Counseling Psychology

Doctoral (PhD)

Program Handbook

Department of Educational, School, and Counseling Psychology

University of Kentucky

Dr. Joseph Hammer, Director of Doctoral Training

 (Last Revised: 7/26/23)

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 APA-accredited Counseling Psychology Doctoral 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 Doctoral Training (DDT) 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 [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/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.*

Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org

Web: <http://www.apa.org/ed/accreditation/index.aspx>

# 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 counseling psychologists who are competent health service psychologists (HSPs) 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 scientist-practitioners* 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.

The competencies that define the Program Aims are described in detail in the *CP PhD Program Aims, Competencies, and Knowledge* document available for download from our program area’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/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh).

## Program Aim #1: Skilled and Ethical Scientist-Practitioners

The scientist-practitioner is trained in the broad range of scientific methods to provide a foundation for systematic and creative inquiry. The scientist-practitioner will use these skills in research or practice settings in an ethical manner to generate research questions and test hypotheses 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 by providing background, information, and data to ensure effective outcomes. This integrated perspective requires the ability to question, to assess, and to critically evaluate beliefs, practices, observations, techniques, and results in a continuing pursuit of knowledge that is useful in its implications and applications.

Our program aims to train skilled and ethical scientist-practitioners who demonstrate competence in seven Profession-Wide Competencies and ten Discipline-Specific Knowledge areas:

* Research
* Ethical and Legal Standards
* Communication and Interpersonal Skills
* Assessment
* Intervention
* Supervision
* Consultation and Inter-Professional/Interdisciplinary Skills
* History and Systems of Psychology
* Affective Aspects of Behavior
* Biological Aspects of Behavior
* Cognitive Aspects of Behavior
* Developmental Aspects of Behavior
* Social Aspects of Behavior
* Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas
* Research Methods
* Quantitative Methods
* Psychometrics

## Program Aim #2: Counseling Psychology Professional Identity

Per Winterowd, Adams, Milville, and Mintz (2009), the *Counseling Psychology Model Training Values Statement Addressing Diversity* (<http://www.ccptp.org/ccptp-model-training-vales-statement-addressing-diversity>) articulates dispositions for counseling psychologist trainees and trainers: Respectful, Inclusive, Collaborative and Cooperative, Open, Inquisitive, Self-Aware and Introspective, Culturally Aware, Socially Just, and Engaged in Professional Growth and Self-Improvement (<http://journals.sagepub.com/doi/abs/10.1177/0011000009331936>). The program seeks to instill a life-long commitment to these dispositions in students.

Self-awareness, openness, and a commitment to self-improvement helps students build upon their strengths, effectively address their growth edges, and demonstrate respect for their colleagues and clients. Students must actively seek out feedback about their professional skills and interpersonal style and demonstrate responsiveness to this feedback when given in a compassionate manner by trainers and fellow students. Self-awareness enhances student’s ability to demonstrate skills and ethical decision making in a consistent manner across diverse contexts and minimizes the potential impact of identity-based biases on how students treat their clients and other individuals.

An inclusive and culturally-aware systems perspective of person-environment interaction emphasizes the interdependence of individuals' personal history and current health status with their ecology: family, work, school, friends, colleagues; and the cultural, community, and social forces in which people's lives are embedded. We attend to the psychosocial influence of gender, sexual orientation, race, ethnicity, socioeconomic status, age, and ableness, among other aspects of identity, in the context of their community meanings and effective support systems. In addition, the Program is focused on exposing students to the skills and knowledge needed to become agents of social change within various contexts of human development. From these perspectives, the emphasis is less on individual pathology, focusing instead on the ways in which individuals, families, and communities cope with and change the personal and environmental situations in which they find themselves. Since the Program is 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 and using psycho-social-educational interventions to effect social change.

A social justice 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’s 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 become a logical companion to the person-environment approach, emphasizing the integration of mutual respect and inclusiveness across the curriculum and within interpersonal interactions.

Our program aims to instill a counseling psychology professional identity in our graduates, who demonstrate competence in two Profession-Wide Competencies and one Program-Specific Competency:

* Individual and Cultural Diversity
* Professional Values, Attitudes, and Behaviors
* Socio-Contextual-Development Perspective

## Purpose of the Program of Study (POS)

The Program of Study (POS) is designed to be consistent with the standards of the APA Commission on Accreditation’s *Standards of Accreditation for Health Service Psychology* and the Program Aims. The POS is designed to:

* Prepare students to work in a broad range of roles in diverse settings with diverse populations, who have respect for and understanding of cultural and individual differences and diversity (1,7)
* Train students to be eligible for licensure as doctoral-level psychologists (1)
* Provide broad and general preparation for practice at the entry level as health service psychologists (HSPs) (4)
* Utilize the existing and evolving body of general knowledge and methods in the science and practice of psychology (4)
* Enable students to understand the value of science for the practice of psychology and the value of practice for the science of psychology (4)
* Be consistent with the missions of the Department of Educational, School, and Counseling Psychology; the College of Education, and the University of Kentucky
* Produce students who can meet regional and national needs for additional, qualified health service psychologists (HSPs) (5)
* Offer sequential, cumulative, developmental (i.e., graded in complexity) training designed to prepare students for future practice or further organized training (7)

## Proximal Program Outcomes

Student achievement of proximal program outcomes is measured via formative and summative assessments in the context of coursework, practica, research teams, Program Milestones (e.g., Dissertation), and other contexts. As detailed in the Review of Student Progress section of this Handbook, the progress of each student is formally reviewed by the Program faculty during the *Annual Review of Student Progress*, and informally reviewed at the *Midyear Check-In Meeting* and throughout the year as needed.

## Distal Program Outcomes

Following completion of the Program, most of our graduates seek and attain licensure as psychologists in states across the country. Graduating from an APA-accredited program and an APA-accredited Pre-Doctoral Psychology Internship helps to facilitate this process. *Nevertheless, students are responsible for learning the specific licensure requirements of the state where they intend to practice.* The requirements for licensure as a psychologist in the Commonwealth of Kentucky, for example, are found on the website of the Kentucky Board of Examiners of Psychology (<http://psy.ky.gov/Pages/default.aspx>).

The anticipated career paths of individuals who graduate from the Program include a variety of clinical, academic, and research-based placements. A majority of our program graduates gain employment in mental health agencies (e.g., medical centers, community agencies, group practices), university counseling centers, or federal facilities (e.g., VA’s, prisons). Some graduates engage in private practice. Other graduates pursue research or teaching positions in institutions of higher education. The first employment setting is typically closely related to the specialized type of experience gained from the student’s internship year. Many graduates have been able to move to the director/manager levels of those health delivery systems within three to seven years of graduation.

# 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 doctoral 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 Doctoral Training

The Director of Doctoral Training (DDT) of the counseling psychology Program works with the Program faculty to establish Program requirements, policies, and procedures, and to monitor student progress. The DDT is the liaison with the American Psychological Association (APA) and is responsible for ensuring that Program policies and procedures conform to APA standards and guidelines for accredited programs in Counseling Psychology. The DDT is the liaison with internship agencies and is the person with whom you work to serve a pre-doctoral internship placement. The DDT also co-facilitates the Annual Review of Student Progress. In matters of student progress, the DDT serves as a consultant to Program faculty and your Advisory Committee (AC). The DDT is available to provide consultation to students on all program matters and concerns.

## 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.

## 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.

## 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.

 Regarding email communications, please note that email is the standard method of communicating with faculty and staff. You may send emails on any day at any time, but please bear in mind that the recipient of your email will respond to email during their own set email-response hours, which for most people are typically during business hours. Emails seeking quick feedback that requires no review of materials or preparation can often be responded to within 2 business days, whereas other more involved emails (e.g., requesting edits on a manuscript) may require up to 3 weeks for a response. For emails seeking quick feedback that have not yet been responded to, it is generally accepted to send a follow-up check-in email after 2 business days of non-response. These are general guidelines, and each professional will be ready to state their own preferences for how they wish you to communicate with them. It is good for us all to remember that we are all very busy people and to show each other compassion and understanding around our communication expectations.

## 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.

# Advisory Committee (AC)

## Major Professor

Upon admission to the Program, you are assigned to a Major Professor (i.e., Advisory Committee Chair, Faculty Adviser). This appointment is based on faculty and student mutual professional and research interests. If the Major Professor is at the Assistant Professor rank, you will also be assigned a second counseling psychology faculty member who will provide support and guidance in the role of Co-Major Professor. Once you have had an opportunity to become further acquainted with the professional interests of the Program faculty, and the faculty have become more familiar with your professional interests, two options are available: (a) by mutual agreement, you and your Major Professor may elect to continue their professional relationship, or (b) by mutual agreement (between you and your current Major Professor), you may approach another faculty member to serve as Major Professor. The Major Professor assists you in planning your Program of Study (POS) and in selecting members of your Advisory Committee (AC). The Major Professor serves as a professional and research mentor and encourages you toward a timely completion of the program.

## Advisory Committee (AC) Members

Each student is guided by an Advisory Committee (AC). The purpose of the AC is to provide continuous direction, counsel, and intellectual stimulation to the student as well as serve as role models from the earliest days of residency to the completion of the Doctorate. You should seek the guidance of your Major Professor to identify appropriate AC members.

 The AC is composed of four faculty members. This includes the Major Professor as Chair and at least one additional member from among the core EDP faculty. The other two members can be from any program or department. All members must be Graduate Faculty at the University of Kentucky, and three (including the Major Professor or Co-Major Professor) must have full Graduate Faculty status, which means they must be at the Associate or Full Professor Rank rather than the Assistant Professor rank (see UK Graduate Bulletin at <https://gradschool.uky.edu/bulletin-archive>). In choosing AC members, you are encouraged to seek out a balance of faculty expertise supportive of your research area. Graduate school rules require that the AC be appointed no later than upon completion of 18 credit hours of post-master’s graduate work (i.e., May of first post-master’s year). We advise post-master’s doctoral students to form their AC by October of their first post-master’s year.

The Program faculty have recognized the challenge encountered by first year students who are seeking a full, four-member AC. The Graduate School will only recognize the actions of an appointed Committee. Departments with which doctoral students have been previously successful in securing Advisory Committee members include: Anthropology, Behavioral Sciences, Family Studies, Gender and Women’s Studies, Psychology (Clinical, Cognitive, Experimental, Physiological, Social) Social Work, Educational Policy Studies and Evaluation, Early Childhood Special Education & Counselor Education, and Sociology.

After consulting with your Major Professor, you will need to contact the prospective AC members to ask if they would be willing to discuss the possibility of serving on your AC. You should be prepared to explain to the prospective AC member what role the AC member would serve in facilitating your professional and academic development. Once a faculty member has agreed to serve on your AC, you need to:

1. Send a follow‑up e-mail formalizing the agreement and expressing appreciation to the faculty member. It is a good idea to carbon-copy (cc) your Major Professor on that email.
2. Inform the Major Professor of the agreement.
3. When all four AC members have agreed to work with the student, the student formalizes the AC by submitting the online *Doctoral Advisory Committee Request form* to the Graduate School for official appointment of the committee (see <https://gradschool.uky.edu/studentforms> for form).

 The AC must be kept at its full complement throughout the graduate career of the individual student. Thus, in the event of a vacancy on the AC (resignation, faculty leave, or inability to serve), an appropriate replacement must be made prior to the making of any AC decision (e.g., Qualifying Examination, Dissertation Proposal, Dissertation Defense). If doctoral candidates elect to change their area of research, the Major Professor may be changed to reflect the new interest area.

 While you are required to meet with the AC once a year, you may have multiple, informal, individual meetings with AC members during the coursework and completion of your Dissertation project. Students are responsible for coordinating and leading these AC meetings and preparing documentation for review. Only if requested by their Major Professor, students should plan to submit an *AC Meeting Written Summary* of the meeting to the Major Professor within 48 hours of the meeting. Once the Major Professor has approved the *AC Meeting Written Summary*, it can be distributed to the AC members and placed in the student’s SharePoint folder (their student permanent file) by the Major Professor.

 As of 7/1/22, the Graduate School has a new policy on format of defense meetings. In our program, there are two milestone meetings that count as “defense meetings”: the Qualifying Exam oral examination and the Dissertation Defense. By default, defense meetings are held in person. A defense meeting may be held **virtually or hybrid** (some persons via Zoom and some in-person) if (1) all committee members have agreed to hold the meeting virtually/hybrid and (2) this agreement has been so stated in the comment field on the request for final exam approval form which the Director of Graduate Studies of EDP signs. Note that use of audio-only communications or participation merely by viewing a recording of the oral examination is prohibited.

## Communicating with Advisory Committee Members

You are encouraged to communicate frequently with members of your Advisory Committee (AC). A simple e-mail posting to the AC is a good strategy to use in keeping the faculty aware of your activities. Communicate regularly and work closely with your Major Professor to take advantage of potential learning opportunities and to discuss progress in the Program.

 **Scheduling the first meeting.** In planning the first Advisory Committee (AC) meeting you should be aware of the semester scheduling priorities adopted by the Department:

* First six weeks – Qualifying Examination Planning Meetings & Orals
* Final six weeks – Dissertation Defenses

The Department encourages all AC meetings to be scheduled on a Friday, if possible. Scheduling a meeting of the AC with busy faculty members can be challenging. The Directory of Graduate Studies (DGS) strongly urges students to complete scheduling their Advisory Committee meeting 10 weeks in advance, before faculty schedules fill up.

Typically, the first AC meeting is held in the post-master’s year 1 Spring semester and is for the purpose of approving the doctoral Program of Study (POS). It is strongly recommended that this meeting be held in January or February. *It is the student's responsibility to contact each committee member to negotiate a meeting time and then schedule a room (or Zoom event) for the meeting.* Creating a when2meet poll (<https://www.when2meet.com/>) listing 9am-5pm on six different Fridays is recommended. Dickey Hall Room 236, the conference room on the second floor of Dickey Hall, can be reserved by emailing Phyllis Mosman (p.mosman@uky.edu).

 **Preparing for the first meeting.** Meet with your Major Professor to discuss and plan your doctoral program. Your plan includes proposed coursework as well as a timetable for the completion of the coursework and Program Milestones (e.g., Dissertation). It is your responsibility to prepare and have available for each AC member the following three documents:

1. A completed CP PhD Program of Study (POS) form, which is available on the Program’s Handbooks and Forms webpage ([<https://education.uky.edu/edp/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/>](https://2b.education.uky.edu/edp/new/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/)) and [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). This form includes the proposed timetable for coursework and Program Milestones.
2. A one-page *Statement of Professional Goals and Research Interests*.
3. A copy of your updated Curriculum Vitae (CV).

**Subsequent Advisory Committee meetings.** You are *required* to have at least one Advisory Committee (AC) meeting each year to monitor and maintain appropriate progress toward the degree. When substantial changes are made to the POS since the last meeting, the student will bring an updated copy of the POS for each AC member to review.

 **Optimal sequence of AC meetings.**

Year 1 Spring: AC review of *Statement of Professional Goals and Research Interests* and approval of POS.

Year 2 Spring: Provide AC with a revised Sta*tement of Professional Goals and Research Interests* in preparation for the Qualifying Examination (QE) planning meeting. Research Portfolio must be approved prior to holding this planning meeting.

Year 3 Fall: The Oral defense portion of the QE is held.

Year 3 Spring: Dissertation Proposal meeting. Proposal must be approved no later than end of final’s week in May for any student applying for Pre-Doctoral Internship in the upcoming fall semester.

Year 4: Dissertation Defense, the Final Examination.

*Please note that the timing is different for students who come into the program pre-master’s and must complete master’s coursework first*. For such students, the above timeline applies once they enter their first post-master’s year (typically their 3rd year of graduate school at UK).

## Changing Your Appointed Advisory Committee

Because Advisory Committees (AC) are created by students early in the Program, we recognize that students may have a variety of reasons for wanting to make changes in their committees. If you wish to make changes, the following steps should be taken:

 **Changing the Advisory Committee Chair (i.e., Major Professor).**

1. Meet with the potential new AC Chair to discuss the possibility of assuming the role of chair.
2. Meet with the existing AC Chair, and the potential new AC Chair to discuss the reasons for the change. An agreement is reached about the proposed change.
3. Complete the necessary Graduate School paperwork to have the new committee appointed.

**Changing Advisory Committee members**.

1. Meet with the potential new committee member to discuss the possibility of being added to the committee.
2. Meet with the existing member to be replaced to discuss the reasons for changing.
3. Complete the necessary Graduate School paperwork to have the committee reappointed.

# Program of Study (POS)

Your time in the Program is guided by your Program of Study (POS), which is the blueprint for helping you achieve the Profession-Wide Competencies (PWC), the Program-Specific Competency (PSC), and Domain-Specific Knowledge which underlie the dual Aims of the Program. The POS is mainly comprised of coursework and Program Milestones (e.g., Dissertation).

## Time to Degree & Residency

Generally, students who enter the doctoral program have completed the master’s degree in a psychology-related area. We may accept strong applicants who have completed an undergraduate degree in psychology, but do not have a master’s degree; these students are expected to complete our master’s level coursework and practica prior to beginning the traditional doctoral coursework and practica. Students negotiate a specific Program of Study with their Advisory Committee during their first semester in the program.

The program requires full-time study (9-12 credits per fall/spring semester) and residence in Lexington. Like all counseling psychology PhD programs, our program includes the completion of a dissertation and a one-year, full-time internship at an APA accredited site, which usually requires relocation to another state.  As is typical for counseling psychology PhD programs, our program takes most post-master's students (who enter the program with an applied mental health master's degree) five years to complete and most pre-master’s students (who enter the program without a master's degree) seven years to complete.

The length and residency requirements of our program meet or exceed the requirements dictated by the American Psychological Association’s Implementing Regulations (C-5 D.) as follows. First, the program requires more than 3 full-time academic years of graduate study plus internship to receive the doctoral degree, as it is not possible to complete all required coursework in less than 3 full-time academic years. Second, the program requires that more than 2 of the academic years be from our doctoral program, given that the UK Graduate School requires that students complete a minimum of two years of residency prior to the qualifying exam (36 credit hours) and a minimum of one year of residency post-qualifying exam (per the Graduate School Bulletin at <https://gradschool.uky.edu/bulletin-archive>). Third, the program requires more than 1 year of full-time residence at the program, given that students are expected to maintain full-time student status for the duration of the program.

## Coursework

A listing of course descriptions appears in the University of Kentucky Bulletin (https://gradschool.uky.edu/bulletin-archive). The CP PhD Program Of Study (POS) form is available on the Program’s Handbooks and Forms webpage (<https://education.uky.edu/edp/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/>) and the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). The POS form outlines the minimum course requirements for the Program.

*In some cases, a student’s Advisory Committee (AC) will require one or more additional courses that will facilitate specific skills that the student needs to successfully complete the program (e.g., Dissertation) and/or be competitive for jobs in their chosen career path*.

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*.

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/<https://2b.education.uky.edu/courses-and-syllabi/>). You are encouraged to review these syllabi before enrolling.

## Entering the Program with a Master’s Degree in a Psychology-related Field

Some students will enter the program with graduate-level course requirements previously completed during their master’s degree program. Each student will negotiate a Program of Study (POS) with their Advisory Committee (AC) to apply prior coursework that meets the curriculum requirements of the doctoral program. Courses that were completed more than five (5) years prior to doctoral study may need to be repeated, per the discretion of the AC. Students who wish to apply previous graduate coursework should present documentation (i.e., syllabi, course description from graduate catalogue, and transcript) to their Major Professor and the current UK Instructor of Record (for each course the student is seeking to waive), who will jointly determine if the coursework meets the curriculum requirements of the doctoral programs. For a given course to be waived, both the Major Professor and the UK Instructor of Record must agree that a given course should be waived. For more information, please review the Course Waiver Protocol and Course Waiver Form, which are available on 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/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). Each course waiver is documented with a *Form*. The *Form* requires the signatures of the Major Professor and the UK Instructor of Record. Completed *Forms* will be placed in the student’s SharePoint folder.

## Entering the Program without a Master’s Degree in a Psychology-related Field

Suggested course sequence and schedules for a doctoral student with no applied credit for previous graduate coursework (called “pre-masters” or, historically, “post-bachelors” students) are outlined in the Master’s (MS) Program of Study (POS) form, which is available via the Program’s Handbooks and Forms webpage (<https://education.uky.edu/edp/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/>) and the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). Pre-master’s students will be eligible to receive the Master’s of Science (M.S.) in counseling psychology degree upon completion of the 48 credit hours of required coursework and the Final Examination for Master’s (FEM). Completing the FEM is required. Pre-master’s students do not need to form their Advisory Committee (AC) until their first post-master’s year.

## Documenting the Program of Study

During their first year of post-master’s study, students will complete the CP PhD Program of Study (POS) form, available via the Program’s Handbooks and Forms webpage (<https://education.uky.edu/edp/counseling-psychology-overview/counseling-psychology-handbooks-and-forms/>) and the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh), in collaboration with their Major Professor to tentatively plan when they will take courses and complete Program Milestones (e.g., Dissertation).

The POS will be discussed during the student’s first-year post-master’s AC meeting. Once the AC has approved the student’s POS, the student and Major Professor will sign the approved POS (see POS form for further instructions) and the Major Professor will place the signed POS in the student’s SharePoint folder.

Pre-master’s students, because they will not host their first post-master’s AC meeting until their first post-master’s year (which is when the POS is formally signed off on), may informally complete the POS during their first pre-masters’ year simply to help them plan long-term. These students are more immediately concerned with the master’s program POS form, as this provides concrete instructions for what classes must be taken during their first two pre-master’s years in order to earn the MS and move on to the advanced doctoral courses.

 Electronic signatures from the student and the Major Professor are needed on their initial POS (see instructions on POS), or when POS requirements have been changed and thus need to be re-signed. Signatures are not needed for other types of updates to the POS (e.g., updating the POS with the grades received for a course, or switching which semester a given course will be taken). During the Annual Review of Student Progress, students will be asked to submit an *updated* POS to their Major Professor for placement in the students’ SharePoint folder.

 Each student has a permanent file kept in a secure location. The permanent file is housed in two locations: a physical permanent file stored in a locked file cabinet in a locked office in Dickey Hall, and a cloud-based SharePoint folder stored in an encrypted SharePoint folder accessible to Program Faculty. Student records are increasingly being stored solely in the SharePoint folder, as things move from paper to digital. Physical permanent file materials are stored for 10 years post-graduation. SharePoint electronic files will be stored at least 10 years post-graduation. Retention of these files facilitates future credentials verification; students are encouraged to retain their own copies of materials as well. Students may review the contents of their physical permanent file at any time by requesting access from EDP Assistant to the Director of Graduate Studies (i.e., Penny Cruse).

Students should be given view-only access to their SharePoint folder for the duration of their time as a student, allowing them to see/download/open the files (but not add/edit/remove them, as required by student record keeping best practices). If a student has not yet been given this access, they should email their Major Professor requesting that they share the SharePoint folder. Here is a 5-minute tutorial video explaining the sharing process (<https://youtu.be/JInxSJ3FrT0>). Record keeping compliance requires that students’ SharePoint folders be kept up to date. Each year of the program, there are electronic files (e.g., Practicum Evals) that should be added to the folders in a timely manner. To help ensure that a student’s SharePoint folder is up to date, consult the SharePoint CHECKLIST word document file that should be placed in the top level of the student’s SharePoint folder by their Major Professor. To ensure each student’s SharePoint folder and the CHECKLIST stay up to date, the student will perform an August SharePoint Audit as a part of the August Student Survey each year (see Formal Review section of the Handbook). Here is a 13-minute tutorial video explaining the process involved with the CHECKLIST, the August SharePoint Audit, and the SharePoint folder (<https://youtu.be/0lxoqcyrrZc>).

## Developmental Sequence of Training

The following courses (or their equivalents in the case of doctoral students with master’s degrees from other institutions) 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, EDP 640, EDP 642, EDP 703, EDP 704, and EDP 705.
* EDP 558 is the prerequisite to EDP 660.
* EDP 660 is the prerequisite to EDP 679.

# Program Milestones and Adequate Progress Criteria

The CP PhD Program of Study (POS) form, which is available on 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/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh), provides a Program Milestones Table that lists the Milestones and the expected timeline for completing each.

Some Milestones have hard deadlines, some have negotiable deadlines, and some allow second chances to complete the Milestone. Each Milestone and the Criteria for Adequate Progress on that Milestone are defined below. There is an opportunity to remediate most Milestones. However, failure to successfully remediate a Milestone (see Remediation Plan section below) within the time limit specified in the remediation plan typically results in a student being recommended for termination from the Program. Extenuating circumstances (e.g. leaves of absence) that may alter this typical procedure are discussed later in the Handbook.

 The Criteria for Adequate Progress sections below are predicated on the student having been on the traditional 5-year post-master’s timeline. In a case where a student does not meet the required timeline Criteria for a given milestone and this results in the student delaying the remainder of their program of study (e.g., a 6-year post-master’s timeline), the required timelines for the remaining milestones will be shifted accordingly. For example, if a student does not achieve approval of their dissertation proposal by end of Year 3 Spring semester, they will not be permitted to apply for internship in Year 4 Fall and must instead plan to apply for internship in Year 5 Fall. This shifted timeline would mean that the Criteria for Adequate Progress for applying for internship for this student would shift to Year 5 Fall.

## 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, whether they are pre-master’s or post-master’s 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.

 *Criteria for Adequate Progress*: students who do not complete the Workshop their first year will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve attending the subsequent Workshop within the time limit specified in the remediation plan.

## Form Advisory Committee (AC)

You should form your AC by October of your first post-master’s year in the Program. This will give you enough time to schedule your first AC meeting in a timely manner.

 *Criteria for Adequate Progress*: students who do not form their AC upon completion of 18 credit hours of post-master’s graduate work (i.e., May of first post-master’s year) will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve forming their AC within the time limit specified in the remediation plan.

## Meet with Advisory Committee (AC) to Approve Program of Study (POS)

As noted above, students should meet with their AC during January or February of their first post-master’s year. As noted above in the AC section, the student should bring a completed CP PhD Program of Study (POS) form, a one-page *Statement of Professional Goals and Research Interests*, and a copy of their updated Curriculum Vitae (CV). The Major Professor will place the co-signed POS in the student’s SharePoint folder.

 *Criteria for Adequate Progress*: students who do not meet with their AC to approve their Program of Study (POS) by the end of the spring semester of the student’s first post-master’s year will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve meeting with their AC and getting approval of their POS within the time limit specified in the remediation plan.

## Research Portfolio

Students must have formed their AC and be at least in post-master’s Year 1 before they may submit their Research Portfolio. The purpose of this requirement is to permit the student to demonstrate their competence in *contributing to empirical research and in submitting that work for presentation to a professional audience*. This Portfolio requirement serves as a preliminary examination in that students must successfully complete the three components described below to be permitted to continue with their doctoral program of study:

* Component 1: Empirical Research Project Manuscript
* Component 2: Summary Question Responses
* Component 3: Conference Proposal

A detailed description of this requirement and instructions can be found in the EDP Research Portfolio Guidelines document via the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). Your participation in the Doctoral Research Seminar (EDP 765) will help you develop and complete the Research Portfolio with the guidance of your Major Professor. Please note that your Research Portfolio should be based on empirical data that you are guaranteed to have full access to throughout the writing and approval process.

Post-master’s students will preferably submit their complete “Initial Submission” of the Research Portfolio to *the EDP members of their AC* by November 1 of post-master’s Year 2. This is required if a student wishes to complete the written examination portion of the Qualifying Exam (QE) during the upcoming summer between post-master’s Year 2 and post-master’s Year 3. It is not recommended but acceptable to instead submit the Research Portfolio by March 1 of post-master’s Year 2, but this will mean writing the QE during the winter break of post-master’s Year 3.

Because all components of the Research Portfolio must be rated as “Meets Expectations” to be accepted, it is common for the student to be asked to revise and resubmit their Research Portfolio. Thus, students should be ready to revise and resubmit in a timely fashion. Students will plan on faculty taking 15 business days (excluding weekends, holidays, weeks outside of fall/spring semesters) to review and evaluate each Research Portfolio submission. Students whose “First Revision” is still deemed to not meet expectations will have a second and final opportunity to revise their Research Portfolio and submit a “Second Revision”. The EDP members of their AC who review each draft of the Research Portfolio should send those materials (e.g., Research Portfolio Evaluation Form, track change feedback) to the student’s Major Professor, who will then send all materials to the student in a single email. The Major Professor will place the final Research Portfolio Evaluation Form, as well as the document containing the entirety of the student’s Research Portfolio, in the student’s SharePoint folder.

*Criteria for Adequate Progress*: Students who do not have an accepted Research Portfolio by the end of their post-master’s Year 2 will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve achieving an accepted Research Portfolio within the time limit specified in the remediation plan. Also, when applicable, students whose second revision of their Research Portfolio does not meet expectations and is thus denied further review will typically be recommended for termination from the Program.

## Qualifying Examination (QE)

The Qualifying Exam (QE) is composed of a *written examination* and an *oral examination*. The student's four-person Advisory Committee (AC) supervises the examination process. Students should schedule (during the prior semester to avoid scheduling conflicts) a one-hour QE *planning meeting* with their AC, preferably to be held by March of post-master’s Year 2. Students in the PhD programs in the Department are required to receive approval of their Research Portfolio beforethey are permitted to hold their QE *planning meeting* (though students are encouraged to schedule their QE planning meeting well in advance, even prior to receiving approval of their Research Portfolio). As noted above, the QE *planning meeting* cannot be held in spring of post-master’s Year 2 unless their “Initial Submission” of their Research Portfolio was submitted by November 1 of post-master’s Year 2. The Graduate School rules state that students must also have at least 4 semesters of full-time coursework prior to completing the QE. One year (i.e., two semesters) of this enrollment requirement may be satisfied by the student’s AC accepting their master’s degree in exchange.

As noted above in the AC section, the student will bring to the AC meeting a revised *Statement of Professional Goals and Research Interests*. Students should prepare this document by consulting with their Major Professor. During the first half of the meeting, the student will use the *Statement* as a teaching aid to explain to their AC members what their research interests are, specifically as it pertains to what they hope to focus on for their Dissertation. AC members will ask the student questions to help clarify the student’s interests. After AC members feel sufficiently informed, the student will be excused from the meeting to go about their day. The AC members will remain in the room and co-develop a set of questions (typically 4 to 6 questions) about the student’s research interests, especially as it relates to the field of Counseling Psychology and Health Service Psychology (HSP). The AC members are encouraged, when appropriate, to craft questions that result in written responses that can be submitted to academic journals and have the student articulate a preliminary dissertation study design. The student will be expected to create a *written examination* response answering these questions in a series of separate essays (about 40 to 80 pages total, not including references; all essays will be APA-style), which constitutes the *written examination* portion of the QE. The Major Professor will memorialize these QE questions in a *QE Instructions Document* that will be distributed to the student at the start of the six-week QE writing period. This *QE Instructions Document* will contain specific instructions to guide the student in preparing their *written examination*. The Major Professor will place this *QE Instructions Document* in the student’s SharePoint folder.

Before the student is excused from the QE planning meeting, the student and AC members will identify an upcoming six-week QE writing period during which the student will complete the *written examination*, and identify a date and time for the student’s subsequent *oral examination*. Regarding extension requests, the EDP Director of Graduate Training provides this clarification: “This is a kind reminder that the qualifying exam for all EDP students must be completed within a fixed 6-week period and that this time is to not be extended due to holidays, conferences, or related events. We trust that students will plan their qualifying exam writing period with this in mind.” The maximum total time for completing the *written examination* is six weeks from the time the student is provided their *QE Instructions Document*.

The faculty member will either (1) email the student a copy of the *QE Instructions Document* on the first day of the exam period and carbon copy the EDP Assistant to the Director of Graduate Studies (i.e. Penny Cruse) on that email or (2) email the EDP Assistant to the Director of Graduate Studies a copy of the *QE Instructions Document* in advance so that they can provide it to the student on the first day of the exam period. Once students receive the *QE Instructions Document*, the EDP Assistant to the Director of Graduate Studies will contact students to inform them how to submit the Request for Qualifying Exam to the Graduate School required for the oral defense of the Qualifying Exam.

Their complete *written examination* must be submitted to the AC *at least two weeks* before the scheduled date of the *oral examination*. It should be submitted, at the latest, by the last day of the six-week QE writing period. Students will ask each AC member if they would prefer an electronic or hard copy, and provide said copy to the member as requested. *The written examination is a completely independent project*. Getting any form of assistance with the written examination beyond asking your AC members for clarification of questions or procedures is a violation of academic integrity and will result in immediate dismissal from the program. The Major Professor will place the *written examination* in the student’s SharePoint folder.

**Scheduling the oral examination.** Your request to schedule the oral portion of the QE must be submitted to the Graduate School *at least two weeks* prior to the date on which you have scheduled the QE with your committee. After you submit the written product to each AC member, complete the online Graduate School form for scheduling the exam (<https://gradschool.uky.edu/studentforms>), which is then approved by the Director of Graduate Study (DGS). This form triggers a review of the student's record for grades and for residency requirements. You should also make a room reservation for your oral examination and notify your committee via email. Dickey Hall Room 236, the conference room on the second floor of Dickey Hall, can be reserved by emailing Phyllis Mosman (p.mosman@uky.edu). Departmental policies preclude oral examinations during the summer months, however students may elect to complete the written portion during this time. The Graduate School requires the student to remove all "I" grades prior to sitting for the oral portion of the QE.

**Oral examination and evaluation process.** Upon receipt of the student’s *written examination*, each AC member will read and rate the written performance of the student on the question(s) that they helped to develop for the student. The AC members have at least *two weeks* to read the *written examination* prior to holding the oral Qualifying Examination (QE). Each essay within the *written examination* will be rated as "Excellent", "Pass", "Marginal Pass", or "Fail". Comments will also be solicited, especially in the case of ratings of Marginal Pass or Fail. These ratings will be supplied to the Major Professor. The oral examination is approximately two hours in length. In the oral examination, the AC members asks specific questions about the written product as well as its relation to the field of Counseling Psychology and Health Service Psychology (HSP). Students pass or fail by vote of the majority. Students pass only if all questions are rated at least a “Marginal Pass.” The four AC members sign a form indicating the result of the oral examination, which is submitted to the Graduate School.

*Criteria for Adequate Progress*: The *optimal timeline* is as follows: students hold QE *planning meeting* in March of post-master’s Year 2, complete the QE *written examination* during the summer after post-master’s Year 2, and then successfully pass the *oral examination* by the end of September of post-master’s Year 3.

Regarding the *required timeline*: students who have not passed their QE by February of their post-master’s Year 3 will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve passing their QE within the time limit specified in the remediation plan.

Students who fail must wait at least four months, but no longer than one year, before taking a second QE. For example, a failure decision during the first QE *oral examination* on Feb 1 means that the second QE *written examination* cannot commence until June 1. The AC has discretion regarding the addition, subtraction, or adjustment of questions for the second QE. The AC determines the conditions to be met before another examination may be given. The second QE must be passed, or the student will typically be recommended for termination from the program. Please note that, once the QE written examination period has commenced, the QE is considered to have begun; in the event that the student does not submit a complete QE written examination by the end of the period and/or opts not to proceed with the oral examination, this is considered a failed attempt.

**Extensions of time window for passing the QE**. Extensions up to an additional three years may be requested. Extensions up to 12 months may be approved by the Dean of the Graduate School upon receipt of a request from the Director of Graduate Studies (DGS). Requests for extensions longer than twelve months must be considered by Graduate Council and will require the positive recommendation of the DGS, the chair of the student's doctoral Advisory Committee (AC), and a majority vote of Graduate Faculty in the program. If the QE has not been passed at the end of five years or at the end of all approved time extensions, the student will be recommended for termination from the program.

**Regarding professional labels and titles**. Once the student has passed the QE, they go from being called “doctoral students” to being called “doctoral candidates.” They remain “doctoral candidates” until the day that their official UK transcript denotes that they have completed all requirement for the doctoral degree. Once their transcript denotes completion of the PhD, a student may refer to themselves as a “counseling psychologist”, “psychologist”, and/or “doctor”; they may also use the professional title “Dr.”; they may also list “, PhD” after their names in written correspondence. Students who have not yet completed their internship, even if they have defended their dissertation, cannot use these labels or titles. Using these labels and titles correctly is an ethical and legal mandate.

## Dissertation

 **Dissertation Format.** *Students who have a first-author paper accepted in a reputable peer-reviewed journal by the time they propose their dissertation* may either propose a “single manuscript” dissertation or a “dual manuscript” dissertation. Students who do not have a first authored publication will propose a “dual manuscript” dissertation. This ensures that all our students will write at least two first author manuscripts by the time they graduate, an essential experience for developing research competence as a scientist-practitioner. Each manuscript within a dissertation is typically 25-35 pages long and designed to be submitted to an academic journal. At least one of the manuscripts within the dissertation will be an empirical study.

**Post-Qualifying Exam (QE) residency requirements.** The residency requirements are covered in the Graduate School Bulletin (<https://gradschool.uky.edu/bulletin-archive>). Subsequent to passing the QE, the student will enroll in EDP 767 for two credits until the dissertation is successfully defended and approved by the Director of Graduate Study (DGS) and the Graduate School. The student will be charged for the two credits at the in-state tuition rate plus mandatory fees. As usual, assistantships can defray the tuition expenses but not the mandatory fee expenses. Students will remain continuously enrolled in EDP 767 every fall and spring semester until they have successfully defended their Dissertations, including semesters they are outside Lexington on internship. Students who do not defend their dissertation prior to going on internship will pay out of pocket tuition expenses associated with EDP 767 during their internship year, which is one reason we encourage people to defend their dissertation prior to going on internship.

Information in this paragraph provided by DGS in Fall 2019: Please note that students enrolled in EDP 767 for 2 credit hours are changed the in-state tuition rate. In regard to your student account, the university charges your account for the out-of-state tuition rate. Then, a credit appears on your account so that you are actually only paying the in-state tuition rate. For example, the line item this semester for a credit to student accounts for EDP 767 enrollees appears as such, "Fall 2019-2020 Graduate School-767," with a credit amount to the account. Of note, per graduate student requirements, a student needs to stay enrolled in EDP 767 for 2 credit hours for a minimum of two semesters and may not unenroll in EDP 767 (take a leave of absence) while working on their dissertation. So, in theory, a student could get done with their dissertation in one semester, but they would still be expected to have been enrolled in EDP 767 for 2 semesters.

 **Dissertation** **Proposal.** You should plan to spend one semester (about 100-150 hours) writing the Proposal. You will need to do multiple revisions before the Proposal is ready to be submitted to the full Advisory Committee (AC). In general, students should plan on faculty taking 15 business days (excluding weekends, holidays, weeks outside of fall/spring semesters) to review and evaluate each submitted revision. The expectation is that when other AC members receive your Proposal, it should require only very minor revisions (see content expectations below).

 **Policy on Use of Consultants for Analysis and/or Editing.** For analysis, students are expected to use UK resources, such as a faculty member with analysis expertise or the UK Applied Statistics Laboratory (<https://stat.as.uky.edu/asl-policies>). For writing assistance, students are expected to use UKY resources, such as the UK’s Writing Center (<https://wrd.as.uky.edu/writing-center>), UK Graduate School Thesis & Dissertation Writing Camps (<https://gradschool.uky.edu/thesis-dissertation-writing-camps>), and their Major Professors. Students may not hire writers or editors for their research products unless recommended by their committee.

*Criteria for Adequate Progress on Dissertation Proposal*: The *optimal timeline* is as follows: student starts writing Dissertation Proposal immediately after successfully defending their Qualifying Exam (QE), in post-master’s Year 3 September. Please note that preparation (e.g., reading literature, consulting with Major Professor on study ideas) for writing the Dissertation Proposal should start well in advance of this time. In fact, the QE is designed to help you refine your ideas for your Proposal. Students should submit to their Major Professor a first full rough draft of their Proposal by post-master’s Year 3 November 1st. Students should then work closely with their Major Professor to iteratively revise their Dissertation Proposal, such that a final draft of the Dissertation Proposal is approved by their Major Professor at least 3 weeks in advance of their scheduled Dissertation Proposal AC meeting, so that it can be distributed to their AC members at that time.

The Dissertation Proposal AC meeting should ideally occur by post-master’s Year 3 February, during which time the AC approves the Proposal. If the AC requests revisions to the Proposal prior to formal approval, the student should implement those revisions immediately.

Regarding the *required timeline*, the AC must approve the Proposal and any required revisions no later than the spring semester of post-master’s Year 3. Students who have not done so will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve achieving an approved Proposal within the time limit specified in the remediation plan.

**IRB Approval of Dissertation Project.**  Most projects will require IRB approval to conduct. Regarding the required timeline, students must apply for IRB approval within 30 days of their Proposal being approved.

**Dissertation Proposal AC Meeting**. The Dissertation Proposal AC meeting is a 2-hour “working meeting” designed to help the student prepare to carry out a successful Dissertation project. The student should prepare a presentation and materials (e.g., PowerPoint slides) for the AC meeting in line with the preferences of their Major Professor.

**Dissertation Proposal content expectations.** In close consultation with their major professor, students will develop a Dissertation study Proposal describing the work to be accomplished. The Proposal is a written explanation of the rationale for the study. It is APA-style. It explains the basis for the research and the specific procedures the student will follow. The Major Professor will place the completed Proposal in the student’s permanent electronic file. The Proposal should include as many of the following components as the Chair and AC members believe are applicable:

* Statement of the Problem
* Purpose and Rationale of the Study
* Theoretical Framework, Perspective, or Line of Inquiry
* Comprehensive Review of the Literature
* Questions/Hypotheses (theoretically-grounded)
* Methodology, Procedures, or Modes of Inquiry
* Data Sources or Evidence, Analytic Plan
* Significance of the Study
* List of References
* Appendixes with Instruments, Interview Protocols, or other data gathering means
* Information regarding Informed Consent Process to be followed (when appropriate)

**Dissertation Defense preparation.** *On January 15 or September 1 of the semester in which the targeted oral Dissertation Defense date falls, submit a complete dissertation draft of the completed study to your Major Professor.* Specific deadlines should be negotiated in advance with the Chair. Like the Proposal process, you should plan to do multiple revisions in consultation with the Chair until the final document is of high quality and deemed ready to distribute to the AC committee. You are responsible for planning ahead to allow your Major Professor sufficient time to read and respond to numerous drafts and revisions. All AC committee members and the Outside Examiner should receive the approved dissertation manuscript (in hard and/or electronic form as requested by the committee members) a minimum of 2 weeks prior to the scheduled final defense. The Graduate School requires that the final examination take place no later than eight days prior to the last day of classes of the semester in which the student expects to graduate; final examinations may not be scheduled during the period between semesters or between the end of the eight-week summer session and the beginning of the fall semester.

 It is very important that you read and follow the Electronic Dissertation Preparation Instructions found on the graduate school website at:

<http://gradschool.uky.edu/electronic-dissertation-defense>

**Graduate School requirements to defend Dissertation (i.e., Final Examination).** Online submission of the below is done by going to the Graduate School’s Student Forms webpage (<http://gradschool.uky.edu/studentforms>). Submit online the *Notification of Intent to Schedule a Final Doctoral Exam* form a *minimum of 8 weeks prior to the anticipated Defense date*. This online submission notifies the Graduate School to locate an outside examiner for the defense. Assigning an outside examiner typically takes 4-5 weeks. You will receive an email from the Graduate School when you have officially been appointed an outside examiner. Submission of the *Notification of Intent* signals the Graduate School that the student is ready to defend, and an outside examiner should be assigned. The *Notification of Intent* should only be submitted once the Major Professor (and Dissertation Co-Chair, if relevant) approves. A complete dissertation draft of high quality (no significant weaknesses in the structure and content of the draft) that indicates readiness to defend is a prerequisite to obtaining your Major Professor’s approval.

Once your outside examiner has been appointed, you should reach a consensus with your AC committee and outside examiner as to when the defense will take place. Once a date and time has been agreed upon, you should submit online a *Request for Final Doctoral Examination* via Graduate School’s Student Forms webpage (<http://gradschool.uky.edu/studentforms>). This request must be submitted*a minimum of 2 weeks prior*to the date of your Defense.You will need the room number in which you plan to defend in order to submit your request, so please work with the proper College of Education staff member to schedule an appropriate room such as Taylor Education Building 122.The Dickey Hall Conference Room in DH 236 can be reserved by emailing Phyllis Mosman (p.mosman@uky.edu). Please know it is your responsibility to reserve a room for your defense.

Once the *Request for Final Doctoral Examination* has been submitted, the DGS will receive an email notification from the Graduate School with your request to defend. Before the DGS will send an affirmative response to this email, acknowledging to the Graduate School you have approval to defend your dissertation, *you are required to have your Major Professor send an email to the DGS*. The purpose of this email is to notify the DGS that you have your major professor's approval to defend.

 Once the DGS notifies the Graduate School of the Department’s approval for you to go forward with your defense, you will receive an email from the Graduate School notifying you that your defense has officially been scheduled. An exam form will be issued for your defense; which your Major Professor will bring to your defense. Students do not handle their exam forms. The Major Professor will submit the AC-signed exam form to the Graduate School.

 At the two-hour Dissertation Defense (i.e., Final Examination), the student presents the Dissertation in a thorough and efficient dialogue with the AC and outside examiner, and any members of the academic community in attendance. The Defense usually is focused upon the Dissertation, but the dialogue may include other domains. People not on the AC are welcome to attend the presentation portion of the dissertation defense, but will typically be asked to excuse themselves from the room during subsequent Q&A between the AC and the student.

**Preparation and submission of Dissertation to the Graduate School.** After the Dissertation Defense, the successful candidate works closely with the Major Professor to complete any recommended changes in the Dissertation. Then the student presents the revision to the Director of Graduate Study (DGS). After the DGS has approved the final version, the student submits the revised Dissertation to the Graduate School. *After your Final Examination, you have 60 days to submit the final copy of your dissertation to the Graduate School in PDF format (or less than 60 days if you want to graduate that semester and the semester deadline is sooner) and a completed Electronic Thesis or Dissertation (ETD) Approval Form, signed by your Major Professor and Director of Graduate Studies*. You will find thorough and helpful information on preparing and submitting your Dissertation to the Graduate School on the Thesis & Dissertation Preparation webpage (<http://gradschool.uky.edu/thesis-dissertation-preparation>) of the Graduate School website. Contactthe Graduate School (Phone #: 859-257-4614), for assistance with Dissertation preparation and submission, if needed. The Major Professor will place a copy of the revised Dissertation in the student’s SharePoint folder.

**Dissertation-based publication.** The Major Professor often devotes many hours to perfecting the Proposal and the Dissertation. Consequently, it is common practice for students to include the Major Professor as second author on dissertation articles submitted for publication. On rare occasions a committee member other than the Major Professor is the primary person working with the student on the dissertation. In that case, that professor may be the second author.

The May, 1983 APA MONITOR (p. 26) published the following guidelines for co‑authoring dissertation papers:

"In response to request for authorship guidelines for the publication of doctoral dissertations, the Ethics Committee developed the following guidelines at its February meeting. They are intended to be criteria for possible authorship for the major professor (the research supervisor).

(l) Only second authorship is acceptable.

(2) Second authorship may be considered obligatory if the supervisor designates the primary variables or makes major interpretative contributions or provides the data base.

(3) Second authorship is optional if the supervisor designates the general area of concern or is substantially involved in the development of the design and measurement procedures or substantially contributes to the write‑up of the published report.

(4) Second authorship is not acceptable if the supervisor only provides encouragement, physical facilities, financial support, critiques or editorial contributions.

(5) In all instances, agreements should be reviewed before the writing for publication is undertaken and at the time of submission. If disagreements arise, they should be resolved by a third party using these guidelines.

Because our university dissertations are open access, if students want to submit it to a journal (especially when it is verbatim), they must be clear with the journal that this is a dissertation manuscript that is currently available via open access per university requirement. Conversely, if students wish to publish their manuscript between dissertation proposal and dissertation defense meetings, permission from the publisher for including the published manuscript in the to-be-open-access dissertation would be required since the copyright may have been transferred to the journal. These steps are also intended to create some safeguards related to self-plagiarism.

*Criteria for Adequate Progress on Dissertation Defense*: The *optimal timeline* is as follows: students immediately seek IRB approval (when applicable) after Proposal is accepted by the AC. Student begins collecting and analyzing Dissertation data in the Spring and Summer of post-master’s Year 4. Student begins writing up Dissertation in Summer and Fall of post-master’s Year 4. Students should submit to their Major Professor a first full rough draft of their Dissertation by the deadline set by their Major Professor (e.g., November 1 of Year 4). The final draft of the Dissertation should be approved by their Major Professor by January 15 of post-master’s Year 4. At this time, the student provides the finalized Dissertation to the AC (at least 2 weeks in advance of the anticipated Defense date) and submits the *Notification of Intent to Schedule a Final Doctoral Exam* form (at least 8 weeks prior to anticipated Defense date). Once the outside examiner has been appointed, the student queries the AC members and outside examiner to find a date/time on a Friday in the second half of the Year 4 Spring Semester to hold the Dissertation Defense. Once this date/time is identified, the student reserves an appropriate room. Once the date/time/room are established, the student submits the *Request for Final Doctoral Examination* (at least 2 weeks in advance prior to the Defense date). Student’s Major Professor will then send notice of AC approval to defend to the DGS via email. Once this happens, the student will distribute copies of their Dissertation to their AC members and the outside examiner (at least 2 weeks prior to the Defense date). Department administrative staff will post an announcement about the dissertation defense, welcoming EDP members to attend if they wish, on the EDP listserv at this time. Student will then successfully defend dissertation by end of Year 4 Spring Semester. Students will then revise the Dissertation as requested by AC and submit it (along with the ETD Approval Form) to the Graduate School within 60 days.

Regarding the *required timeline*: barring extenuating circumstances (e.g., health issues), students who have not successfully defended their Dissertation by the end of their post-master’s Year 5 (when the student is typically on Pre-Doctoral Internship) will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve defending their Dissertation within the time limit specified in the remediation plan.

## Pre-Doctoral Internship

*The Pre-Doctoral Internship (i.e., “Internship”) selection process involves a national competition for APA-accredited sites. The Program does not control the selection process and cannot guarantee that you will get an Internship. We do, however, through the EDP 708 course and through on-going mentoring by faculty, do our best to help you compete successfully for these positions.* The Internship covers a period of 12 calendar months or its equivalent (e.g., half-time Internship that spans 24 calendar months). The Program expects the Internship site to provide a minimum of 2000 hours over the year. At least 25% (i.e., minimum of 500 client contact hours) and no more than 50% of the hours spent at the site should be in client‑contact. The Internship should be a paid experience within a counseling psychology setting. Approved (APA-accredited) Internship opportunities in the greater Lexington area are limited (e.g., Veteran's Administration Medical Center - Lexington, Federal Medical Center - Lexington).

**Tracking Clinical Hours**. See the “Tracking Clinical Hours” section of the CP Practicum Guidelines document found via the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh) for information about how to track hours and what clinical hours are eligible to be counted toward the 500 client contact hours recommendation mentioned below.

You are expected to apply to 10-15 APA-accredited sites across the country. These sites should be congruent with your career goals and with your extant practicum experience (e.g., you will be less competitive for prison internships if have had no practicum experience in this *or a related* setting). Students are strongly advised against narrowly geographically limiting their applications, as this intensifies the risk of not matching. Students shall apply ONLY to APA-accredited sites*.* Studentsshould consult the DDT, their Major Professor, and clinical supervisors for guidance in seeking sites that are a good fit for the students’ previous training experience and career goals. Students are urged to complete the Dissertation prior to departing for Internship.

 **Prerequisites to Applying for Internship.** The Internship application process occurs after passing the Qualifying Examination (QE) and achieving an approved Dissertation Proposal. Students are required to achieve an approved Proposal (which requires a scheduled AC meeting; see above) by the end of the prior Spring semester in order to be eligible to take EDP 708 and submit internship applications that that fall. In addition, before being cleared to apply for internship, students must have successfully completed the required practicum training sequence and have their Major Professor’s agreement that the student is ready to apply for internship. Students are strongly encouraged to obtain 500 direct clinical hours by the time they submit internship applications.

**Internship timeline.** Here is a semester-by-semester timeline of the internship application and completion process.

* Spring and summer semester prior to internship application year: Attend the Internship Panel with students about to depart for their internships. Start internship application preparations (DDT will email specific instructions to you in late spring semester).
* **Fall** semester of the internship application year: Enroll for 3 credits in the DDT’s section of EDP 708 (a letter grade will be earned). In this course, students will be guided by the DDT through the process of seeking, applying, interviewing, and accepting an internship.
* **Spring** semester of the internship application year: Enroll for 0 credits in the DDT’s section of EDP 708 (a Satisfactory vs. Unsatisfactory grade will be earned). DDT will continue to guide students finalizing their internship placement.
* First **summer** semester of the internship year (i.e., start of internship): Enroll for 0 credits in the DDT’s section of EDP 708 (a Satisfactory vs. Unsatisfactory grade will be earned).
* **Fall** semester of the internship year: Enroll for 0 credits in the DDT’s section of EDP 708 (a Satisfactory vs. Unsatisfactory grade will be earned). Enrolling in EDP 708 for zero credit hours means that you do not pay tuition, do not pay the mandatory fees, and you are considered as full-time enrollment status (Per Tina Shanks, student account services supervisor, and Dr. Kevin Sarge, Graduate School). The student will temporarily be given an Incomplete grade for this fall semester of 708 until the “Midyear Internship Paperwork” paperwork is submitted by the Internship Site Training Director to the DDT. The paperwork is usually sent mid-spring, at which point the Incomplete grade can be changed to a Satisfactory vs. Unsatisfactory grade. If your internship site does not send “Midyear Internship Paperwork” then the DDT will need to wait until they received “Final Internship Paperwork” to change the 708 grade.
* **Spring** semester of the internship year: Enroll for 0 credits in the DDT’s section of EDP 708 (a Satisfactory vs. Unsatisfactory grade will be earned). The student will temporarily be given an Incomplete grade for this spring semester of 708 until the “Final Internship Paperwork” is submitted by the Internship Site Training Director to the DDT. The paperwork is usually sent in August, at which point the Incomplete grade can be changed to a Satisfactory vs. Unsatisfactory grade.
* Second **summer** semester of the internship year (i.e., internship ends): Enroll for 0 credits in the DDT’s section of EDP 708 (a Satisfactory vs. Unsatisfactory grade will be earned). The student will temporarily be given an Incomplete grade for this summer semester of 708 until the “Final Internship Paperwork” paperwork is submitted by the Internship Site Training Director to the DDT. The paperwork is usually sent in August, at which point the Incomplete grade can be changed to a Satisfactory vs. Unsatisfactory grade.

**Failure to match.** Students who fail to match at an Internship site will be supported in applying for internship the subsequent year, as an Internship is a requirement for graduation. However, our students have a strong track record of matching to APA-accredited Internship sites.

**Documentation that must be submitted to DDT during the Internship year.** As noted above, the intern should check to make sure that their Internship Site Training Director has submitted to the DDT the following documents in a timely manner: (1) Midyear Internship Paperwork, (2) Final Internship Paperwork. The DDT will place these documents in the student’s SharePoint folder. Sites are not required to send the raw Evaluations themselves, but may opt to send a brief narrative summary to the DDT instead. If the Final Internship Paperwork does not clearly state the number of direct clinical contact (500+) and total number of hours (2000+) you earned on internship, then make sure to send the DDT proof of your accrued hours (i.e., Hours Record). Regardless, keep detailed notes on the amount and type hours you accrued during internship.

 **Internship progress*.*** The on‑site Internship supervisor(s) and Internship Site Training Director are primarily responsible for the evaluation of the student's internship experience. *However, poor performance on internship or failure to complete Internship will invoke an immediate Review of Student Progress and possible recommendation for termination from the Program, as the Ph.D. degree requires the successful completion of the Internship.*

*Criteria for Adequate Progress*: The *optimal timeline* is as follows: students apply for Internships in post-master’s Year 4 Fall and complete the 12-month Internship over the course of post-master’s Year 5, which is typically lasts from the Summer after post-master’s Year 4 to the Summer after post-master’s Year 5. Students completing a half-time 24-month Internship will naturally do this over the course of two years.

Regarding the *required timeline*: students who do not apply for Internship sites by post-master’s Year 4 Fall will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve applying and successfully matching within the time limit specified in the remediation plan. This requirement, as with all Program Milestones, may be adjusted with the permission of the Major Professor and Advisory Committee (AC) in extenuating circumstances (e.g., health issues). Likewise, students who apply to Internship sites and fail to match with an internship site will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve successfully matching within the time limit specified in the remediation plan.

## Disseminate Research via Professional Presentation

Students will contribute as an author on a presentation to a professional audience at a state, regional, national, or international conference. This presentation can be in the form of a poster, talk, address, or other equivalent format. The presentation must be documenting the results of an empirical study or literature review. The presentation proposal must have been peer-reviewed to count toward this requirement. The Major Professor will place the proof of co-authored presentation (e.g., email notification from the conference coordinator, copy of conference schedule showing the name of the presentation and its authors) in the student’s SharePoint folder.

*Criteria for Adequate Progress*: The *optimal timeline* is that students present by the summer of post-master’s Year 3. Regarding the *required timeline*: students who do not complete this presentation by post-master’s Year 4 Summer will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve completing a qualifying presentation within the time limit specified in the remediation plan.

## Disseminate Research via Professional Publication

Students will contribute as an author on a publication in a peer-reviewed academic journal. This publication can be in the form of a brief report, systematic literature review, or standard manuscript. The Major Professor will place the proof of co-authored publication (e.g., email notification from the journal indicating acceptance, PDF copy of article itself) in the student’s SharePoint folder.

*Criteria for Adequate Progress*: The *optimal timeline* is that students are a co-author on a manuscript that is “in press” by post-master’s Year 5 Spring. Regarding the *required timeline*: students who do not achieve this Milestone by post-master’s Year 5 Summer will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve achieving this Milestone within the time limit specified in the remediation plan.

## Practicum

You should carefully read the Practicum Guidelines document via the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/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. Those guidelines, like this Handbook, articulate binding requirements related to appropriate completion of practicum.

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 student’s SharePoint folder by the practicum seminar instructor (adjunct practicum instructor will instead provide these files to the DDT, 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 for their program-required practicum years will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve applying and successfully obtaining a placement within the time limit specified in the remediation plan. This requirement, as with all Program Milestones, may be adjusted with the permission of the Program faculty in extenuating circumstances (e.g., health issues). Third, on their final spring practicum evaluation, trainees are expected to earn ratings no lower than the *minimum expected rating* for their developmental level. This spring rating threshold serves as the “Minimum Level of Achievement” for several program competencies. Earning ratings below the minimum expected rating will typically result in Annual Review Faculty Survey ratings of “Needs Improvement” or “Unsatisfactory” on the corresponding competency elements (see Formal Review section for more information) and influence the trainee’s practicum course grade. Fourth, to progress in the practicum training sequence (e.g., move from Beginning Practicum to Intermediate Practicum), students are expected to earn a grade of “B” or better in their practicum courses. Not doing so will typically result in Annual Review Faculty Survey rating of “Unsatisfactory” on the corresponding competency element.

## Research

You are encouraged to develop a mentor/research relationship with a member of the Program faculty throughout the training program. Typically, the Major Professor becomes the primary research mentor, although this role may be accomplished with other university, department, or program faculty. The faculty mentor may be changed during the program of study as student interests change and as faculty return from or depart for sabbatical. This student-faculty relationship is intended to promote collaborative research projects and provide research training for the successful completion of Program Milestones. You are encouraged to work with your Major Professor to submit research for presentation at professional meetings and publications in professional journals. You should be familiar with APA guidelines on joint authorship.

 The Doctoral Research Seminar (EDP 765 Independent Study in Counseling Psychology) is used to obtain academic credit for this initial research training. EDP 765 provides structure for you to participate in your Major Professor on-going research team meetings, to develop your Research Portfolio under supervision of you Major Professor, and to explore and develop a potential Dissertation project. Starting with their first semester at UK (for both pre-master’s and post-master's students), students maintain 1-credit enrollment in EDP 765 during fall and spring semesters throughout their residency to facilitate completion of research requirements. Starting in the Fall 2023 semester, it is now possible to enroll in a minimum of 1 credit to a maximum of 6 credits of EDP 765 each semester, with a greater credit enrollment necessitating a more robust set of contracted research outcomes. A lifetime maximum of 18 credits of EDP 765 is allowed. At minimum, students are required to complete four semesters of EDP 765 (see Program of Study) regardless of number of credits taken per semester, but most students will complete more semesters. Students remain enrolled in EDP 765 such that their final semester of EDP 765 will be when they defend their Qualifying Exam. Starting the semester *after* they defend their Qualifying Exam, they enroll in exactly 2 credits of EDP 767 instead of EDP 765. Students continue to enroll in exactly 2 credits of EDP 767 (Dissertation Residency Credit) during both fall and spring semesters; their final semester of EDP 767 will be the semester when they successfully defend their Dissertation. This protocol may be adjusted on a case-by-case basis via discussion with the Major Professor. In addition to EDP 765, it is possible to take EDP 782 Independent Study (also requires contracted outcomes similar to 765) with a faculty member with the permission of that student’s Major Professor, if this will help a student achieve full-time student status (9 credits minimum required per the UK Graduate School).

Every semester, the student and Major Professor will co-sign that semester’s EDP 765 syllabus/contract, and the Major Professor will place the signed syllabus/contract in the student’s SharePoint folder.
 Students are expected to complete the Collaborative Institutional Training Initiative (CITI) Training during their first semester at UK, which includes passing the CITI knowledge test. PDF proof of the student’s completion of the CITI training should be emailed to the Major Professor, who will place a copy of this PDF proof in the student’s SharePoint folder. A reminder about this will be included in the August Student Survey (see below).

## Graduation

**When is my PhD officially conferred on my transcript?** When all graduation requirements are met, including the graduate school acceptance and approval of the Dissertation document and the successful completion of the Pre-Doctoral Internship as evidenced by submission of final internship documentation, the PhD degree can be conferred. The PhD is officially conferred in mid to late August of the graduating year, in the days after the final grading window for summer semester closes. Please note that the physical diploma will not arrive to the student’s physical home address on file with UK Registrar for 75 days after conferral on transcript.

**What are the requirements to walk in the May commencement when I am *still completing the final 2 months* of Pre-Doctoral Internship**? Students must *register for commencement* (the deadline to register to walk in commencement is typically early April; Penny Cruse will send an early April email confirming timeline) provided (a) their internship training director can attest to the student’s satisfactory progress on completing internship requirements to date and (b) the *Request for Final Doctoral Examination* has been submitted by the student to the Graduate School. Students may then *walk in commencement* provided they have successfully defended their dissertation prior to the date of the commencement ceremony. Students should bear in mind that, because they are filing an August (summer) application for degree, their names are called from the podium during the doctoral hooding portion of the commencement ceremony, but are not listed in the commencement program.

**What are the requirements to walk in the May commencement *immediately* *prior* to starting my yearlong Pre-Doctoral Internship**? Students must *register for commencement* (the deadline to register to walk in commencement is typically early April; Penny Cruse will send an early April email confirming timeline) with (a) the written consent of their Major Professor and (b) provided the *Request for Final Doctoral Examination* has been submitted by the student to the Graduate School. Students may then *walk in commencement* provided they have successfully defended their dissertation prior to the date of the commencement ceremony. Students should bear in mind that, because they are pre-internship, their names are called from the podium during the doctoral hooding portion of the commencement ceremony, but are not listed in the commencement program.

**How do I register for commencement?** Students must register to walk in May commencement. When commencement registration opens, students must contact the Commencement Office directly, commencement@uky.edu, to register. Students send this email upon the opening of commencement registration. Student may visit UK’s commencement website for opening registration dates and other important information, https://commencement.uky.edu/. In addition, EDP’s DGS Assistant will post an EDP-ALL listserv announcing the opening of registration.

## Alumni

Once you have completed your PhD, please stay in touch with the Program faculty. As part of our Program self-study and evaluation processes, we want your feedback about how we can continue to improve the Program! We are also required to report aggregate data on our graduates’ licensure rates and employment settings as part of our accreditation review. That is why we will ask you to complete alumni surveys of your activities and accomplishments.

 We also want to celebrate your continued professional accomplishments (employment, progress toward licensure, awards, etc.). Please keep the Director of Doctoral Training, your Major Professor, and/or the DGS assistant apprised of your current contact information. Join our Alumni listserv and the Facebook Alumni Group to stay in contact with the Program and with your colleagues.

## 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.
2. Students will maintain a Graduate GPA of at least 3.0.
3. Students will have no more than two outstanding Incomplete (“I”) grades at any time.
4. Students will earn grades of B or better in all courses.
5. Doctoral candidates typically complete their full-time Pre-Doctoral Internship within *three years* following completion of their QE (four years for part-time Internship).
6. Doctoral candidates will have at least one Advisory Committee (AC) meeting annually until their Dissertation is defended.
	1. If you defended your dissertation and are currently on Pre-Doctoral Internship, you do not need to have an AC meeting.
	2. If you are currently on Pre-Doctoral Internship *and have not defended your Dissertation*, you may request via your Major Professor to conduct the meeting online. In this case, at the request of your Major Professor, you may be asked to submit a *Dissertation Progress Report and Timeline for Completion* to your AC to be approved and included with your Annual Review materials.
	3. If you have completed your Pre-Doctoral Internship but not defended your Dissertation, you are required to resume face-to-face annual AC meetings and, at the request of your Major Professor, you may be asked to continue to submit a *Dissertation Progress Report and Timeline for Completion* to your AC at each annual AC meeting. This document will be placed by the Major Professor in the student’s SharePoint folder.
	4. Students who do not meet these criteria will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve meeting criteria within the time limit specified in the remediation plan. Furthermore, students who do not demonstrate adequate progress on their Dissertation (based on student report during the annual AC meeting and their description within the *Dissertation Progress Report and Timeline for Completion)* will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve defending the Dissertation within the time limit specified in the remediation plan.
7. Students must submit complete responses to the August Student Survey via the link found in the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh) by the deadline announced in advance via email by the Director of Doctoral Training Both pre-master’s and post-master’s PhD students are required to complete this *Survey*. Students must complete this *Survey* each year, with the final Survey being completed during the academic year (the Annual Review considers the academic year to start August 23rd and end the subsequent August 22nd) in which their PhD is listed as completed on their transcript. Thus, for example, someone who PhD is awarded on their transcript on 8/15/20 will have their final August Student Survey be the 2020 August Student Survey, whereas someone whose PhD is awarded in 12/15/20 will have their final August Student Survey be the 2021 August Student Survey. Students who do not meet these criteria will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve meeting this criterion within the time limit specified in the remediation plan.
8. All degree requirements (i.e., Dissertation, Pre-Doctoral Internship) for the doctorate must be completed within *five years* following the semester in which the candidate successfully passes the Qualifying Exam (QE). If all degree requirements are not met during the five-year period, doctoral degree candidates who provide evidence of the likelihood of completing the degree during an extension of time may be granted an extension by the Graduate Council. Requests will be considered only upon written recommendation of the DGS after the candidate has again successfully completed the QE process as currently administered by the program. An extension for no more than five years may be granted. The Program expectation is that students will complete all graduation requirements in a total of 7 PhD years or less, though the recommended timeline is 5 PhD years total (the 5th year being spent on Pre-Doctoral Internship). Some students find 6 PhD years total is a better fit given the demands of their personal and professional lives.

# Review of Student Progress

The progress of each student is *formally* reviewed by the Program faculty once each year during the *Annual Review of Student Progress*, *informally* reviewed at the *Midyear Check-In Meeting,* and informally reviewed throughout the year as needed. The review considers self-reported information from the student, research mentors, class instructors, and practicum/internship supervisors as well as the student’s academic records and products, in order to make informed judgments about each student's professional development.

## Informal Review

Each student who has not yet passed the Qualifying Examination (QE) and been admitted to doctoral candidacy is required to attend a *brief, informal, formative Midyear Check-In Meeting* with Program faculty at the end of Fall semester to discuss strengths, achievements, and progress toward meeting competencies and program requirements. This meeting is a chance for students to interact with faculty beyond their Major Professor to talk about things are going in the program and share feedback with faculty. The Program faculty will also review student progress as needed throughout the year. Continuation in the program and admission to doctoral candidacy requires not only demonstrated skills in the academic area but also a judgment by the faculty of the program area that the candidate possesses personal and interpersonal characteristics requisite for achieving the required competencies associated with the Program and the doctoral degree.

## Formal Review

By August 31st of each year, the student will complete the online *August Student Survey* via Qualtrics. The *August Student Survey* can be accessed via a link in [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh)). The *August Student Survey* will provide instructions to students on how to email their Major Professor the following required files. The Major Professor will place these received files in the student’s SharePoint folder.

1. PDF copy of your unofficial transcript
2. PDF copy of your updated CV
3. PDF copy of your updated Program of Study (POS) (pre-master’s students will submit their MS POS instead of the PhD POS)

The Major Professor will present the student's *August Student Survey* results and relevant materials for review by the Program faculty. Following review of the student’s materials and discussion of the student’s progress, the Major Professor will complete an *Annual Review Faculty Survey* via Qualtrics for that student on behalf of the Program faculty. The *Annual Review Faculty Survey* can be accessed via a link in the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). It begins with the Professional Deportment Checklist, where the student’s deportment from the past academic year is rated. Please see the *Annual Review Faculty Survey* for more details. Next, faculty assign quantitative competency element ratings for each of the nine Profession-Wide Competencies and the one Program-Specific Competency. Faculty will assign ratings based on the Minimum Levels of Achievement (MLAs) listed in Self Study Tables 3 and 4, which can be accessed via a link from the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh). See the *Annual Review Faculty Survey* for a description of the rating scale. In addition to these quantitative ratings, narrative feedback is provided regarding Competencies in which the student earns an “Unsatisfactory”, “Needs Improvement”, or “Exemplary” rating. Faculty also review the student’s transcript and indicate whether the student has earned a course grade of B or better on all courses taken thus far that are used as outcome measures of Discipline-Specific Knowledge. Lastly, an overall Summary Rating is assigned using the following criteria (also listed on the *Survey*):

|  |  |
| --- | --- |
| S+ | = Exemplary progress. Student rated as Satisfactory on all Competencies and rated as Exemplary on at least one Competency. |
| S | = Satisfactory progress. Student rated as Satisfactory on all Competencies. |
| S-  | = Satisfactory progress with some minor need for improvement. *Improvement Plan required*. Student rated as Satisfactory on most Competencies, rated as Needs Improvement on at least one Competency, and not rated as Unsatisfactory on any Competency.  |
| U | = Unsatisfactory progress. *Remediation Plan required*. A “U” Summary Rating may be assigned if any of the following are true:* Student receives “Unsatisfactory” rating on at least one Competency.
* Student has not earned a grade of B or better on all DSK courses completed thus far.
* Student does not achieve a Program Milestone or does not meet all applicable Additional Criteria for Adequate Progress, as defined by the Program Handbook.
* Student does not obtain Program faculty approval of their Remediation Plan by the deadline.
* Student does not meet the terms of their Remediation Plan.
 |

 T = Termination from the Program recommended.

The Major Professor will place the PDF copy of the *Annual Review Faculty Survey* response in the student’s SharePoint folder. The Major Professor will email the student a PDF copy of the *Annual Review Faculty Survey* response for that student. The student should review this PDF as soon as possible. If a student believes that the feedback is inaccurate, the student is invited to respond to it in writing. The student’s written response to Annual Review feedback will be placed in the student’s SharePoint folder by the Major Professor. The student may also request to meet with the Major Professor to discuss the feedback.

## Improvement Plan

The goal of an *Improvement Plan* is to facilitate students’ future success when challenges threaten the student’s ability to progress through the Program in a timely manner. If the student earns a Summary Rating of “S-”, the student will create and fulfill a written *Improvement Plan*. The student will solicit instructions from the Major Professor regarding the preferred format and contents of the *Improvement Plan*. If requested by the Major Professor, the student will meet with the Major Professor individually or with the wider Program faculty at an appropriate point(s) in the *Improvement Plan* development process. The student will provide a complete initial draft of the *Improvement Plan* to the Major Professor for review in a timeframe set by the Program faculty (e.g., within 21 days of student receipt of Annual Review Faculty Survey PDF). The Program faculty may request revisions (e.g., making the Plan more specific, timely, measurable, complete) and set a deadline for resubmission. The student will implement requested revisions in a manner that Program faculty deem satisfactory. The Major Professor will place the approved *Improvement Plan* in the student’s SharePoint folder. The student will obtain Program faculty approval of the *Improvement Plan* within a timeframe set by the Program faculty.

The student is responsible for documenting to their Major Professor that the terms of their *Improvement Plan* are being met. The Major Professor will keep the Program faculty apprised of the student’s progress during monthly Program faculty meetings. Failure to meet the terms of an approved *Improvement Plan* typically results in the student being asked to complete a *Remediation Plan* (see below). The Program faculty will make a determination about the outcome of the *Improvement Plan* (successful vs. unsuccessful) and document this in the form of a written *Improvement Plan* *Outcome* letter, which will be provided to the student via email and placed in the student’s SharePoint folder by the Major Professor.

## Remediation Plan

The goal of a *Remediation Plan* is to facilitate students’ future success when challenges threaten the student’s ability to progress through the Program in a timely manner. If the student earns a Summary Rating of “U”, the student will create and fulfill a written *Remediation Plan*. The student will solicit instructions from the Major Professor regarding the preferred format and contents of the *Remediation Plan*. If requested by the Major Professor, the student will meet with the Major Professor individually or with the wider Program faculty at an appropriate point(s) in the *Remediation Plan* development process. The student will provide a complete initial draft of the *Remediation Plan* to the Major Professor for review in a timeframe set by the Program faculty (e.g., within 21 days of student receipt of Annual Review Faculty Survey PDF). The Program faculty may request revisions (e.g., making the Plan more specific, timely, measurable, complete) and set a deadline for resubmission. The student will implement requested revisions in a manner that Program faculty deem satisfactory. The Major Professor will place the approved *Remediation Plan* in the student’s SharePoint folder. The student will obtain Program faculty approval of the *Remediation Plan* within a timeframe set by the Program faculty.

The student is responsible for documenting to their Major Professor that the terms of their *Remediation Plan* are being met. The Major Professor will keep the Program faculty apprised of the student’s progress during monthly Program faculty meetings. Failure to meet the terms of an approved *Remediation Plan* typically results in the student being recommended for termination from the program. The Program faculty will make a determination about the outcome of the *Remediation Plan* (successful vs. unsuccessful) and document this in the form of a written *Remediation Plan Outcome* letter, which will be provided to the student via email and placed in the student’s SharePoint folder by the Major Professor.

Students who were on a *Remediation Plan* while a PhD student at UK will need to indicate “Yes” when asked “Have you ever been put on probation… from a graduate program, practicum, internship or employer?” when filling out the Professional Conduct section of the AAPI when applying for APPIC internships. Furthermore, students who are currently on a Remediation Plan when applying for APPIC internship will need indicate “Yes” when asked “Are you currently on a performance improvement plan (e.g., learning, developmental, remediation plan, etc.)?” Students who are currently on a Remediation Plan when applying for APPIC internship will need to have the DDT indicate “No” when the DDT is asked about “good standing” related to current academic/clinical performance when filling out the AAPI DCT Verification.

## Termination and Dismissal

When a student receives a second “U” Summary Rating during their time in the program, procedures will likely be taken to recommend the student for termination. However, a student may *also* receive a “T” rating by failing practicum or by failing certain Program Milestone (e.g., Pre-Doctoral Internship) without ever having received a “U” rating, as described throughout this Handbook. Whenever the decision to recommend a student for termination is made, the Major Professor will be responsible for drafting a *Recommendation to Terminate* letter describing the reason for this decision, which will be placed in the student’s SharePoint folder. This process is done in collaborative communication with Program faculty and the student’s Advisory Committee.

In addition to these criteria, the Graduate School Bulletin (<https://gradschool.uky.edu/bulletin-archive>) states, “In cases where the student's Advisory Committee recommends termination after the qualifying examination has been passed, the Graduate Faculty in that program will meet to vote on the recommendation. When the Graduate Faculty of that program concurs and the student dissents, the student will have an opportunity to meet with the Graduate Faculty of the program, after which a second vote will be taken and a final recommendation will be made to the Dean of the Graduate School.” In addition, the UK Academic Ombud may be involved in mediating student appeals of a dismissal recommendation made by Program faculty. For more information about Due Process, Appeals, and Grievances, see the section by that name later in this Handbook.

# 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 via the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/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. Please note that, whenever the Program and Graduate School offer complementary policies on a matter, the more rigorous of the two policies will be followed.

## 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 doctoral degrees, residency, the Qualifying Examination, The Dissertation Final Examination, time limit for doctoral 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. The faculty-student ratio is maintained at 1:6 (approximately), which enables the Major Professor (i.e., Advisory Committee Chair, Primary Faculty Adviser) to provide individualized contact time with all their advisees. The Doctoral Research Seminar (EDP 765) provides extended contact between students and their Major 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/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh)

## Social Media Policy

Students who use social networking sites (e.g., Facebook) should be mindful of how their communication may be perceived by clients, colleagues, students, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that could be deemed inappropriate for a health service psychologist. To this end, students should consider setting all security settings to “private” and should avoid posting information, language, or photos that could jeopardize their professional image. Obviously, this is a subjective matter (e.g., who determines what is appropriate?) but we raise this issue to increase self-awareness and critical thinking around one’s social media presence. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, which could be seen as a boundary violation. Additionally, any information that might lead to the identification of a client, violating client confidentiality, is a breach of the ethical and legal standards that govern the practice of psychologists. Engaging in this action could result in disciplinary actions including dismissal from the program.

## 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 Requirements 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 their Major Professor, 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 their Major Professor 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/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh).

To fund the purchase of materials used to teach psychological assessment to EDP graduate students, EDP 640 Cognitive Assessment has an associated $100 lab fee that is billed separate from course credit tuition, and EDP 642 Personality Assessment has an associated $75 lab fee.

Newly admitted students should await email instructions from the DDT 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 DDT emails will provide guidance on what courses to register for.

This paragraph has guidance on how students who have not yet passed their qualifying exam and are still completing EDP 765 credits can successfully maintain full-time student status (9+ credits). Students who, after registering for relevant courses for a given semester, are not yet at 9+ credits and need more credits in order to maintain full-time student status (a requirement for our program and for holding an assistantship/fellowship), have a few options. First, they can enroll in more than the typical 3 credits of EDP 665 if they are doing more than the typical amount of on-site practicum hours. Second, they can enroll in more than the customary 1 credit of EDP 765, up to 6 credits in a given semester. Third, they can enroll in credits of their major professor’s section of EDP 782 Independent Study if they are doing more than the typical amount of research that semester.

## 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 their Major Professor, the Program Faculty, and their Advisory Committee (AC) members, 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 Major Professor 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 Major Professor in the student’s 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. Doctoral students who are in the process of completing the Qualifying Examination (QE) are not eligible for a leave of absence.  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 (UKCC) prohibits a former or present client from being a practicum student at the Center. *Thus, former clients are not eligible for practicum placement at UKCC*. Doctoral students who wish to retain the UKCC as a potential future doctoral practicum option should not seek counseling services from UKCC.

 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/%3Aw%3A/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.

**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, your Major Professor, and the Director of Doctoral Training. *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. *Students completing practicum at Eastern State Hospital* are generally the only students who are authorized to submit a Student Work Overload Request; such students should consult the "UK CP Student Practicum at Eastern State Hospital, Special Instructions" document (see the [CP Student Resource Directory](https://luky.sharepoint.com/%3Aw%3A/s/CPACFaculty/EfpKOs4p6vxPuVzAISD5fhIBU6_Mf2KjMeuC-MV6qlluAA?e=mfZjLh)) for further instructions on seeking this Overload Request.

 **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/%3Aw%3A/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.
* Advanced doctoral students enrolled only in EDP 767, Dissertation Residency Credit, are not charged the full $220 for the Johnson Center fee and Student Health fee. You may contact Kevin Johnson, Graduate School Tuition Officer, kevin.johnson@uky.edu, to determine how much to pay toward your account regarding these fees. In August 2021, the prorated fee among was $17.80 for Johnson Center.
* 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 Director of Doctoral Training (DDT) and the Chair of the student’s Advisory Committee.

## 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. 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 doctoral students, as are copying machines (not free). 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

Doctoral 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 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 and 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/).