

Counseling Psychology
Doctoral (PhD)
Program Handbook

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

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

Faculty Note: take recent relevant edits made to PhD Handbook that also apply to MS Handbook.

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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. Most (some may be inadvertently missed) of these changes will be highlighted in yellow (like this sentence) to help readers more easily determine what has shifted recently. 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 (accessed via the CP Community Team/SharePoint that counseling psychology students are added to when they start the program), and students will typically be reminded via email to review it when it has been updated. Finally, students are asked to download the most recent version of the Handbook each September (changes are often made during summer) and familiarize themselves with any changes, so that they can stay informed about policies and procedures relevant to them.

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: <https://accreditation.apa.org/>

Program Overview

Program Philosophy

We seek to train counseling psychologists who are competent [health service psychologists](#) (HSPs), by using a broad focus on biological, psychological, social, and cultural aspects of health and behavior. The philosophy of the program is rooted in the values and goals of a society that prioritizes the optimal health and well-being of all persons in that society. We envision a society where everyone has access to healthy environments that support healthy development and functioning. By preparing our scholars to facilitate optimal well-being at many levels, from individual to community to systems approaches, we empower them to address structural challenges and foster well-being through science and practice.

Program Training Model

We use a competency-based approach to training. Our training model aligns with the prevailing standards of our field, as articulated by CCPTP's [Counseling Psychology Model Training Values Statement Addressing Diversity](#) and APA's [Preparing Professional Psychologists to Serve a Diverse Public](#) and [Professional Practice Guidelines](#).

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 pluralistic 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.

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-values-statement-addressing-diversity>) articulates dispositions for counseling psychologist trainees and trainers: Respectful, Facilitates Belonging, Collaborative and Cooperative, Open, Inquisitive, Self-Aware and Introspective, Culturally Aware, Advocates for Fair Treatment of Others, 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 various contexts and minimizes the potential impact of identity-based biases on how students treat their clients and other individuals.

A structurally responsive 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 leaders 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.

We encourage a constructive approach to individual and community change and emphasize 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 fairness and structural factors becomes a logical companion to the person-environment approach, emphasizing the integration of mutual respect and belongingness 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**:

- Individual and Cultural Diversity (see page 8 of the Standards of Accreditation, which can be found on this page: <https://accreditation.apa.org/policies>)
- Professional Values, Attitudes, and Behaviors

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* (<https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf>) and the Program Aims.

The POS is designed to:

- Prepare students to work in a broad range of roles in various settings with various populations, who have respect for and understanding of cultural and individual differences ^(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 (<https://psy.ky.gov/>).

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/people>). 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

Karen Little (kelang2@uky.edu) 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 (penny.cruse@uky.edu) 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.

Program and Department Electronic Communication

The program and department use Microsoft Teams for electronic communications as much as possible. The Teams are meant to offer better functionality than a classic email listserv or regular email. The “EDP Student, Faculty, and Staff Team” allows all EDP faculty, staff, and students to post announcements, messages, and replies. “CP Community” Team allows all counseling psychology faculty, staff, and students to do the same. Once you are added to these two Teams by department staff, please adjust your Teams notification settings for each Team to ensure you get a “Missed Activity Email” on a “daily” rate, so that you get pinged when new posts are made to the Team. When posting, please put your post in the relevant topical Channel within that team, as this helps keep things organized. Teams posts will cover topics such as classes, clinical practicum, research, funding, and professional opportunities. If you are having trouble accessing these Teams sites or getting proper notifications, please contact the DDT 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 15 business days 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

The Department periodically schedules colloquia. Colloquia include presentations on research, practice, and professional issues. You are 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 core counseling psychology faculty member. The other two members can be from any program or department. 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.

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 <http://catalogs.uky.edu/index.php?catoid=3>). In choosing AC members, you are encouraged to seek out a balance of faculty expertise supportive of your research area. Graduate school rules recommend but do not 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). See Program Milestones section below regarding timeline for forming the AC.

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. Ask a more advanced student for an email template you can adapt. They may or may not ask you to meet with them. Once a faculty member has agreed to serve on your AC, you need to:

1. Send a follow-up e-mail (cc your Major Professor) formalizing the agreement and expressing appreciation to the faculty member.
2. 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 periodically meet with the AC to fulfill milestone requirements, you may have multiple, informal, individual meetings with AC members during the coursework and completion of your Dissertation project as needed. Students are responsible for coordinating and leading AC meetings and preparing documentation for review; they can consult with their Major Professor for guidance.

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 meetings. In planning the Advisory Committee (AC) meetings you should be aware of these semester scheduling priorities:

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

AC meetings should be scheduled on Fridays. Scheduling a meeting of the AC with busy faculty members can be challenging. Students should complete scheduling of their Advisory Committee meeting *10+ weeks in advance*, before faculty schedules fill up. 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 four different Fridays is recommended. Dickey Hall Room 236, the conference room on the second floor of Dickey Hall, can be reserved by emailing Karen Little (kelang2@uky.edu).

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 (must be a counseling psychology core faculty member) 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. Contact the potential new committee member to discuss the possibility of being added to the committee.
2. Contact 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 a 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 <http://catalogs.uky.edu/index.php?catoid=3>). 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.

Students who wish to explore the possibility of completing the Program on an accelerated timeline (typically more feasible for students who join the PhD program as a pre-master's student) should work with their major professor to chart a proof of concept using the Program of Study (POS) form (see below section on Coursework) to determine how requirements related to coursework, program milestones, practica, and other considerations (e.g., career goals) may shape this possibility. An accelerated timeline is approved at the discretion of the Program faculty; student must document such written approval from the Major Professor and Director of Doctoral Training.

Coursework

A listing of course descriptions appears in the University of Kentucky Bulletin (<http://catalogs.uky.edu/index.php>). 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. 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. Students interested in non-academic careers may find it useful to enroll in the 2-credit course GS 600: Careers Beyond Academia.

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. For advanced students, taking 2 credits of EDP 757 or 767 automatically makes a student full-time status, even if they are taking no other courses.

The Department has established a commitment to belonging and community engagement in course coverage and content. The policy affirms our commitment to integrating aspects of structurally responsive scholarship and experience into the body of knowledge covered by each course. The Department considers belongingness and community engagement to include but not be limited to considerations related to 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 for required courses are available upon request from the Director of Doctoral Training.

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 Major Professor 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 Major Professor and Director of Doctoral Training. 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. 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 PhD 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. 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.

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, in collaboration with their Major Professor to tentatively plan when they will take courses and complete Program Milestones (e.g., Dissertation). Once a tentative plan is reached, the Director of Doctoral Training should be emailed the completed POS so that they can review it to review compliance with program requirements. Once the Director has replied indicating it appears compliant, the student and Major Professor will sign and date the approved POS at the top and the **Major Professor will place the signed POS in the student's SharePoint folder.**

Pre-master's students may informally complete the POS during their first pre-masters' year simply to help them plan long-term, but do not need it signed during their pre-masters years. 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 files are 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. The program started to store student records for active students in electronic format in 2017. Thus, students active in the program from 2017 onward started to have their student records all stored in SharePoint. Students active in the program prior to 2017 had their pre-2017 student records stored in a physical format. Student records, whether physical or electronic, will be retained indefinitely. This is done to comply with the APA Standards of Accreditation, which state "The program must document and maintain accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes."

Students are required to retain their own personal copies of the materials in their permanent file as well. To facilitate this, students have access to their permanent file, for the purpose of making personal copies of materials. Students will want to safely retain these copies for themselves because it is likely that licensing boards will ask students questions about the students' prior educational and clinical experiences that cannot easily be answered if the student lacks copies of their own student records. Students may review the contents of their physical permanent file (relevant if they were active in the program prior to 2017) 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, 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, provides a Program Milestones Table that lists the Milestones and the timeline for completing each. Timelines for completion of Program Milestones may be adjusted in extenuating circumstances (e.g., health issues).

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 required completion dates for Program Milestones 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 Program Milestones will be shifted accordingly.

Students who have not achieved a Program Milestone by the required completion deadline listed in the POS will likely receive a Summary Rating of “U = Unsatisfactory Progress” during the upcoming Annual Review of Student Progress and remediation will involve achieving that Program Milestone within the time limit specified in the remediation plan.

Program of Study (POS) Approval

The CP PhD Program of Study (POS) needs to be approved by the Major Professor and Director of Doctoral Training (see above) by the deadline listed in the POS. The Major Professor will place the co-signed POS in the student’s SharePoint folder.

Research Portfolio

Students must 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 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. 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.

Please note that the sharing of Summary Question Responses among students is not permitted, as these Responses are considered private exam responses. However, students are permitted to share all other Research Portfolio materials (e.g., Empirical Research Project Manuscript, Cover Letters).

Regarding the two EDP faculty members who will review the Research Portfolio of doctoral students, the first reviewer will be that student’s Major Professor. If that student’s Major Professor is on leave at the time, the student and Program faculty should make appropriate arrangements (e.g., adjust timeline so that Research Portfolio is submitted during another semester, identify a surrogate first reviewer). The second reviewer should be the counseling psychology faculty member who the student plans to invite to their Advisory Committee (AC). When this is not yet known, the Major Professor should identify a suitable second counseling psychology faculty reviewer. When the second reviewer is on leave and not available to provide a review (whether of an initial submission, first revision, or second revision), a substitute counseling psychology faculty will be identified by the Program Faculty. In sum, two counseling psychology faculty must always review each submission (even when one of those reviewers rates all components of a prior submission as fully Meets Expectations).

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. The Major Professor will place the final Research Portfolio Evaluation Forms from the two reviewers, as well as the document containing the entirety of the student's Research Portfolio, in the student's SharePoint folder.

Research Portfolio required deadlines. Students will submit their complete "Initial Submission" of the Research Portfolio and obtain approval of their Research Portfolio by the deadlines listed in the POS. Students whose second revision of their Research Portfolio does not meet expectations of both reviewers and is thus denied further review will typically be recommended for termination from the Program.

Formalize Advisory Committee (AC) with Graduate School

Students must formalize their AC by the deadline listed in the POS. This requires submitting a form to the UK Graduate School, which the Graduate School must approve.

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 (at least 10 weeks in advance, typically during the prior semester, to avoid scheduling conflicts) a one-hour QE *planning meeting* with their AC. Students in the PhD programs in the Department are required to receive approval of their Research Portfolio before they are permitted to *hold* their QE *planning meeting*. 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 *Two-Page Statement of Professional Goals and Research Interests*. Students should prepare this document by consulting with their Major Professor, who will have specific guidance on content and format tailored to that student. 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/or 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 papers (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* papers. The Major Professor will place this *QE Instructions Document* in the student's SharePoint folder once the QE writing period commences (it should be kept in a private faculty folder until then).

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 compose the *written examination* response, 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*. As with all aspects of the program, if a student needs disability accommodations related to the QE process, those should be discussed with the Major Professor prior to the QE planning meeting.

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* response must be submitted to the AC *at least 10 business days* 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* response **in the student's SharePoint folder**.

Please note that the *QE Instructions Document* and the written examination response are considered private examination materials and thus students are not permitted to share these materials.

Scheduling the QE oral examination. A *two-hour block of time* should always be reserved for 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 examination* response 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. Per the Graduate School, students must resolve any Incomplete grade on their record in order to sit for their oral defense. 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 Karen Little

(kelang2@uky.edu). Departmental policies preclude oral examinations during the summer months.

QE oral examination and evaluation process. Upon receipt of the student's written examination response, each AC member will read and rate the written performance of the student on each paper that composes that response. Each paper will be rated as Pass or Fail. At the start of the oral exam, the student will be excused so that the AC members can share whether they rated any of the papers as a Fail. If the majority (i.e., 3+) of faculty members do not rate a given paper as a Pass, then the student will be considered to have failed the Qualifying Exam (see QE retakes section for further instructions), regardless of the quality of oral responses during the imminent oral defense, and the AC has discretion about how to use the remaining time during the oral examination.

In the oral examination, the AC members ask specific questions about the papers as well as their relation to the field of Counseling Psychology and Health Service Psychology (HSP). Students pass the QE if the majority (i.e., 3+) of AC members vote to pass (versus fail) their overall QE, which requires that each individual paper was rated as a Pass by a majority of AC members and that the quality of the students' overall responses during the oral defense was rated as a Pass by the majority of AC members. The four AC members sign a form indicating the result of the oral examination, which is submitted to the Graduate School.

QE retakes. 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 per the Graduate School. 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.

QE required deadlines. *Students will meet with the AC for the QE planning meeting, complete the QE written examination, and complete the QE oral examination by the deadlines listed in the POS.* Successful completion of both the written and oral portions of the QE is required to pass the QE.

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.

When writing a dual-manuscript dissertation, the general format is Chapter 1: General Introduction (brief section that provides wider context for both studies), Chapter 2: Manuscript One, Chapter 3: Manuscript Two, Chapter 4: General Discussion. When writing a single-manuscript dissertation, the general format is Chapter 1: Introduction, Chapter 2: Method, Chapter 3: Results, Chapter 4: Discussion.

Please note that we encourage your dissertation proposal and final dissertation that you defend be in APA-style, as this facilitates submission to journals. However, the Graduate School requires the version of the defended dissertation submitted to them be in a ProQuest style that uses a component/header structure that significantly deviates from APA style, so you will be required to adapt your defended APA-style dissertation into this ProQuest style in order to submit it to the Graduate School. Some students do this adaptation themselves and some opt to pay an external copy editor to do this on their behalf.

Post-Qualifying Exam (QE) residency requirements. The residency requirements are covered in the Graduate School Bulletin (<https://gradschool.uky.edu/archived-graduate-bulletins>). During the semester they orally defend their Qualifying Exam, if they need help achieving full-time student status, students have the option of taking EDP 757 for 2 credits (they may take EDP 765 instead if desired). If they do not pass the QE during this semester, the student will be given an Incomplete grade for EDP 757, which can be resolved upon later successful defense of the QE. Starting the semester after they successfully defend their Qualifying Exam, 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 Summer 2025: Please note that students enrolled in EDP 767 for 2 credit hours are charged the in-state tuition rate. In regard to your student account, the university charges your account for the out-of-state tuition rate. 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. The Dean of the UK Graduate School also indicated on 8/6/23 that it will not be possible to take EDP 767 as an online course as this option is not available to non-fully-online programs like ours. Lastly, the 767 out-of-state dissertation tuition credit (which means students only have to pay in-state tuition rate) is available for students only until they have reached their time limit for doctoral degrees (i.e., five years following the qualifying exam).

Dissertation Proposal content expectations. In 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. A proposal for a single-manuscript dissertation will include Chapter 1: Introduction, Chapter 2: Method, and references/appendices. A proposal for a dual-manuscript dissertation will include a complete Chapter 1: General Introduction, the introduction and method sections of Chapter 2: Manuscript One, the introduction and method sections of Chapter 3: Manuscript Two, and references/appendices. 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
- Appendices with Instruments, Interview Protocols, or other data gathering means
- Information regarding Informed Consent Process to be followed (when appropriate)

Dissertation Proposal Writing Process. Students should start writing their Proposal once their QE is defended. You should plan to spend about 100 hours writing the Proposal. You will need to do multiple revisions (3+) before the Proposal is ready to be submitted to the full Advisory Committee (AC). Specific revision deadlines should be negotiated in advance with the Major Professor. You are responsible for planning ahead to allow your Major Professor sufficient time to read and respond to numerous drafts and yourself sufficient time to make edits responsive to your Major Professor's suggested revisions. [Students should submit to their Major Professor a first full rough draft of their Proposal by the date listed in the POS.](#) In general,

students should plan on their Major Professor taking 10 business days (excluding weekends, holidays, weeks outside of fall/spring semesters) to review and evaluate each submitted revision. Students should then work closely with their Major Professor to iteratively revise their Dissertation Proposal, such that a *final draft* (no revisions needed) of the Dissertation Proposal is approved by their Major Professor at least 10 business days in advance of their scheduled Dissertation Proposal AC meeting, so that it can be distributed to their AC members at that time. If insufficient revision progress is being made on the Proposal, the Major Professor may need to ask the student to reschedule or cancel the pre-scheduled Advisory Committee dissertation proposal meeting.

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 (<http://catalogs.uky.edu/index.php>). 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.

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. This meeting should NOT involve a formal presentation/slides because AC members will be expected to read the Dissertation Proposal in advance of the AC meeting and come prepared with a list of questions and suggestions for the student. The meeting should commence with the AC members offering their questions and suggestions. By the end of this meeting, the AC must clearly state whether they (1) approve of the dissertation proposal in its current form, (2) conditionally approve the dissertation proposal pending certain requested changes, or (3) do not approve of the dissertation proposal. If they do not approve, the student will work with the Major Professor to discuss next steps to achieve an approved dissertation proposal. If the AC conditionally approves the dissertation proposal pending certain request changes, the AC should state whether they (1) need to see those proposed changes integrated into a revised dissertation proposal and explicitly approve of the revised proposal or (2) do not need to see the revised proposal and instead defer to the Major Professor to ensure those changes get incorporated in how the student decides to move forward with conducting and writing up the dissertation study. The AC members should also make clear when the changes they suggest are required changes versus optional suggested changes. If revisions are needed, the student should implement those revisions immediately, by a deadline negotiated with the Major Professor. Please note that it is common for the AC to formally approve a Dissertation Proposal and also recommend adjustments to the proposed dissertation method, which the student will look to implement as the project moves forward toward eventual defense. The Major Professor will place copies of the Dissertation Proposal in the student's SharePoint folder

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, though the Major Professor may adjust this timeline.

Dissertation Writing Process. Like the dissertation proposal, the completed dissertation will require many hours and multiple rounds of revision to finalize. Plan ahead in close

communication with your Major Professor. At least 50 business days (~10 business weeks) in advance of the intended dissertation defense week, students must submit to their Major Professor a *full strong draft* of their dissertation that is at a *level of quality* (e.g., requires no major revisions) that signals to the Major Professor that the dissertation is *on track* to achieve *final draft* status (no revisions required) by *two weeks prior to the intended dissertation defense date*. As usual, the Major Professor will take 10 business days to review this *full strong draft* and offer their evaluation about whether it is permissible for the student to proceed to submitting the *Notification of Intent to Schedule a Final Doctoral Exam* to the Graduate School (see next section for details). The POS lists the recommended date for submission of the full strong draft to the Major Professor.

Next, the student must submit to their Major Professor a fully complete *final draft* (no revisions needed) 12 business days in advance of their scheduled dissertation defense date. The Major Professor will take 2 business days to review this *final draft* and offer their evaluation about whether it has achieved *final draft* status (no revisions needed); if so, the Major Professor will authorize the student to proceed to (a) submit the *Request for Final Doctoral Examination*, (b) distribute the dissertation draft to their AC (in electronic form, unless a paper copy is explicitly requested by the faculty member), and (c) email Penny Cruse announcing the date/time/location of the defense and the title of the dissertation, who will then distribute this information to the “[EDP Student, Faculty, and Staff Team](#)”. Members of the public, including family, friends, and other students, are permitted to attend the defense.

Graduate School requirements to defend Dissertation (i.e., Final Examination). The Graduate School requires that the final examination take place no later than *eight days prior to the last day of classes (Wednesday)* 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. The counseling psychology faculty require dissertations to be defended during either the fall or spring semesters. Students must resolve any Incomplete grade on their record in order to sit for their oral defense.

Online submission of the below-mentioned forms is done by going to the Graduate School’s Student Forms webpage (<http://gradschool.uky.edu/studentforms>). Student must submit online the *Notification of Intent to Schedule a Final Doctoral Exam* form a *minimum of 8 weeks prior to the anticipated Defense date*.

Once your Notification of Intent has been approved, you should reach a consensus with your AC committee (use an online poll like WhenIsGood.com) 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 Karen Little (kelang2@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. 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 exam form formally records the Pass vs Fail votes of the AC members. The Major Professor will submit the AC-signed exam form to the Graduate School immediately after the defense.

Dissertation Defense AC Meeting (i.e., Final Examination)

At the two-hour Defense, the student presents the Dissertation in a thorough and efficient dialogue with the AC, and any members of the academic community in attendance. 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. Typically, the presentation should be a *maximum of 20 minutes* and students should do several practice runs to ensure this. People not on the AC are welcome to attend the defense, but will step out when the AC goes into executive session at the start, and near the end, of the meeting. During the first executive session, the Major Professor will ask the other four faculty if anyone has serious concerns about the quality of the dissertation. During the second executive session, the five faculty will orally vote on Pass vs Fail of the dissertation defense (these votes get recorded on the exam form mentioned above); at least three faculty must vote to pass the dissertation for the student to successfully defend their dissertation. During this second executive session, the Major Professor should ask the voting faculty what, if any, changes they require or recommend to the dissertation document prior to submission to the Graduate School; the Major Professor will take notes and provide this information to the student. After the second executive session, the Major Professor will invite the student back into the room and announce the result of the oral vote. In the case of a successful defense, the student and five faculty are encouraged to take a photo, *which the Major Professor can place a copy of in the student's SharePoint folder and use in a congratulatory email sent to EDP-ALL.*

Preparation and submission of Dissertation to the Graduate School. It is very important that you read and follow the Electronic Dissertation Preparation Instructions (<https://gradschool.uky.edu/academic-services/theses-and-dissertations>) and Thesis & Dissertation Preparation Instructions (<http://gradschool.uky.edu/thesis-dissertation-preparation>) provided by the Graduate School. After the Dissertation Defense, the successful candidate works closely with the Major Professor to complete any changes required and/or recommended by the AC in the Dissertation document. Then, the student will convert a copy of the revised APA-style dissertation into a ProQuest style document in PDF format. Then the student presents the ProQuest style revision to the Director of Graduate Study (DGS). After the DGS has approved the ProQuest style revision, the student submits it to the Graduate School. *After your Final Examination, you have 60 days to submit the final copy of your dissertation to the Graduate School (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.* Contact the Graduate School (Phone #: 859-257-4614), for assistance with Dissertation preparation and submission, if needed. *The Major Professor will place copies of the final Dissertation in both APA-style and ProQuest style 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).

- (1) 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.

Dissertation process timeline summary. Write proposal, AC approval of proposal, IRB approval, collect data, analyze data, write dissertation, major professor reviews full strong draft of dissertation and authorizes student to submit Notification of Intent to Schedule a Final Doctoral Exam, Notification of Intent approved by Graduate School, student finds time for dissertation defense meeting that works for all 6 persons, student reserves room for defense meeting, student provides complete final draft to Major Professor who then authorizes student to submit Request for Final Doctoral Examination, student provides copy of dissertation to AC, student emails Penny Cruse information about the scheduled defense, achieve successful dissertation defense, student revises APA-style full dissertation as requested by AC, student creates ProQuest version for submission to Graduate School/ProQuest, student submits the APA-style dissertation for publication to a peer-reviewed journal.

Dissertation required deadlines. Students will submit their first full rough draft of the dissertation proposal to their Major Professor, meet with their AC to get the dissertation proposal

successfully approved, and meet with their AC to successfully defend their dissertation by the deadlines listed in the POS.

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 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 10-12 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. Students should 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 by the deadline listed in the POS in order to be eligible to take EDP 708 and submit internship applications. In addition, *before being cleared to apply for internship*, students must have their Major Professor’s written agreement (an email is fine) that the student is ready to apply for internship, which, in part, is informed by the student meeting the Council of Counseling Psychology Training Programs Expectations for Internship Eligibility (found at <https://www.ccptp.org/expectations-for-internship-eligibility>). These expectations include “trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship” and “trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship)”. In addition, our program requires students to obtain 500 direct clinical hours by October 1st of internship application year, which is the national norm for internship site application requirements.

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).
 - However, international students, for whom it is important for the university/government to understand are full time UK students while on internship for the purposes of Visa status maintenance, will instead enroll in 0 credits of EDP 709, a new course designed to automatically grant full time student status to students on internship. Domestic students should continue to enroll in 708, rather than 709. Enrollment in 0 credits of 709 should not lead to tuition/fee expenses.
- **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) (or 709 if an international student). Enrolling in EDP 708 for zero credit hours means that you do not pay tuition and do not pay the mandatory fees. 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) (or 709 if an international student). 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) (or 709 if an international student). 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. Failure to match 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.

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, if provided by the site, (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.

Internship required deadlines. Students will apply for internship and complete their internship by the deadlines listed in the POS.

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. Students will complete this requirement by the deadline listed in the POS.

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. Students will complete this requirement by the deadline listed in the POS.

Practicum

You should carefully read the Practicum Guidelines document via the CP Student Resource Directory 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. The *Guidelines*, like this Handbook, articulate binding requirements related to appropriate completion of practicum. The *Guidelines*

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.

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. 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. 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. Students who are not yet demonstrating “Minimum Level of Achievement” for on program competencies related to practicum may be required to complete additional semesters of practicum.

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 enrollment in EDP 765 during fall and spring semesters throughout their residency to facilitate completion of research requirements. It is 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. 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. 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 of 765.

Students remain enrolled in EDP 765 such that their final semester of EDP 765 will either be (a) the semester prior to defending their Qualifying Exam or (b) the semester during which they seek to orally defend their Qualifying Exam. During the semester they orally defend their Qualifying Exam, they will take either (a) EDP 757 for exactly 2 credits or (b) take 1 credit of EDP 765. The student should enroll in EDP 757 if the sum total of their other course credits is less than 8 credits; the student should enroll in one credit of EDP 765 if they have 8 or more credits. Starting the semester *after* they defend their Qualifying Exam, they enroll in exactly 2 credits of EDP 767. 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.

Per 4/16/24 email from the DGS, the Graduate School currently provides an out-of-state tuition scholarship for students who are post-qualifying (so enrolled only in 767) and who have no other form of support (i.e. not on an assistantship or receiving a fellowship, and thus paying their own tuition). Starting Fall 2024, this scholarship will continue for students only until they have reached their time limit for doctoral degrees: five years following the qualifying exam. If a student requires an approved time extension to complete their degree, the Graduate School will no longer pay the out-of-state tuition for self-funded students.

Every semester the student completes EDP 765 **or 767**, the student and Major Professor will co-sign that semester's EDP 765/**767** 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 at <https://commencement.uky.edu>. In addition, EDP's DGS Assistant will post to the "EDP Student, Faculty, and Staff Team" 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 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. *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.*

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 who have (1) completed internship but (2) have not defended their dissertation must have at least one Advisory Committee (AC) meeting annually until their Dissertation is defended. These meetings may be held in-person or online via Zoom. For example, if a student finished internship in Summer of 2020, then the student must have an AC meeting sometime during the Fall 2020 or Spring 2021 semesters. The student must bring an updated *Dissertation Progress Report and Timeline for Completion* to each meeting. *Each time, this document will be placed by the Major Professor in the student's SharePoint folder.*
7. Students must submit complete responses to the *August Student Survey* via the link found in the CP Student Resource Directory 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.
8. The Graduate School states that 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.

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). 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. It begins with the Professional Department Checklist, where the student's department 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 Table 3, which can be accessed via a link from the CP Student Resource Directory. 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 10 business 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 10 business 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 if applying for APPIC internship would 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. Please note that the Council of Counseling Psychology Training Programs Expectations for Internship Eligibility (found at <https://www.ccptp.org/expectations-for-internship-eligibility>) notes that trainees should be rated as meeting expectations and possessing the required competencies at the time of applying for internship; currently being on a *Remediation Plan* typically indicates that a student is not currently meeting expectations and thus not currently eligible to apply for internship.

Termination, Dismissal, and Withdrawal

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, these are the steps that will be followed, in this order:

1. 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. If an Advisory Committee has been formed, the Advisory Committee members are informed of this Recommendation.
2. The Major Professor will communicate the decision to recommend the student for termination via email to the student and the student will have 2 business days to decide (and communicate this decision to the Major Professor via email response) whether to accept or appeal the recommendation for termination. The student should be reminded of their Due Process and Appeal options articulated in this Handbook. If the student does not reply to this email within the 2 business days, this will constitute acceptance of the recommendation to terminate.
3. The Major Professor should request the assistance of the Director of Graduate Study (DGS) to have the *Recommendation to Terminate* letter sent to the Graduate School. The Graduate School should be told whether or not the student accepts or wishes to appeal this Recommendation to Terminate.
4. If the student accepts the recommendation for termination, the Graduate School moves forward with making a formal Termination decision, and steps 5-10 are irrelevant. Please note that the program faculty may only make a recommendation to terminate, but it is the Graduate School that retains authority regarding whether to formally terminate a student.
5. If the student does not accept the recommendation for termination, follow the relevant remaining steps.
6. Student may next contact the EDP Department Chair (and cc the Major Professor) to make their case for an appeal (unless the chair is a counseling psychology faculty member in which case skip this step). The EDP Department Chair will be provided with the Recommendation to Terminate letter and any supporting documentation the Major Professor and student wish to provide. The EDP Department Chair may ask the program faculty to reconsider the Recommendation to Terminate or may tell the student that the Recommendation to Terminate appears warranted. If the EDP Department Chair asks the program faculty to reconsider, the EDP Department Chair should provide clarification and/or additional evidence for consideration.
7. If the student wishes to continue to appeal, the student will next contact the COE Associate Dean for Graduate Student Success (and cc the Major Professor) to make their case for an appeal. The COE Associate Dean will be provided with the Recommendation to Terminate letter and any supporting documentation the Major Professor and student wish to provide. The COE Associate Dean may ask the program faculty to reconsider the Recommendation to Terminate or may tell the student that the Recommendation to Terminate appears warranted. If the COE Associate Dean asks the program faculty to reconsider, the COE Associate Dean should provide clarification and/or additional evidence for consideration.

8. If the student wishes to continue to appeal, the student will next contact the Academic Ombud, letting them know the student wishes to make an appeal to the University Appeals Board (<https://ombud.uky.edu/students/students-academic-rights-appeals>). The Academic Ombud will guide the process from there. This process may result in the denial of a student's appeal, at which point the student's appeal options are exhausted.
9. At any point that the student decides to cease the appeals process (or their appeal options are exhausted), the Major Professor should request the assistance of the Director of Graduate Study (DGS) to contact the Graduate School to let the Graduate School know that the formal termination decision may now be made by the Graduate School.
10. During Steps 6-9, the student must keep the Major Professor, Director of Doctoral Training, and EDP Department Chair informed as the process proceeds.

In addition to the above steps, the Graduate School Bulletin (<https://gradschool.uky.edu/archived-graduate-bulletins>) 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.", and therefore the Advisory Committee may also initiate a recommendation for termination, following the steps outlined in the quoted passage above. The appeal process outlined in Steps 6-9 are then followed.

For more information about Due Process, Appeals, and Grievances, see the section by that name later in this Handbook. Please note students are welcome to contact the Academic Ombud for confidential advice and guidance on any academic matter.

A student recommended for termination remains a "student" in the eyes of the university until the moment when the Graduate School officially terminates the student. However, students who have been notified that they have been recommended for termination by the program are required to communicate with Program faculty to figure out a careful plan regarding continuing vs. ceasing of current/future practicum placements, assistantships, academic course enrollment, research projects, and/or other professional commitments. This planning discussion with Program faculty should occur before the student contacts relevant affected parties (e.g., practicum supervisors). This planning discussion is necessary regardless of whether the student plans to accept or appeal the recommendation for termination. Please note that the Program faculty retain ultimate discretion over whether a student who has been recommended for termination ceases the aforementioned involvements/roles.

Program faculty want to emphasize that students have a right to use the due process appeal mechanisms that are afforded to them. It is also true that, when Program faculty have collectively determined that a student should be recommended for termination, this is grounded in the perception that the student has not demonstrated readiness to progress further in the doctoral training process. Bear in mind that the Director of Doctoral Training for the counseling psychology program has an ethical mandate to answer truthfully the questions (e.g., Does the

student demonstrate the capacity to participate in supervision constructively and can modify their behavior in response to feedback? Does the faculty agree that this student is ready to apply for internship?) on the DCT Verification Form when the student applies for pre-doctoral psychology internship. Likewise, strong letters of recommendation from program faculty are essential for matching with a pre-doctoral psychology internship site and for successfully applying for psychology licensure after graduation. Therefore, a student who wishes to appeal program dismissal should do so with a realistic plan for how they will subsequently provide evidence to faculty that allows faculty to attest to the student's readiness for internship and licensure.

If a student decides that the program is no longer the right fit for them, the student may voluntarily withdraw from the program by following these steps. First, student should consult with their Major Professor and the Director of Doctoral Training, who can help the student sense check their decision and develop a withdrawal plan that outlines how the student will cease their course, practicum (consider client welfare), assistantship, research (consider implications regarding IRB personnel, study data, equipment), and other professional involvements in a manner and on a timeline that minimizes disruption for the parties involved. Once a plan is agreed to, the student will communicate with the relevant parties (and may be asked to CC the Major Professor and Director of Doctoral Training on those communications) to set the plan in motion. Lastly, the student will send an email to EDP Assistant to the Director of Graduate Studies (i.e., Penny Cruse) and CC the Major Professor and Director of Doctoral Training stating the following: "Hello, my name is [insert full name] and my UK Student ID number is [insert number] and this email hereby serves as my official notice of withdrawal from the UK counseling psychology PhD program, effective [insert date]."

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) 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 (<http://catalogs.uky.edu/index.php>) 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.

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) or clinical supervisors, 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.

Experiencing extenuating circumstances does not make one unprofessional. Rather, the absence of timely communication related to extenuating circumstances is a problem of professional competence that will impact a student's Profession-Wide Competency ratings on the *Annual Review Faculty Survey* (see Formal Review section above). Advance communication is professional, whereas concurrent (i.e., day before deadline/event) or post-hoc (i.e., after deadline/event) communication is not; the latter are only acceptable in emergency situations where advance communication is impossible. Faculty are motivated to accommodate students who are experiencing extenuating circumstances, but accommodation cannot occur if timely communication does not occur.

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://www.ccptp.org/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 fair share of society's resources. 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 (<https://studentsuccess.uky.edu/dean-students/student-rights-and-university-policies>) and University Policies (<https://ombud.uky.edu/students/academic-policies>) and abide by the University's Code of Student Conduct that is published by the UK Office of the Dean of Students (see <https://studentsuccess.uky.edu/student-conduct/services/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.

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.

Generative AI Policy

Please see your course syllabus for the GenAI policy specific to each course. When no such policy is articulated, here is the general counseling psychology program policy to be followed, which also applies to Program milestone-related writing products.

GenAI tools (e.g., ChatGPT, Scite, Elicit) may be used for the purposes of pre-submission activities such as brainstorming, testing out ideas, outlining, structuring an argument, or copy editing (for style and syntax accuracy) text that you originally drafted without help from GenAI. You may not use GenAI to rough draft the content of your written work. Learners are responsible for submitting work that meets the assignment standards for quality and factual accuracy. Before submitting any product that was aided in any way by GenAI, students are responsible for fact-checking all statements and ensuring that any content drawn from other sources-including the use of GenAI is appropriately acknowledged through the citation practices used. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives. If you have any questions or concerns about this policy, contact your professor before submitting any product. You must explicitly declare within the submitted assignment whether and how GenAI was used, ensuring that that use complies with the rules

stated in this section. Failure to cite GenAI materials appropriately will be considered misuse and consequences will follow University policies.

Furthermore, APA's Publications and Communications Board authored the following policy in Summer 2023, which hereby applies to this course:

- When artificial intelligence (AI) is used in the drafting of a course assignment, the use of AI must be disclosed and [cited](#).
- AI cannot be named as an author.
- When artificial intelligence (AI) is cited, the student must employ the software citation template, which includes specifying in the methods section (or if a method section does not exist in the written product, this information should be placed in a sensible section) how, when and to what extent AI was used.
- Students must provide the full input and full output of the AI as an appendix at the end of the document, so be sure to retain full copies of all input and output during assignment preparation so that it can be counted as an appendix (appendix will not count against page limits for assignments, when relevant).

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/archived-graduate-bulletins>), "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 excel file (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 (<https://registrar.uky.edu/>). Students are advised each semester to follow the suggestions that appear on the [“CP Community” Team](#). 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 excel file in advance of registration to help them plan when they will take courses. This resource can be accessed via the CP Student Resource Directory.

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.

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://ombud.uky.edu/students>).

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. Please consult the following webpages for details on the issues, policies, and procedures maintained by key UK units:

- Academic Ombud Services (academic issues, academic offense appeals, course grade appeals, program dismissal appeals; <https://ombud.uky.edu/>). Students are welcome to contact the Academic Ombud for confidential advice and guidance on any academic matter.
- Office of Equal Opportunity (investigating and resolving issues related to equal opportunity, discrimination, harassment; <https://oeo.uky.edu/>)
- Office of Student Conduct (student conduct violations; student grievances; <https://studentsuccess.uky.edu/student-conduct>)
- Center for Support and Intervention (individualized non-clinical case management services to students; <https://studentsuccess.uky.edu/center-support-and-intervention>)
- Office of Legal Council (report an ethical issue; <https://legal.uky.edu/>).
- VIP Center (support and advocate for individuals impacted by interpersonal violence; <https://studentsuccess.uky.edu/vip-center>)
- Dean of Students Office – Student Complaints and Grievances (Any UK community member or concerned citizen external to the institution can submit a concern through one or more of the reporting mechanisms listed on this page; <https://studentsuccess.uky.edu/dean-students/student-complaints-and-grievance-reports>)

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 (<http://catalogs.uky.edu/index.php>), 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.

A leave of absence is designed to help students get their currently unmet personal needs (e.g., health) met so that, upon their return in a restored state, they can resume successfully fulfilling their professional obligations. Given that a leave of absence is a form of accommodation, a leave of absence is not designed to be applied retroactively.

Students should first contact their Major Professor to discuss the idea of a leave of absence, including a timeline and plan for closing/pausing and then resuming duties. The Major Professor will provide guidance regarding which other parties (e.g., Program Faculty, Advisory

Committee Members, Practicum Supervisors, Assistantship Supervisors) should be in dialogue with around this plan. Once there is verbal agreement across all relevant parties, this should be documented in writing and saved in an appropriate location for future reference. Next, the student should send an email to the EDP Director of Graduate Study (DGS) and CC the Major Professor and Director of Doctoral Training which states: “My faculty adviser (cc’d) and program director (cc’d) have given me permission to take a leave of absence for [Semester Year] with a planned return to full-time student status in [Semester Year]. My UK ID number is [enter 9-digit number]. I would like to seek the approval of you as DGS and the Graduate School for this leave. Thank you for your consideration.” If the DGS approves the request, the DGS will forward the email to the Graduate School admissions officer, with the DGS’s endorsement. If the Graduate School approves of this request, email documentation of this email thread should be saved and **placed by the Major Professor in the student’s SharePoint folder.**

Students should set periodic calendar reminders to contact their Major Professor to provide updates on how the leave of absence is going and to confirm that the plan and timeline for resuming full-time student status remains optimal. Both parties should troubleshoot as needed. Because certain roles (e.g., practicum, assistantship, course registration) may require advanced action (e.g., registering for courses the prior semester, applying for practicum and assistantships the semester prior) while the student is on leave, the return plan should account for these logistics. Students will take the lead in managing these logistics with consultation from the Major Professor. Before resuming full-time status, the student should provide information to the Major Professor indicating that they are ready to resume their work so that final preparations can be made. The student must email the Graduate School Admissions Officer before the intended return to have their student 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.

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.

International Student Support

The UK International Center offers International Student & Scholar Services. International Student & Scholar Services provides leadership and expertise in the advising and immigration needs of more than 2,000 international students, faculty, staff and exchange visitors. ISSS also administers university compliance with evolving federal regulations, supports the university and its medical center by managing global student and scholar interactions, and facilitates the well-being of all international students, faculty, staff and scholars. It offers New Student Resources (<https://international.uky.edu/iss/new-students>) and information about international graduate student orientation (<https://international.uky.edu/iss/new-students/orientation>) as well as Current Student Resources (<https://international.uky.edu/iss/current-students>) related to employment, academic resources, student engagement, maintaining visa status, requests, health coverage, taxes, and hiring international students. In-person services for international students are currently located in the lower level of the Lucille Caudill Little Fine Arts Library. International students are also eligible for all career services through the Stuckert Career Center (<https://studentsuccess.uky.edu/stuckert-career-center/international-students>).

Each semester the Director of Graduate Studies is asked to approve/verify that practicum is a required part of our curriculum. This approval is for each international student individually. International students should send the following information to the DGS via email after they file the CPT request.

- CPT authorization is granted on a term-by-term basis only and appropriate CPT course registration is required for each term. Please indicate the appropriate term/year below:
- Academic term student is expected to complete final degree requirements: Fall Winter Spring Summer [PICK ONE]
- Academic year student is expected to complete final degree requirements: [INSERT YEAR HERE]
- This student is in the research only phase of their program Yes No [PICK ONE]
- Passed qualifying exam? Yes No [PICK ONE]

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 students. Scholarship and fellowship opportunities exist with the UK Graduate School (<https://gradschool.uky.edu/funding-your-degree/fellowships>) 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/>), such as the APA Interdisciplinary Minority Fellowship Program. Please note that some APA fellowships result in income taxes that students have to pay (example: \$4,000) come tax time, so be sure to factor that in when earning an external fellowship.

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

Assistantships generally begin the week before classes start, but exact dates vary depending on the type of assistantship. It is normal and completely acceptable to take assistantship positions with campus units outside of the College of Education. It is common for assistantship duties to not be related to counseling psychology research and clinical work, but it is certainly ideal when one's assistantship synergizes with building these skills and your CV.

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) for further instructions on seeking this Overload Request.

Internal and External Employment. Graduate school policies prevent all Departmental graduate students who hold a university or departmental 20-hour assistantship from holding any other substantive university-based funding (e.g., a second assistantship). As noted above, this is a full-time program. Students in the counseling psychology program are encouraged (but not required) to work no more than 20 hours per week, either in an assistantship or in another paid position. Full-time employment of any kind is discouraged because it interferes with timely completion of the degree. However, we acknowledge that additional employment may be a necessity for some students who do not have other familial support or resources and exist in systems of financial oppression. Therefore, students are *required to report* to their major professor, prior to committing to an additional employment opportunity, their plans to pursue additional employment beyond the standards 20 hours per week fellowship/assistantship, so that faculty have the opportunity to offer support and mentorship on time management and balancing expectations. The Graduate School requires program faculty to approve, via an "overload request", a students' request to do additional paid work within the university. In contrast, it is not within the faculty's purview to veto or approve external paid employment, only to provide support and mentorship around this decision. Because students are required to report additional employment (whether university or external) plans to their major professor, not reporting such external employment would be evaluated as incongruent with the Profession-Wide Competency

element “iv.a. Behave in ways that reflect the values and attitudes of psychology, including integrity...”

Other financial support. Please consult the “Funding, Tuition” section of the CP Student Resource Directory 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 10/22/25 and is subject to change for future academic years (keep an eye on the “[EDP Student, Faculty, and Staff Team](#)” for updates):

- You are highly encouraged to pay fees due by you on your student financial account by the payment deadline provided in the university’s academic calendars on the UK Registrar’s website. Fall semesters the deadline is typically August 22- “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.”
- Full-time assistantships and Graduate School fellowships that include a full tuition scholarship include coverage of graduate student mandatory fees. Additional fees not covered by the tuition scholarship for which you are responsible include course or program fees, lab fees, international fees, and distance learning fees. Fees for each academic year are available for viewing on UK’s Student Account Services web site
- Please note: If you are diligent to pay fees due by you, prior to the deadline published in the university academic calendar, the Graduate School will request the registrar credit any late fees to your account due to the delay in your tuition scholarship appearing.

Student Support

Office of LGBTQ* Resources. The Office of LGBTQ* Resources is the central hub for accessing information, groups, and services related to various 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 <https://studentsuccess.uky.edu/lgbtq-resources>. The Office also provides a LGBTQ* and Friends Community Room in the Gatton Student Center.

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 <https://international.uky.edu/>.

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 <https://studentsuccess.uky.edu/student-organizations-and-activities>.

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 (DRC) by calling (859) 257-2754 or online via <https://studentsuccess.uky.edu/disability-resource-center>.

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 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://studentsuccess.uky.edu/study-hub/services/presentation-u>) 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 at this link (<https://traccloud.go-redrock.com/uky/trac/>) 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://wildcard.uky.edu/>. 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. Karen Little. 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 through 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 <https://studentsuccess.uky.edu/stuckert-career-center>.

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 (Integrated Success Coaching)

UK Academic Coaching (<https://studentsuccess.uky.edu/study-hub/study-hub-programs/integrated-success-coaching>) provides individual coaching to students who want to learn skills and resources to enhance their academic success.

Campus Recreation

UK Campus Recreation and Wellness (<https://studentsuccess.uky.edu/campus-recreation>) 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 <https://studentsuccess.uky.edu/financial-aid-and-scholarships/estimated-cost-attendance>. 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://studentsuccess.uky.edu/financial-wellness>) 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 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.ketcs.edu/community/dental-hygiene-services/index.aspx>). Information about UK dental services can be found at <https://ukhealthcare.uky.edu/dentistry/services/adult>.

Parking at UK

Information about parking is located at <https://transportation.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/>).