychology, Dr. Rory Remer teaches courses in introduction to counseling, techniques, group counseling, statistics, dissertation proposal development, marriage and family therapy, and counseling practicum. His theoretical orientations are Dynamical Systems (Chaos) Theory, Psychodrama, and Social Learning Theory. Dr. Remer won a Fulbright to study in Taiwan during 2002-2003. He is full graduate faculty.

**SHARON S. ROSTOSKY**, Associate Professor, (vita in PDF) received her Ph.D. in Counseling Psychology from the University of Tennessee, Knoxville, in 1998. Her theoretical orientation is feminist-developmental and she is conducting research related to adolescent sexual risk-taking. The focus of this research is on the social contexts that promote and/or diminish adolescents’ ability to protect themselves from pregnancy and sexually transmitted diseases. A licensed psychologist, Dr. Rostosky is examining the contexts of religion and romantic relationships and the impact of these contexts on sexual risk-taking in both heterosexual and homosexual adolescents. In addition, Dr. Rostosky is examining experiences of homophobia and minority stress as risk factors to the psychological and physical health of gay and lesbian individuals and their families. She teaches courses in counseling theories, counseling techniques, assessment, and gender. Dr. Rostosky is a Full Member of the Graduate Faculty.
Educational Psychology Faculty

**FRED DANNER**, Professor and Department Chair, ([vita](#)) received his Ph.D. in Developmental Psychology from the University of Minnesota. His areas of research interest include cognitive development, adolescence, health psychology, the relationship between fitness and intellectual performance, positive emotions and health, and the effects of sleep deprivation on learning and behavior. Dr. Danner teaches courses in cognitive development, life span human development, learning, educational psychology, and adults as learners. His research orientation is primarily cognitive-behavioral. Full Graduate Faculty.

**MICHAEL D. TOLAND**, Assistant Professor, ([vita](#)) earned his Ph.D. in Quantitative, Qualitative, and Psychometric Methods from the University of Nebraska at Lincoln in 2008. His areas of research interest include examining the performance of item response theory (IRT) models, applications of IRT and structural equation modeling to scale development, and issues related to longitudinal modeling and measurement invariance. An associate member of the Graduate Faculty.

**KENNETH M. TYLER**, Assistant Professor, ([vita](#)) received his Ph.D. in Developmental Psychology from Howard University in 2002. Dr. Tyler has broad areas of research interests that include culture, identity development, learning and socialization processes, motivation and school attachment, and minority student achievement. Dr. Tyler's current work focuses on measuring the degree of alignment between home and school cultures of minority student populations and understanding its link to academic motivation and performance. Associate member of the Graduate Faculty.

**ELLEN USHER**, Assistant Professor, ([vita](#)) received her Ph.D. in Educational Studies from Emory University in 2007. Her areas of research interest include social cognitive theory, academic motivation, and sources of self-efficacy beliefs. Dr. Usher teaches courses in educational psychology, learning theories, and motivation.

**LYNDA BROWN WRIGHT**, Associate Professor, ([vita](#)) received her Ph.D. in Counseling Psychology from Texas A & M University in 1991. Her current areas of research interests include multicultural counseling and psychotherapy training models and their effect on the development of cultural sensitivity; psychosocial and familial influences on African American child development; determinants of academic achievement among minority children and youth; and psychosocial correlates of the development of cardiovascular disease risk in children and youth. Dr. Brown-Wright currently teaches courses in assessment and multicultural development. She is a NIH Career Development Award recipient. Full graduate faculty.
**School Psychology Faculty**

**KRISTEN MISSAL, Assistant Professor,** (vita in Word) received her Ph.D. in Educational Psychology from the University of Minnesota in 2002 and is a Nationally Certified School Psychologist. Dr. Missal conducts research in the areas of literacy and social skill development, school adjustment and general outcome measurement, and has particular interest in the skills and experiences of children transitioning from preschool to kindergarten. She currently teaches courses in intellectual and academic assessment. Associate member of the Graduate Faculty.

**H. THOMPSON PROUT**, Professor, (vita in PDF) received his Ph.D. in School Psychology from the University of Indiana in 1976. He did his postdoc training in Counseling/Rehabilitation Psychology at the Woodrow Wilson Rehabilitation Center in Fisherville, Virginia. In 1983 he completed a Specialization Program in Counseling Psychology from the University of Missouri. His research interests are: therapeutic interventions with children and adolescents, personality assessments with children, adolescents and special populations MR and Developmental Disabilities), Global Self-Concept, and test development. A licensed psychologist, Dr. Prout teaches courses in social-emotional assessment, therapeutic interventions and internship, and child and adolescent counseling. Full graduate faculty.

**LISA RUBLE, Associate Professor,** (vita in PDF) received her Ph.D. from Indiana University in 1998. Her research interests are: services research and treatment outcomes research in autism spectrum disorders; parent-teacher consultation; school based mental health services.
GETTING STARTED

Advising
Once accepted into the program, the Counseling Psychology Area Committee (CPAC) randomly assigns students faculty member advisors. Students should make an appointment with their advisor to discuss classes and scheduling. If excluded from a course because of missing prerequisites or because the class is closed, students may contact the instructor. Instructors can choose to issue an override, allowing placement in the course. Students are responsible for knowing and meeting deadlines within the program and at any time can consult with her or his advisor. These deadlines include but are not limited to changing any post-baccalaureate credit to program credit, applying for Practicum, scheduling a final examination, and submission of folio materials. Students are responsible for meeting deadlines. The advisor is not responsible for tracking students down and asking if requirements have been met. Any change in deadline dates will be posted on the department bulletin boards in Dickey Hall and by e-mail.

Three hours of advising, or its equivalent is included in EDP 605, Introduction to Counseling: Techniques I. A folio requirement can be met by securing the advisor’s initials at the completion of these sessions. Requests for particular advisors will be met only if the advisor’s current advisee load allows. To initiate a change of advisors, the student must submit a request to the Director of Graduate Studies (DGS), inform the current advisor, and then officially confirm the change of advisor by informing the new advisor that the proper procedure has been followed.

Program Contract
Upon being assigned an advisor, the program contract should be completed. This contract is the program of study that must be completed to receive the Master's degree. The contract may be copied from the Handbook (Appendix C) or obtained in 257 DH. Your advisor will assist in planning the program of study. The contract itself is divided into the following three sections:

1) Course work taken within the Educational and Counseling Psychology School, and Counseling Psychology Department. Course work includes the core counseling classes and will account for most of the required credit hours.

2) Course work taken outside the Educational, School, and Counseling Psychology Department. Courses in other departments (such as Psychology and Social Work) can fulfill some requirements.

3) Transfer Credits. A total of nine credit hours from all other sources may be transferred into the program contract. Transfer credits can include graduate-level course work completed at another university and/or relevant credit hours earned prior to admission to the program. The Graduate School will not automatically transfer relevant credits. A letter must be sent to the Graduate School requesting that these hours be transferred. The letter must bear the following signatures: the student’s, the student’s advisor, the Director of Graduate Studies, and the Dean of the College of Education. Retain a copy of this letter for personal records and file a copy with the EDP department (DH 245). Also, follow-up with the Graduate School to ensure the credits are transferred.

The obtainment of the Master’s degree is contingent upon fulfilling the contract. Therefore, include only the minimum course requirements for graduation on the contract. Avoid including a specific elective on the contract because the course might not be offered as planned and would prevent program completion. Advisors can only help when a student wishes to make minor changes to the contract (such as substituting EDP 601 for EDP 600 since they are similar courses and both fill the same requirement.) Making significant changes to program contract requires submitting a petition to the Counseling Psychology Area Committee (CPAC). This process can be time consuming, confusing, and there is no guarantee that the requested change will be approved. The contract must be typed and then signed by the student, the student’s advisor, the DGS, and initialed by the CPAC Chair. Keep one signed copy and file another signed copy in the EDP departmental files.

CPAC Class Representatives
Student representatives are chosen at the beginning of the fall semester. These individuals will represent the Master’s class in the Counseling Psychology Area Committee (CPAC) meetings. It is important for the Master's class to have a voice among the faculty, staff and other graduate students. The representatives are elected by classmates with the help of the EDP 605 instructor.
REGISTERING FOR CLASSES

Courses
The Schedule of Classes is available at http://www.iris.uky.edu/coursecatalog/ and at http://myuk.uky.edu about a month before Pre-registration. Booklets are also available on campus in select locations, including the Registrar in 10 Funkhouser Building and Taylor Education Building, Room 166. Classes provided by the Counseling Psychology Department are labeled with the call letters EDP. Classes from other departments also fulfill some degree requirements.

Students registered for at least 9 hours are considered full-time students. Students are strongly discouraged from registering for more than 15 hours. If students register for more than 15 hours, a credit overload form will need to be completed and permission granted from the Director of Graduate Studies.

Advising
Students should make an appointment with their advisor to discuss classes and scheduling. If excluded from a course because of missing prerequisites or because the class is closed, students may contact the instructor. Instructors can choose to issue an override, allowing placement in the course. For more information, see the previous Advising section.

Registration for New Students
For new students, registration is conducted on a first-come, first-serve basis at http://myuk.uky.edu. High-speed internet connection from a location on campus is strongly advised when using the MyUK system. Students may seek assistance with the registration process by contacting the Registrar or the Graduate School. After students have completed their registration, tuition and fees will be assessed and notification will be sent in the mail.

Priority Registration for Current Students
All students currently enrolled who plan to attend U.K. during the following semester are required to register during the Priority Registration window. New students and students who have been on leave may register during the Priority Registration window if admitted before specific dates. The Priority Registration window takes place in early April for the Fall Semester and in early November for the Spring Semester. For all registration information and procedures, refer to MyUK at http://myuk.uky.edu. High-speed internet connection from a location on campus is strongly advised when using the MyUK system.

Late Registration
Returning students with late tuition payments or who did not advance register can register at later scheduled times. A late registration fee (nonrefundable $40) will apply. Specific information will be printed in the current Schedule of Classes Booklet.

Drop/Add
Directions for the dropping or adding a course are found at http://myuk.uky.edu. High-speed internet connection from a location on campus is strongly advised when using the MyUK system.

Tuition and Fees
Please refer to the previous section on Tuition and Fees.
COURSE INFORMATION

Thirty-six (36) hours of courses are required to complete the Master's degree program. While the content of a course may differ somewhat from instructor to instructor, the basic core content of each student's program is essentially the same.

The 36-hour figure may be somewhat misleading. First, it assumes a background in psychology. Without the background in psychology students are required to complete PSY 533 (Abnormal Psychology). Such prerequisite hours completed after entering the program do not count towards the 36 hours.

In addition, the 36-hour Master's program does not meet Kentucky requirements for practicing as a counselor. Additional hours are needed for:
Certification by the Board of Psychological Examiners of the Commonwealth of Kentucky for those wishing to be certified to practice in the state as a Psychological Associate (PA).
Certification by the Board of Kentucky Professional Counselors of the Commonwealth of Kentucky for those wishing to be certified to practice in KY as a Licensed Professional Clinical Counselor (LPCC).
State requirements vary considerably. It may prove useful to check with the licensing/certifying boards of the relevant state to aid in planning additional coursework.

In order to fulfill these requirements, please see EdS Requirements.

Liability Insurance
As stated previously, students are required to purchase Liability Insurance prior to taking psychology classes.

Required Course Offerings
All Master's students are required to take 36 hours from the Courses listed on the following page, although only one of the development courses (EDP 600, EDP 601, EDP 603, EDP 604) is required for the Master's Degree.

In addition to these courses, two additional courses must be taken. These courses are usually taken in specialty areas in Counseling Psychology or other departments, including, Psychology, Family Studies, Social Work, Behavioral Sciences, Sociology, and Anthropology.

Students who pursue a Master's degree must also enroll in a practicum for a total of six hours (three hours over two semesters). The following are requirements of students at a practicum placement:

Complete 12 hours on-site per week for three credits; three full working days per week for six credits and engage in a minimum of 40 client contact hours for three credits and/or 80 client contact hours for six credits. The Hours Data Sheet must be completed and signed by the student, the site supervisor, and the faculty supervisor and can be located online at http://www.uky.edu/Education/EDP/cnpsred.html
Obtain a minimum of one-hour face-to-face individual supervision from the on-site supervisor per week.
Attend a three-hour weekly seminar dealing with professional issues and group supervision with the faculty supervisor (course professor).

*EDP 664 Pre-Masters Practicum in Counseling
To enroll in practicum, students must obtain at least a grade of “B” in the core counseling courses: EDP 605, EDP 652, EDP 630, and EDP 661. Students must also apply for Practicum during the semester prior to practicum placement and be approved by CPAC.
This course is taken for a total of 6 credit hours, either all in one semester or 3 hours per semester for two consecutive semesters. Supervised practical experience is completed at an approved site of the student’s choice. The on-site supervisor must also be approved.
The course work for the Master's degree is generally completed in one and a half to two years. Due to necessary prerequisites and differences in when classes are offered, it may be beneficial to plan ahead when scheduling. For a suggested schedule, consult the Course Sequencing section of this handbook.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDP 557</td>
<td>Introduction to Statistics</td>
<td>A study of the application of statistical and graphical methods to educational data. Basic descriptive statistics, correlation, the normal distribution, and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation.</td>
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<tr>
<td>EDP 600</td>
<td>Human Life Span Development</td>
<td>A survey of human development across the life span of the individual from conception to death. Content includes changes in motor skills, biological growth and decline, learning behavior, language, social, emotional, moral, and intellectual development as well as the roles of the family, the school, peers, and work in relation to individual development. Critical evaluation of current theories which describe human development. (Note: Although the course is also offered as FAM 654, the EDP course must be taken to satisfy contract requirements.)</td>
</tr>
<tr>
<td>EDP 601</td>
<td>Human Social Development</td>
<td>Survey of current research and theory regarding motor skills, social development, imitation, dependency, aggression, affiliation, moral development, and peer group behavior. Prerequisite: EDP 600 or consent of instructor.</td>
</tr>
<tr>
<td>EDP 603</td>
<td>Human Cognitive Development</td>
<td>Theory and research concerning the development of attitudes, motives, self-concept, and other cognitive processes are presented and the educational implications explored. Prerequisite: EDP 548, EDP 610, or EDP 600.</td>
</tr>
<tr>
<td>EDP 604</td>
<td>Development of Psychological Sex Roles</td>
<td>An in-depth examination of theory, measurement, research, and personal attitudes concerning the development of sex roles over the life span. Impact of these psychological sex roles on effective personal functioning in family, educational, and work-related settings. Prerequisite: EDP 600 and EDP 601 or equivalent. (Required for Education Specialist program)</td>
</tr>
<tr>
<td>*EDP 605</td>
<td>Introduction to Counseling Techniques I</td>
<td>An overview of the roles, functions, settings, and identity pertaining to the profession of Counseling Psychology; an exploration of personal growth and personal demands of the field; an introduction to the basic communication theory and skills necessary to function as a counseling psychologist, specifically, training in active-listening and interpersonal confrontation. This course fulfills two folio requirements.</td>
</tr>
<tr>
<td>*EDP 630</td>
<td>Principles of Psychological Assessment</td>
<td>An in-depth study of psychological assessment including observational methods, interviewing, behavioral analysis, and diagnosis of group psychometric testing as a means of arriving at a comprehensive individual analysis and the formation of a treatment plan. Specific emphasis will be placed on practice in administering, scoring, report writing, and the use of computer integration techniques. This course fulfills two folio requirements.</td>
</tr>
<tr>
<td>*EDP 649</td>
<td>Group Techniques of Counseling</td>
<td>An overview of the theoretical bases and practical procedures used in the organization, and effective use of group counseling in the facilitation of psychological and educational goals. This course fulfills two folio requirements.</td>
</tr>
<tr>
<td>EDP 652</td>
<td>Theories of Counseling</td>
<td>An overview and exploration of the main Counseling Psychology theories used in facilitating personal growth, character maturation, problem solving, decision making, crisis resolution, and behavior change. Students are expected to attain a sufficient level of understanding to choose a primary orientation for use in EDP 661. This course fulfills one folio requirement.</td>
</tr>
<tr>
<td>*EDP 661</td>
<td>Techniques of Counseling II</td>
<td>An introduction to basic individual counseling interventions including interviewing skills, rapport building, information collecting and giving, listening, confronting, and so forth. Exploration of personal strengths and weaknesses relating to professional development, practice, and supervision in laboratory and real situations, integration of theory and practice, and exploration of ethical and values issues. This course fulfills one folio requirement.</td>
</tr>
<tr>
<td>*EDP 666</td>
<td>Career Counseling</td>
<td>An overview and practice in the use of career counseling theory; an exploration of the relationship between career and personal counseling; the use of assessment in career counseling. The content is essential as part of the professional identity of the counseling psychologist and the primary focus of the certification examination by the Board of Psychological Examiners of the Commonwealth of Kentucky. Prerequisites: EDP 652 / 630</td>
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Elective Course Offerings
The following departmental courses are recommended for students to provide more in-depth training, contribute to expertise in a specialty area, satisfy certification requirements, provide basic background assumed by employers, and enhance professional identity. Additional course offerings from other departments can also be taken for these purposes.

*EDP 640 Individual Assessment of Cognitive Functioning
This course provides theoretical material and advanced laboratory practice in the measurement of intelligence by individual techniques. Prerequisites: EDP 630, PSY 532, PSY 533 or equivalent or consent of instructor. Priority admission is granted to Counseling Psychology students in fall semesters and to School Psychology students in spring semesters. Master’s students may have difficulty enrolling in this course since post-Masters students are given priority. (Required for Education Specialist program)

*EDP 642 Individual Assessment of Personality Functioning
An in-depth study of the nature and measurement of human emotion, temperament, and personality. Laboratory and field experience in the administration, scoring, and interpretation of tests related to personality functioning and underlying dynamics of personality. Prerequisite: Successful completion of EDP 640 or consent of instructor.

EDP 656 Methodology of Educational Research
An introduction to research methods acceptable to education; the scientific method, research designs, measurement techniques, statistical analysis, and writing the research report. (Required for EdS)

*EDP 680 Child and Parent Counseling
An overview and practice in the use of various theoretical approaches to child rearing and methods of working with parents. Particularly relevant to school counselors and those wishing to emphasize family interventions. Prerequisites: EDP 600, EDP 652, EDP 661, or consent of instructor.

*EDP 685 Issues and Techniques in Counseling Women
The course is designed to improve students' knowledge of special counseling needs of women and to facilitate students' development of highly skilled techniques for counseling with women. Skill and knowledge areas include such topics as rape, spouse abuse, mastectomy, career, assertiveness, single parenting, and sex discrimination. Prerequisites: EDP 604, EDP 652, EDP 661, and consent of instructor.

*EDP 686 Theory and Methods of Marriage and Family Therapy
A survey of theories and methods used in marriage and family therapy. Designed to provide students with knowledge of the theoretical bases for marriage and family therapy, including an introduction to procedures used to assess, diagnose and treat marriage and family dysfunctions. Prerequisites: EDP 661 and consent of instructor.

*EDP 701 Cognitive-Behavioral Counseling
An in-depth exploration of behavioral theory and techniques and practice in the use of behavioral and cognitive interventions. Assumes some basic knowledge of learning theory concepts. Essential for those wishing to emphasize behavioral strategies with a wide variety of client populations and problems. Prerequisites: EDP 652, EDP 661, or consent of instructor.

EDP 765 Independent Study in Counseling Psychology
Independent study course for advanced graduate students who desire to investigate special problems in counseling psychology with a faculty member. A maximum of six credit hours can be taken. (See Appendix D.)

GS 680 Graduate Student Leave of Absence
This is a zero-credit placeholder course (graded S/U) that is intended for graduate students who receive permission to take a leave of absence for one or more semesters. Students who register for this course will remain enrolled in the graduate school during their absence and therefore be eligible to priority register for a subsequent semester. Failure to register in this course when taking a leave of absence will require a new application and application fee upon return to the graduate program. Procedurally, the student must seek approval of the DGS; who will in turn transmit approval to the programs admission officer in the Graduate School who enrolls the student in the course. Registration requests must be received one week prior to the end of late registration for the semester in question and is GS 680 is permitted for a maximum of two consecutive semesters and for a total of four semester hours. Only students enrolled in graduate-degree granting programs are eligible for GS 680.
Certification Requirements
For those students seeking certification, suggested electives include EDP 656 and PSY 627. Other electives include specialty counseling areas, such as cognitive-behavioral techniques and women’s issues. All courses are for three hours credit, except practicum, which is a variable credit course and must be taken for a total of 6 hours. Other current requirements for certification can be found online at http://www.uky.edu/Education/EDP/cnpseds.html.

Course Syllabi
By the second course meeting, every professor is required to provide students with a syllabus. A syllabus is an outline of course content and requirements that are to be completed by the student by the end of the semester. A syllabus is also considered to be a contract. That is, professors are contracting with students that certain requirements are to be met in order to earn a specific grade. If factors affecting evaluation must be revised during the semester, students must be given reasonable warning.

APA Style
All papers submitted are expected to conform to APA style. Obtaining a copy of the Publication Manual of the American Psychological Association, Fifth Edition (2001) is strongly suggested and is a prudent long-term investment. It can be purchased at local bookstores or online.

Grade Requirements
According to University Policy (University of Kentucky: The Graduate School Bulletin April, 2001) “When students have completed 12 or more semester hours of graduate course work with an average of less than 3.0, they will be placed on scholastic probation. Students will have one full semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.0 average. If probation is not removed, students will be dismissed from the Graduate School.”

Minimum Competency Course Policy
The courses listed below are considered “minimum competency courses.” Accordingly, students must receive at least a “B” grade in each of these courses to enroll in the designated further coursework:
EDP 605 and EDP 652 to enroll in EDP 661;
EDP 605, EDP 652, and EDP 661 to enroll in EDP 649;
EDP 630 to enroll in EDP 640 or EDP 642; and
EDP 605, EDP 652, and EDP 661 to enroll in EDP 664

EDP664 (Pre Masters Practicum) and EDP665 (Post Masters Practicum) Requirements
Regardless of a student’s overall Program GPA, a grade of “B” (or better) is required [for EDP 664 and EDP 665]. If a grade of “C” is earned, the course must be repeated and a “B” earned. If a grade less than “C” is earned, the student’s status in the program will be reviewed by the Program Faculty with dismissal from the program as a possible result.

"C" Grades
No student may have more than six credit hours of grades "C" or below in any graduate coursework. Students who earn two "C" grades in their contracted program must meet with the CPAC faculty to discuss a possible remediation plan or termination from the program.

Grades of "I" (Incomplete)
Students may receive an "I" grade for coursework not completed at some point during their Master’s careers. Students receiving "I" grades must design and sign a contract with the professor of the course. The contract (Appendix E) should specify requirements necessary to complete the course, the date by which the material must be completed, the criteria for assigning the appropriate grade, and the reason the "I" grade was issued. Students who are concerned that they may not meet the requirements of the course by the end of the semester should consult with their professor immediately.

"I" grades in required/minimum competency courses must be completed before courses requiring them as prerequisites can be taken. Students may not register for coursework if the prerequisite(s) are not completed. No student may have more than two pending "I" grades at any time. All "I" grades must be remediated by one month before the Master’s Final Exam.
All "I" grades should be completed within two months after the last scheduled class unless extenuating circumstances exist. Such circumstances must be determined and verified by the course instructor of the "I" grade course and the Director of Graduate Studies. Should an "I" grade not be completed within the two-month period, the instructor or the Director of Graduate Studies may assign a grade commensurate with the work so far accomplished, as indicated on the "I" Grade contract on file in the Departmental Office. According to university policy, "I" grades not remediated after one year will automatically become “E” grades.

Withdrawal from Classes
To withdraw from courses, the following options are permitted:
1. First two classes: Students missing the first two classes without notifying the department may be dropped from the class roster through departmental recommendation to the Dean.
2. First three weeks: Students who withdraw via the University’s drop procedure during the first three weeks of class receive no mark on their transcripts.
3. Mid-term: After mid-term, students must petition (for non-academic reasons only) the Dean of the college for approval to withdraw from the course. If the Dean approves the petition, the student receives a W for the course.

Repeat Option Procedures
The repeat option allows a graduate student to repeat a graduate course and count only the second grade as part of the grade point average. (This action may be taken only once in a degree program and may not be exercised when an “E” grade has been assigned as the result of a violation of the Academic Code).

In order to exercise this option, the student must obtain a repeat option form from the Associate Dean's office (329 Patterson Office Tower). The Director of Graduate Studies (DGS) must approve the student’s request, and the form must be returned to the Associate Dean's Office. The request to exercise the repeat option must be made before the course is repeated. (Note: The student cannot exercise the repeat option for any course taken prior to fall semester 1981.)
EXTRACURRICULAR COUNSELING EXPERIENCES

Student participation in extracurricular experiences is strongly encouraged by the Educational and Counseling Psychology faculty. Extracurricular experiences include attending training groups and workshops and being a client in counseling sessions. Participation allows students to develop counseling skills and gain increased personal awareness and growth.

The department encourages students to obtain counseling experience as clients. Such experiences provide students with the opportunity to develop personal awareness and experience growth. Both individual and group counseling experiences as a client are highly suggested. They may be done any time during a student’s program. Personal counseling opportunities are provided as options in some courses (e.g., individual as part of EDP 605 and group participation as part of EDP 649). Although students interested in obtaining counseling as a client may receive such services at the University of Kentucky Counseling and Testing Center, other sources through various public agencies and private practices in the Lexington area, are recommended because anyone who has been a client at the UKCTC is not allowed to be a practicum student there (note: all doctoral students must do a practicum at the UKCTC). Note: Students are discouraged from entering into a counseling relationship with an EDP faculty member, since this type of arrangement constitutes a dual relationship (role conflict) that is specifically prohibited by the ethical principles of the American Psychological Association.

A number of mental health agencies exist in the Lexington area that can provide students with opportunities to gain counseling experience. Students in the Master’s program in Counseling have had experience in a variety of placements that include the following: Comprehensive Care organizations, the Rape Crisis Line, Center for Women, Children and Families, Catholic Social Services Bureau, Methodist Home, and the Counseling Psychology Services (CPS) Clinic, which is affiliated with the department. Some of these agencies request volunteer work while other agencies will pay students for their services. To discover agencies that need students for volunteer opportunities or employment, check the departmental bulletin board and talk with faculty and students. If students want to claim any of these hours toward their formal counseling experience, they must be supervised and enrolled in EDP 664 for one credit.

Training groups and workshops in the region address a variety of therapeutic orientations and client issues. For example, for students interested in Gestalt therapy, there is a local group that offers learning/experiences in the orientation. Throughout the year, additional workshops will be offered within the department such as, Psychodrama training and Trauma seminar. Colloquiums will be offered bi-weekly and will cover various topics including research publication and resume writing. Students interested in attending training groups or workshops should consult with faculty members, other students, the Educational and Counseling Psychology list serve and the department bulletin board for times, dates, and fees. Students can consult with faculty concerning possible credit for their committed involvement in trainings and/or workshops.
**CAREER PORTFOLIO**

When earning a Master's degree in Counseling Psychology, it is highly advisable for students to develop a folio that represents a student's work. Students can use this folio to collect important information about their educational attainments and their counseling experiences as they prepare to enter the job market at the conclusion of their degree program. This is **not a requirement for graduation** from the program, nor will faculty evaluate your portfolio. The purpose is a practical one; namely, to assist you in presenting your accomplishments to potential employers.

**Suggested materials for your Career Portfolio:**

1) Statement of career objective(s). (A Statement about your theoretical approach might be included)

2) Vita, including, but not limited to:

   (a) Counseling Experience (Supervisor evaluations, practicum hours sheets, assessments conducted, perhaps a summary sheet for each practicum site listing who, what, when, where, how).

   (b) Educational Experiences (List all professional workshops you have attended, training in working with specific populations, what assessments are you qualified to administer, copy of transcript and/or completed program of study, etc).

   (c) Research Experience (participation on research team, data entry/management experience, presentations, publications, etc).

   (d) Professional Contributions: List your experiences conducting groups, workshops, as well as research experiences, administrative experiences etc).
PRACTICUM APPLICATION

Timing
Students must apply for practicum one full semester before starting or continuing to work at the practicum site. (See Appendix G for application.) Due to difficulties in the past, students applying after the deadline will not be guaranteed a practicum placement. Practicum sites are generally harder to obtain in the summer due to time constraints and the shortage of faculty members available for supervision. Students opting to drop the practicum course must consult their advisor, the practicum coordinator, and/or CPAC. Students who have dropped practicum will only be allowed to register for practicum the next semester(s) if space is available.

One faculty member always serves as practicum coordinator. The current coordinator is Dr. Keisha Love. Practicum applications are available online at http://www.uky.edu/Education/EDP/edpforms.html. Applications should be completed and returned to the practicum coordinator by the posted deadlines. Applications for fall placements are due by March 1st of the preceding semester. Applications for spring semester are due by October 1st of the preceding semester.

Prerequisites to Practicum
Prior to beginning practicum, students must have completed the following courses: EDP 605, EDP 652, EDP 661, EDP 557, and EDP 630. EDP 649 may either be taken as a prerequisite or concurrently with practicum.

Admission Criteria for Practicum
Upon application for practicum, student readiness will be evaluated by the Counseling Psychology Area Committee (CPAC). Each student will be rated by the instructors who he/she has in class (or other contact, if they so wish). Students are immediately accepted or denied. Students who are denied will receive feedback concerning their problem areas and may be required to retake EDP 661 or remediate in some other manner.

Practicum Placement and Responsibilities
Practicum sites are to be agreed upon by students and the practicum coordinator. It is the student's responsibility to locate a practicum site and schedule an interview or visiting time at the site. After making this decision students must submit their decision for approval to the practicum coordinator or may enlist his or her help in securing a practicum site. Information about available practicum sites can be found online at http://www.uky.edu/Education/EDP/practsites.html. Additional information (including student feedback) about potential practicum sites can be found on reserve at the Education Library in the Practicum Notebook.

Students developing their own practicum placements should consider the following guidelines concerning time and supervision requirements:
Students enrolled for three credit hours spend a minimum of twelve hours per week at the practicum site. Those enrolled for six credit hours will spend three full working days (24 hours) on site.
Students should be engaged in a minimum of 40 client contact hours for three credit hours and/or 80 client contact hours for six credits, which is roughly one contact hour per four hours on site.
Students should complete the Practicum Hours Spreadsheet biweekly. The completed form is to be signed by both the student’s on-site and faculty supervisors and filed with the departmental secretary (DH 237). The form can be located online at http://www.uky.edu/Education/EDP/cnpsred.html. Each student must have at least one hour per week of on-site supervision, as well as two to three hours of group supervision in the form of practicum seminar.

The on-site supervisor must be approved by the practicum coordinator as a competent professional capable of providing supervision. Within this framework, this person's credentials are negotiable. The site supervisor may be a psychologist, psychiatrist, licensed clinical social worker, or other licensed mental health professional. According to Kentucky Licensing Law, at least one supervisor (site or university seminar) must be a Licensed Psychologist.

Policy on Practicum as a Work-site
A twenty (20) hour or more per week work-site, which becomes a 3 to 6 hour practicum site, will be approved only if the student presents an agreement to the practicum coordinator showing how the practicum responsibilities and the site supervision meet the practicum requirements. In other words, the
student must show how the work place is substantially different from the practicum site in assignment and in supervision. Appeals for deviations from this policy will be considered first by the practicum coordinator, then, if necessary, by CPAC.

Practicum Evaluations
Two types of evaluations are done to evaluate the practicum site: evaluation of the student's experiences and skills by the on-site supervisor (Appendix H) and the student's evaluation of the practicum site (Appendix I). These forms may also be found online at http://www.uky.edu/Education/EDP/edpforms.html. Copies of both forms should be returned to the practicum coordinator and the seminar instructor in order for the student to be assigned a grade.

Group Practicum
Students taking EDP 649 simultaneously with practicum may conduct group sessions at the practicum site with permission from both the on-site supervisor and group class professor. During EDP 649, it is not necessary to have only EDP students involved as group leaders and participants.
MASTER’S THESIS AND RESEARCH AND PUBLICATION OPPORTUNITIES

A master's thesis or a research project is not required to graduate from the Educational and Counseling Psychology program. However, completing a Master's thesis or a research project may provide students with opportunities to investigate research topics of special interest, develop the necessary skills to conduct research, work closely with a faculty member, and, perhaps, publish an article. Research participation may be advantageous if a student decides to pursue a doctorate degree. Students interested in working with a faculty member on a Master's thesis or a research project should consider faculty interests and contact the respective faculty member.

A student may earn independent study credits when completing a thesis or research project. Students who complete a Master’s thesis must meet all other degree requirements in addition to the thesis. Due to the intensive nature of undertaking a Master’s thesis may prolong obtainment of the Master's degree.

The following requirements must be met when working on a Master's thesis:
- Selection of a committee of three faculty members affiliated with the Department of Educational, School, and Counseling Psychology. The student should select her/his committee in the early stages of thesis development, as the committee will meet periodically to discuss research developments and concerns.
- Approval of project methodology by the university Institutional Review Board.
- Completion of an oral defense of the thesis before the committee.

Students who decide not to take the thesis option may still choose to develop a research project in conjunction with a faculty member. Most faculty members are available to collaborate with students. The results of the research project may be submitted for publication.

SCHEDULING THE MASTER’S WRITTEN FINAL EXAMINATION

The Graduate School requires a final examination for graduate degrees. The Department of Educational, School, and Counseling Psychology responds to this requirement with a written final examination to be given on the first Friday in October for those graduating in the Fall semester, and the first Friday in March for those graduating in the Spring semester. The oral (debriefing) of the examination will take place the first Friday of November in the Fall semester and the first Friday of April in the Spring semester. Students are required to attend both written and oral parts. Student conflicts with these dates will not cause the dates to change. You have a maximum of three hours for the written examination.

Students must notify the Director of Graduate Studies of their intent to sit for the final examination at least two weeks prior to the deadline for scheduling final examinations. The deadline is listed in the Schedule of Classes as "Last day to schedule a final examination in the Graduate School for candidates for (May, December) degree." At this time students should contact the departmental assistant in DH 237 to sign up for the Master's exam. On the sign-up sheet, students record their phone number and a four-digit I.D. number. Students do not need to notify the Graduate School. When students notify the department assistant or the DGS, the office takes responsibility for notifying the Graduate School of those intending to take the Master's exam. Final approval for sitting for a final examination must be given by the Graduate School. The Graduate School will inform the DGS if a student is eligible to sit for the final exam. "I" grades and non-transferred hours are the two most common reasons for being denied permission.

The Counseling Psychology Master's final examination is a computer-typed essay examination. Faculty members are assigned to read examinations on a random basis. All scoring is anonymous due to the use of the 4-digit I.D. codes. The CPAC Chair will provide each student with a score and written feedback approximately two weeks following the examination. (Appendix J)
APPLICATION FOR GRADUATION

To be eligible for a degree, students must obtain two degree cards with the departmental secretary (DH 237) within 30 days of the beginning of the semester (15 days into the summer session) in which completion of requirements is expected. Please check the appropriate schedule book under the heading "University Calendar - (Year) (Spring/Fall) Semester" in the UK Schedule of Classes or see www.uky.edu/USC/New/UniversityCalendarMain.htm. Students are responsible for supplying complete, accurate information, including the appropriate codes. Upon completing the degree cards, the Director of Graduate Studies must sign them. Make sure the departmental secretary has a copy before the cards are submitted to the Graduate School. Students missing the deadline may follow through by checking with the Graduate School. They do honor a short, unspecified extension time, but students should not rely on this courtesy. In the Schedule of Classes, this deadline is labeled, "The last day for filing an application in the college dean's office for a (May, December) degree." Diplomas are ordered after certification of the degree has been completed. Students should be mailed their diplomas within three months of graduating.

Students who wish to enroll in the Education Specialist program upon completion of their Master's degree program must apply to the Education Specialist program. Upon acceptance into the EdS program, the graduate school must be notified with a written statement signed by the director of graduate studies.

EDUCATION SPECIALIST PROGRAM

Students who wish to obtain certification as a Psychological Associate (PA) or as a Licensed Professional Clinical Counselor (LPCC) may elect to enter the Educational Specialist (EdS) program. Requirements for the Specialist degree include: 30 hours of post-Master's course work, an internship, and a project with defense. Note: Students planning to pursue certification/licensure can begin fulfilling these requirements with their Master's level electives. Up to 9 course credits (above the 36 hour requirement) may be transferred to the EdS program.

The schedule of additional coursework differs according to the certification/licensure desired. The thirty additional hours should reflect the required content as outlined by the desired state certification/licensure board. For the state of Kentucky, the two choices (PA or LPCC) are outlined online at http://www.uky.edu/Education/EDP/ukcoun2.html. Prerequisite courses, whether they are taken pre- or post-Master’s, remain the same.

CPAC clarifies that letters of recommendation for state or national licensing are contingent upon completion of the EdS program (which requires the completion of an EdS project, a project report/paper, and a final oral discussion/examination focused on the paper submitted).

EdS advisors for students coming from the Masters program are whomever the person asks to direct the EdS project. Up to that point no official advisor will be assigned; the student may ask the Masters advisor or anyone else for direction. Outside people will still be assigned someone at admission acceptance, usually the person who did the interview/program planning.

TERMINATION AND APPEALS PROCEDURES

The departmental faculty may decide to terminate a student from the Master's program.

Criteria for Evaluation

If a student is making adequate progress toward a degree, no problems will exist. Adequate progress is defined by a number of both objective and subjective criteria. The objective criteria include the following:

- Continual enrollment in Graduate School. (Written request for a leave of absence from the program, if it becomes necessary to miss a semester. The request should be submitted to the Director of Graduate Studies and approved by the CPAC to be included in the student's file.)
- Maintaining a graduate GPA of at least 3.0.
- Having no more than two outstanding "I" (Incomplete) grades at any time.
- Completion of program requirements and submission of the folio record.
- Applying for admission to practicum within four years of the official beginning of course work.
- Completion of Master's degree course work, as agreed upon in the student's contract, by the end of the eighth year from the official start of the student's program.
- Passing the Master's exam.
Subjective criteria are also used in evaluation of a student's progress. These criteria are used to judge the personal/social development necessary to become a competent Master’s level counselor. The criteria fall into two separate but related categories: ethical behavior and interpersonal relationship skills.

Subjective judgments may be based on the following: taking an active role in classes, completing assignments on time, carrying through on commitments, being self-motivated and independent, being appropriately assertive, respecting the rights and views of others, and acting responsibly. No single incident (except an outright breach of ethical conduct) will cause a student's termination.

**Evaluation and Feedback**

Although informal evaluation and feedback is a continuous process, the two formal assessment points are practicum application and the Master’s exam. Following each, students should receive verbal feedback from their advisors. If a deficit exists, particularly in regard to the objective criteria, students will receive a letter from the Director of Graduate Studies. In the case of a breach of ethical conduct, a student will receive a letter from either the Director of Graduate Studies or the CPAC chair.

**Appeals Procedures**

There are two types of appeals procedures: program and personal. Program appeals are those that affect more than just one student. An example reason for a program appeal is a change in program requirements. Personal appeals are those involving only the individual student. Both may be addressed by taking the following steps:

(A student may wish to by-pass the third and/or fourth steps in the interest of privacy.)

1. The student's understanding of the departmental decision that she or he wishes to appeal must be verified by the Director of Graduate Studies or the CPAC chair.

2. The student's understanding and her or his decision to appeal must be noted in writing and signed by both parties present. Each should maintain a copy of the notation for their records.

3. The Graduate Student Seminar, as the official representative body of the students, must be consulted regarding programmatic appeals. The appropriate action should be initiated through them. The student has the choice to involve the Graduate Student Seminar regarding personal appeals.

4. The appropriate representative(s) from the Graduate Student Seminar, if the choice has been made to use the Graduate Student Seminar, should draft the appeal.

5. The written appeal details the student's understanding of the decision and/or action being appealed. The appeal must include information on the decision being appealed, and why it was made, as well as the basis for the appeal. It must be submitted to the Director of Graduate Studies, who will then evaluate the appeal.

6. Should the evaluation of the appeal not fall within the purview of the Director of Graduate Studies or not meet the approval of all those involved, further appeals following the procedures already outlined, may be submitted to the following, listed in order: the CPAC committee chair, the CPAC committee, the department chair, the faculty of the department, and the university ombudsperson. In all such cases written notification by the student of further intent to appeal must be provided to all those thus far involved in the appeal process.

7. If the above six steps are not followed, the appeal may not be further considered.

**Grievance Procedures**

A grievance is defined as any student-initiated request for the redress of a violation of the university, college, department, or area policy regarding a student's rights or privileges (e.g., a professor not adhering to the course syllabus). To file a grievance, the student must follow the appeals process outlined above. Before filing a formal grievance, students should pursue some informal avenue (e.g., talking directly with the instructor involved or talking with their advisor). The formal grievance procedure should only be employed as a last resort.
QUALITY ASSURANCE CONTRACT

To prepare myself for a professional career that will include writing and publishing, I understand that part of my education encompasses the ethics and mechanics of such writing activities. I understand that my work presented for each course should be an original manuscript or presentation consisting of my own writing and should not duplicate or substantially overlap any of my papers or projects previously submitted to another class. I also understand that I should not quote or use the words of another person without referencing the person, not should I borrow ideas from others without acknowledging their work. I also understand that the format of my written papers will be in compliance with the guidelines of the current APA (American Psychological Association) Publication Manual, including writing mechanics, tables and figures, and language that is non sexist or racist or demeaning to others.

For the paper or project submitted here, I do certify that the above statement is true and valid.

Signed: ____________________________________________
Name: ________________________________________________
SSN: _________________________________________________
E-mail address: _________________________________________
Title of paper/project: ___________________________________

EDP Master’s Handbook - 31
STATEMENT OF PERSONAL AND PROFESSIONAL RESPONSIBILITY

I, indemnify the University of Kentucky and any of its Faculty and Staff, against any and all responsibilities, financial or otherwise, incurred by me as a result of any Professional or Personal Misconduct on my part as a consequence of my behavior in any or all of the following courses:

- EDP 605
- EDP 606
- EDP 630
- EDP 640
- EDP 642
- EDP 649
- EDP 650
- EDP 661
- EDP 664
- EDP 665
- EDP 666
- EDP 669
- EDP 670
- EDP 671
- EDP 675
- EDP 680
- EDP 684
- EDP 685
- EDP 686
- EDP 690
- EDP 691
- EDP 703
- EDP 702
- EDP 708
- EDP 777

In addition, I swear/attest (circle one) that I have secured Professional Liability Insurance to cover my financial responsibilities regarding any eventuality resulting from any and all of the above mentioned misconducts as of ________________________________

Name Printed ____________________________ Date ____________________________

Signature ____________________________ Date ____________________________

Witnessed ____________________________ Date ____________________________
### COURSE CONTRACT: MASTER’S PROGRAM OF STUDY

**Name:**  
**Phone:**  
**E-mail:**  
**Address:**  
**Present Employer:**

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* a human development course, ** two electives

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Approved [ ]  
Not Approved [ ]

EDP Master’s Handbook - 33
## INDEPENDENT STUDY AGREEMENT: EDP 765

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## Appendix E

### INCOMPLETE (I) GRADE RECORD

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Reason for incomplete grade: ____________________________

Work to be completed: __________________________________________

Work is to be completed by: ____________________________

How grade is to be calculated: ____________________________

Instructor's Signature: ____________________________ Date: ____________________________

I elect to complete the course in order to change the "I" grade to a letter grade, and in so doing, choose not to have the grade as a permanent part of my record. I understand that failure to complete the work described above by the specified date will result in the appropriate grade.

Student's Signature: ____________________________ Date: ____________________________

NOTE: The completion of this form by the instructor will satisfy a University requirement that the Department maintain a file of specified information on “I” grades. An “I” grade may be assigned by the instructor with or without the written agreement with the student as to how the work is to be completed. In the latter case the student will not sign this form and will retain both options described in the University Senate Rules, Section V-1.3.2 (having the “I” grade as a permanent part of his /her record or completing the course to change the “I” grade to a letter grade).
COUNSELING PSYCHOLOGY CAREER PORTFOLIO CHECKLIST

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Social Security Number</th>
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</table>

1) Statement of career objective(s). (A Statement about your theoretical approach might be included)

2) Vita

3) Counseling Experience (Supervisor evaluations, practicum hours sheets, assessments conducted, perhaps a summary sheet for each practicum site listing who, what, when, where, how).

4) Educational Experiences (List all professional workshops you have attended, training in working with specific populations, what assessments are you qualified to administer, copy of transcript and/or completed program of study, etc).

5) Research Experience (participation on research team, data entry/management experience, presentations, publications, etc).

6) Professional Contributions: List your experiences conducting groups, workshops, as well as research experiences, administrative experiences etc).
APPLICATION FOR MASTER’S LEVEL COUNSELING PRACTICUM
(Submit by October 1st for Spring semester starts or
by March 1st for Summer/Fall starts)

EDP 664 and EDP 665 may be taken for three credits (12 hours on-site plus a two-hour seminar), six
credits (24 hours on-site plus a two-hour seminar) only. If you apply for practicum, we expect you to follow
through with the practicum assignment. If you do not follow through, write an explanation to the Practicum
Coordinator.

Name _____________________________ (check one) Masters □ EdS □ PhD □
E-mail address ___________________________ Phone Number ___________________________
I am applying to enroll for ___ credits in EDP 664 for the _________ semester.

What is your preference for a counseling practicum setting? If you have already confirmed a new
practicum placement or are continuing at your current placement, please complete the “primary site”
information below. If you have yet to secure a placement, please complete the “primary site” information
and the “alternative site” information.

Primary Site
Name of agency: ___________________________
Name & title of supervisor: ___________________________
Supervisor’s contact info: ___________________________
Agency address: ___________________________

Secondary Site
Name of agency: ___________________________
Name & title of supervisor: ___________________________
Supervisor’s contact info: ___________________________
Agency address: ___________________________

Please complete the table below

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<th>** B or higher</th>
<th>Grade</th>
<th>Semester</th>
<th>Take w/664/5</th>
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Updated 10-22-05 (revised 1/23/07)
Appendix H

PRACTICUM EVALUATION FORM

Student: __________________________________________________________
E-mail address: ____________________________________________________
Supervisor: ___________________________ Phone: _______________________
Site: ___________________________________ Date: _______________________

Directions: Evaluate the practicum counselor using the following 5-point scale for each item:

5- Outstanding
4- Above Expectations
3- Satisfactory and within the range of competence
2- Needs some improvement
1- Needs considerable improvement
?- Not enough evidence to evaluate

Please provide a brief written elaboration of each item which you rate outstanding (5) or needs improvement (1).

A. Theoretical Understanding:
   ___ Has a conceptual framework that guides the use of appropriate and well-timed techniques.
   ___ Synthesizes information about client into a useful conceptualization.
   ___ Is able to integrate personal style with therapeutic interventions.
   ___ Is able to understand the language of different theoretical perspectives (e.g., dynamic, cognitive, behavioral, experiential).

B. Self in Relation to Client:
   ___ Is aware of own needs, values, and beliefs and their impact on client interactions.
   ___ Can recognize and separate personal needs from those of the client.
   ___ Is generally comfortable in the therapeutic setting.
   ___ Maintains a professional relationship with clients.

C. Understanding Client Concerns:
   ___ Communicates accurate empathy for feelings, perceptions, and ideas expressed by client.
   ___ Understands client's personality structure and dynamic.
   ___ Is aware of client's social-economic environment, family-relationships.

D. Use of Counseling Techniques:
   ___ Listens and attends to client messages.
   ___ Expresses self clearly to clients.
   ___ Establishes and maintains rapport and positive working relationship.
   ___ Uses assessment procedures to plan, facilitate, and evaluate counseling.
   ___ Motivates clients to participate actively in counseling.
   ___ Involves clients in establishing mutually acceptable treatment goals.
   ___ Recognizes and works with client conflicts and ambivalence (opposition, negativism, fear of change).
   ___ Works effectively with clients from diverse populations (e.g., gender, ethnicity, sexual orientation, age, and ability).
   ___ Uses nonverbal behavior appropriately.
   ___ Writes effective session and treatment reports.

E. Professional and Ethical Understanding:
   ___ Demonstrates knowledge and application of professional code of ethics.
   ___ Presents a professional demeanor in appearance and behavior.

EDP Master’s Handbook - 38
Maintains a cordial and professional relationship with colleagues.
Contributes to case conferences.
Refers clients when appropriate.
Works professionally and effectively within agency.

F. Responsiveness to Supervision:
Is open to constructive supervisory and peer comments.
Attempts to apply new insights result from direct supervision.
Actively seeks supervisory help resulting from self-perceived needs.

G. Comments: Summarize your impressions of the practicum counselor in a brief paragraph, including both major strengths and weaknesses.
Appendix I

EVALUATION OF PRACTICUM SITE

The following information will provide the Educational, School, and Counseling Psychology Department with specific feedback regarding the value of your practicum site. This information will be used in deciding whether or how to place future counseling students at your site. Thus, it is important for you to answer this questionnaire honestly and thoughtfully. Thank you for your cooperation.

PLEASE RETURN TO THE COUNSELING PRACTICUM COORDINATOR.

Your Name: __________________________ Date: __________________
Address: _______________________________________________________
Telephone: __________ E-mail address: ____________________________
Name of Site/Agency: _____________________________________________
Specific Department: _____________________________________________
Address: _______________________________________________________
Telephone: _____________________________________________________
Supervisor: __________________________ Title of Supervisor: __________
Theoretical Orientation of Supervisor: ______________________________

1. Please indicate the following:
   a. Hours/week you spent on site
   b. Hours/week you spent in supervision
   c. Hours/week you spent in staff meetings
   d. Hours/week in case dispositions
   e. Hours/week spent in in-service training
   f. Hours/week in direct client contact
   g. Hours/week in individual counseling
   h. Hours/week in group counseling
   i. Hours/week in writing case reports
   j. Hours/week in miscellaneous activities

2. Which of the following did your on-site supervision include?
   a. Critique of AV counseling tapes
   b. Discussion of your counseling cases
   c. Discussion of your theoretical approach
   d. Discussion of your strengths and weaknesses
   e. Discussion of your supervisor's cases
   f. Discussion of other counseling cases

3. Which of the following kinds of counseling did you have the opportunity to do? (Please check all appropriate activities)
   a. Individual personal counseling
   b. Group personal counseling
   c. Individual career counseling
   d. Group career counseling
   e. Academic counseling
   f. Crisis counseling
   g. Family counseling
   h. Marriage counseling
   i. Walk-ins
   j. Assessment/evaluations
   k. Workshops or classes
   l. Other (please specify)
4. With what age clients did you have an opportunity to work? (Please check all appropriate age ranges)
a. Birth - 5 years old __________________________ f. 26-40 years old __________________________
b. 6-12 years old __________________________ g. 41-50 years old __________________________
c. 13-15 years old __________________________ h. 51-60 years old __________________________
d. 16-18 years old __________________________ i. 61-65 years old __________________________
e. 19-25 years old __________________________ j. 66+ years old __________________________

5. Did you have difficulty acquiring clients?
a. All of the time __________________________
b. A lot of the time __________________________
c. Occasionally __________________________
d. Never __________________________

6. Was your supervisor helpful in getting you acquainted with other staff members, agency programs, rules/regulations?
   Yes ___   No ___

   Additional comments regarding supervisor:

7. In your opinion, what is the greatest opportunity for a practicum student at your site?

8. In your opinion, what is the greatest drawback to a practicum student at your site?

9. If you were beginning this last semester again, what would you do differently in your practicum?

10. On the whole, do you recommend the placement of practicum students at this site?
    Yes ___   No ___
Appendix J

FINAL EXAMINATION MATERIALS

Final Written Comprehensive Examination
for the
Masters Degree in Counseling Psychology

Directions

Read the following 5 Questions through completely and carefully before proceeding any further.

These 5 (five) Questions are to be answered in the 3 (three) hours allotted to you. They are to be answered in relation to the accompanying CASE STUDY. No books or notes are to be used.

After reading the questions through thoroughly, read the CASE STUDY carefully before formulating your responses. (Outlining your responses may be helpful and the outlines may be submitted with your original submission without counting toward the page limit. The outlines, however, will not be read for grading purposes.) Answer each question succinctly, relating your responses to the specifics of the CASE STUDY, where appropriate. You may, and should, refer to sources you recall outside the CASE STUDY itself.

Our intent is to see if you can apply one theory. We wish to evaluate your ability to follow a logical path through one case. Focus all your answers on one theory. We expect you to follow a complete logical trail through hypothesis development, assessment and treatment. If you choose more than one construct beyond the simple listing of three, (i.e., mention more than the one for any question but the first) you must follow the trail(s) for each one presented, so limiting yourself will be easier on everyone involved. Thus, we are not expecting you to present a comprehensive treatment program for this client. In your response, show that you have considered the sociocultural context of the client.

Questions

Theory
1. What is your theoretical orientation (or the one you have chosen to employ for the purpose of this examination)? The orientation should be specified adequately, i.e., labeled by the name of the theorist if such is necessary to distinguish it from other versions. List up to three (3) main constructs from that orientation you deem most relevant to the case in question.

Hypothesis Development
2. How would you characterize the problem(s) inherent in this case from your/the chosen theoretical perspective? What hypothesis(es) have you developed about the case in relation to the chosen construct? (Relate these to the case specifics - i.e., substantiate your conjectures with evidence from the CASE STUDY).

Assessment
3. Given your construct, hypothesis(es) and ethical issue(s), what specific assessment procedure(s) would you employ to test the hypothesis(es)? What specific results would you expect to obtain if your hypothesis(es) was/were to be confirmed? Demonstrate that you have considered the sociocultural context of the client.

Intervention
4. If your hypothesis(es) was/were substantiated, what would be your specific therapeutic plan for the course of therapy? Demonstrate that you have taken into account the sociocultural context of the client. (State specific intervention(s) and what effects you would expect them to have.)

Ethical Application
5. What potential ethical problems do you need to anticipate in dealing with this case? How do you plan to address them? (Choose THE ONE OBVIOUS ETHICAL PROBLEM and address it in detail.)
See attached Master’s Comprehensive Exam CASE STUDY!

Administration Procedures

DO NOT WRITE YOUR NAME ON YOUR EXAM. INSTEAD WRITE THE LAST FOUR NUMBERS OF YOUR STUDENT ID# (OR ANY FOUR DIGIT NUMBER YOU CHOOSE) OR THE ASSIGNED ID ON THE TOP OF EACH PAGE. THE ID MUST BE THE SAME AS THAT LISTED ON THE SHEET WHEN YOU SIGNED UP TO TAKE THE EXAM. HOWEVER.

Each question's response should appear in 10pt (or larger) type, double spaced, on no more than ONE page with 1" margins all around. Each question's response should be typed on a separate page with the page/question number indicated in the upper right hand corner of the page. THREE (3) COPIES OF THE FINAL VERSION IS TO BE SUBMITTED TO THE CPAC CHAIR BY THE CLOSE OF THE EXAMINATION FRIDAY. Under exceptional circumstances (e.g., a disability) accommodations can be made to these arrangements. Problems should be addressed as much in advance of the test date as possible.

Updated April, 2009.

Sample Case Presentation

The client is a 16 year old male, Caucasian from Eastern Kentucky. He has been placed in foster care by the court because of evidence of sexual abuse/incest by his father. His foster parents report that he has been alternating between 1) being lethargic, distracted, down-cast, discouraged, sleeping poorly and 2) acting-out (using foul language, drawing lewd pictures, threatening other adolescents verbally and physically) both in the foster home and at school. These conditions constitute the presenting problem for which he has been referred to you for counseling.

In the first session he presents as withdrawn and somewhat petulant. His verbalizations are minimal - intermittent and brief. He says he really doesn't want to talk because it will only lead to more trouble for his family. After some effort on your part, he indicates he misses his family very much. He wonders where his parents are and what has been done to them because of him. He also says he misses his five siblings, in particular his two younger sisters, ages 13 and 10. While he also misses his brothers, ages 17, 15 and 9, he doesn't miss them quite as much as he does his sisters. In fact, he admits he doesn't really get along very well with the 9 year old.

Physically, he appears small for his age, but rather wiry. His hair is unkempt, his clothes torn and dirty, and he looks disheveled. He complains of being hungry often. He makes very little eye contact, sitting in his chair, but fidgeting frequently.

(Additional case studies from previous exams are located in the Education Library.)
Criteria for Scoring of the Master’s Written Comprehensive Examination

General Criteria

To pass the written comprehensive examination, a student must demonstrate working knowledge of one specific theoretical orientation, of his/her choosing, and its viable application to a case example. To do so, a student must receive at least a minimal passing grade on each of the five (5) questions. Responses must reflect the case material considered in a sociocultural context. If a student fails more than two questions, the entire exam must be retaken at the end of the following semester, when the examination is administered again (the student will also have to respond to the new case study); if one or two questions are failed, and the responses are deemed by CPAC to be remediable, only those questions may be addressed - the timing of the remediation may depend on the extent of remediation needed and the time of year (e.g., a student may remediate over winter break, but may have to wait until the following fall if the failure has occurred during the Spring semester). As an exception, a student may fail the entire examination if ONLY the ethics question is failed at a significantly low level.

Specific Criteria

Question 1: A knowledge and understanding of the theoretical orientation must be demonstrated by the correct use and application of terms, constructs and applications found in any typical text consistent with the theoretical statement of primary proponent(s) of the orientation. The choice of construct(s) and application must be logical and connected to the case example, the theory and each other. Up to three constructs are to be indicated; only one is to be applied throughout the exposition.

Question 2: The construct chosen for Question 1 must be related to both the specifics of the case presented (as shown by citing data from the case exposition) and the intervention suggested. A working hypothesis must be stated, characterizing the problem in applicable theoretical terms, in such a way that the application of the orientation is obvious and suggests a logically related intervention. Responses must reflect the consideration of the sociocultural context explicitly indicated in the case.

Question 3: Methods/approaches for assessing the applicability of the constructs, of the hypothesis(es) formulated and/or the ethical issue(s) must be indicated. Specific data expected to be obtained through the assessment procedures must be indicated and the rationale for the expectation related to the specifics of the case example. Responses must reflect the consideration of the sociocultural context explicitly indicated in the case.

Question 4: Based on the hypothesis(es) stated in Question 2, a long-term therapeutic plan must be indicated. The goal(s) of the plan must be stated and specific intervention(s) to reach that goal/those goals must be indicated. The goal(s) and intervention(s) must be logically related to and consistent with the stated theoretical orientation and the answers to Questions 1-3. Responses must reflect the consideration of the sociocultural context explicitly indicated in the case.

Question 5: One or two ethical problems will be obvious in the case example. Knowledge of the ethical code as it pertains to the case MUST be demonstrated, as must the step(s) required of a psychologist in implementing the ethical procedures.
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<th>Specific Data</th>
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Appendix K

University of Kentucky
Department of Educational, School, and Counseling Psychology

Attestation Statement

I, _____________________ attest that I have read and understand the rules, regulations, other requirements, and options under which I will operate as set out in the applicable program handbook. I understand that this form serves as an informed consent agreement and is required of each student accepting admission to the program.

Please initial the applicable program and circle the handbook(s) read:

Educational Psychology:

_________ Master’s, Specialist, and Doctoral Program Handbook

School Psychology:

_________ Master’s / Specialist Degree Program Handbook

_________ Doctoral Program Handbook

Counseling Psychology:

_________ Master’s Degree Program Handbook

_________ Specialist Degree Program Handbook

_________ Doctoral Program Handbook

_____________________________
Student Signature

Formulated 4/09 by ageran

EDP Master’s Handbook - 46