Counseling Psychology

Master’s (M.S.)

Program Handbook

Department of Educational, School, and Counseling Psychology

University of Kentucky

Dr. Joseph Hammer, Director of Master’s Training

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Note: Handbook text that has changed recently is highlighted in yellow.

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**Introduction**

This Handbook is designed to familiarize you with the Counseling Psychology Master’s Program (“the Program”), which is housed in the Department of Educational, School, and Counseling Psychology (EDP, “the Department”) in the College of Education (COE, “the College”) at the University of Kentucky (UK, “the University”). The Handbook describes the supports, requirements, guidelines, policies, and procedures pertinent to your training in the Program.

The University, College, and Department are continually modifying graduation requirements, policies, and procedures to clarify and improve our programs. *Graduation requirements upon admission remain in effect for the duration of students’ programs, although students may elect to satisfy graduation requirements using any changes that occur during their programs*. In this situation, students must choose either the past or changed graduation requirement *in their entirety* (i.e., students may not pick portions of both the old and the new requirement). However, changes to *policies and procedures* apply to all students at the point that the change occurs. *Thus, the policies and procedures in this Handbook are subject to change as necessary and apply to all students*.

At least once a year, the Director of Master’s Training (DMT) for the Program will make changes to the Handbook to reflect changes in requirements, guidelines, policies, and procedures that occur during the current academic year. These most recent changes will be highlighted in yellow. The most recent version of the Handbook will be available for download from the Handbooks and Forms page of the CP website (<https://education.uky.edu/edp/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/>) and the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh), and students will be reminded via email to review it when it has been updated.

*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.*

**Program Overview**

**Program Philosophy and Social Justice Statement**

The philosophy of the Program is rooted in the values and goals of a socially just society. A socially just society is contingent on the optimal health and well-being of all persons in that society. The health and well-being of persons is contingent on access to healthy environments that support healthy development and functioning. We seek to train future counseling psychology professionals that facilitate optimal well-being and the transformation of unhealthy and oppressive societal structures through engagement with science and practice.

**Program Training Model`**

We use a competency-based approach to training. We endorse the pedagogical principles for *Preparing Professional Psychologists to Serve a Diverse Public* (<http://www.apa.org/ed/graduate/diversity-preparation.aspx>) and the *Counseling Psychology Model Training Values Statement Addressing Diversity* (<http://www.ccptp.org/ccptp-model-training-vales-statement-addressing-diversity>). We also embrace the following APA aspirational practice guidelines, among others: *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017; Guidelines for Psychological Practice with Girls and Women; Guidelines for Psychological Practice with Older Adults; and Guidelines for Psychological Practice with Sexual Minority Persons; Guidelines for Psychological Practice with Transgender and Gender Nonconforming People*; *Guidelines for Assessment of and Intervention with Persons with Disabilities*; and *Professional Practice Guidelines for Psychological Practice with Boys and Men.*

**Program Mission**

Our mission is to train *skilled and ethical counseling psychology professionals* who use their *counseling psychology professional identity* to competently address the evolving needs of a diverse society.

Our program focuses on providing competency-based training in counseling interventions, in the scientific skills needed to create and evaluate new knowledge, and in the ethical and professional attitudes that promote excellence and leadership in the field of health service psychology. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.

Our program provides students with the comprehensive, foundational training specifically designed to prepare students to successfully apply for Counseling Psychology doctoral programs.

**Proximal Program Outcomes**

Student achievement of proximal program outcomes is measured via formative and summative assessments in the context of coursework, practica, and Program Milestones (e.g., Final Examination for Master’s). These are described in more detail later in this Handbook.

**Distal Program Outcomes**

Students graduating from our doctoral preparation M.S. program have a strong track record of obtaining offers of admission to counseling psychology PhD and/or PsyD doctoral programs. Some matriculate into clinical psychology doctoral programs. Those graduates who do not pursue doctoral education tend to pursue other mental health-related careers.

**Program Limitations**

The program is **not** designed for people who may want to stop their graduate education after getting their master’s degree (i.e., for people who want to get licensed at the master’s level as a mental health counselor or psychological associate in order to provide psychological health services to clients). We are unable to have students extend their course of study or complete courses post-master’s-degree as a non-degree-seeking-student in order to complete additional non-required coursework or practica in order to pursue master’s-level licensure. Due to resource limitations, our doctoral preparation-focused master’s program is **not** able to provide tailored support to students who wish to pursue career paths that do not involve going to a doctoral program as their next professional step. Students who may want to become licensed as master’s-level talk therapists/counselors should consider other programs, such as UK’s 60-credit hour CACREP-accredited Counseling master’s program, which leads to licensure as a licensed counselor.

Non-degree-seeking post-bachelor (“post-bacc”) students who are pre-master’s cannot take core sequence courses (e.g., 605/650/652/688/616/664).  Post-bacc students may enroll in non-core-sequence courses (e.g., EDP 558, 656, 660, 600, 513, 533, PSY 627) with permission of instructor; enrollment is solely at the discretion of the instructor. Post-bacc students are encouraged to apply for the MS program, which involves a competitive application process. Regardless of how many non-core-sequence courses are taken, the MS program still takes a minimum of 2 consecutive years (4 consecutive semesters) because of how the sequence of training is set up.  Thus, while taking courses as a post-bacc student has the potential to lighten the load of subsequent semesters (e.g., only having to take 3 courses a semester instead of 4), it does not have the potential to shorten the length of the 2-year program.

Students who are already enrolled in another master’s degree at UK must get special permission and complete paperwork from the Graduate School in order to get approval to be a dual-degree student (in addition to having to go through the standard program application process that all students go through), as the Graduate School severely limits how many credits can be applied toward both graduate programs simultaneously. In general, dual-degree enrollment is not feasible, for logistical and workload reasons.

**Making Optimal Use of Your Time in the Doctoral Preparation M.S. Program**

We have several recommendations for how to make optimal use of your time in the master’s program.

* Prior to, or at the beginning of, your time in the program:
  + Watch the “Planning Your Master’s Year” workshop video. This resource, along with many other helpful resources, can be found in the CP Student Resource Directory (Dr. Hammer will provide the link to this Directory to students in a program orientation email).
  + That CP Restricted Files webpage also provides a PowerPoint slide deck entitled “MS in Counseling Psychology Survival Guide (SP21)” that you should read over. This is a guide written by past students with advice on how to approach your professional and personal life while a MS student in our program.
  + Peruse the resources listed on Dr. Hammer’s [Graduate School Advice](http://drjosephhammer.com/psych-grad-school/graduate-school-advice/) webpage and make a plan for when you will read/watch the resources that you think will be useful to your journey during these next 20 months.
  + Identify a research lab/team to join. Get research experience, develop your research skills, hone your research interests, and seek to be a co-author of research conference presentations and, ideally, journal article manuscripts. More info in the “Research” section of his Handbook.
* The DMT and DMT GA (see Structure of Department section below for information) will schedule periodic meetings with your cohort during the two years of the program. Be sure to attend all offered meetings to take full advantage of this mentoring opportunity.
* Seek to earn A minuses (A-) in your classes. Do good work, but do not be perfectionistic with your coursework. You need to limit the time you spend on coursework, so you have time to invest in your other obligations, both professional and personal. Strong research, clinical, and cultural humility skill develop is more important than getting perfect scores on your coursework.
* Spend as much of your professional flex time as possible conducting research and building your research skills and experiences. Your research skills, vision, and accomplishments will be one of the most important factors that dictates your ability to land future offers of admission from PhD psychology programs.
* Graduate school is a marathon and not a sprint, particularly when your plan is to complete a doctorate after your master’s. You need to build sustainable work-life balance practices now that will facilitate your personal and professional well-being over the long term. Finding community and interpersonal support is key. You need to eat, sleep, exercise, socialize, and mindfully relax each week, even if the amount of time available for each is limited by the demands of graduate school.
* “The term “hidden curriculum” refers to an amorphous collection of “implicit academic, social, and cultural messages,” “unwritten rules and unspoken expectations,” and “unofficial norms, behaviors and values” of the dominant-culture context in which all teaching and learning is situated. These “assumptions and expectations that are not formally communicated, established, or conveyed” stipulate the “right” way to think, speak, look, and behave in school. Since the hidden curriculum invisibly governs academic achievement, it is vital for every student to learn its lessons.” (source: <https://www.bu.edu/teaching-writing/resources/teaching-the-hidden-curriculum/>) Success in graduate school, including in counseling psychology, is strongly influenced by how well we learn to navigate the hidden curriculum. One aim of our master’s program is to make explicit some of these implicit rules of the hidden curriculum, but we strongly recommend consulting additional sources to learn about the hidden curriculum. Here are a few recommended resources:
  + “A Field Guide to Graduate School: Uncovering the Hidden Curriculum” is a book written by Dr. Jessica M Calarco that is an excellent comprehensive source.
    - Book - <https://press.princeton.edu/books/paperback/9780691201092/a-field-guide-to-grad-school>
    - Video Presentation by the Author - <https://www.youtube.com/watch?v=IKFW5vBBTDQ>
    - Blog Post by Author - <https://scatter.wordpress.com/2018/07/24/guest-post-grad-schools-hidden-curriculum/>
  + The hidden curriculum in health care academia: An exploratory study for the development of an action plan for the inclusion of diverse trainees – journal article found at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8727720/>
  + The Hidden Curriculum – popular press article found at <https://www.insidehighered.com/news/2014/08/04/book-argues-mentoring-programs-should-try-unveil-colleges-hidden-curriculum>
* Use your training experiences in the program (in addition to your other experiences professional and personal) to help you identify the ways in which you will take action in facilitation of social justice, in the short and long-term. Which interlocking systems of oppression are you passionate about dismantling? What can that work look like? What personal and professional skills and strengths can you leverage in this work? How much of this work would occur in traditional health service psychology contexts versus other spaces? What communities and groups are doing this work that you can join up with? How can you balance self-care and selflessness, and guard against activism fatigue and apathy?
* During your second year of the program (and the summer prior):
  + Before you start putting together application materials for doctoral programs the fall of your second year, you’ll want to watch the “UK CP Doctoral Preparation Workshop (10/4/16) – Personal Statement and CV Advice” webinar (see the CP Student Resource Directory for link to this and most all resources mentioned in this guide).
  + You will also find it helpful to peruse examples of successful doctoral application materials donated by more advanced UK students (ask Dr. Hammer for a link to the folder).
  + You’ll also find this webpage on Personal Statements of Purpose (<http://drjosephhammer.com/psych-grad-school/personal-statement-of-purpose-for-counseling-psychology-phd-and-psyd-applications/>) to be helpful in thinking about what to include in your personal statements.
  + Come December, you’ll want to watch the “UK CP Doctoral Preparation Workshop (11/29/16) – Interviewing Well” webinar on interviewing best practices.
  + Doctoral Application Materials Consultation with DMT GA
    - This fall is doctoral application season. One of the great benefits of our MS program’s doctoral preparation emphasis is that the DMT GA will be available to give you feedback on your application materials throughout the fall semester. The DMT GA will provide you with guidelines for how to approach them with requests for materials feedback. My advice for making this is a smooth process is as follows:
    - The DMT GA has a finite amount of time budgeted for doctoral application materials feedback, so this means that you’ll want to get drafts of your materials to the GA early in the semester. Most applications are due in early December and possibly November so the heaviest time for materials review requests is November and late October, so try to get materials to them for review earlier than that.
    - The DMT GA is not supposed to provide grammar/spelling/usage/syntax feedback on applications, as that is something that you can ask a non-expert to help you with (and/or the UK Writing Center staff or UK Stuckert Career Center staff to help you with). Instead, the DMT is supposed to focus on the content of your materials. Thus, comment bubbles in Microsoft Word will be the primary tool they will use to give you feedback, rather than line-by-line edits via track changes functionality. Having carefully proofread materials is essential for making a good impression, so be sure you have a plan for arranging for someone else to proofread your materials.
    - Application materials require multiple rounds of writing, feedback, and revision to become high quality. Thus, plan your timeline accordingly and openly communicate with the DMT GA about this timeline and your hopes for the assistance they can provide.
    - It is most important for the early drafts to capture the appropriate content and then be polished and edited down from there in subsequent drafts. Don’t worry about the fine details in early drafts; concentrate on getting the key points across on your statement(s) and the correct content for your CV in your early drafts and then do fine polish later. The DMT GA should keep this in mind when choosing what kind / what level of feedback to give students at each point in the multiple revision process. One caveat: it is harder for a reviewer to give good feedback when they have to wade through a slew of bad spelling/grammar/syntax to understand the key points you are making, so do a proofreading pass on any written products before you submit them to the DMT GA for feedback.
    - The DMT can offer broad feedback and initial impressions on the content of your personal statement(s) by skimming it just like the professors who will review your materials will skim it come application review season. This type of feedback is most useful when the student is wanting feedback on the core content to include/exclude in the statement. Thus, think carefully about what point in the revision process you’d like the DMT to look over your written statement(s), as the DMT will have time to provide one round of feedback to each student.
  + Doctoral Interview Performance Consultation with DMT GA
    - Once your application materials are in you will start hearing back from doctoral programs in December and January about potential invitations to their doctoral interview. At this point, it is time to start preparing to make a good impression during interviews, whether they will be held in person or via zoom. The DMT GA can help you refine the quality of your interview performance via mock interviews. The DMT GA will provide you with guidelines for how to approach them with requests for interview performance consultation. My advice for making this is a smooth process is as follows:
    - I suggest that the entire cohort get together with the DMT GA at an agreeable time to pair up (with the DMT GA floating around listening in on the various dyads) in dyads to practice answering interview questions. The DMT GA will provide each person playing interviewer/faculty member with a list of frequently asked doctoral interview questions (DMT GA should provide this to all students in advance; see the google drive folder linked above for one such list of FAQs) and the person playing the student interviewee will practice answering them. These dyads should record these mock interviews so that the students can watch the video later to see how they come across, especially with their paraverbals and nonverbals. These can be done in person or via zoom, depending on what type of interview the students anticipate being invited to (this may not be known in advance but make your best guess and choose a format accordingly). Students should have watched the “Interviewing Well” workshop (see link above) in advance of this, and should have also written down brief responses to each of the FAQs in advance of this, so that they are not making up a response on the fly for the purposes of this mock interview practice.

**Structure of the Department**

**Director of Graduate Study**

The Director of Graduate Study (DGS) serves as the initial point of contact for students applying to the program, manages the application activities, and is the custodian of student records. Throughout the student’s involvement in the Program, the DGS serves as communications liaison between the Program and the Graduate School.

**Program, Departmental, and Adjunct Faculty`**

The Department faculty members are assigned to one of three Area Committees, Counseling Psychology (CPAC), Educational Psychology (EPAC), or School Psychology (SPAC). Some faculty may also be additionally assigned to the Quantitative and Psychometric Methods (QPM) Area Committee. Each Area Committee is directly responsible for the policies and procedures in its respective programs. Faculty vitae and contact information can be found on the departmental website (<https://education.uky.edu/edp/faculty-and-staff/>). Adjunct faculty members have primary job assignments elsewhere and provide instruction and/or practicum supervision to the Counseling Psychology Program. The Counseling Psychology Area Committee (CPAC) is composed of all core counseling psychology Program faculty.

**Director of Master’s Training / Faculty Advisor**

The Director of Master’s Training (DMT) of the counseling psychology Program works with the Program faculty to establish Program requirements, policies, and procedures, and to monitor student progress. The DMT is available to provide consultation to students on all program matters and concerns. The identity of the DMT is listed on the title page of this Handbook. The DMT will serve as your faculty advisor, unless you are otherwise assigned to another counseling psychology faculty member advisor.

**Director of Master’s Training’s Graduate Assistant**

The DMT’s Graduate Assistant (GA) is a doctoral student who is being paid by the university to assist the DMT with the administration of the MS program. The identity and contact information of the DMT GA will be shared with you at the start of each academic year.

The DMT GA will be available for general consultation throughout each academic year (fall and spring semesters). The GA can provide consultation via email, zoom, and/or in-person meetings. When your master's cohort has identified a shared need, it is best to meet as a group with the GA for efficiency's sake. Otherwise, individual meetings are fine, especially when the topic is unique or sensitive. The same goes for meetings with the DMT. When trying to decide whether to approach the GA or approach the DMT for consultation, our advice is twofold: (1) when in doubt go to the GA first, as they can always refer ya'll to the DMT for additional consultation when needed and (2) a student perspective is best gotten from the GA whereas a professor perspective is best gotten from the DMT, naturally.

**Advice on Interacting with the Director of Master’s Training (DMT)**

When it comes to requesting meetings with either the GA or DMT, our advice is to first read/watch the general doctoral preparation advice resources that will be made available to you (the DMT and DMT GA will share resources via email each fall), and then seek out consultation from the appropriate person with the goal of answering questions that remain unanswered by those general resources. To make sure the GA and DMT have enough time to meet everyone's consultation needs, it is important that the available consultation time be used efficiently; time spent answering basic questions that would have been answered by general doctoral preparation resources is a less optimal use of time, whereas time spent answering unique questions and problem solving around one's unique professional circumstances is a more optimal use of time. That being said, we realize that it can be hard for MS students to know in advance whether their questions can be answered by general resources or only through personalized consultation, so don't worry about having perfect judgment around this. And part of our job is hearing your questions and then pointing you toward general resources that can help answer your questions, if applicable. The take home message is this: we appreciate it when MS students are conscientious about "doing their homework" in advance of seeking consultation, as this makes for a more productive and efficient consultation experience.

If you perceive that your advising/mentoring needs are not being met by the DMT GA and DMT team, please first approach the DMT with your concerns so that a solution can be sought. In the event you do not feel comfortable approaching the DMT, you may either consult with another counseling psychology faculty member for advice or the EDP Department Chair (consult the EDP webpage “Meet the Faculty and Staff” at https://education.uky.edu/edp/people/ for the identity of these persons). More information about Due Process, Appeals, and Grievances can be found later in this Handbook.

**Department Support Staff`**

Phyllis Mosman is one of our department support staff persons. She provides administrative support to EDP faculty, students, and staff. Among other things, she provides help with course enrollment/registration issues, classroom resources, 236 Dickey Hall conference room reservations, department-funded purchases, student travel funding reimbursement, student conference poster printing, maintenance issues, course grades.

Penny Cruse is one of our department support staff persons. She helps with Graduate School policy/deadlines, scheduling of student exams/defenses, awarding of degrees, student course credit overload requests, assistantship/tuition contracts and issues, student and applicant data, program admissions, TA credentialing, student liability insurance, graduation paperwork, and overall EDP student record keeping.

If you are not sure who to direct your inquiry to, you can email either and they will make sure your inquiry gets to the right person. Both staff work closely with the DGS and DDT.

**Peer Mentor**

Each incoming student is paired with a peer mentor in the program who is further along and more knowledgeable about the workings of the system. The name and email of your peer mentor will be provided at the start of the fall semester. This mentoring relationship provides a means for more personal and interpersonal contacts for students on both a formal and informal basis. The incoming student is responsible for contacting the peer mentor to set up mentoring meetings on an as needed basis. You may be asked to serve as a peer mentor to a new student while in the program. We strongly recommend frequently utilizing this peer mentor as a source of advice and support. We also strongly recommend seeking to intentionally build relationships with second year master’s students while a first-year master’s student, in addition to building relationships with the master’s students in your own cohort. This peer support is essential for a successful and fulfilling graduate school experience.

**Counseling Psychology Student Senate`**

One student senator from each cohort (i.e., the group of students at the same level of professional development, typically defined by practicum level) will be elected by the members of their cohort through discussion at the beginning of the first fall semester of the first year. This senator will represent their cohort and work collaboratively with the elected senators from the other cohorts of the counseling psychology programs (e.g., MS, PhD) to decide what student concerns and questions should be brought to the attention of the Program faculty. Student senators will meet with the faculty during one mid-semester Program faculty meeting (typically October and March meetings) to engage in discussion about these concerns. Student senators will also communicate the responses of the faculty back to the student body.A secondary responsibility of the student senators is to support the Program by planning and carrying out activities that will aid the Program with program enhancement and evaluation. More information about the Student Senate will be provided via email at the start of each academic year, including the process for electing a Senator for your cohort each year.

**Departmental Electronic Communication`**

The Department uses two listservs (*EDP-ALL* for students and faculty in the Department of Educational, School, and Counseling Psychology; *COUNSELING-PSYCH* for counseling psychology graduate students and faculty) to relate important messages regarding classes, practicum experiences, funding, and employment opportunities to students. You will be signed up to these listservs by the Department staff during the summer prior to your first year at UK. When you reply to a listserv message, it will be sent to all listserv subscribers, not just the person who sent the original email to the listserv. Therefore, if you want to say something privately to the person, it is best to send a fresh email to that person (what we would call “emailing them backchannel”) rather than hitting reply. Also, be careful when responding to the listservs, since persons who are not students or faculty in the department may also subscribed to the listserv, so be careful about sharing personal/sensitive information. If you are having trouble with getting listservs messages, please contact Phyllis Mosman (p.mosman@uky.edu) for assistance.

**Departmental Colloquia, FRED Talks, and Social Justice Scholarship Series`**

The Department periodically schedules colloquia. Colloquia include presentations on research, practice, and professional issues (e.g., interviewing for jobs, data analytic techniques). Currently, our DGS is sponsoring FRED talks for graduate students to talk informally about their research and get feedback from peers and faculty. The Social Justice Scholarship Series (SSJS) is another forum for discussing contemporary social justice issues and scholarship. You are also encouraged to take advantage of these and other opportunities for professional development that are offered across the university.

**Program of Study (POS)**

Your time in the Program is guided by your Program of Study (POS). The POS is mainly comprised of coursework and Program Milestones (e.g., Final Examination for Master’s). The MS Program Of Study (POS) form is available via the Program’s Handbooks and Forms webpage (<https://education.uky.edu/edp/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/>) and [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). The POS form outlines the minimum course requirements for the Program as well as opportunities to take flexible elective courses. Please download a copy of the POS at the start of your time in the program and keep it up to date throughout the program, as you’ll be asked to submit it prior to graduation.

The University of Kentucky’s Master of Science (M.S.) in Education is a two year, full-time (12 credits per fall/spring semester), 48 credit hour terminal degree program.

Under special circumstances (e.g., temporary leave of absence), it may be necessary for the student to work with the DMT to make arrangements for completing certain program requirements at a later-than-originally-scheduled time. Any changes should be documented in the student’s POS.

**Coursework**

A listing of course descriptions appears in the University of Kentucky Bulletin (https://gradschool.uky.edu/bulletin-archive). More information about how to plan and register for courses is provided later in this Handbook.

The Counseling Psychology Program is a full-time graduate program and students are expected to be enrolled as full-time students. *Full-time status typically requires an enrollment of at least 9 hours of graduate-level coursework* in the eyes of the Graduate School, but to successfully complete our degree program in the allotted 2 years, students must take 12 hours of graduate-level coursework per semester for the four semesters.

The Department has established a commitment to diversity in course coverage and content. The policy affirms our commitment to integrating aspects of diverse scholarship and experience into the body of knowledge covered by each course. The Department defines diversity very broadly to include age, gender, gender identity and expression, race, culture, ethnicity, sexual orientation, socio-economic class, religion, disability or ableness, and other aspects of identity. This commitment is reflected in course syllabi as well as assigned readings and in class discussion.

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

Recent course syllabi are available at the Department’s website (see https://education.uky.edu/edp/courses-and-syllabi/). You are encouraged to review these syllabi before enrolling.

**Developmental Sequence of Training**

The following courses are structured to provide sequential learning that is graded in complexity. Students must earn a "B" grade in each course to enroll in the subsequent course(s) as listed below:

* EDP 605, EDP 650, EDP 652, and EDP 688 are pre-requisites to EDP 665-001 and EDP 705.
* EDP 558 is the prerequisite to EDP 660.

# Program Milestones and Adequate Progress Criteria

## The Ally Development Workshop`

Each year, EDP students lead an Ally Development Workshop with the guidance of faculty. This social justice training experience is *mandatory* for first year EDP graduate students. Beyond this Workshop, the Program faculty also strongly encourage students to engage in extra-curricular training and workshops on diversity, social justice, and other professional topics. These training experiences are available in the Department, College, University, and Lexington area. These trainings provide students with opportunities to further develop their professional competence. Information about the Ally Development Workshop will be shared via the EDP-ALL listserv during your first year in the program. The Workshop is typically held for 6+ hours on a Friday or Saturday.

**Practicum**

You should carefully read the Practicum Guidelines document (see the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh)) at least one semester prior to applying for practicum. The *Guidelines* indicate the required procedures for exploring, soliciting feedback from program faculty about, and applying to practicum sites each spring for Fall practicum starts.

Practicum syllabi specify the protocol for submitting the following documents: Memorandum of Understanding, Practicum Hours Record, Practicum Supervisor(s) Evaluation of Student, and Practicum Student Feedback about Site. The countersigned Practicum Hours Record and Practicum Supervisor(s) Evaluation of Student should be placed into the MS SharePoint folder by the practicum seminar instructor (adjunct practicum instructor will instead provide these files to the DMT, who will do this on their behalf).

*Criteria for Adequate Progress*: First, students will not fail practicum. Students who prematurely terminate or fail a practicum may be recommended for termination from the Program, if agreed upon by the Program faculty after discussion. Second, students who do not obtain a suitable practicum placement will need to work with faculty to identify a suitable remedy, as completing practicum is a program requirement; students may not receive a passing letter grade in EDP 664 if they do not have a suitable practicum placement. Third, on their final spring practicum evaluation, trainees are expected to earn ratings no lower than the *minimum expected rating* for their developmental level, as articulated in the practicum evaluation instructions. Earning ratings lower than this can influence the trainee’s practicum course grade. Students are expected to earn a grade of “B” or better in their practicum courses (this is a requirement for all courses).

## Research

Doctoral programs, especially PhD programs (this is less important to PsyD programs), in counseling/clinical psychology are motivated to make offers to students who have strong research skills, interests, and experiences. For more information, see Dr. Hammer’s webpage “What the Ideal Graduate School Applicant Looks Like” at <http://drjosephhammer.com/psych-grad-school/what-the-ideal-graduate-school-applicant-looks-like/> and watch his “Research Experience” video (see <https://www.youtube.com/watch?v=_9V0N4nGnPw&index=6&list=PLZohWaAyb7IBE63jKVf6N_O3qjGvQFIuo>) from his How to Get Into a Counseling Psychology PhD Program YouTube Video Series (<http://drjosephhammer.com/psych-grad-school/how-to-get-into-a-counseling-psychology-phd-program-youtube-video-series/>). Therefore, it is important for you to engage in research experiences during your time in our master’s program. It is possible to do research on your own, but that tends to be inefficient for a host of reasons. You will develop, refine, and practice research skills in some of your courses (e.g., designing and proposing empirical studies, writing APA-style papers, writing APA-style literature reviews). However, the greatest opportunity for gaining additional research experience is by joining a research team/lab.

Therefore, we strongly suggest that you use internet search engines to search for research labs/professors on the UK campus who have research labs that study topics that overlap with your interests (if possible) or that do social science research using methods (quantitative surveys, quantitative experimental research, qualitative focus groups and interviews, participatory action research) that you hope to gain experience with and use as a future doctoral student. Read those faculty members’ bios, websites, and some of their recent published papers (access it via PsychINFO database offered via UK library website) to learn more about them. If you want to get into a doctoral program, you'll need to get involved in a social science research lab in your first semester of this program (ideally) where you can gain research experience, bolster your CV, develop research skills, create the opportunity for getting a good future letter of recommendation from the professor who runs the lab, and ideally have a chance to be involved as a co-presenter or co-author on eventual research products that come out of the empirical projects that lab is doing. The DMT GA, and second year MS students, can provide you with guidance in how to go about identifying a suitable research lab.

Many, but not all, of our students get involved in the research team/lab of a UK counseling psychology faculty member. Some get involved in the research team/lab of another EDP faculty member of a faculty member in the UK Psychology Department or another social science department at UK.

Faculty vary in how they run their research labs, so the ability to join a certain lab is dependent on the preferences of each faculty member and whether or not they have spots open on the research team. Counseling psychology faculty members will, during fall program orientation or during a subsequent email to the counseling-psych listserv, tell students what the protocol is for expressing interest in their research team. For example, Dr. Hammer allows any interested counseling psychology MS student to join the HAMMER Lab, attend lab meetings, get involved in ongoing research within the lab, and get support from members of the lab in developing and conducting their own first author (principal investigator) studies (for those interested in doing so). As another example, Dr. Hargons allows interested students to submit an application to her RISE2 Research Team, and the members of the Team vote on who they want to extend offers to join the team.

If the faculty member/lab has a website that describes the process for expressing interest in or applying for their lab, follow those instructions. If they don’t provide instructions, here is a conservative way to go about approaching them regarding your interest in being involved with their lab/research: send them a professional email in which you introduce yourself, express your interest in applying to join their lab, and saying in about 3 to 6 sentences why you are interested and what prior experience you have that may make you a suitable candidate to join their lab. Make a case for how you could be a good fit. Do not just send an email saying you are interested in being involved but that does not give additional context; you need to show that you’ve done your homework and read up on some of the research the lab is doing… that you’re serious about your interest in the lab. Please bear in mind that mentoring a student in a research lab requires an investment from the professor, so your request to join the lab means that you are asking the professor to invest time and energy in you. Being professional in your request, therefore, is a way to demonstrate respect for the professor’s potential investment in you.

## Final Examination for Master’s (FEM)

The Graduate School requires a final examination for graduate degrees. The Department of Educational, School, and Counseling Psychology responds to this requirement with a Final Examination for Master’s (i.e., the FEM) that occurs in March of the student’s last year of the program. The DMT and Penny Cruse (department support staff member) will inform students in advance of the date and time of their examination appointment. Students will coordinate with their practicum/assistantship supervisor, as needed, to allow themselves to be excused from their usual weekly obligations to attend the FEM at the assigned time. More information about the FEM can be found in the Final Examination for Master’s (FEM) Procedures document via the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh).

**Graduation**

When all graduation requirements are met, including the completion of the FEM, the M.S. is conferred at the May commencement ceremony. To be eligible for a degree, students must file an application for a degree with the Graduate School. Please check the appropriate Graduate School Calendar on the Graduate School website (http://gradschool.uky.edu/calendar) for semester deadlines for filing an application for degree. Penny Cruse (department support staff member) will send a reminder email regarding deadlines and procedures for applying for graduation and commencement.

**Additional Criteria for Adequate Progress**

The faculty intend to facilitate your progress toward your professional goals. There are additional adequate progress criteria beyond those associated with each Milestone as described above.

1. Students will maintain continuous enrollment in the Program. A student, except in special circumstances negotiated in advance with the DMT (e.g. leave of absence), must be enrolled in the designated classes during the designated semesters of the two-year program and must complete the Final Examination for Master’s (FEM) during the designated semester. Students who (1) take more than two consecutive semesters’ leave of absence, (2) take more than 3 semesters’ leave of absence total, or (3) do not make appropriate progress toward the degree, will be withdrawn from the program and required to reapply if they desire to complete the degree requirements. Because certain classes are not offered every semester or every year, a semester leave of absence could mean that students would have to wait a full year before those classes become available again to be taken.
2. Students will maintain a Graduate GPA of at least 3.0. However, please note that, to be competitive for most doctoral programs, your master’s GPA should be a minimum of 3.8. Most students offered admission to a doctoral programs after completing a master’s degree will have a master’s GPA of 4.0.
3. Students will have no more than two outstanding Incomplete (“I”) grades at any time. You cannot graduate with an Incomplete grade on your transcript. More information about incompletes is provided later in the Handbook.
4. Students will earn grades of B or better in all courses.
5. Students must submit complete responses to the CP Master’s Student May Survey. The DMT will send an email with instructions for doing so each April.

**Policies and Procedures`**

Program faculty, staff, and students must abide by several policies and procedures. Some are developed at the Program level and are described in full in this Handbook. Others are developed at the Department, College, Graduate School, or University level and described in full on the webpages or electronic materials maintained by those units. To ensure our collective familiarity and compliance with the policies and procedures developed beyond the program-level to which the members of our Program are subject, this Handbook will provide hyperlinks to the webpages or electronic materials that describe these policies and procedures. Please be sure to carefully review this Handbook and these hyperlinked sources prior to starting the Program, as you will be asked to sign the UK CP Program Policies Consent Form (link provided in the “Orientation to Our Department/Program” section of the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh) at the start of your time in the Program, once you’ve had a chance to ask questions about these policies and procedures during Program Orientation. Prospective applicants to our Program are also welcomed to review these sources in advance of applying.

**UK Graduate School Bulletin**

The UK Graduate School updates the Graduate Bulletin each academic year. Please visit the Graduate School Bulletin webpage (<https://gradschool.uky.edu/bulletin-archive>) and download the latest edition of the Bulletin so you can become familiar with the policies and procedures articulated therein. The Bulletin covers topics such as admissions requirements, registration, academic load, add/drop and withdrawal, scholastic probation, graduation, requirements for master’s degrees, residency, examinations, time limit for master’s degrees, tuition and fees, fellowships and assistantships, student loans, and health services and insurance.

**Professionalism and Collegiality**

To attain the Program Aims, we encourage a collegial working relationship between faculty and graduate students in which both groups are engaged in a common pursuit. Involvement in research teams/labs can provide extended contact between students and the supervisor professor and facilitates students’ research development. Courses provide a forum for faculty-student contact and dialogue, so that professional and personal interchange is facilitated and encouraged. In all these forums, program faculty provide mentoring, role-modeling, and training opportunities related to professional identity and professionalism.

Note to faculty: insert here a paragraph about important of timeliness in next version of Handbook that references the video.

Students are strongly encouraged to join professional organizations such as the American Psychological Association (APA) and APA Division 17: Society of Counseling Psychology (SCP), including their respective student organization, American Psychological Association of Graduate Students (APAGS) and Student Affiliates of Seventeen (SAS). Refer to the Division 17 website for a definition of Counseling Psychology and membership information (<http://www.div17.org/>). SCP also has sections and special interest groups that may be of interest for students to join. Students are also encouraged to become affiliates of the Kentucky Psychological Association (KPA) (<http://www.kpa.org>) and consider membership in other relevant APA Divisions (see a list at https://www.apa.org/about/division) and psychology professional organizations (e.g., https://www.apa.org/pi/oema/resources/associations). Please note that membership in these organizations typically costs a nominal amount, but some may offer free membership to students.

Regarding dress code, students are welcome to dress comfortably when attending classes and most program/department functions (exceptions include attending dissertation defenses and attending events that include guest speakers, in which case business casual is requested). When students are seeing clients (including volunteer clients in the context of a course), students are asked to wear business casual attire (as defined by their cultural group). Many assistantships and practicum agencies will have formal dress code policies, which students should be responsive to. When in doubt, dress in business casual.

**Reflective Learning, Personal Growth, and Seeking Therapy`**

The Program faculty 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. Getting personal therapy may be an important step for those who find that their current struggles significantly impede their professional performance. Personal and professional reflective learning activities are used in classes and in practicum training experiences to help students in their professional development. 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. In all professional interactions, students are expected to operate responsibly and assertively. 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 other reasonable expectations. See the Personal Counseling section of the Student Support Services header of this Handbook for more information on personal counseling resources.

**Ethical Principles, Rights, and Responsibilities`**

The Program faculty expect that you will conduct yourself in a respectful, professional manner. You are expected to familiarize yourself with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<https://www.apa.org/ethics/code>) and to abide by these principles in your academic, professional, and interpersonal behavior. You should also familiarize yourself with the CCTC Model Policy regarding Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs (<https://ccptp.memberclicks.net/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence>), as our program follows this Policy. You are expected to demonstrate a commitment to the essential values of the Program, which include respect for the dignity and worth of every individual and their right to a just share of society’s resources (social justice). Ethical behavior and professionalism are expected in your clinical, classroom, and community roles, including public interactions through online and social media outlets. Reports of incidents incompatible with the core values of counseling psychology and ethical codes of our profession may be subject to disciplinary action.

Further, students need be aware of the University’s Student Rights and Responsibilities (see <https://www.uky.edu/deanofstudents/student-rights-and-responsibilities>) and abide by the University's Code of Student Conduct that is published by the UK Office of the Dean of Students (see <https://www.uky.edu/studentconduct/code-student-conduct>). The program also has developed and occasionally revises operating procedures and policies that are updated in this Handbook each year. Students are expected to read, understand, and abide by these policies.

No students may use their affiliation with the Department or the Program in connection with advertising services before completing a degree program. For any unsupervised services offered, the ethics of the situation should be discussed with faculty members (including the student’s Major Professor). If the circumstances are not clarified, it becomes the entire responsibility of the student for all consequences of such action (e.g., if it is deemed a breach of ethics, the student may be dismissed from the program).

In the 2020-2021 academic year, faculty and students co-developed and approved the UK Counseling Psychology Program Interpersonal Guidelines. The guidelines provide guidance for how all members of our counseling psychology community should conduct themselves in their relationships with each other. You are asked to familiarize yourself with and abide by these Guidelines, which can be accessed via the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh).

**Blocking Out Tuesdays 3:30pm to 5:30pm for EDP Events`**

We require students to not schedule important commitments between 3:30pm and 5:30pm on Tuesdays during the fall and spring semesters. We use this two-hour time block for events (e.g., town halls, socials, workshops) that students are expected to attend. Many research labs meet between 4pm and 5pm. When part or all of the two-hour block is needed for a department or program event, the faculty will cancel lab meetings that would normally be scheduled for that day and time and will tell students via email in advance about the required event. Faculty will always try to give students as much advance notice as possible about required events. Students are welcome to use their time productively that time block and even to schedule non-essential meetings during that time block; however, they must be ready to cancel those plans when and if a required event gets scheduled.

**Training Re****quirements for Teaching Assistantships`**

When a student receives funding via a Teaching Assistantship (TA), attendance at the upcoming TA training is required. These trainings are given twice a year, once in August and January.

**Grade Requirements`**

According to the Graduate School Bulletin (<https://gradschool.uky.edu/bulletin-archive>) “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-time 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."

In addition, Counseling Psychology students must satisfy the following grade criteria:

**"I" grades.** All "I" grades must be completed within the time period negotiated between student and faculty instructor. No students may have more than two pending "I" grades at any time. You may not register for course work for which the prerequisite(s) are not completed by the first class meeting. Should an "I" grade not be completed within the negotiated time period, the instructor of record or the Director of Graduate Study may assign a grade commensurate with the work so far accomplished. If the "I" grade is not replaced within 12 months of the end of the semester in which the "I" was earned, the Graduate School will direct the Registrar to convert any "I" grade to the grade of "E", 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 Study.

**“C” grades.** If you obtain a “C” in a course, you will be required to take the course over and complete the course with a grade of “B” or better. You may not make more than one "C" grade during the Program. Earning a “C” grade will likely result in the receipt of a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve earning a grade of “B” or better within the time limit specified in the remediation plan. Should the student earn a second “C" grade, Program faculty will consider the recommendation for termination from the program.

**“E” grades.** An "E" grade in any course may be grounds for termination from the Program.

**Withdrawal from Classes`**

Withdrawals are completed online via the myUK system. Visit myUK for withdrawal dates, deadlines, and procedures (<https://myuk.uky.edu/>).

**Course Registration`**

Students should consult the DMT, Program of Study (POS), the EDP Course Schedule google sheet (for long-term advance planning), and the myUK Course Catalog (for near-term planning starting 3 months in advance of the start of the semester in question) to make decisions about what/when/how to register for courses for an upcoming semester. More information on each of these things is provided next.

The guidelines for pre-registration, newly admitted student registration, and late registration are made available in documents which may be obtained from the Director of Graduate Study (DGS) and from the Registrar (<http://www.uky.edu/Registrar/>). Students are advised each semester to follow the suggestions that appear on the COUNSELING-PSYCHOLOGY listserv. All registration is done electronically via myUK (<https://myuk.uky.edu/irj/portal>).

Students can consult with the DMT and review the Course Catalog (view the semesterly Course Catalog by logging into your myUK account at <https://myuk.uky.edu/irj/portal>) to plan courses and a schedule prior to the date their registration window opens. Newly admitted students should also be aware that they must set up a “linkblue” account (<https://ukam.uky.edu/>) in order to register electronically and use many university services such as email, library account access, etc.

Students are encouraged to review the EDP Course Schedule google sheet in advance of registration to help them plan when they will take courses. This resource can be accessed via the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh).

Newly admitted students should await email instructions from the DMT in late spring prior to their first fall semester in the program; this email will articulate how to go about registering for fall courses. It is highly recommended that you register for courses as soon as possible, as students from many departments take the courses required by our program, so available spots in courses go quickly. Waiting to register can create difficulties for being able to take required courses during the intended semesters. Current students should check myUK (https://myuk.uky.edu/) to see when their registration window for the upcoming semester opens, and make a calendar reminder so that they register for courses as soon as registration opens up. The POS and DMT emails will provide guidance on what courses to register for.

**APA Style`**

All papers submitted in any course in the department are expected to conform to APA Style, unless requested otherwise by the instructor. Securing a copy of the latest edition of the APA Style Manual is required.

**Academic Integrity and Plagiarism`**

All academic work, written or otherwise, submitted by you to your instructor or other academic supervisor, is expected to be the result of your own thought, research, or self‑expression. In any case in which you feel uncertain about a question of plagiarism involving your work, you are obligated to consult your instructor on the matter before submitting it.

When you submit work purporting to be your own, but in any way borrow ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, this constitutes plagiarism. For additional information on plagiarism, see the Academic Ombud webpage on Academic Offense Information (<https://www.uky.edu/ombud/academic-offense-information>), which links to additional Plagiarism resources and policies.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend, website, or electronic file. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that you submit as your own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor; however, when the actual work is done, it must be done by you alone.

When an assignment involves research in outside sources or information, you must carefully acknowledge exactly what, where, and how they have been employed. If you use the words of someone else, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain.

**Due Process, Appeals, and Grievances`**

In line with our ethics code, we seek *informal* resolutions to conflicts whenever possible. If you have an *academic or non-academic* concern related to the program, you should attempt informal problem solving (e.g., talking directly with the instructor, faculty member, committee member, department chair, dean) before lodging a formal complaint. In most cases, mutually satisfactory solutions to problems can be found through these informal means. A formal grievance procedure should be employed as a last resort when informal channels of resolving the problem have failed.

The UK Office of the Dean of Students maintains a Student Complaints webpage (<https://www.uky.edu/deanofstudents/student-complaints>) that serves as a directory of the different university units that can help address student concerns. Please consult the following webpages for details on the issues, policies, and procedures maintained by each unit. Key units include but are not limited to:

* Academic Ombud Services (academic issues, academic offense appeals, course grade appeals, program dismissal appeals; <https://www.uky.edu/ombud/>)
* Office of Institutional Equity and Equal Opportunity (investigating and resolving issues related to equal opportunity, discrimination, harassment; <https://www.uky.edu/eeo/discrimination-harassment>)
* Office of Student Conduct (student conduct violations; student grievances; <https://www.uky.edu/studentconduct/>)
* Center for Support and Intervention (individualized non-clinical case management services to students; <https://www.uky.edu/concern/who-we-are>)
* Office of Legal Council (report an ethical issue; <https://www.uky.edu/legal/report-ethical-issue>).

**Non-Discrimination Policy`**

The Program is committed to a policy of providing educational opportunities to all academically qualified students regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability. The University of Kentucky is an equal opportunity university. We encourage applications from all academically qualified people interested in educational opportunities.

**Leave of Absence**

Per the Graduate School Bulletin (<https://gradschool.uky.edu/bulletin-archive>), enrolled graduate students at the University of Kentucky who sit out for one or more semesters will need to complete a new application to the Graduate School and to the Program and pay the application fee to be considered for re-admission.  In many instances this requirement can be avoided by requesting a *leave of absence.*  In addition to avoiding the application process, this status will allow the student to priority register in preparation for return to UK.

Students should first contact the DMT, as well as others involved who need to know and approve of the request (e.g., assistantship supervisor, on-site practicum supervisors).  The request should be in writing, indicating the exact semester(s) and, if possible, the rationale for the request. Next, the DMT should forward the request to the Director of Graduate Study (DGS) indicating endorsement (and the endorsement of others involved, if appropriate). This written request should be placed by the DMT into the MS SharePoint folder. Finally, if the request is approved, the DGS will forward the Major Professor’s message to the Graduate School admissions officer, with the DGS’s endorsement. The student must email the Graduate School Admissions Officer before the intended return to have the status changed back to active. A leave, if granted, *is only good for one semester* but can be renewed for a second semester if necessary. Candidates taking more than two consecutive semesters’ leave of absence or who do not make appropriate progress toward the degree will be withdrawn from the Program and required to reapply if they desire to complete the degree requirements.

No more than two consecutive and four total semesters in leave of absence status may be requested. International students considering a leave of absence are strongly encouraged to discuss their plans with the Office of International Affairs and Department of Immigration Services prior to making a formal request.

**Student Support Services**

**Personal Counseling**

Students interested in obtaining counseling as a client may receive such services through various public and private agencies in the Lexington area. The Program encourages students to gain counseling experience as clients. Such experiences provide students with the opportunity to develop increased personal awareness and growth, allow students to experience what being a client is like, and may enhance the development of the student as a therapist.

Students may not enter into a counseling relationship with an EDP faculty member, since this type of arrangement constitutes a dual relationship that is specifically prohibited by the ethical principles of the American Psychological Association.

Further, the policy of the University of Kentucky Counseling Center prohibits a former or present client from being a practicum student at the Center. *Thus, former clients are not eligible for practicum placement at the UK Counseling Center*. We encourage master’s students who are considering applying to the UK PhD Counseling Psychology program to seek counseling services from alternative providers if they believe they may want to complete a practicum rotation at the UK Counseling Center (other practicum sites are available).

Please note that UK administrators now encourage graduate students who need help of some kind to start by reviewing this Get Help webpage (<https://studentsuccess.uky.edu/get-help>), which encourages students to first contact TRACS (Triage, Referral, Assistance and Crisis Support), a physical and virtual one-stop shop where students can come for a quick referral to support services or receive direct clinical support for a range of mental health needs and crises. TRACS can facilitate referrals to appropriate resources, such as UKCC and third-party mental health providers that the university subsidizes the cost of.

Students who want counseling services may access the list of free or low-cost mental health services such as the UK Family Center provided in the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh).

**Medical and Behavioral Health Services`**

Students have access to medical and behavioral health services through the University of Kentucky Healthcare system (https://ukhealthcare.uky.edu/university-health-service/student-health).

**Housing`**

Counseling Psychology students may find housing available through a variety of agencies: family housing (Apartment Housing Office, Building C., Cooperstown, Lexington, KY 40506); individual housing (University Housing Office, 218 L Service Building, University of Kentucky, Lexington, KY 40506); and commercial housing (Dean of Students Office, 513 Patterson Office Tower, University of Kentucky, Lexington, KY 40506). Applicants are encouraged to apply for housing at their earliest convenience.

**Financial Assistance**

**Scholarships and** **fellowships.** A limited number of University fellowships and scholarships are awarded each year. Some are designated specifically to help recruit talented diverse students. Scholarship and fellowship opportunities exist with the UK Graduate School (<https://gradschool.uky.edu/student-resources-0#Finances><http://www.rgs.uky.edu/gs/>) and the UK College of Education (<https://education.uky.edu/academics/scholarships/>). External scholarships and fellowships are also available through entities such as APA (<http://www.apa.org/about/awards/>).

**Assistantships.** To learn more about research assistantships (RAs), teaching assistantships (TAs), and graduate assistantships (GAs) that are currently seeking to hire a graduate student, check the UKJobs website (<https://ukjobs.uky.edu/postings/search>) frequently. Most assistantships for the next academic year are posted in the prior spring semester, though assistantships will continue to be posted in the summer and even the fall of that year (e.g., some positions do not get funding approval until that same semester the assistant is supposed to start). Keep regularly checking UKJobs so that you can apply when desirable positions become ev

available; deadlines for applying can be as short as two weeks. Additional assistantships (e.g., TA positions within EDP) will be announced via the program/department listserv you are on. It is common for our graduate students to be hired by campus units such as Academic Enhancement, Baptist Health, Department of Behavioral Science, Department of Psychology, Dean of Students Office, other College of Education departments (e.g., Department of Curriculum and Instruction, Department of Educational Policy Studies and Evaluation), Eastern State Hospital, Experiential Education, UK Graduate School, Health Sciences, Human Development Institute, Nursing Instruction, Transformative Learning, Student Affairs, etc. These assistantships often lead toward additional networking and publication opportunities for students. A full-time assistantship of 20 hours per week is usually accompanied by full tuition reimbursement plus a monthly stipend that ranges anywhere from $10,000-20,000 per academic year (as of 2021-2022). and health insurance coverage. Half-time assistantships (10 hours per week) include a half tuition waiver and a stipend ranging from $6600-9500 (as of 2021-2022). Please note that not all graduate assistantships are fully funded. Some positions may be advertised as a GA position, but it only means that you would be paid at a GA hourly rate, rather than be provided with all the benefits of a GA position. Inquire about health insurance and tuition when considering applying or when interviewing for a position. Assistantships generally begin the week before classes start, but exact dates vary depending on the type of assistantship.

It is harder for incoming students to obtain an assistantship for their first year in the master’s program because most assistantships are posted in early spring semester before incoming students have accepted offers of admission (in April). Some students, once they are on campus during their first fall semester, are able to obtain assistantships for the spring semester of their first year. Many students, come early spring of their first year, are able to obtain assistantships for their second and final year of the program. Thus, the percentage of students who have funding is smallest among first semester master’s students, larger among second semester master’s students, and largest among third semester master’s students. Though it is harder to obtain an assistantship for their first year/semester, it is worth the effort. Beyond the aforementioned UKJobs website and listserv announcements as typical sources of leads on potential assistantships, some students find success by reaching out to different program faculty or campus units to inquire about potential opportunities.

**Getting Paid Beyond 20/hrs/wk by UK Entities**. Most assistantships are 20/hrs/wk. Some students may be interested in getting paid for additional hours beyond 20/hrs/wk by doing additional hourly paid work. However, the UK Graduate School must grant the student permission (via a "Student Work Overload Request") in order to be paid for more than 20/hrs/wk for work provided to UK entities. The UK Graduate School has been increasingly hesitant to grant this permission to our students for reasons beyond the scope of this Handbook. Therefore, if you already have a 20/hr/wk assistantship, before telling any UK entity that you are interested in getting paid by them at an hourly rate, you must first discuss the possibility with the EDP Director of Graduate Studies and the DMT. *The Program faculty have determined that it is best to avoid requesting this permission for fall and/or spring, but is best to get paid for hourly work during the summer when assistantships generally are not in effect for most students and courses are typically not being taken, thereby avoiding the need to request permission to work beyond 20/hrs/wk*. In the cases where permission is granted, please note that UK will only allow students to be paid for a maximum of 28/hrs/wk due to fringe benefit issues, which means additional hourly pay is capped at 8/hrs/wk beyond the 20/hr/wk assistantship.

**Campus employment caveat.** This is a full-time program. Students in the counseling psychology program are encouraged to work no more than 20 hours per week, either in an assistantship or in another paid position. Further, Departmental policies prevent all Departmental graduate students who hold a university or departmental 20-hour assistantship from holding any other substantive university-based funding.

**Other financial support.** Please consult the “Funding, Tuition” section of the [CP Student Resource Directory](https://luky.sharepoint.com/:w:/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh) for additional potential sources of funding.

**UK logistical information related to assistantships, fellowships, tuition scholarship, and fees**. The following information was last verified by Penny Cruse on 8/19/21 and is subject to change for future academic years (keep an eye on the EDP-ALL listserv for updates). Students holding assistantships and fellowships who do not see a credit appearing for the tuition scholarship in August:

* Thank you for your patience as UK works diligently to cause your tuition scholarship to appear on your Student Services account. It is not unusual for the credit to appear until after the deadline to pay the balance due on your student account.
* In mid-August, Penny submits all GSAS for students employed as RA, GA, TA with EDP. If you have responded to the Workflow SAP System Account automated email to accept the GSAS, your tuition credit will appear.
* If you have not received the credit for your tuition scholarship on your student financial account by September 10, please feel free to contact Penny Cruse for assistance. She will be happy to investigate the need for you via the Graduate School. This anticipated date has been provided to Penny by the Graduate School.
* Penny highly encourages you to pay fees due by you on your student financial account by the following deadline: August 22 - Sunday - Payment deadline of registration fees and/or housing and dining fees - if total amount due is not paid as indicated on the account statement, a late payment fee of 1.5 percent of the amount past due will be assessed.
* Please note: The following $220 due by you does not appear as a separate line item on your student account. It is combined in as part of your tuition amount. If you are diligent to pay fees due by you, prior to the August 22 deadline, the Graduate School will request the registrar credit any late fees to your account due to the delay in your tuition scholarship appearing.
* All UK Graduate students are required to pay a UK Student Health fee and a Johnson Center recreation fee both fall and spring semesters. This includes students who secure assistantships, fellowships, and other funding that include tuition scholarships. These fees are as follow academic year 2021-2022. These fees are subject to change.
  + Student Health Fee - $140/per semester for full-time students. Students enrolled less than full-time who would like to use the Student Health Clinic may contact Student Account Services to request the fee be added to their account.
  + Johnson Center Fee - $80/per semester for full-time students. This fee is prorated for part-time students.
  + In addition, you are responsible for fees not covered by the tuition scholarship. Some fees include course or program fees, lab fees, international fees, and distance learning fees.
* Only full-time students, those enrolled nine credit hours or more, are charged the Student Health fee. Students under nine hours may have the Health fee added to their account to be eligible for care at the on-campus University Health Service if desired. You simply contact Student Account Services and ask to have the fee added to your account.

**Multicultural Student Support**

**Office for Institutional Diversity.** The Office for Institutional Diversity (<https://www.uky.edu/inclusiveexcellence/home>) provides support services and programs that are sensitive to the needs of diverse students. Among the services available to students through the Office for Institutional Diversity are short‑term motivational and crisis counseling, non‑academic advising, orientation, and assistance with problem‑solving in the areas of housing, financial aid, and overall adjustment to the university. The Office for Institutional Diversity staff is also available for assistance to student organizations or any group that may be planning projects or programs of special interest to diverse students (257-9293).

**Office of LGBTQ\* Resources.** The Office of LGBTQ\* Resources is the central hub for accessing information, groups, and services related to diverse sexual orientations and gender identities.For more information contact the Office of LGBTQ\* Resources at 859-323-3312, visit the office at Blazer Hall 309, or online via <http://www.uky.edu/lgbtq/>. The Office also provides a LGBTQ\* and Friends Community Room in Blazer Hall 301.

**Office of International Affairs.** OIA offers support in terms of orientation to UK, frequent workshops and retreats, and practicum experiences. For more information, contact the Office of International Affairs at 859-323-2106 or online at <http://www.uky.edu/IntlAffairs/>.

Our students often serve in the leadership roles for international student groups. For more information on student organizations call the Office of Student Involvement at 257-8867 or contact them online at <http://getinvolved.uky.edu/>.

**Students with disabilities**. Students with visible and invisible disabilities are encouraged to seek the protection and benefits offered by numerous Public Laws (e.g., Vocational Rehabilitation Act of 1973, Americans with Disabilities Act of 1990). The UK Disability Resource Center, 725 Rose Street MDS Bldg Suite 407, University of Kentucky, Lexington, KY 40536-0082 provides administrative support for students with disabilities. You may contact the Disability Resource center by calling V/TDD (859) 257-2754 or online via <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

**Family-friendly Program structure.** While the program in counseling psychology requires full-time enrollment, we recognize that a tension exists between the demand for being a full-time student and the demands of personal/familial obligations. We see the need for reasonable compromises due to personal or family crises. The specific nature of these crises will be handled on an individual basis by working with the DMT.

**Graduate Student Space**

Graduate students are encouraged and welcome to congregate in Dickey Hall Room 205 (Stillwell Suite) and Room 227 (Education Library) to socialize with each other, relax, read, and work on tasks. They are meant for student use. These spaces provide opportunities to connect with each other to build cohesion among the students and foster research and clinical growth through dialogue and shared projects. Teaching assistants and graduate research assistants are assigned workspace in (Room 237) Dickey Hall.

**Libraries**

The three main libraries on campus in which Department graduate students will be most interested are the Education Library, the Medical Library, and William T. Young Library, which is the main campus library. See <http://libraries.uky.edu/> for more information on the UK library system.

The Education Library is located in Dickey Hall, second floor (Room 205). The Butler suite has craft and office materials that students may find helpful when creating academic materials. These materials are free for students (subsidized by tuition). Graduate students are not granted extended borrowing privileges, and overdue fines are strictly enforced.

The Medical Library is housed in the Medical Center. It contains psychiatric and physiological journals and allows students to check out bound journals for limited time periods. This library issues its own card, which is available with a student ID. It also has several copying machines (not free). Books held in the Medical Library may be checked out through the online Inter-Library Loan system and will be transported to any library of your choice within 24 hours.

The William T. Young Library is located on the main campus. The Library offers full semester borrowing privileges to graduate students. The Young Library houses a vast array of technology services for scholarship. Wireless study carrels are available to students, as are copying machines. Young is open for extended hours. Presentation U! at the Young Library (https://www.uky.edu/presentationU/) now offers specialized help for graduate students of all disciplines with their writing, presentations and conference posters. Every Wednesday from 1-3 p.m. at Presentation U!, Academic Consultants are available to work specifically with graduate students seeking assistance with their multimodal communication projects. If that day and time does not work, you can make an appointment [here](https://exchange.uky.edu/owa/redir.aspx?SURL=6EUbzbHeKhAk1SH5qbs6xF225m2FIcsE2U4206pjRlVr2ARY30jSCGgAdAB0AHAAOgAvAC8AdQBrAHkAcgBlAHQAYQBpAG4ALgBhAHMAawBhAGQAbQBpAHMAcwBpAG8AbgBzAC4AbgBlAHQALwBhAGQAbQBpAG4ALwBDAG8AbQBtAHUAbgBpAGMAYQB0AGkAbwBuAHMALwBDAGwAaQBjAGsAVABoAHIAdQAuAGEAcwBwAHgAPwBxAHMAPQBwADcANABoAE4ARgBuAGQAYwBWADcARQA3AEIAYgBVAFkAMQBNAFQASQBhAFYAagBMAEQAbwB1AEoATABJAHoAawBiAHUARAA0AEcAMgAlADIAZgA3ADYAVQBwAGkAQwBXAFAANQAzADgATABrAEQAcABjAHcANABiADEAegBhAEgAUAA.&URL=http%3a%2f%2fukyretain.askadmissions.net%2fadmin%2fCommunications%2fClickThru.aspx%3fqs%3dp74hNFndcV7E7BbUY1MTIaVjLDouJLIzkbuD4G2%252f76UpiCWP538LkDpcw4b1zaHP) or you can also call and set up a personalized appointment at 859-218-5286.

**ID/Library Cards**

Once registration is completed and fees are paid, students may proceed to obtain their UKID card. Students who are in the UK system may obtain their ID card beginning as early as July in the Student Center Room 107. The Student ID office is open Monday through Friday, from 8:00 AM to 4:15 PM. Students must bring a photo-ID and money to purchase their first card. Further UK ID information may be obtained at <https://www.uky.edu/wildcard/wildcard-id-home>. An ID card is necessary for library privileges, entry to fitness centers, access to printer and copy machines, access to tickets for UK athletic events, and discounts from certain community establishments.

**Computer Facilities**

The University of Kentucky is a wireless campus. Students with mobile devices have internet access throughout campus. Students have access to software packages such as Microsoft Office, Adobe Acrobat DC, EndNote, and SPSS. For more information visit <http://download.uky.edu>

Public computers in the Education Library are connected via the cloud to UK servers. Other Dickey Library terminals are available for database searches. Students are encouraged to use these computers for their literature searches on ERIC, MEDLINE, PSYCINFO and Infotrack. For assistance using the electronic library guides for literature searches please visit <https://libguides.uky.edu/>. Library personnel are also available to do individual or small group workshops on literature search and retrieval.

Dickey Hall 229 has been set up as the EDP Computer Lab for graduate students to conduct analysis using specialty software packages such as SPSS, Mplus, STATA, HLM, psychometric software, and potentially qualitative software. The lab has two working stations. The lab is locked for security. Access to the Lab needs to be booked with Ms. Phyllis Mosman. The EDP Computer Lab will be managed and maintained by the QPM program. Report any issue on any station to Dr. Xin Ma, QPM faculty member in EDP.

**Technology, Electronic, Technical Support**

The UK Information Technology Services (ITS) serves faculty, staff, and students by maintaining a Central helpdesk and providing professional development, technical support, website management, Canvas LMS assistance, Adobe Connect meeting rooms, service and database administration, projectors for check-out, e-mail, list serves, digital signage, and student involvement though a Student Technology Group (see <https://its.uky.edu/>) .

The College of Education’s Office of Information Technology provides support and training for computer, internet, and software utilization and is located in 27 Dickey Hall (see <https://education.uky.edu/technology/>).

Secretarial support is available to students for the purposes of printing research posters, assisting with reimbursement for conference travel, and completing Graduate School paperwork.

**James W. Stuckert Career Center**

Students are encouraged to start a placement folder at the Stuckert Career Center on Rose Street. This Center is an excellent resource for information gathering relative to questions students may have regarding career counseling, resume and CV writing, skills in interviewing, etc. One of the services the Center can offer graduate students is furnishing a professional recommendation (credentials) file which they can use to send to prospective employers. Contact the Stuckert Career Center at 859-257-2746 or <http://www.uky.edu/careercenter/>.

**Robert E. Hemenway Writing Center**

The Robert E. Hemenway Writing Center provides assistance “composing and communicating in writing, speaking, and multimedia projects across the curriculum. Graduate students and undergraduate consultants offer individual and group consultations in Face-to-Face, Online, and E-Tutoring Consultations on academic assignments and professional projects” (https://wrd.as.uky.edu/writing-center) The center is located in the W.T. Young Library, Room B108B, in the Hub (lower level). Students can register as a new client and/or log in to schedule appointments at <https://uky.mywconline.com/>.

**UK Academic Coaching**

UK Academic Coaching (<https://www.uky.edu/acadcoach/>) provides individual coaching to students who want to learn skills and resources to enhance their academic success.

**Student Legal Service**

A local attorney provides free on-site consultation for any legal issue UK students have. To make an appointment, visit <http://www.uksga.org/services/>.

**Campus Recreation**

UK Campus Recreation and Wellness (<https://www.uky.edu/recwell/>) provides students with access to recreation facilities and wellness coaching. Current University of Kentucky students who are enrolled in regular, on-campus classes, may use the Johnson Center recreation facility and Alumni Fitness Center by presenting their student ID card (free access to these facilities is subsidized by mandatory student fees). There will be no admittance without a student ID card. UK Students not enrolled in summer school may purchase a membership for the summer if they were enrolled in the previous spring semester.

**Tuition an****d Fees**

Information regarding payment of tuition and fees is found at <http://www.uky.edu/financialaid/tuition-and-fees>. 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. Students cannot register for classes in an upcoming semester if they still owe money to UK and have not addressed it with the University, as a hold will be placed on their account. Students also have to update/reconfirm their information on myUK before they can register for classes every semester.

**UK Financial Wellness**

UK Financial Wellness (<https://www.uky.edu/financialwellness/>) provides excellent resources for the University of Kentucky student body to stay connected and well equipped to handle their evolving financial needs.

**Health Insurance**

The University of Kentucky offers [health care](http://ukhealthcare.uky.edu/uhs/student-health/) and health insurance (<https://ukhealthcare.uky.edu/university-health-service/student-health>) to its students and employees. Graduate Students who are fully funded (a 20/hr/wk assistantship or qualifying fellowship) are provided traditional medical insurance as part of their tuition. Dental or vision insurance is not provided. Students are encouraged to consider seeking low-cost dental services at the local community college dental clinic (<https://bluegrass.kctcs.edu/community/dental-hygiene-services/>). Information about UK dental services can be found at <https://dentistry.uky.edu/appointment-request>.

**Parking at UK**

Information about parking is located at [https://www.uky.edu/transportation/park](http://www.uky.edu/Parking/). Students are able to buy parking passes in June. A C-5 permit is recommended for students who live off-campus and commute primarily to Dickey Hall. Students with a TA or GA position may be eligible for an employee parking pass. Dickey Hall is located adjacent to Scott Street, which features metered parking during business hours and free parking outside of business hours. Metered parking can be paid for by coins, credit card, or via the PayByPhone app (https://www.paybyphone.com/).