

THE COUNSELING PSYCHOLOGY PROGRAM  
UNIVERSITY OF KENTUCKY  
LEXINGTON

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# Handbook for Doctoral Students

## Counseling Psychology Program

### University of Kentucky

#### I. Introduction

This handbook is designed to familiarize you with the Counseling Psychology Doctoral Program. This document contains descriptions, procedures, and guidelines related to your training in this program. The Handbook has two parts: (1) General Information on the Program which is arranged in an outline format and (2) Specific Information on policies and procedures related to successful completion of the Doctoral Program in Counseling Psychology. In addition to the materials contained in this handbook, as a student in the Graduate School, you are responsible for standards and policies set forth in the University of Kentucky Bulletin. A copy of a current Bulletin may be obtained from Graduate School Admissions in the Gillis Building, University of Kentucky, Lexington, KY 40506. Although some overlap is inevitable between these two documents, duplication of information has been kept to a minimum.

## II. Overview of the Doctoral Program in Counseling Psychology

### A. Rationale

The Counseling Psychology Program at the University of Kentucky is designed to educate students with two commitments: first, as scholars with a primary identification with the field of psychology, and second, as professionals with a concentration and expertise in Counseling Psychology. The sequence of coursework and experience is organized to provide a knowledge base in the field of general psychology, a strong research component, and a range of professional training components in a scientist-practitioner model. Through a graduated exposure to the skills of the behavioral scientist and the competencies of the psychological service provider, each student will develop a personal integration of scientific and professional expertise and commitment. Our goal is to educate professionals who maintain a continuing pursuit of scholarly activities, who promote psychology as a professional discipline, and who are concerned with the facilitation of human welfare. The commitment to human welfare and service to others is an important aspect of the program. The Program faculty is committed to a policy of respect for the individual, of equity and fairness for all persons, and encourages respect and equal treatment of others regardless of race, ethnic origin, gender, age, life style, or physical characteristics. Students in the program are expected to adhere to a policy of social justice and to choose to guide their behavior toward others accordingly.

Counseling psychologists work in a variety of professional settings, including mental health facilities, educational institutions, industrial and governmental units, and in private or group practice. Within these organized settings, they may function as educators, administrators, researchers, consultants, growth facilitators, or remedial agents. In all settings, the Counseling Psychologist maintains an emphasis on the positive aspects of human development and is focused on exploring and facilitating the strengths and assets of individuals, groups, and organizational units. In practice, the Counseling Psychologist emphasizes the development of self-direction, life-stage coping skills, and educational strategies for change. The location of Counseling Psychology within the College of Education emphasizes the focus on educative and instructional skills that can be applied to facilitate positive developmental goals.

Given the range of professional work settings and roles in which the Counseling Psychologist may function, providing a curriculum that contains both substance and flexibility becomes important. Students will be expected to

develop expertise in the traditional domains of psychology, in counseling interventions as a helping profession, in instructional strategies that address both individual and larger social concerns, and in methodologies to evaluate outcomes. The course sequence, therefore, provides for a structured foundation of basic knowledge and skills, and a liberal component of individually designed coursework that will facilitate the development of a broad range of scientific, interpersonal, and leadership competencies.

Finally, the philosophy of the Counseling Psychology Program encourages a close working relationship between Program faculty and graduate students. The faculty-student ratio is maintained at approximately one-to-six, which enables professors to provide individualized contact time with each graduate student assigned. The independent study research component (EDP 765) provides for extended contact between a professor and a counseling psychology student on a scholarly topic of mutual interest. The Professional Issues course (EDP 606) provides a forum for faculty-student contact and dialogue, so that professional and personal interchange is facilitated and encouraged. Within this context, the professor can become a role model for the student, a mentor in professional and scholarly matters, and a supportive colleague.

The Counseling Psychology Doctoral Program has been granted full accreditation by the American Psychological Association (APA). All policies and procedures within the program are designed to meet the standards developed by APA.

## B. Admission to Graduate Study

All applicants to the Counseling Psychology Program must make application both to the Graduate School and to the Program.

### 1. Admission to the Graduate School

Applicants must meet the minimum standards of the Graduate School. Application material and additional information can be obtained from the Graduate School Admissions, Gillis Building, University of Kentucky, Lexington, Kentucky 40506-0027, (606) 257-4618.

### 2. Admission to the Program

Application for admission to the Counseling Psychology Doctoral Program in the Department is filed with the Director of Graduate Study prior to review by the Program faculty. Applications for admission to the program are considered once a year and must be received in completed form (including letters, etc.) by January 15. (Application materials received in the departmental office after January 15 will NOT be filed nor reviewed). At that time, the Program Admission Committee will review all the applications that are complete for each candidate. Our intention is to select students whose professional goals, interests, and expertise match the available resources within the Counseling Psychology Program. Typically, students accepted during the Spring Semester will commence advanced graduate study the following Fall semester. Inquiries related to the Counseling Psychology Program should be directed to the Director of Graduate Study, Department of Educational and Counseling Psychology, 245 Dickey Hall, College of Education, University of Kentucky, Lexington, Kentucky 40506-0017, (606) 257-7870. Students are expected to maintain continuous enrollment in the Graduate School. Should a student elect not to maintain continuous enrollment, the student must reapply to the Graduate School and the program.

Admission to the program is recommended on the basis of the following: (1) Undergraduate Grade Point Average; (2) Graduate Grade Point Average; (3) Verbal and Quantitative Scores on the Graduate Record Examination; (4) Four letters of recommendation; (5) Previous related volunteer or appropriate work experience; (6) Statement of professional goals; (7) Scholarly work sample; (8) Personal interview; (9) Evidence of professional promise; and (10) Student diversity. The interview, conducted with a selected pool of final applicants, is, for all intents and purposes, required for admission to the program. The number of students admitted at any given

period is subject to the availability of institutional resources.

Each year the applicant pool for the Counseling Psychology Program becomes more competitive. Typically, an effort is made to select highly qualified students who will enrich the program's commitment to cultural and individual differences. At present the program has 58% females and 42% males. Twelve percent of current students represent minority groups. The overall (verbal & quantitative) average score on the Graduate Record Examination for doctoral students admitted in 1996 was 1053. For the 1996 admissions cycle, the faculty recommended the admission of six students from a pool of 93 qualified applicants. The typical first year student is 30 years old and has completed a Masters degree either at the University of Kentucky or at another regionally accredited University. Of those students beginning in the Fall of 1996, 75% received undergraduate degrees and 50% received Masters degrees outside of Kentucky. The program faculty is committed to the high quality of program completion and makes every effort to facilitate student progress. Program attrition rates are very low, averaging less than one student per year for the years 1982-1995.

### 3. Minority Student Support

The Counseling Psychology Program encourages the application and participation of ethnic minorities and women. The University of Kentucky offers a number of sources of support for these students.

#### Office of Minority Student Affairs

The Office of Minority Student Affairs (OMSA) was established in 1971 with the mission of providing support, services and programs which are sensitive to the needs of Afro-American students and other ethnic minority students. Among the services available to students through OMSA are short-term motivational and crisis counseling, non-academic advising, orientation, and assistance with problem-solving in the areas of housing, financial aid, and overall adjustment to the university. The OMSA staff is also available for assistance to student organizations or any group which may be planning projects or programs of special interest to minority students (257-5641).

Organizations and publications that may be of interest to minority students are:

--Phi Beta Sigma Fraternity, Inc., which encourages academic excellence.

--The Black Voices, a black gospel choir.

--The Communicator, an independent student newspaper that focuses on interests of minority students.

--Black Graduate and Professional Students Association, a social-academic organization geared toward graduate and professional students.

--The Black Student Union.

--Horizons, a minority student assistance guide.

#### Continuing Education for Women

The Office of Continuing Education for Women (CEW) at UK is committed to assisting all women in implementing their educational and career goals. Formally, the purpose of the office is to provide information, support, advocacy, and programs to adult women who are entering or returning to the University as undergraduate or graduate students (257-3295).

The Office of CEW has many meaningful activities planned. There are "welcome receptions" each semester which bring new and veteran adult students together, weekly noon discussions, and other special programs and workshops announced through a monthly newsletter. Support groups are organized as the need arises.

#### Professional Organization of Women in Education and Research (POWER)

The Department of Educational and Counseling Psychology sponsors a support group for women, both faculty and graduate students. The purpose of the organization is to facilitate communication and networking among the women as well as to provide social-academic support. Monthly meetings are held. The meetings include pot luck dinners and group discussion on a topic of interest to professional women.

For more information on student organizations call 257-1099 or 255-4081.

#### 4. Ethical Principles, Rights and Responsibilities

The Program faculty expects that once students are admitted to doctoral training, they will conduct themselves in a respectful, professional manner. Students are expected to familiarize themselves with the Ethical Principles of the American Psychological Association (Appendix Ethics) and to

abide by these principles in their academic, professional, and interpersonal behavior.

Further, students need be aware of the University's Student Rights and Responsibilities which is published by the Office of the Dean of Students. The program also has developed governing policies with which each student need to become familiar (Appendix N).

Students interested in obtaining counseling as a client may receive such services at the University of Kentucky Counseling and Testing Center or through various public and private agencies in the Lexington area. For students affiliated with the University, counseling services at the Counseling and Testing Center are free. The department 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.

Note: 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 Counseling and Testing Center prohibits a **current** client from being a practicum student at the Center.

## 5. Financial Assistance

A limited number of University non-service fellowships are awarded each year on the basis of the applicant's qualification. These non-service fellowships include funds designated for the purposes of recruiting competent minority students, funds awarded to each department on a competitive basis, and University of Kentucky Research Foundation fellowships. Information about fellowships may be obtained by writing to the Associate Dean for Program Support, Graduate School, Graduate School, 329 Patterson Office Tower, University of Kentucky, Lexington, KY 40506.

Generally all applications for fellowships must reach the Graduate School before January 15. A limited number of summer stipends are available.

The Department has a number of teaching and research assistantships available each year for qualifies students. More information is available about assistantships from the Director of Graduate Study, Department of Educational and Counseling Psychology.

## C. Departmental Structure

The Department of Educational and Counseling Psychology is one of six departments in the College of Education. The Department offers graduate programs leading to the degrees of Masters of Science in Education, Specialist in Education, and Doctor of Philosophy. In addition to degree programs, the Department offers coursework leading to professional certification and licensure in the Commonwealth of Kentucky. (See KRS 319 for certification and licensure guidelines).

### 1. Degree Programs

The graduate programs are governed by the regulations of the Graduate School and the degrees earned through the Department are awarded by the Graduate School.

The Masters Degree programs offers options in Counseling Psychology, Educational Psychology, and School Psychology. These programs are designed to provide basic preparation for professional work in school, agency, institutional, and industrial environments. The Masters programs typically require two years of full-time graduate study (36 semester hours).

The Educational Specialist Degree Program (Ed. S.) requires a minimum of 30 semester hours beyond the Masters Degree and offers options in Counseling Psychology, Educational Psychology, and School Psychology.

The individually planned doctoral programs provide training for Counseling Psychologists, Educational Psychologists, and School Psychologists. Students are normally accepted into the Counseling Psychology Doctoral Program following satisfactory completion of a Masters Degree or its equivalent. Our program graduates typically find employment in a variety of settings such as university counseling centers, academic departments, government agencies, mental health delivery systems, and hospitals. Completion of the Counseling Psychology Doctoral Program usually takes between three and five years post-Masters, which includes a one-year internship and the completion of a dissertation.

### 2. Faculty Committees

The Departmental faculty members are listed in Appendix A. The Departmental Chair serves a four year term. The Departmental faculty members are assigned to one of three Area Committees, Counseling Psychology (CPAC), Educational

Psychology (EPAC), or School Psychology (SPAC). Each area committee is directly responsible for the policies and procedures in its respective programs. Adjunct faculty members have primary assignments elsewhere, but they may contribute both teaching and practicum supervision to the Counseling Psychology Program.

### 3. Student Committees

The primary locus of organization of doctoral students in Counseling Psychology is through EDP 606, the Professional Issues course. This course is taken in the first and third semesters by all Counseling Psychology doctoral students. In 606, a Student Liaison Committee to the Program is elected, and a voting representative to CPAC is elected. Additional information concerning election procedures, length of service, and responsibilities of committee members and the CPAC representative may be found in Appendix B.

#### D. Planning Your Program

The counseling psychology student will work with the Director of Graduate Study, a Major Professor, an Advisory Committee and the Director of Training in developing, implementing and completing the curricula.

##### 1. Director of Graduate Study

The Director of Graduate Study 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. The DGS is the student's initial advisor and may be contacted at any time. Throughout the student's involvement in the counseling psychology program, the DGS provides the communications liaison between the program and the Graduate School.

Once the applicant is admitted to the Counseling Psychology Program, a Program faculty member is appointed as Major Professor for that student. This appointment is based on faculty and student mutual professional and research interests.

##### 2. Major Professor

Upon admission to the Counseling Psychology doctoral program, the student is assigned to a Major Professor. Once the student has had an opportunity to become acquainted with the professional interests of the Program faculty, and the faculty members have become familiar with the student's professional interests, two options are available: (1) by

mutual agreement, the student and Major Professor may elect to continue their professional relationship, or (2) a mutual agreement may be made by the student with another faculty member to serve as Major Professor. These options should be exercised by the start of the second semester of the first year of doctoral study, but may also take place at any time during the student's program. The Major Professor assists the student in planning course selections, and in selecting members of the student's Advisory Committee. The Major Professor serves as a professional and research mentor for the student and encourages the student toward a timely and meaningful completion of the program. The Major Professor records the decisions made in the AC meetings and provides a copy to the DGS, the AC members, and the student. The DGS formalizes this relationship with the appointment of the Advisory Committee.

### 3. Advisory Committee

Counseling Psychology students are guided by a Major Professor and an Advisory Committee throughout their graduate career. The purpose of the AC is to give continuity of direction and counsel and to provide role models and intellectual stimulation to the student from the earliest days of residency to the completion of the Doctorate.

The Advisory Committee has a core of five members. This core consists of the Major Professor as Chair, at least one other member from the Counseling Psychology Area Committee, and at least one representative from any minor area, possibly the specialty area. At least one representative must be from outside the Department. All members of the core must be members of the Graduate Faculty of the University of Kentucky; three, including the Major Professor, must possess full Graduate Faculty status. The core of 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 Committee (resignation, faculty leave, or inability to serve), an appropriate replacement must be made prior to the making of any Committee decision, i.e., Qualifying Examination, proposal and internship approval, and the final examination. If doctoral candidates elect to change their major area of interest, the major chairperson may be changed to reflect the new interest area. Appendix F provides suggestions for establishing committees as well as scheduling and preparing for committee meetings.

The Counseling Psychology student may have a number of informal one-to-one meetings with members of the Advisory Committee during the coursework, the proposal, data collection and analysis, and the final dissertation writing. Other formal

meetings are described in Appendix F.

At the final meeting of the Advisory Committee, the Final Examination, the Counseling Psychology Doctoral candidate presents the dissertation in a thorough and efficient dialogue with the Advisory Committee, a representative from the Graduate School, and members of the Counseling Psychology community. The FE usually is focused upon the dissertation, but the dialogue may include other domains.

#### 4. Director of Counseling Psychology Training

The Director of Counseling Psychology Training works with CPAC to establish Program policies, manage Program procedures, and monitor student progress. The Director of Counseling Psychology Training is the liaison with the American Psychological Association, and is responsible for ensuring that program policies and procedures conform to APA standards and guidelines for accredited programs in Counseling Psychology. The Director is the liaison with internship agencies and is the person with whom the student makes initial contact before applying for an internship placement. The Director of Training also conducts the annual student review, and provides timely feedback for student self-evaluation. In matters of student progress, the Director of Training serves as a consultant to CPAC and the student's Doctoral Advisory Committee.

#### E. Academic, Research, and Internship Requirements

##### 1. Coursework Requirements

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

The program of study for the doctorate in Counseling Psychology is designed with two considerations: (a) to meet the criteria for Counseling Psychology developed by the American Psychological Association; and (b) to offer a varied curriculum that enables the student to develop multiple skills, to explore individual interests, and to focus on a selected area of expertise. The typical student will enter the program with certain of these course requirements previously

completed during the Masters degree study. Each student will negotiate a contract with the Advisory Committee and the Director of Graduate Study to apply up to 36 hours of prior study and consequently, to waive those courses in the present program that duplicate previously completed work. In cases of courses that have been taken more than five (5) years prior to advanced doctoral study, the AC may request that these areas be repeated. In certain courses, such as statistics, the student may be asked to pass an examination over the required coursework before proceeding to the next advanced level of study.

The counseling psychology student will complete course work in five major areas: Area A: Psychology Core; Area B: Counseling Psychology Core; Area C: Research and Statistics Core; Area D: Behavioral Science Core; and Area E: Minor Specialty Core. Where multiple course options are listed, the specific course to be taken in each area depends upon the student's previous coursework. Where only one course is listed, it is taken by all students unless waived by the Advisory Committee. The sequence of course offerings by core areas and progression levels is displayed in Appendix C. Additionally, there is a proposed schedule for the times at which courses will be offered. A listing of course descriptions appears in the University of Kentucky Bulletin. All courses in Area A must be at or above the 600 level.

#### Program of Coursework by Core Areas

##### Area A: Psychology Core: 18 hours      Sample Course

- |   |  |
|---|--|
| 1. Learning, motivation and cognition:  | EDP 603, 610, 611, 612, 614<br>PSY 621, 628, 772 |
| 2. Development, individual differences: | EDP 600, 601, 603, 604<br>PSY 625, 778           |
| 3. Social/personality:                  | EDP 601, 604, 777<br>PSY 624, 779                |
| 4. Psychobiology:                       | PSY 627, 767                                     |
| 5. Psychopathology:                     | EDP 650<br>PSY 603, 618                          |
| 6. History and systems:                 | EDP 615 or PSY 620                               |

##### Area B: Professional Counseling Psychology Core: 36-39 hours

1. Professional Issues in Counseling

- Psychology: (2 semesters, 3 hours each) EDP 606\*\*
2. Theories of Counseling: EDP 652
  3. Techniques of Counseling: EDP 661\*\*
  4. Group Counseling: EDP 649
  5. Research in Counseling: (3 semesters, 1 hour each) EDP 765\*\*
  6. Career Development: EDP 666 or 702
  7. Practicum: (2 semesters post MA)\* EDP 665\*\*, 703\*\*\*
  8. Assessment: (9 hours) EDP 630, 640, 642, EDS 610, 611 (optional) EDP 690 (optional) PSY 710 (optional)

\*NOTE: Students who enter the program with no previous practicum will be expected to take additional practicum hours.

\*\*NOTE: Students who enter the program are required to take these courses at UK regardless of previous training and/or experience.

EDP 765 must be submitted to the Major Professor either six weeks prior to sitting for the QE within the same semester, or by 1 May for the sitting for the early Fall semester QE, or by 1 October for the sitting for the early Spring QE. "Early" is defined as within the first six weeks of the semester.

\*\*\*NOTE: Students must complete one course in supervision prior to their accepting the supervisory responsibility for a master's student in the CPS Clinic.

Area C: Research and Statistics: 12 hours

1. Introductory statistics: EDP 557
2. Advanced statistics: EDP 660
3. Research Methods: EDP 656
4. Special methods: multivariate, EDP 620, 621, 707  
regression, single subject, STA 677, 661, 671  
program evaluation EDF 663, SOC 792, EDS 633

Area D: Behavioral Science Electives: 6 hours

1. Communications COM 571, 581, CJT 631
2. Anthropology: culture and personality ANT 526, 529, 533, 539, cross-cultural sex roles 641, 664, 720
3. Sociology: aging, role theory, family SOC 527,



### Industrial Settings

PSY 503: Psychology of industrial personnel procedures  
MGT 611: Organizational behavior  
MGT 620: Personnel and industrial relations  
MKT 600: Marketing management  
BA 601: Total quality management

### Human Development

EDP 601: Human social development  
EDP 603: Human cognitive development  
EDP 604: Psychological sex roles  
PSY 625: Proseminar in developmental psychology  
FAM 656: Adult development

### Behavioral Strategies

EDP 701: Cognitive behavioral counseling  
EDP 777: Seminar in counseling psychology  
EDS 601: Behavioral management of exceptional children  
Selected seminars  
EDP 603: Behavioral consultation in the schools  
EDS 633: Single subject research design

### Health Psychology

BSC 626: Survey of health psychology  
BSC 779: Behavioral factors in death and dying  
BSC 790: Research in medical behavioral science  
EDP 701: Cognitive behavioral Counseling  
EDP 777: Seminar in counseling psychology: Health psychology  
HA 601: Overview of health care delivery systems  
RC 620: Psychosocial Impact of Disability

A sample course schedule for a student attending full-time graduate study is presented in Appendix D. The academic requirements for full and part-time students are presented in the Graduate School Bulletin. The Counseling Psychology doctoral program discourages part-time study. Please note that several program requirements (dissertation and internship) are assigned zero credit hours.

## 2. Research (Revised 9-4-97)

Each student is 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. The faculty-mentor may be changed during the program of studies as student interests change and as faculty return from or depart for sabbatical. This student-

faculty relationship is intended to promote independent research, cooperative research projects, dissertation pilot studies, the proposal, and the dissertation. EDP 765 is used to obtain academic credit for this research. Students are advised to take one hour of 765 for three of the first four semesters of doctoral study. A contract specifying the requirements of EDP 765 must be signed by both the student and the sponsoring faculty member and filed in the student's folder. A form for 765 contract appears in Appendix H, along with guidelines for developing an appropriate research project. Students may elect to complete the 765 requirement with an individual professor or in an organized research team.

Students are encouraged to submit their predoctoral research for presentation at professional meetings and publications in professional journals. Students should be familiar with APA guidelines on joint-authorship, which are presented in Appendix H. University policies regarding plagiarism are outlined in the Dean of Student's publication, Students' Rights and Responsibilities, pp. 34-35, and are also presented in Appendix N. All program students are expected to be aware of and adhere to these plagiarism policies and attach a Quality Assurance Statement to every submitted paper.

Typically, the doctoral candidate presents a satisfactory dissertation proposal to the Advisory Committee by the end of the second semester following the Qualifying Examination and prior to starting an internship. A copy of the "Instructions for the Preparation of the Thesis and Dissertation" is sent to the doctoral candidate who has successfully completed the Qualifying Examination. A copy of this document may be obtained from the Graduate School. Counseling Psychology doctoral candidates are expected to submit a dissertation acceptable for a final examination within two years following the completion of the Qualifying Examination. The forms necessary for the process of scheduling the final examination are presented in Appendix P.

### 3. Residency Requirements

The residency requirements are covered in the Graduate School Bulletin which also states that the student must have either two consecutive semesters of nine (9) credit hours each or three (3) consecutive semesters of six (6) hours each before sitting for the Qualifying Examinations, and two (2) consecutive post-QE full-time semesters (EDP 769 [9]). If the QE is passed during the first six weeks of a semester, then that semester may count as one of the full-time post-QE semesters. If the QE is not passed during the first six weeks of the semester, then that semester can not count toward post-QE residency. Once the student has completed two semesters of

full time enrollment subsequent to the QE, the student may enroll in EDP 749 or in EDP 769. The wording for the course description of EDP 749 allows the student to work half-time on their dissertation and to defer payment on their loan for a maximum of six semesters. Students who are enrolled in EDP 749 may sit for their Final Examination, but may not continue enrollment after their FE. Students who are enrolled in EDP 769 may sit for their FE and may continue enrollment after their FE.

#### 4. Preliminary Examination (revised 9-17-96)

During the second EDP 606 course, the student will sit for a Preliminary Examination which will cover four domains: (1) professional ethics, (2) professional identity, (3) cross-cultural counseling, and (4) research ethics. Students who fail the Preliminary Examination (or fail parts of the Examination) will receive the grade of "I" in EDP 606 until the failed part(s) is/are remediated. Students will retake a failed domain(s) of the PE in the week prior to Spring vacation. In the unlikely event a student fails the retake, the student will retake the failed portion of the exam the following Fall semester in the regular EDP 606 examination. A student who fails more than two domains of the PE will retake the entire PE with the EDP 606 class in the following Fall semester. Students will not be allowed to sit for the Qualifying Examination until the Preliminary Examination is passed.

#### 5. Qualifying Examinations

The Qualifying Examination must be completed satisfactorily by the end of the third year of program coursework. Departmental policies preclude examinations during the summer months. The Graduate School requires the student to remove all "I" grades prior to sitting for the oral portion of the QE. Both a written and an oral component make up the QE. Each student's Advisory Committee supervises the examination process which includes: (1) a standard program preliminary examination, administered during the second semester of EDP 606, which samples competencies that are essential for adequate functioning as a psychologist; (2) a specialized qualifying examination which samples the domains of particular interest to the student; the format of the specialized qualifying examination is negotiated with individual committee members; and (3) an oral examination which covers both items (1) and (2), substantive issues in the profession including professional ethics, and specific demonstrations of interpersonal competence. The majority of the AC must vote to pass the student based on total qualifying examination performance.

A student must register intention to take the qualifying examination at least a month prior to sitting for the oral portion of the QE. The optimal time for completing the QE is during the first six weeks of the semester; in this way, the semester will count as a post-QE residence semester. The Director of Graduate Study will transmit the intended QE date to the Graduate School and this form triggers a review of the student's record for grades and for residency requirements. Program policies governing the qualifying examination and the recommendation form are presented in Appendix P.

#### 6. Progress Toward Degree

The progress of each student is reviewed by the Counseling Psychology Area Committee once each year. The review considers self-reported information from the student, as well as from academic performance, research mentors, and practicum or internship supervisors for the purpose of making judgments about each student's professional development. Students are expected to maintain continuous enrollment in the Graduate School. Should a student elect not to maintain continuous enrollment, the student must reapply to the Graduate School and the program. Additional information on policies regarding progress, Qualifying Examinations, and dissertations is also presented in Appendix I.

#### 7. Time Limit for Degree

All degree requirements for the doctorate must be completed within five years following the semester or summer session in which the candidate successfully completed their QE. In the event that 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 such 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. (Note: Failure to pass the re-examination indicates the termination of degree candidacy. A second re-examination is not permitted.) An extension for no more than five years may be granted. After a total of ten years from the first successful QE, students will no longer be considered degree candidates and no further extensions will be considered.

#### 8. Training Resources

The University and the Lexington area provide a wealth of training resources. The Counseling Psychology Services

Clinic (CPS) provides the practicum-level counseling psychologist with a variety of opportunities to develop competencies in individual, family, and group counseling and to receive multiple opportunities for individual and group supervision from the Program faculty. The region also has available a number of practicum sites which include the University Counseling and Testing Center, Career Counseling and Placement Service, a variety of mental health delivery agencies, prisons, hospital environments, and crisis intervention centers for sexual assault and family abuse. In addition, the College supports the program through a number of on-line computer terminals and microcomputers for skill development and for data processing. Program students are encouraged to work with Program faculty to develop additional unique training resources.

Extracurricular counseling experiences are strongly encouraged by the Educational and Counseling Psychology faculty. Extracurricular experiences include work in a mental health agency, training groups/workshops, and counseling and working in a mental health facility provide students with opportunities to develop counseling skills and to gain increased personal awareness and growth.

A number of mental health agencies exist in the Lexington area providing students with opportunities to gain counseling experience. Students in graduate programs in Counseling Psychology have gained counseling experience in a variety of placements that include the Comprehensive Care Center, Charter Ridge Hospital, the Spouse Abuse Center, the Rape Crisis Line, Cardinal Hill, Veterans Administration, the Kentucky Center of Psychosynthesis and Psychology Counseling Services (CPS) which is affiliated with the department. Some of those agencies request volunteer work while other agencies will pay students for their services. Independent study credits may be earned by students who work in these placements as well. To discover agencies that need students for volunteer opportunities or employment check the department bulletin board and talk with faculty and students.

Training groups and workshops in the Lexington area address a variety of therapeutic orientations and client issues. For students interested in hearing about a specific therapeutic orientation, Gestalt, Psychosynthesis and Rational Behavior Therapy Training Groups exist. For students interested in family therapy, the Department of Psychiatry, at the University of Cincinnati, sponsors a training group in Structural Family Therapy. Students interested in attending training groups or workshops should consult with faculty members, other students and the department bulletin board for times, dates, and fees. See Appendix G for additional

information concerning CPS, practicum policies and sites, and other training experiences available in the area.

## 9. Internship

The predoctoral internship covers a period of 12 calendar months or its equivalent. The Counseling Psychology program expects a the internship site to provide a minimum of 2000 hours over the year. The internship is planned and coordinated with the student's Advisory Committee. The internship is undertaken following the successful completion of the Qualifying Examination and acceptance of the dissertation proposal by the AC. The search for an internship occurs during the Fall prior to applying for an internship, while the student is enrolled in EDP 708 for three (3) credits. In EDP 708 monthly meetings on ethical and procedural guidelines for seeking and for accepting an internship are presented by the Director of Training. In the Fall semester, the student is engaged in the completion of applications and in conducting interviews with potential internship sites. The dissertation proposal must be accepted by the AC by the last Monday in January prior to starting the Internship. In the unlikely event that the student cannot obtain either full or conditional approval of the proposal by the AC, the student must present evidence that the Major Professor has read a written version of the proposal and evaluates the proposal to be ready for approval by the AC. The Proposal Meeting Verification Form (Appendix P) is used to indicate to CPAC and the Director of Training that the proposal has been accepted. If the Proposal Meeting Verification Form is not submitted to CPAC and to the Director of Training by the last Monday in January prior to starting the internship, the student will withdraw their current internship applications and repeat the sequence later. In the Spring semester, the student enrolls in EDP 708 for three (3) credits and develops an anticipated internship contract.

Students are strongly encouraged to complete the dissertation prior to entering the internship. The specific guidelines for the internship are listed in Appendix M, including the form to be used when formally requesting approval of a specific internship site. Approved internship opportunities in the greater Lexington area are limited (Veteran's Administration Hospital and the Federal Correctional Institution), and most students should plan to seek internships elsewhere. All internship sites must either (1) be accredited by APA or (2) meet the criteria established by APA and be approved by the Director of Training.

## 10. Respecialization

The Doctoral Program in Counseling Psychology is prepared to provide advanced training for post-doctoral candidates who have earned their doctorates either in another branch of academic Psychology or in a related field of Behavioral Science. For Psychology Respecialization candidates who have received a doctoral degree from an approved regional University, the American Psychological Association has provided guidelines within which the Program functions to develop a Respecialization course of study (see Appendix O). The specific coursework will depend upon the particular field of previous training.

Respecialization candidates with an earned degree in Psychology will be asked to (a) remediate their skills through coursework in Counseling and assessment, (b) verify that Psychology coursework or its equivalent will meet the standards for Professional licensing in the Commonwealth of Kentucky and for inclusion on the National Register of Health Providers, (c) complete the practicum experiences required for all Doctoral candidates, and (d) complete an approved 12-month internship. These activities may be completed within two years if the candidate has the appropriate Psychology background. Since the candidate will have a Ph. D. in Psychology, no dissertation will be required. A three-person Respecialization Advisory Committee (at least, one Full Graduate Faculty member from CPAC, another member from CPAC and one member from another program) will be appointed to supervise the candidate's program of study.

Candidates with an earned Doctorate in a related field, such as Anthropology, Sociology, or Communication, will be required to fulfill a similar program of study as outlined above for the Doctorate in Psychology. In addition, the candidate will be assigned an Advisory Committee of five members of the Graduate Faculty, and will be expected to complete an appropriate dissertation using psychological concepts and research strategies. The completion of these activities will qualify the candidate to sit for the final examination, and to be awarded a Ph. D. in Counseling Psychology.

Both of the above programs are flexible in scope and extent of coursework, and are tailored individually to the interests and background of the candidate.

### III. General Information

#### A. Graduate Student Lounge

A Graduate Student Lounge, 236 Dickey Hall, has been set aside for the use of departmental graduate students. The

lounge contains desks, seating and graduate student mailboxes. Lockers for personal items are available on a limited basis from the assistant to the Director of Graduate Study. Announcements of interest to students are posted in the lounge, and students may use the facility for casual gathering and reading. The Graduate Student Lounge is intended to be a focal point for the exchange of research, professional and social interests, which are important components of the educational program in the Department.

B. Mail

Graduate and teaching assistants are assigned separate mail boxes in room 236 Dickey Hall. Memoranda, circulars, and announcements are periodically placed in these mail boxes.

C. Electronic Mail

Students are provided with an Internet address upon their enrollment in the doctoral program. A number of programmatic announcements are made on COPSYSTU@LSV.UKY.EDU, the Counseling Psychology program LISTSERV. In addition doctoral students will be expected to become proficient with software and hardware which are appropriate to Counseling Psychology.

D. 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.

E. Registration

Advance Registration Procedures

The registration procedures are evolving at UK. The guidelines for pre-registration, newly admitted student registration, and late registration are made available in documents which may be obtained from the DGS and from the Registrar. Students must obtain a current copy of the registration information and follow the instructions closely. A \$50 advanced payment to confirm your registration must be received about five weeks in advance of the start of the semester. Late payment fees may be assigned in the event you

miss the deadlines. Students are advised each semester to follow the suggestions which appear on COPSYSTU@LSV.UKY.EDU, the Counseling Psychology Students Discussion List.

#### F. Course Requirements

##### Course Syllabi

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 by the student at the end of the semester. A syllabus is also considered to be a contract. That is, professors are contracting with students that certain requirements are to be met to earn a specific grade. If factors affecting evaluation must be revised during the semester, students must be given reasonable warning.

##### APA Style

All papers submitted in any course in the department are expected to conform to APA Style. Securing a copy of the Publication Manual of the American Psychological Association, Fourth Edition (1994) is strongly suggested and is a prudent long-term investment. It can be purchased at the University Bookstore.

##### Grade Requirements

According to University Policy (University of Kentucky: The Graduate School, 1994-1996, p. 17):

When students have completed 12 or more semester hours of graduate course work with an average of less than 3.0, they will be placed on scholastic probation. Students will have one full semester of 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 two months after the last scheduled class. No student may have more than two pending "I" grades at any time. Students 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 two-month period, the instructor in question or the Director of Graduate Study may assign a grade commensurate with the work so far accomplished, as indicated

on the "I" Grade Course Contract on file in the Departmental Office. 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. NOTE: EDP 765 is the one exception to the general "I" Grade policy. (Revised 12-16-97)

"C" Grades. No student may have more than six hours of "C" grade or below in any graduate course work. Students who earn two "C" Grades in their contracted program must meet with the CPAC faculty to discuss a possible remediation plan or termination from the program. Students with more than six (6) hours of "C" may be recommended to the Graduate School for termination from the program.

Minimum Competency Courses. The courses listed below are considered "minimum competency courses". Students must earn a "B" grade in each of these courses to enroll in subsequent course sequences as listed below:

EDP 605 and EDP 652 to enroll in EDP 661;  
EDP 605, EDP 652 and EDP 661 to enroll in EDP 649;  
EDP 630 to enroll in EDP 640;  
EDP 640 to enroll in EDP 642; and  
EDP 605, EDP 652, EDP 661, and EDP 640 to enroll in  
EDP 664

Accordingly, students must earn at least a "B" grade in each of these courses to enroll in further course work. In addition, a student will not be permitted to enroll in EDP 665 without a "B" or better in the minimum competency courses. (revised 9-17-96)

#### Withdrawal from Classes

Regarding withdrawal from classes, the following options are permitted:

1. First two classes: students missing the first two classes without notifying the Department of intent to attend may be dropped from the class rolls through departmental recommendation to the dean.
2. First three weeks: students who withdraw via the usual drop procedure during the first three weeks of class receive no mark on their transcripts.

3. Mid-term: Students withdrawing from class before mid-term receive a W.

4. After Mid-term: After mid-term, students must petition the dean of the Graduate School for approval to withdraw. If the Dean approves the petition (for non-academic reasons only), the student receives a W. Otherwise, the student will not receive a passing grade.

#### Repeat Option Procedures

The repeat option allows a graduate student to repeat a graduate course and count only the second grade as part of the grade point average. (This action may be done only once in a particular degree program).

In order to exercise this option, the student must obtain a repeat option form from the Associate Dean's Office (329 POT). The student's request must be approved by his/her Director of Graduate Study (DGS) and the form returned to the Associate Dean's office. The request to exercise the repeat option must be made BEFORE the course is repeated. Note: The student cannot exercise the repeat option for any course taken prior to Fall Semester, 1981.

#### G. Placement and Career Resource Center

Doctoral students are required to start a placement folder at the UK Placement and Career Resource Center, which is located on the 2nd floor of the Mathews Building. 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 Educational and Counseling Psychology graduate students is furnishing a professional recommendation (credentials) file which they can use to send to prospective employers. This file may contain a placement form and up to four letters of recommendation. In addition, the Center will forward an official transcript from UK if the Student provides it for them.

Students are advised to check with the Placement Center to make sure all references have been received before they begin making requests that letters be sent. If they have not waived their right to have access to the references, they can read them before they are sent. Requests to the Center for forwarding contents of the file can be in person or in writing. The first three sets of credentials are sent without charge. After that, the Center charges \$1.00 per request. Requests are generally acted upon within two days of receipt.

## H. Libraries

The four main libraries on campus in which EDP graduate students will be most interested are the Education Library, the Medical Library, King Library and William T. Young Library, which is the main campus library. Each of these facilities has advantages and disadvantages which may be helpful to know prior to beginning any research.

The Education Library is located in Dickey Hall, second floor (Room 205). Psychological and educational abstracts are housed here, as well as the major journals in Counseling Psychology (as opposed to other branches of psychology, which will not be found here). There are two copying machines available and one typewriter. Graduate students are not granted extended borrowing privileges, and overdue fines are strictly enforced.

Margaret I. King Library, is located on the main campus. It offers full semester borrowing privileges to graduate students. The King Library houses the greatest number of psychological journals and books on campus. A large PC and terminal area is available, as are copying machines. King is generally open for extended hours.

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.

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. Wired study carrels are available to doctoral students, as are copying machines. Young is open for extended hours.

## I. Computer Facilities

A portion of each semester's student activity fee goes to the support of computer facilities on campus. Students in the counseling psychology program are encouraged to master both the software available on the various campus mainframes and on the PCs which are available in cluster sites in Dickey Hall (57 and 63) and at MKing, College of Business and Economics, College of Nursing and WYoung. In addition, specialized software for the benefit of counseling psychologists are available in the CPS Clinic.

The computer search service provides a computer-assisted method of searching existing data-bases to compile a printed bibliography or list of materials tailored to individual research needs. This method is particularly useful when students are trying to cover a long span of time, if their topic is very complex or if their topic is extremely current. There are time-saving advantages as well, and this service is available to all students.

Eight PC's in Dickey Library are hardwired to the mainframe at UKCC. Other Dickey Library terminals are available for searches. Students are encouraged to use these computers for their literature searches on ERIC, MEDLINE, PSYCHLIT and Infotrack. The Department offers an open PC for all students in 7 DH.

For those not requiring on-line searches, two user-friendly computer services are available on CD ROM. For more information on PSYCHLIT and ERIC (Educational Resources Information Center), contact the Education Library at 257-7977.

#### J. Assessment Facilities

The Department has a computer-supported assessment center in conjunction with the APA Accredited School Psychology Program. A plethora of current software for assessment and for counseling service management are available for class and for clinic use. In addition, the Counseling Psychology Clinic maintains a selection of assessment software. Instructional programs relevant to psychological testing and statistics are available at Kastle Hall, second floor.

#### K. Research Consultation and Assistance

The Office of Educational Research, located in 246 Taylor, engages in a variety of research activities including consultation with faculty and graduate students on research design, data analysis, computer applications, and dissertation proposal development. The office provides support for instructional programs in research and grant proposal development. Research and development support is extended to schools and state agencies upon request. The office works to bridge departmental and college research initiatives, as well as providing a forum for discussion of research issues and interests.

#### L. Instructional Technology Center

The Instructional Technology Center provides media

services to support the instructional, research, and service programs of the college, including the circulation and non-print teaching materials. The services of the ITC are available to students by request, and can be found at TEB 151. A list of general materials available includes: computers and software, videotaping, VCR's, cassette recorders, projectors, microphones, etc. Phone: 257-3478.

M. Employment Caveat (New 03-30-99)

The Graduate School already has established that teaching assistants who are assigned a 20-hour per week workload may not enroll for more than nine or ten credits. Students in the counseling psychology program are encouraged to work no more than 20 hours per week, either in an assistantship or in a paid position.

Students who have either an assistantship, fellowship or part-time job must provide their Major Professor with a Time Distribution form by 1 September for the Fall semester and by 1 February for the Spring semester. This document is intended to make both the student and the faculty member aware of the time management challenges before the student. A copy of the forms signed by the student and the Major Professor must be attached to the annual review form.

**Appendix A**  
**Program, Departmental, and Adjunct Faculty**

Counseling Psychology Faculty

**Katherine Chard, Assistant Professor**, received her Ph.D. in Counseling Psychology from Indiana University in Assistant Professor 1994. Her areas of research include treatment outcome, social support and coping following stressful events, interpersonal violence, sexual trauma, and the role of psychology in the 21st century. She teaches courses in introduction to counseling, assessment, diagnosis and psychopathology, cognitive-behavior therapy, brief therapy, and victimology. Her theoretical orientation is cognitive-behavioral. Currently she is conducting research on the efficacy of cognitive-processing therapy for the treatment of adult survivors of childhood sexual abuse. Associate Graduate Faculty.

**Sonja Feist-Price, Assistant Professor**, received her Rh. D. in Rehabilitation Counseling with a specialization in Gerontological Research from Southern Illinois University at Carbondale in 1992. Her areas of research interests include investigating the effectiveness of Federal-State Vocational Rehabilitation Services in assisting various disability and ethnic groups, especially visually impaired, hearing impaired, and African Americans and Hispanic Americans with disabilities. She teaches courses in contemporary issues in rehabilitation, medical knowledge of disabilities, psychosocial aspects of disabilities and field placement. She is currently conducting a comparative analysis among African American and White Kentuckians with disabilities to assess successful rehabilitation and premature termination of vocational rehabilitation services. She is researching knowledge and perceptions of educators regarding the role of rehabilitation counselors as a referral source. In addition, she has research interests that include investigating ways to enhance the lives of elderly individuals. Associate Graduate Faculty.

**Pamela Remer, Associate Professor**, received her Ph. D. in Counseling Psychology from the University of Colorado in 1972. Her areas of research interests include factors affecting recovery from rape, effective counseling interventions for women, career decision-making counseling, and effectiveness of counselor responses. She teaches courses in techniques of counseling, theories, counseling women, psychodrama,

and career counseling. Her theoretical orientation is Psychodrama within a feminist framework. She is currently the Director of the Counseling Psychology Services Clinic. Full graduate faculty.

**Rory Remer, Professor**, received his Ph. D. in Counseling Psychology and Research Methodology from the University of Colorado in 1972. His areas of research interests include interpersonal confrontation, prevention-delivery systems, psychodrama, rape perception and prevention, gerontology, and family systems research methodology. He teaches courses in introduction to counseling, techniques, group counseling, statistics, marriage and family, and counseling practicum. His theoretical orientation is Psychodrama and Social Learning Theory. He is currently serving as Director of Graduate Study. Full graduate faculty.

**William E. Stilwell, Professor**, received his Ph. D. in Counseling Psychology from Stanford University in 1969. His areas of research interests include human service delivery systems, evaluation models for human services, and technology in psychological services. He teaches counseling theory, career development theory and practicum. His theoretical orientation is cognitive-social learning theory. He is the Director of Training in Counseling. Full graduate faculty.

**Judith Worell, Professor**, received her Ph. D. in Clinical Psychology from Ohio State University in 1954. Her areas of research interests include gender development, patterns of friendship in same and cross-sex relationships, partner abuse in close relationships, feminist identity, and outcomes of feminist therapy. She teaches courses in gender development, cognitive-behavioral counseling, professional issues, parent/child counseling, counseling women, development of social behavior, and counseling practicum. Her theoretical orientation is cognitive-social learning within a feminist framework. Dr. Worell is the Department Chair. Full graduate faculty.

#### Educational Psychology Faculty

**Eric Anderman, Assistant Professor**, received his Ph. D. in Educational Psychology from the University of Michigan in 1994. His current research interests include motivation, adolescence and learning disabilities. He coordinates the introductory educational psychology

courses. Associate graduate faculty.

**Charlotte R. Clark, Associate Professor**, received her Ph. D. in Educational Psychology from the University of Minnesota in 1977. Her areas of particular interest include learning environments for exceptional individuals, strategies acquisition, and teaching and learning processes. She teaches courses in life span human development, educational psychology and adaptive education. Full graduate faculty.

**Henry P. Cole, Professor**, received his Ed.D. in Curriculum and Instruction and in Educational Psychology from SUNY-Buffalo in 1969. His areas of interests include theories of learning, psychoeducational design, adult learning and instruction and occupational safety and health,. He teaches courses in theories of learning and instruction, human cognitive learning, and human development and learning. His theoretical orientation is cognitive- behavioral. He holds a joint appointment as Professor, Department of Preventive Medicine and Environmental Health, College of Medicine. He is currently head of the Behavioral Research Aspects of Safety and Health (BRASH) working group at UK. Since 1984 Dr. Cole has served as a principal investigator on approximately \$1 million worth of extramural grants and contracts concerning prevention of workplace illness and injury through behavioral science and educational interventions. In 1993 Dr. Cole was appointed as an occupational injury expert by the United Nations, International Labor Organization. Full graduate faculty.

**Fred Danner, Professor**, received his Ph. D. in Developmental Psychology from the University of Minnesota in 1974. His areas of research interests include cognitive development, adolescence, health psychology, and the relationship between fitness and intellectual performance. He teaches courses in cognitive development, life span human development, and human development and learning. He describes his theoretical orientation as developmental with Piagetian tendencies. Full graduate faculty.

**Lynda Brown Wright, Assistant Professor**, received her Ph. D. in Counseling Psychology from Texas A & M University in 1991. Her current areas of research interests include multicultural counseling and psychotherapy training models and their effect on the development of cultural sensitivity; psychosocial and familial influences on African American child development; determinants of academic achievement among minority children and youth; and psychosocial correlates of the development of cardiovascular disease risk in children and youth. She currently teaches courses in assessment, multicultural counseling and psychotherapy and counseling practicum. Associate graduate faculty.

#### School Psychology Faculty

**Stephen T. DeMers, Associate Professor**, received his Ed.D. in School Psychology from Rutgers University in 1976. His areas of research interests include creative

thinking in children, legal issues affecting psychological practice (particularly assessment) and school psychology training. He teaches courses in consultation, IQ and personality assessment, introduction to school psychology, school psychology, practicum, and internship in school psychology. His theoretical orientation is primarily client-centered with an appreciation for behavioral approaches where applicable. Full graduate faculty.

**Harriett Ford, Assistant Professor**, received her Ph. D. in School Psychology from the University of South Carolina in 1992. She was a post-doctoral fellow in Pediatric Psychology at Brown University School of Medicine. Her primary areas of research interest are childhood sexual abuse and HIV prevention with adolescents. Dr. Ford teaches courses in adult and child psychopathology and school psychology field practice. Associate graduate faculty.

**Gregg M. MacMann, Assistant Professor**, received his Ph.D. in School Psychology from the University of Cincinnati in 1987. His primary areas of research interest are psychoeducational assessment and decision-making (with emphasis on the role of assessment in professional problem solving and intervention design). He teaches courses in assessment, consultation, and intervention. His theoretical orientation is behavior (social-cognitive and systems/ ecological). Associate Graduate Faculty.

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

#### Adjunct

**James M. Kuder, Adjunct Professor**, received his Ph. D. in College Student Personnel Administration from Oregon

State University in 1969. He is currently the Vice Chancellor for Student Affairs at the University of Kentucky.

**William J. Meegan, Adjunct Assistant**, received his Ph. D. in Clinical Psychology from the University of Kentucky in 1975. He is a Family Psychotherapist in private practice.

**Michael R. Nichols, Adjunct Assistant**, received his Ph. D. from the University of Kentucky in 1978. His areas of research interests include theories and practices, human development and behavior and psychology of religion. He is a faculty member at Georgetown College.

**Doris N. Stilwell, Adjunct Assistant**, received her Ph. D. from the University of Kentucky in 1990. Her areas of research interest include program evaluation, research design and statistics, and women's issues. She teaches educational statistics.

#### Joint Appointments

**Thomas W. Miller** received his Ph. D. from State University of New York in 1971. His areas of research interests include assessment of quality of life and stress, family therapy, treatment of chronic pain, and program evaluation.

**Timothy A. Smith** received his Ph. D. from North Carolina in 1969.

His areas of research interests include computer-assisted instruction, statistical methods, psychological measurement, and psychology applied to education.

Full graduate faculty.

#### Emeritus Faculty

**C. Dwight Auvenshine, Ph. D., Missouri, Associate Professor**

**James R. Barclay, Ph. D., Michigan, Professor**

**Lisa K. Barclay, Ph. D., Stanford, Professor**

**Gordon P. Liddle, Ph. D., Chicago, Professor**

**Raymond A. Wilkie, Ph. D., Yale; Ph. D., Kentucky, Associate Professor**

**Appendix B**  
**Graduate Student Liaison Committee**  
**CPAC Representative**  
**Responsibilities and Structure**

The primary responsibility of GSLC is to communicate with the Faculty and Director of Training on program issues of current concern. The first year members of GSLC are the co-CPAC representatives and have a vote as member of CPAC and represent the doctoral students to the counseling area faculty. Similarly, the CPAC representatives may communicate the concerns of the faculty to GSLC which in turn, may request student input regarding the issues of concern. It is then the responsibility of GSLC to ensure that students are informed of any subsequent decision-making concerning the issues, especially those that result in program policy.

A secondary responsibility of GSLC is to support CPAC by planning and carrying out activities that will aid CPAC in its development as an APA-approved program. Additionally, GSLC will work to promote communication and networking among the doctoral students and faculty by providing opportunities for intellectual, professional, and social interaction.

The GSLC is comprised of four members: two first-year doctoral students and two doctoral students who served the previous academic year. Committee members are elected to serve a term of one year and may be re-elected only if they will be available to complete an additional term.

The election schedule will be as follows: (1) at the second meeting of EDP 606, one first-year doctoral students will be elected to GSLC for a one-year term (i.e., they will serve from September to September); and (2) at the same meeting of EDP 606, one first-year doctoral student will be elected to GSLC for a two-year term. In this manner GSLC will always have four members. GSLC will represent the doctoral students at CPAC.

The rationale for the structure and election procedures of GSLC is three fold. First, by rotating two committee members on and off each Fall, consistent and efficient functioning of GSLC is facilitated. Second, inclusion of first-year doctoral students on the committee ensures that they will have an immediate voice and share of responsibility in program issues and concerns. And third, a role of GSLC is representation to CPAC and provide an opportunity for students to participate in the decision-making regarding the agenda and actions of CPAC.

Appendix C

AMERICAN PSYCHOLOGICAL ASSOCIATION  
ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

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## ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT<sup>1</sup>

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<sup>1</sup> This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 13 and 16, 1992, and is effective beginning December 31, 1992. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

This Code will be used to adjudicate complaints brought concerning alleged conduct occurring after the effective date.

Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Code that was in effect at the time the conduct occurred, except that no provisions repealed in June 1989, will be enforced even if an earlier version contains the provision. The Ethics Code will undergo continuing review and study for future revisions; comments on the Code may be sent to the above address.

The APA has previously published its Ethical Standards as follows:

American Psychological Association. (1953). Ethical standards

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of psychologists. Washington, DC: Author.

American Psychological Association. (1958). Standards of ethical behavior for psychologists. American Psychologist, 13, 268-271.

American Psychological Association. (1963). Ethical standards of psychologists. American Psychologist, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. American Psychologist, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. APA Monitor, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. American Psychologist, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). American Psychologist, 45, 390-395.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

## INTRODUCTION

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, six General Principles (A - F), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are *aspirational* goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards. The Ethical Standards set forth *enforceable* rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by the Ethics Code does not mean that it is necessarily either ethical or unethical.

Membership in the APA commits members to adhere to the APA Ethics Code and to the rules and procedures used to implement it. Psychologists and students, whether or not they are APA members, should be aware that the Ethics Code may be applied to them by state psychology boards, courts, or other public bodies.

This Ethics Code applies only to psychologists' work-related activities, that is, activities that are part of the psychologists' scientific and professional functions or that are psychological in nature. It includes the clinical or counseling practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, educational counseling, organizational consulting, social intervention, administration, and other activities as well. These work-related activities can be distinguished from the purely private conduct of a psychologist, which ordinarily is not within the purview of the Ethics Code.

The Ethics Code is intended to provide standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. Whether or not a psychologist has violated the Ethics Code does not by itself determine whether he or she is legally liable in a court action, whether a contract is enforceable, or whether other

legal consequences occur. These results are based on legal rather than ethical rules. However, compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code, in addition to applicable laws and psychology board regulations. If the Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If the Ethics Code standard appears to conflict with the requirements of law, then psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner. If neither law nor the Ethics Code resolves an issue, psychologists should consider other professional materials<sup>2</sup>

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<sup>2</sup>Professional materials that are most helpful in this regard are guidelines and standards that have been adopted or endorsed by professional psychological organizations. Such guidelines and standards, whether adopted by the American Psychological Association (APA) or its Divisions, are not enforceable as such by this Ethics Code, but are of educative value to psychologists, courts, and professional bodies. Such materials include, but are not limited to, the APA's General Guidelines for Providers of Psychological Services (1987), Specialty Guidelines for the Delivery of Services by Clinical Psychologists, Counseling Psychologists, Industrial/Organizational Psychologists, and School Psychologists (1981), Guidelines for Computer Based Tests and Interpretations (1987), Standards for Educational and Psychological Testing (1985), Ethical Principles in the Conduct of Research With Human Participants (1982), Guidelines for Ethical Conduct in the Care and Use of Animals (1986),

and the dictates of their own conscience, as well as seek consultation with others within the field when this is practical.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. The actions that APA may take for violations of the Ethics Code include actions such as reprimand, censure, termination of APA membership, and referral of the matter to other bodies. Complainants who seek remedies such as monetary damages in alleging ethical violations by a psychologist must resort to private negotiation, administrative bodies, or the courts. Actions that violate the Ethics Code may lead to the imposition of sanctions on a psychologist by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition to actions for violation of the Ethics Code, the APA Bylaws provide that APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an

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**Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (1990), and Publication Manual of the American Psychological Association (3rd ed., 1983). Materials not adopted by APA as a whole include the APA Division 41 (Forensic Psychology)/American Psychology-Law Society's Specialty Guidelines for Forensic Psychologists (1991).**

affiliated state psychological association, or suspension or loss of licensure.

### **PREAMBLE**

Psychologists work to develop a valid and reliable body of scientific knowledge based on research. They may apply that knowledge to human behavior in a variety of contexts. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. Their goal is to broaden knowledge of behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. Psychologists respect the central importance of freedom of inquiry and expression in research, teaching, and publication. They also strive to help the public in developing informed judgments and choices concerning human behavior. This Ethics Code provides a common set of values upon which psychologists build their professional and scientific work.

This Code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical standards for a psychologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each psychologist supplements, but does not violate, the Ethics Code's values and rules on the basis of guidance drawn from personal values, culture, and experience.

### **GENERAL PRINCIPLES**

#### **PRINCIPLE A: COMPETENCE**

Psychologists strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. Psychologists are cognizant of the fact that the competencies required in serving, teaching,

and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, psychologists exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Psychologists make appropriate use of scientific, professional, technical, and administrative resources.

PRINCIPLE B: INTEGRITY

Psychologists seek to promote integrity in the science, teaching, and practice of psychology. In these activities psychologists are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. Psychologists strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. Psychologists avoid improper and potentially harmful dual relationships.

PRINCIPLE C: PROFESSIONAL AND SCIENTIFIC RESPONSIBILITY

Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different populations. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services. Psychologists' moral standards and conduct are personal matters to the same degree as is true for any other person, except as psychologists' conduct may compromise their professional responsibilities or reduce the public's trust in psychology and psychologists. Psychologists are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

PRINCIPLE D: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Psychologists accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the

exercise of these rights. Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

PRINCIPLE E: CONCERN FOR OTHERS' WELFARE

Psychologists seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, psychologists weigh the welfare and rights of their patients or clients, students, supervisees, human research participants, and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Psychologists are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

PRINCIPLE F: SOCIAL RESPONSIBILITY

Psychologists are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of psychology in order to contribute to human welfare. Psychologists are concerned about and work to mitigate the causes of human suffering. When undertaking research, they strive to advance human welfare and the science of psychology. Psychologists try to avoid misuse of their work. Psychologists comply with the law and encourage the development of law and social policy that serve the interests of their patients and clients and the public. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

**ETHICAL STANDARDS**

1. GENERAL STANDARDS

These General Standards are potentially applicable to the professional and scientific activities of all psychologists.

1.01 Applicability of the Ethics Code.

The activity of a psychologist subject to the Ethics Code may

be reviewed under these Ethical Standards only if the activity is part of his or her work-related functions or the activity is psychological in nature. Personal activities having no connection to or effect on psychological roles are not subject to the Ethics Code.

1.02 Relationship of Ethics and Law.

If psychologists' ethical responsibilities conflict with law, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner.

1.03 Professional and Scientific Relationship.

Psychologists provide diagnostic, therapeutic, teaching, research, supervisory, consultative, or other psychological services only in the context of a defined professional or scientific relationship or role. (See also Standards 2.01, Evaluation, Diagnosis, and Interventions in Professional Context, and 7.02, Forensic Assessments.)

1.04 Boundaries of Competence.

(a) Psychologists provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.

(b) Psychologists provide services, teach, or conduct research in new areas or involving new techniques only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas or techniques.

(c) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect patients, clients, students, research participants, and others from harm.

1.05 Maintaining Expertise.

Psychologists who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

1.06 Basis for Scientific and Professional Judgments.

Psychologists rely on scientifically and professionally derived knowledge when making scientific or professional judgments or when engaging in scholarly or professional endeavors.

1.07 Describing the Nature and Results of Psychological Services.

(a) When psychologists provide assessment, evaluation, treatment, counseling, supervision, teaching, consultation, research, or other psychological services to an individual, a group, or an organization, they provide, using language that is reasonably understandable to the recipient of those services, appropriate information beforehand about the nature of such services and appropriate information later about results and conclusions. (See also Standard 2.09, Explaining Assessment Results.)

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

1.08 Human Differences.

Where differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status significantly affect psychologists' work concerning particular individuals or groups, psychologists obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals.

1.09 Respecting Others.

In their work-related activities, psychologists respect the rights of others to hold values, attitudes, and opinions that differ from their own.

1.10 Nondiscrimination.

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

1.11 Sexual Harassment.

(a) Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that

occurs in connection with the psychologist's activities or roles as a psychologist, and that either: (1) is unwelcome, is offensive, or creates a hostile workplace environment, and the psychologist knows or is told this; or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

(b) Psychologists accord sexual-harassment complainants and respondents dignity and respect. Psychologists do not participate in denying a person academic admittance or advancement, employment, tenure, or promotion, based solely upon their having made, or their being the subject of, sexual harassment charges. This does not preclude taking action based upon the outcome of such proceedings or consideration of other appropriate information.

#### 1.12 Other Harassment.

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

#### 1.13 Personal Problems and Conflicts.

(a) Psychologists recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to a patient, client, colleague, student, research participant, or other person to whom they may owe a professional or scientific obligation.

(b) In addition, psychologists have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.

(c) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

#### 1.14 Avoiding Harm.

Psychologists take reasonable steps to avoid harming their patients or clients, research participants, students, and

others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

1.15 Misuse of Psychologists' Influence.

Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

1.16 Misuse of Psychologists' Work.

(a) Psychologists do not participate in activities in which it appears likely that their skills or data will be misused by others, unless corrective mechanisms are available. (See also Standard 7.04, Truthfulness and Candor.)

(b) If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.17 Multiple Relationships.

(a) In many communities and situations, it may not be feasible or reasonable for psychologists to avoid social or other nonprofessional contacts with persons such as patients, clients, students, supervisees, or research participants. Psychologists must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A psychologist refrains from entering into or promising another personal, scientific, professional, financial, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist's effectively performing his or her functions as a psychologist, or might harm or exploit the other party.

(b) Likewise, whenever feasible, a psychologist refrains from taking on professional or scientific obligations when pre-existing relationships would create a risk of such harm.

(c) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

1.18 Barter (With Patients or Clients).

Psychologists ordinarily refrain from accepting goods,

services, or other nonmonetary remuneration from patients or clients in return for psychological services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship.

A psychologist may participate in bartering only if (1) it is not clinically contraindicated, and (2) the relationship is not exploitative. (See also Standards 1.17, Multiple Relationships, and 1.25, Fees and Financial Arrangements.)

#### 1.19 Exploitative Relationships.

(a) Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients or patients. (See also Standards 4.05 - 4.07 regarding sexual involvement with clients or patients.)

(b) Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative.

#### 1.20 Consultations and Referrals.

(a) Psychologists arrange for appropriate consultations and referrals based principally on the best interests of their patients or clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations. (See also Standards 5.01, Discussing the Limits of Confidentiality, and 5.06, Consultations.)

(b) When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their patients or clients effectively and appropriately.

(c) Psychologists' referral practices are consistent with law.

#### 1.21 Third-Party Requests for Services.

(a) When a psychologist agrees to provide services to a person or entity at the request of a third party, the psychologist clarifies to the extent feasible, at the outset of the service, the nature of the relationship with each party. This clarification includes the role of the psychologist (such as therapist, organizational consultant, diagnostician, or expert witness), the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

(b) If there is a foreseeable risk of the psychologist's being called upon to perform conflicting roles because of the involvement of a third party, the psychologist clarifies the

nature and direction of his or her responsibilities, keeps all parties appropriately informed as matters develop, and resolves the situation in accordance with this Ethics Code.

1.22 Delegation to and Supervision of Subordinates.

(a) Psychologists delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training, or experience, either independently or with the level of supervision being provided.

(b) Psychologists provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

(c) If institutional policies, procedures, or practices prevent fulfillment of this obligation, psychologists attempt to modify their role or to correct the situation to the extent feasible.

1.23 Documentation of Professional and Scientific Work.

(a) Psychologists appropriately document their professional and scientific work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.

(b) When psychologists have reason to believe that records of their professional services will be used in legal proceedings involving recipients of or participants in their work, they have a responsibility to create and maintain documentation in the kind of detail and quality that would be consistent with reasonable scrutiny in an adjudicative forum. (See also Standard 7.01, Professionalism, under Forensic Activities.)

1.24 Records and Data.

Psychologists create, maintain, disseminate, store, retain, and dispose of records and data relating to their research, practice, and other work in accordance with law and in a manner that permits compliance with the requirements of this Ethics Code. (See also Standard 5.04, Maintenance of Records.)

1.25 Fees and Financial Arrangements.

(a) As early as is feasible in a professional or scientific relationship, the psychologist and the patient, client, or

other appropriate recipient of psychological services reach an agreement specifying the compensation and the billing arrangements.

(b) Psychologists do not exploit recipients of services or payors with respect to fees.

(c) Psychologists' fee practices are consistent with law.

(d) Psychologists do not misrepresent their fees.

(e) If limitations to services can be anticipated because of limitations in financing, this is discussed with the patient, client, or other appropriate recipient of services as early as is feasible. (See also Standard 4.08, Interruption of Services.)

(f) If the patient, client, or other recipient of services does not pay for services as agreed, and if the psychologist wishes to use collection agencies or legal measures to collect the fees, the psychologist first informs the person that such measures will be taken and provides that person an opportunity to make prompt payment. (See also Standard 5.11, Withholding Records for Nonpayment.)

#### 1.26 Accuracy in Reports to Payors and Funding Sources.

In their reports to payors for services or sources of research funding, psychologists accurately state the nature of the research or service provided, the fees or charges, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standard 5.05, Disclosures.)

#### 1.27 Referrals and Fees.

When a psychologist pays, receives payment from, or divides fees with another professional other than in an employer - employee relationship, the payment to each is based on the services (clinical, consultative, administrative, or other) provided and is not based on the referral itself.

## 2. EVALUATION, ASSESSMENT, OR INTERVENTION

### 2.01 Evaluation, Diagnosis, and Interventions in Professional Context.

(a) Psychologists perform evaluations, diagnostic services, or interventions only within the context of a defined professional relationship. (See also Standards 1.03, Professional and Scientific Relationship.)

(b) Psychologists' assessments, recommendations, reports, and psychological diagnostic or evaluative statements are based on information and techniques (including personal interviews of the individual when appropriate) sufficient to provide appropriate substantiation for their findings. (See also Standard 7.02, Forensic Assessments.)

#### 2.02 Competence and Appropriate Use of Assessments and Interventions.

(a) Psychologists who develop, administer, score, interpret, or use psychological assessment techniques, interviews, tests, or instruments do so in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists refrain from misuse of assessment techniques, interventions, results, and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. This includes refraining from releasing raw test results or raw data to persons, other than to patients or clients as appropriate, who are not qualified to use such information. (See also Standards 1.02, Relationship of Ethics and Law, and 1.04, Boundaries of Competence.)

#### 2.03 Test Construction.

Psychologists who develop and conduct research with tests and other assessment techniques use scientific procedures and current professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

#### 2.04 Use of Assessment in General and With Special Populations.

(a) Psychologists who perform interventions or administer, score, interpret, or use assessment techniques are familiar with the reliability, validation, and related standardization or outcome studies of, and proper applications and uses of, the techniques they use.

(b) Psychologists recognize limits to the certainty with which diagnoses, judgments, or predictions can be made about individuals.

(c) Psychologists attempt to identify situations in which particular interventions or assessment techniques or norms may not be applicable or may require adjustment in administration or interpretation because of factors such as individuals'

gender, age, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

#### 2.05 Interpreting Assessment Results.

When interpreting assessment results, including automated interpretations, psychologists take into account the various test factors and characteristics of the person being assessed that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant reservations they have about the accuracy or limitations of their interpretations.

#### 2.06 Unqualified Persons.

Psychologists do not promote the use of psychological assessment techniques by unqualified persons. (See also Standard 1.22, Delegation to and Supervision of Subordinates.)

#### 2.07 Obsolete Tests and Outdated Test Results.

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Similarly, psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

#### 2.08 Test Scoring and Interpretation Services.

(a) Psychologists who offer assessment or scoring procedures to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations.

(c) Psychologists retain appropriate responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

#### 2.09 Explaining Assessment Results.

Unless the nature of the relationship is clearly explained to the person being assessed in advance and precludes provision

of an explanation of results (such as in some organizational consulting, pre-employment or security screenings, and forensic evaluations), psychologists ensure that an explanation of the results is provided using language that is reasonably understandable to the person assessed or to another legally authorized person on behalf of the client. Regardless of whether the scoring and interpretation are done by the psychologist, by assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that appropriate explanations of results are given.

#### 2.10 Maintaining Test Security.

Psychologists make reasonable efforts to maintain the integrity and security of tests and other assessment techniques consistent with law, contractual obligations, and in a manner that permits compliance with the requirements of this Ethics Code. (See also Standard 1.02, Relationship of Ethics and Law.)

### 3. ADVERTISING AND OTHER PUBLIC STATEMENTS

#### 3.01 Definition of Public Statements.

Psychologists comply with this Ethics Code in public statements relating to their professional services, products, or publications or to the field of psychology. Public statements include but are not limited to paid or unpaid advertising, brochures, printed matter, directory listings, personal resumes or curriculum vitae, interviews or comments for use in media, statements in legal proceedings, lectures and public oral presentations, and published materials.

#### 3.02 Statements by Others.

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) In addition, psychologists make reasonable efforts to prevent others whom they do not control (such as employers, publishers, sponsors, organizational clients, and representatives of the print or broadcast media) from making deceptive statements concerning psychologists' practice or professional or scientific activities.

(c) If psychologists learn of deceptive statements about their work made by others, psychologists make reasonable efforts to correct such statements.

(d) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item.

(e) A paid advertisement relating to the psychologist's activities must be identified as such, unless it is already apparent from the context.

### 3.03 Avoidance of False or Deceptive Statements.

(a) Psychologists do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. As examples (and not in limitation) of this standard, psychologists do not make false or deceptive statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings. (See also Standards 6.15, Deception in Research, and 6.18, Providing Participants With Information About the Study.)

(b) Psychologists claim as credentials for their psychological work, only degrees that (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

### 3.04 Media Presentations.

When psychologists provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate psychological literature and practice, (2) the statements are otherwise consistent with this Ethics Code, and (3) the recipients of the information are not encouraged to infer that a relationship has been established with them personally.

### 3.05 Testimonials.

Psychologists do not solicit testimonials from current psychotherapy clients or patients or other persons who because of their particular circumstances are vulnerable to undue influence.

### 3.06 In-Person Solicitation.

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential psychotherapy patients or clients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this does not preclude attempting to implement appropriate collateral contacts with significant others for the purpose of benefiting an already engaged therapy patient.

## 4. THERAPY

### 4.01 Structuring the Relationship.

(a) Psychologists discuss with clients or patients as early as is feasible in the therapeutic relationship appropriate issues, such as the nature and anticipated course of therapy, fees, and confidentiality. (See also Standards 1.25, Fees and Financial Arrangements, and 5.01, Discussing the Limits of Confidentiality.)

(b) When the psychologist's work with clients or patients will be supervised, the above discussion includes that fact, and the name of the supervisor, when the supervisor has legal responsibility for the case.

(c) When the therapist is a student intern, the client or patient is informed of that fact.

(d) Psychologists make reasonable efforts to answer patients' questions and to avoid apparent misunderstandings about therapy. Whenever possible, psychologists provide oral and/or written information, using language that is reasonably understandable to the patient or client.

### 4.02 Informed Consent to Therapy.

(a) Psychologists obtain appropriate informed consent to therapy or related procedures, using language that is reasonably understandable to participants. The content of informed consent will vary depending on many circumstances; however, informed consent generally implies that the person (1) has the capacity to consent, (2) has been informed of significant information concerning the procedure, (3) has freely and without undue influence expressed consent, and (4) consent has been appropriately documented.

(b) When persons are legally incapable of giving informed consent, psychologists obtain informed permission from a legally authorized person, if such substitute consent is

permitted by law.

(c) In addition, psychologists (1) inform those persons who are legally incapable of giving informed consent about the proposed interventions in a manner commensurate with the persons' psychological capacities, (2) seek their assent to those interventions, and (3) consider such persons' preferences and best interests.

#### 4.03 Couple and Family Relationships.

(a) When a psychologist agrees to provide services to several persons who have a relationship (such as husband and wife or parents and children), the psychologist attempts to clarify at the outset (1) which of the individuals are patients or clients and (2) the relationship the psychologist will have with each person. This clarification includes the role of the psychologist and the probable uses of the services provided or the information obtained. (See also Standard 5.01, Discussing the Limits of Confidentiality.)

(b) As soon as it becomes apparent that the psychologist may be called on to perform potentially conflicting roles (such as marital counselor to husband and wife, and then witness for one party in a divorce proceeding), the psychologist attempts to clarify and adjust, or withdraw from, roles appropriately. (See also Standard 7.03, Clarification of Role, under Forensic Activities.)

#### 4.04 Providing Mental Health Services to Those Served by Others.

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential patient's or client's welfare. The psychologist discusses these issues with the patient or client, or another legally authorized person on behalf of the client, in order to minimize the risk of confusion and conflict, consults with the other service providers when appropriate, and proceeds with caution and sensitivity to the therapeutic issues.

#### 4.05 Sexual Intimacies With Current Patients or Clients.

Psychologists do not engage in sexual intimacies with current patients or clients.

#### 4.06 Therapy With Former Sexual Partners.

Psychologists do not accept as therapy patients or clients persons with whom they have engaged in sexual intimacies.

#### 4.07 Sexual Intimacies With Former Therapy Patients.

(a) Psychologists do not engage in sexual intimacies with a former therapy patient or client for at least two years after cessation or termination of professional services.

(b) Because sexual intimacies with a former therapy patient or client are so frequently harmful to the patient or client, and because such intimacies undermine public confidence in the psychology profession and thereby deter the public's use of needed services, psychologists do not engage in sexual intimacies with former therapy patients and clients even after a two-year interval except in the most unusual circumstances. The psychologist who engages in such activity after the two years following cessation or termination of treatment bears the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated, (2) the nature and duration of the therapy, (3) the circumstances of termination, (4) the patient's or client's personal history, (5) the patient's or client's current mental status, (6) the likelihood of adverse impact on the patient or client and others, and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a post-termination sexual or romantic relationship with the patient or client. (See also Standard 1.17, Multiple Relationships.)

#### 4.08 Interruption of Services.

(a) Psychologists make reasonable efforts to plan for facilitating care in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, or relocation or by the client's relocation or financial limitations. (See also Standard 5.09, Preserving Records and Data.)

(b) When entering into employment or contractual relationships, psychologists provide for orderly and appropriate resolution of responsibility for patient or client care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the patient or client.

#### 4.09 Terminating the Professional Relationship.

(a) Psychologists do not abandon patients or clients. (See also Standard 1.25e, under Fees and Financial Arrangements.)

(b) Psychologists terminate a professional relationship when

it becomes reasonably clear that the patient or client no longer needs the service, is not benefiting, or is being harmed by continued service.

(c) Prior to termination for whatever reason, except where precluded by the patient's or client's conduct, the psychologist discusses the patient's or client's views and needs, provides appropriate pre-termination counseling, suggests alternative service providers as appropriate, and takes other reasonable steps to facilitate transfer of responsibility to another provider if the patient or client needs one immediately.

## 5. PRIVACY AND CONFIDENTIALITY

These Standards are potentially applicable to the professional and scientific activities of all psychologists.

### 5.01 Discussing the Limits of Confidentiality.

(a) Psychologists discuss with persons and organizations with whom they establish a scientific or professional relationship (including, to the extent feasible, minors and their legal representatives) (1) the relevant limitations on confidentiality, including limitations where applicable in group, marital, and family therapy or in organizational consulting, and (2) the foreseeable uses of the information generated through their services.

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Permission for electronic recording of interviews is secured from clients and patients.

### 5.02 Maintaining Confidentiality.

Psychologists have a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships. (See also Standard 6.26, Professional Reviewers.)

### 5.03 Minimizing Intrusions on Privacy.

(a) In order to minimize intrusions on privacy, psychologists include in written and oral reports, consultations, and the like, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

#### 5.04 Maintenance of Records.

Psychologists maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. Psychologists maintain and dispose of records in accordance with law and in a manner that permits compliance with the requirements of this Ethics Code.

#### 5.05 Disclosures.

(a) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the patient or the individual or organizational client, (2) to obtain appropriate professional consultations, (3) to protect the patient or client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

(b) Psychologists also may disclose confidential information with the appropriate consent of the patient or the individual or organizational client (or of another legally authorized person on behalf of the patient or client), unless prohibited by law.

#### 5.06 Consultations.

When consulting with colleagues, (1) psychologists do not share confidential information that reasonably could lead to the identification of a patient, client, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they share information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 5.02, Maintaining Confidentiality.)

#### 5.07 Confidential Information in Databases.

(a) If confidential information concerning recipients of psychological services is to be entered into databases or sys-

tems of records available to persons whose access has not been consented to by the recipient, then psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(b) If a research protocol approved by an institutional review board or similar body requires the inclusion of personal identifiers, such identifiers are deleted before the information is made accessible to persons other than those of whom the subject was advised.

(c) If such deletion is not feasible, then before psychologists transfer such data to others or review such data collected by others, they take reasonable steps to determine that appropriate consent of personally identifiable individuals has been obtained.

#### 5.08 Use of Confidential Information for Didactic or Other Purposes.

(a) Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.

(b) Ordinarily, in such scientific and professional presentations, psychologists disguise confidential information concerning such persons or organizations so that they are not individually identifiable to others and so that discussions do not cause harm to subjects who might identify themselves.

#### 5.09 Preserving Records and Data.

A psychologist makes plans in advance so that confidentiality of records and data is protected in the event of the psychologist's death, incapacity, or withdrawal from the position or practice.

#### 5.10 Ownership of Records and Data.

Recognizing that ownership of records and data is governed by legal principles, psychologists take reasonable and lawful steps so that records and data remain available to the extent needed to serve the best interests of patients, individual or organizational clients, research participants, or appropriate others.

### 5.11 Withholding Records for Nonpayment.

Psychologists may not withhold records under their control that are requested and imminently needed for a patient's or client's treatment solely because payment has not been received, except as otherwise provided by law.

## 6. TEACHING, TRAINING SUPERVISION, RESEARCH, AND PUBLISHING

### 6.01 Design of Education and Training Programs.

Psychologists who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

### 6.02 Descriptions of Education and Training Programs.

(a) Psychologists responsible for education and training programs seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

(b) Psychologists seek to ensure that statements concerning their course outlines are accurate and not misleading, particularly regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. (See also Standard 3.03, Avoidance of False or Deceptive Statements.)

(c) To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

### 6.03 Accuracy and Objectivity in Teaching.

(a) When engaged in teaching or training, psychologists present psychological information accurately and with a reasonable degree of objectivity.

(b) When engaged in teaching or training, psychologists recognize the power they hold over students or supervisees and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to students or supervisees. (See

also Standards 1.09, Respecting Others, and 1.12, Other Harassment.)

#### 6.04 Limitation on Teaching.

Psychologists do not teach the use of techniques or procedures that require specialized training, licensure, or expertise, including but not limited to hypnosis, biofeedback, and projective techniques, to individuals who lack the prerequisite training, legal scope of practice, or expertise.

#### 6.05 Assessing Student and Supervisee Performance.

(a) In academic and supervisory relationships, psychologists establish an appropriate process for providing feedback to students and supervisees.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

#### 6.06 Planning Research.

(a) Psychologists design, conduct, and report research in accordance with recognized standards of scientific competence and ethical research.

(b) Psychologists plan their research so as to minimize the possibility that results will be misleading.

(c) In planning research, psychologists consider its ethical acceptability under the Ethics Code. If an ethical issue is unclear, psychologists seek to resolve the issue through consultation with institutional review boards, animal care and use committees, peer consultations, or other proper mechanisms.

(d) Psychologists take reasonable steps to implement appropriate protections for the rights and welfare of human participants, other persons affected by the research, and the welfare of animal subjects.

#### 6.07 Responsibility.

(a) Psychologists conduct research competently and with due concern for the dignity and welfare of the participants.

(b) Psychologists are responsible for the ethical conduct of research conducted by them or by others under their supervision or control.

(c) Researchers and assistants are permitted to perform only those tasks for which they are appropriately trained and prepared.

(d) As part of the process of development and implementation of research projects, psychologists consult those with expertise concerning any special population under investigation or most likely to be affected.

#### 6.08 Compliance With Law and Standards.

Psychologists plan and conduct research in a manner consistent with federal and state law and regulations, as well as professional standards governing the conduct of research, and particularly those standards governing research with human participants and animal subjects.

#### 6.09 Institutional Approval.

Psychologists obtain from host institutions or organizations appropriate approval prior to conducting research, and they provide accurate information about their research proposals. They conduct the research in accordance with the approved research protocol.

#### 6.10 Research Responsibilities.

Prior to conducting research (except research involving only anonymous surveys, naturalistic observations, or similar research), psychologists enter into an agreement with participants that clarifies the nature of the research and the responsibilities of each party.

#### 6.11 Informed Consent to Research.

(a) Psychologists use language that is reasonably understandable to research participants in obtaining their appropriate informed consent (except as provided in Standard 6.12, Dispensing with Informed Consent). Such informed consent is appropriately documented.

(b) Using language that is reasonably understandable to participants, psychologists inform participants of the nature of the research; they inform participants that they are free to participate or to decline to participate or to withdraw from the research; they explain the foreseeable consequences of declining or withdrawing; they inform participants of significant factors that may be expected to influence their willingness to participate (such as risks, discomfort, adverse effects, or limitations on confidentiality, except as provided in Standard 6.15, Deception in Research); and they explain other aspects about which the prospective participants

inquire.

(c) When psychologists conduct research with individuals such as students or subordinates, psychologists take special care to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(d) When research participation is a course requirement or opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

(e) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) obtain the participant's assent, and (3) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted by law.

#### 6.12 Dispensing With Informed Consent.

Before determining that planned research (such as research involving only anonymous questionnaires, naturalistic observations, or certain kinds of archival research) does not require the informed consent of research participants, psychologists consider applicable regulations and institutional review board requirements, and they consult with colleagues as appropriate.

#### 6.13 Informed Consent in Research Filming or Recording.

Psychologists obtain informed consent from research participants prior to filming or recording them in any form, unless the research involves simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.

#### 6.14 Offering Inducements for Research Participants.

(a) In offering professional services as an inducement to obtain research participants, psychologists make clear the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 1.18, Barter [With Patients or Clients].)

(b) Psychologists do not offer excessive or inappropriate financial or other inducements to obtain research participants, particularly when it might tend to coerce participation.

#### 6.15 Deception in Research.

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's prospective scientific, educational, or applied value and that equally effective alternative procedures that do not use deception are not feasible.

(b) Psychologists never deceive research participants about significant aspects that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.

(c) Any other deception that is an integral feature of the design and conduct of an experiment must be explained to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the research. (See also Standard 6.18, Providing Participants With Information About the Study.)

#### 6.16 Sharing and Utilizing Data.

Psychologists inform research participants of their anticipated sharing or further use of personally identifiable research data and of the possibility of unanticipated future uses.

#### 6.17 Minimizing Invasiveness.

In conducting research, psychologists interfere with the participants or milieu from which data are collected only in a manner that is warranted by an appropriate research design and that is consistent with psychologists' roles as scientific investigators.

#### 6.18 Providing Participants With Information About the Study.

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and psychologists attempt to correct any misconceptions that participants may have.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

#### 6.19 Honoring Commitments.

Psychologists take reasonable measures to honor all commitments they have made to research participants.

## 6.20 Care and Use of Animals in Research.

(a) Psychologists who conduct research involving animals treat them humanely.

(b) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(c) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(d) Psychologists ensure that all individuals using animals under their supervision have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role.

(e) Responsibilities and activities of individuals assisting in a research project are consistent with their respective competencies.

(f) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(g) A procedure subjecting animals to pain, stress, or privation is used only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(h) Surgical procedures are performed under appropriate anesthesia; techniques to avoid infection and minimize pain are followed during and after surgery.

(i) When it is appropriate that the animal's life be terminated, it is done rapidly, with an effort to minimize pain, and in accordance with accepted procedures.

## 6.21 Reporting of Results.

(a) Psychologists do not fabricate data or falsify results in their publications.

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

## 6.22 Plagiarism.

Psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally.

#### 6.23 Publication Credit.

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Department Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement.

(c) A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's dissertation or thesis.

#### 6.24 Duplicate Publication of Data.

Psychologists do not publish, as original data, data that have been previously published. This does not preclude re-publishing data when they are accompanied by proper acknowledgment.

#### 6.25 Sharing Data.

After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release.

#### 6.26 Professional Reviewers.

Psychologists who review material submitted for publication, grant, or other research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

### 7. FORENSIC ACTIVITIES

### 7.01 Professionalism.

Psychologists who perform forensic functions, such as assessments, interviews, consultations, reports, or expert testimony, must comply with all other provisions of this Ethics Code to the extent that they apply to such activities.

In addition, psychologists base their forensic work on appropriate knowledge of and competence in the areas underlying such work, including specialized knowledge concerning special populations. (See also Standards 1.06, Basis for Scientific and Professional Judgments; 1.08, Human Differences; 1.15, Misuse of Psychologists' Influence; and 1.23, Documentation of Professional and Scientific Work.)

### 7.02 Forensic Assessments.

(a) Psychologists' forensic assessments, recommendations, and reports are based on information and techniques (including personal interviews of the individual, when appropriate) sufficient to provide appropriate substantiation for their findings. (See also Standards 1.03, Professional and Scientific Relationship; 1.23, Documentation of Professional and Scientific Work; 2.01, Evaluation, Diagnosis, and Interventions in Professional Context; and 2.05, Interpreting Assessment Results.)

(b) Except as noted in (c), below, psychologists provide written or oral forensic reports or testimony of the psychological characteristics of an individual only after they have conducted an examination of the individual adequate to support their statements or conclusions.

(c) When, despite reasonable efforts, such an examination is not feasible, psychologists clarify the impact of their limited information on the reliability and validity of their reports and testimony, and they appropriately limit the nature and extent of their conclusions or recommendations.

### 7.03 Clarification of Role.

In most circumstances, psychologists avoid performing multiple and potentially conflicting roles in forensic matters. When psychologists may be called on to serve in more than one role in a legal proceeding - for example, as consultant or expert for one party or for the court and as a fact witness - they clarify role expectations and the extent of confidentiality in advance to the extent feasible, and thereafter as changes occur, in order to avoid compromising their professional judgment and objectivity and in order to avoid misleading others regarding their role.

#### 7.04 Truthfulness and Candor.

(a) In forensic testimony and reports, psychologists testify truthfully, honestly, and candidly and, consistent with applicable legal procedures, describe fairly the bases for their testimony and conclusions.

(b) Whenever necessary to avoid misleading, psychologists acknowledge the limits of their data or conclusions.

#### 7.05 Prior Relationships.

A prior professional relationship with a party does not preclude psychologists from testifying as fact witnesses or from testifying to their services to the extent permitted by applicable law. Psychologists appropriately take into account ways in which the prior relationship might affect their professional objectivity or opinions and disclose the potential conflict to the relevant parties.

#### 7.06 Compliance With Law and Rules.

In performing forensic roles, psychologists are reasonably familiar with the rules governing their roles. Psychologists are aware of the occasionally competing demands placed upon them by these principles and the requirements of the court system, and attempt to resolve these conflicts by making known their commitment to this Ethics Code and taking steps to resolve the conflict in a responsible manner. (See also Standard 1.02, Relationship of Ethics and Law.)

### 8. RESOLVING ETHICAL ISSUES

#### 8.01 Familiarity With Ethics Code.

Psychologists have an obligation to be familiar with this Ethics Code, other applicable ethics codes, and their application to psychologists' work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

#### 8.02 Confronting Ethical Issues.

When a psychologist is uncertain whether a particular situation or course of action would violate this Ethics Code, the psychologist ordinarily consults with other psychologists knowledgeable about ethical issues, with state or national psychology ethics committees, or with other appropriate authorities in order to choose a proper response.

### 8.03 Conflicts Between Ethics and Organizational Demands.

If the demands of an organization with which psychologists are affiliated conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

### 8.04 Informal Resolution of Ethical Violations.

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

### 8.05 Reporting Ethical Violations.

If an apparent ethical violation is not appropriate for informal resolution under Standard 8.04 or is not resolved properly in that fashion, psychologists take further action appropriate to the situation, unless such action conflicts with confidentiality rights in ways that cannot be resolved. Such action might include referral to state or national committees on professional ethics or to state licensing boards.

### 8.06 Cooperating With Ethics Committees.

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they make reasonable efforts to resolve any issues as to confidentiality. Failure to cooperate is itself an ethics violation.

### 8.07 Improper Complaints.

Psychologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than to protect the public.

**Appendix D**  
**Nominal Course Sequence and Schedule**

A nominal course sequence and schedule is presented for a doctoral student attending full-time, with no applied credit for previous coursework. However, the average student probably can apply up to 36 credit hours of previous coursework, and may take courses in the core areas at more advanced levels, such as in seminars. It is also expected that most students will take a reduced load in accordance with Graduate School requirements for Graduate Assistants and others in part-time employment. Thus, the 12-13 hour loads indicated here will drop to 9-10 hours per semester. In all cases, however, the qualifying examinations will be taken by the first six weeks of the Fall or Spring semesters of the third year of coursework. Note that departmental rules preclude final orals during the Summer semester, so that students will need to arrange their schedules accordingly. The research course (EDP 765) should be used by the student to explore and develop a predoctoral proposal. For those students who have not completed a research thesis, the Counseling Psychology Program expects a predoctoral research thesis to result from this independent study experience. The research thesis may be directed by the student's Major Professor, or by another professor in the program. The final draft of the EDP 765 project must be submitted to the student's Major Professor either by six weeks prior to the QE for a within semester examination, or by 1 May for the early Fall QE or by 1 October for the early Spring QE. "Early" is defined as within the first six weeks of the semester. (Rev 5-2-99)

Year 1

<u>COURSEWORK</u>	<u>PLANNED ACTIVITIES</u>		
Fall Semester	<u>Credits</u>		
EDP 601 Social Plan program with EDP 606 Professional Issues EDP 557 Educational Meet with possible EDP 652 Theories of Counseling EDP 765 Independent	   3   3  1	Development  Major Professor  Statistics  Advisory Committee Members  Study	   3 A.   3 B.     13
TOTAL CREDITS			

Spring Semester

Meet with AC to	EDP 610 Theories of Learning	3	A.
	EDP 630 Assessment	3	approve Program
	EDP 661 Counseling Techniques	3	of Study
Submit Annual Review	EDP 656 Research Methodology	3	B.
	EDP 765 Independent Study 1 Professor		information to Major
	TOTAL CREDITS	13	

Summer Sessions

Specialty Area #1	3
Behavioral Science	3
TOTAL CREDITS	6

Year 2

Fall Semester

Start placement	EDP 649 Group Counseling	3	A.
	EDP 606 Professional Issues	3	file
640 Assessment of cognitive functioning	EDP 660 Research design/ analysis	3	B. Standard quals (EDP 606)
	EDP 765 Independent Study	1	C. Complete Advisory Committee (5)
	TOTAL CREDITS	13	

Spring Semester

	EDP 665 Practicum	3	A. Complete 765
	Specialty Area #2	3	B. Meet w/ AC to Plan Qualifying Exam
	EDP 666 Career Development	3	
	PSY 603 or EDP 650 Psychopathology	3	C. Submit AR info
TOTAL CREDITS		12	

Summer Session

Specialty Area #3	3
Specialty Area #4	3
TOTAL CREDITS	6

Year 3

Fall Semester

PSY 627 Physiological Psychology	3	A. Sit for QE in first six weeks of the Semester
EDP 642 Advanced Assessment	3	
EDP 665 Practicum	3	
EDP 615 Proseminar in History and Systems or PSY 620 Theory	3	
TOTAL CREDITS	12	

Spring Semester

Advanced Statistics Behavioral Science	3	A. Prepare proposal
Specialty Area #5	3	B. Submit AR info to Major Professor
EDP 665 Practicum	1	
EDP 703 Supervision	1	
TOTAL CREDITS	11	

Year 4

Fall Semester

EDP 769 Residence Credit	9	A. Conduct study
EDP 708 Internship	3	B. File Intent to Apply for Internship
EDP 665 Practicum	1	C. Apply for Internship
TOTAL CREDITS	13	

Spring Semester

EDP 665 Practicum	1	A. Interview for Internship
EDP 708 Internship	3	
EDP 769 Residence Credit	9	B. Prepare

Contract

MP

dissertation

for Internship  
C. Submit AR to  
D. Collect and  
analyze  
data

TOTAL CREDITS 13

Year 5

Fall Semester

EDP 708 Internship 0  
on  
EDP 769 or 749 Residence Credit 0

A. Work with MP  
dissertation  
B. Schedule FE

TOTAL CREDITS 0

Spring Semester

EDP 708 Internship 0  
EDP 769 or 749 Residence Credit 0

A. Apply for  
Graduation  
B. Conduct FE

TOTAL CREDITS 0

## Appendix E

### Registration Instructions

Advance registration takes place in early April for the Fall Semester and in early November for the Spring Semester. The activities in registration are evolving. However, some minimum and constant activities need to be honored:

1. The Schedule of Classes is available on VIEW, the UK Homepage, about a month before Pre-registration.

2. Students should make an appointment with their Major Professor to discuss which classes they are interested in taking and to decide on a schedule. Should a course be oversubscribed, students are more likely to gain entry if they (a) have the necessary pre-requisites and (b) have the written consent of the instructor. To obtain instructor consent, post to the Faculty member, consider a personal visit, or try a phone call.

3. Students will want to complete their UK-VIP work sheet before attempting to register. Students will need a touch-tone phone in order to register. After the student has completed their registration, tuition will be assessed and fees will be sent in the mail.

If you are a new student, registration is done on a first-come, first-served basis. You will need to take your "Registration Permit" and your SIS Registration Worksheet to register. Upon completion of entering the information into the computer, you will be given a computer printout with your schedule on it.

#### Registration Fees

Due dates for registration payments are included with the Student Information Card. Pay these fees ON TIME. Without advance registration payment, registration WILL BE CANCELLED and students must then go through late registration and pay a late registration fee. If a student plans to cancel registration, the instructions that accompany the Student Information Card must be followed explicitly. UK is very stringent in adhering to guidelines regarding times and dates for refunding money.

#### Registration for New Students/Late Registration

All new students and students who have taken leaves and are returning, who did not advance register, can register

by doing the following:

New and readmitted graduate students who have received a letter of admission from The Graduate School should begin the registration process in the Gillis Building. Registration for new students/readmitted students will be done on a first-come, first-served basis. Dates for registration can be found in the front of the schedule of classes.

#### Add/Drop

Students who want to make an adjustment in their course schedule may do so by engaging in ADD/DROP procedures.

#### ID Cards

Once registration is completed and fees are paid, students may proceed to obtain their UK-ID card. The ID card process involves showing proof of fee payment, a picture being taken, and printing and laminating the card. This takes place in the Ballroom of the (old) Student Center during the week of registration. After that students will need to go to the ground floor of the old Student Center to get their ID. An ID card is necessary for library privileges, access to ticket for UK athletic events and discounts from certain community establishments.

**Appendix F**  
**Doctoral Advisory Committee:**  
**Suggestions and Deadlines**

Establishing an Advisory Committee

The student's first step to establishing a five person Advisory Committee is to set up an appointment with the Major Professor to discuss the process. Of the five faculty members, three must be full members of the Graduate Faculty, two must be program faculty members, and one should represent the Specialty Area. The student's interests as well as relevant input from the Major Professor is then used to generate a list of possible committee members.

Next, students will need to contact the prospective committee members to ask if they would be willing to discuss the possibility of serving on their Advisory Committee. If an appointment is arranged, the student should be prepared to explain to the prospective committee member what his/her role would be in facilitating the student's professional and academic development. Once a faculty member has agreed to serve on the student's advisory committee, the student needs to:

- (1) send a follow-up letter formalizing the agreement and expressing appreciation and,
- (2) inform the Major Professor of the agreement.

CPAC has recognized the challenge encountered by first year students who are seeking a full, five member Advisory Committee. Students are permitted to schedule their first Committee meeting, usually the approval of the Program of Study, without a fifth member. However, the Graduate School will recognize the actions of only an appointed Committee.

When all five Advisory Committee members have agreed to work with the student, the Major Professor asks the Director of Graduate Study to submit a formal request to the Graduate School for official appointment of the committee.

Departments with which doctoral students have been previously successful in securing Advisory Committee members include: Anthropology, Behavioral Sciences, Family Studies, Psychology-- (Clinical, Cognitive, Experimental, Physiological, Social), Social Work, and Sociology.

Scheduling the First Meeting

In planning the first Advisory Committee meeting the student should be aware of the scheduling priorities adopted by the Department:

First six weeks -- Qualifying Examination Orals  
Final six weeks -- Dissertation Defenses

Scheduling a meeting of the AC is a difficult task, even though Friday's are set aside for AC meetings. Each semester the DGS strongly urges students to complete scheduling of all Advisory Committee meetings during the first two weeks of the semester. Students must indicate on the DGS' Official Schedule Sheet the time/date of the meeting under all the faculty members on their committees. The DGS' Official Schedule--as it appears in the computer--is the final word.

Typically, the first AC meeting is held in the Spring semester and is for the purpose of approving the Program of Study. The Department requires that all Advisory Committee meetings be scheduled on a Friday. It is the student's responsibility to contact each committee member and arrange a meeting time and place that is convenient to everyone. The Major Professor and DGS must be informed of the final arrangements.

#### Preparing for the First Meeting

Students will meet with the Major Professor to discuss and plan their doctoral program, which includes proposed coursework and a timetable for the completion of the coursework, qualifying examination, internship, and dissertation. (A form for the proposed coursework is included in this Appendix). Although the Major Professor will chair the Advisory Committee meeting, it is the responsibility of the student to prepare and have available for each committee member the following three documents:

1. the Counseling Psychology Program of Study, a blank form is included in Appendix P. An electronic version of the form is available on the PC in 251DH as POSCHART.WRD, POSCHART.WP5 or as POSCHART.WP6;
2. a proposed sequence by semester of coursework, qualifying examination, and internship; and
3. a statement of program goals.

#### Communicating with Advisory Committee Members

Doctoral students are encouraged to communicate

frequently with members of their Advisory Committee. A simple E-mail posting to the AC once each semester is a good strategy to use in keeping the faculty aware of your activities. Students are encouraged to work closely with their Major Professor on the Independent Study Project, to consult on potential learning opportunities, and to discuss progress in the program.

### Subsequent Advisory Committee Meetings

Doctoral students are required to have at least one Advisory Committee meeting each year in order to maintain appropriate progress toward the degree. In a typical sequence of AC meetings the following occurs: second AC meeting, the student submits a revised POS, reviews their progress and plans the written portion of the Qualifying Examination; third AC meeting is the Oral portion of the QE, fourth meeting is the defense of the proposal; and the final AC meeting is the Final Examination.

### Dissertation Defense Deadlines

CPAC and the Department have adopted a set of deadlines for submitting preliminary dissertation drafts. Over the last several years, a need arose to protect both the student and the faculty from a tendency to demand too much editing and rewriting in too short a time. Accordingly, a set of dissertation deadlines have been adopted:

### For those who wish to graduate in May

**January 15** For students who wish to graduate in May, a "next to final" copy of the dissertation with all chapters, tables, figures, references, table of contents, list of figures, list of tables, appendices and forward pages required by the Graduate School must be submitted to the chairperson of your committee by **January 15 of the term of graduation**. The dissertation must be in **APA style**, and have been edited carefully by you. With this January 15 deadline, it is assumed that you have submitted several previous versions of the dissertation to your chairperson for approval and rewrite. It is also assumed that you have met frequently with your chairperson and have made all suggested changes. You also may have met with other committee members to get their suggestions on topics to cover in the Review of Literature, and for data analysis or other suggestions.

**There will be no exceptions to this deadline.**

Consequently, you will need to keep in mind that it takes at least two weeks for faculty to read and respond to your dissertation and its various versions.

**February 17** The final copy of the dissertation, with all suggested changes and corrections made, must be submitted to the chairperson of your committee by February 17 of the term of graduation.

**February 26** The final copy must be distributed to committee members and the DGS by February 26.

**April 1** The defense of the dissertation must be held before April 1.

### For those who wish to graduate in August

Because faculty generally are not available in the summer, we discourage August graduation plans. If however, you miss the deadlines for May graduation, the following dates apply for August graduation:

**February 3** For students who wish to graduate in August, a "next to final" copy of the dissertation with all chapters, tables, figures, references, table of contents, list of figures, list of tables, appendices and forward pages required by the Graduate School must be submitted to the chairperson of your committee by **February 3**. The dissertation must be in **APA style**, and have been edited carefully by you. With this February 3 deadline, it is assumed that you have submitted several previous versions of the dissertation to your chairperson for approval and rewrite.

It is also assumed that you have met frequently with your chairperson and have made all suggested changes. You also may have met with other committee members to get their suggestions on topic to cover in the Review of Literature, and for data analysis or other suggestions.

**There will be no exceptions to this deadline.**

Consequently, you will need to keep in mind that it takes at least two weeks for faculty to read and respond to your dissertation and its various versions.

**March 3** The final copy of the dissertation, with all suggested changes and corrections made, must be submitted to the chairperson of your committee by **March 3**.

**March 12** The final copy must be distributed to committee members and the DGS.

**April 15** The final oral defense must be held before April 15 for August graduation.

**For those who wish to graduate in December**

**September 11** For students who wish to graduate in December a "next to final" copy of the dissertation with all chapters, tables, figures, references, table of contents, list of figures, list of tables, appendices and forward pages required by the Graduate School must be submitted to the chairperson of your committee by **September 11 of the term of graduation**. The dissertation must be in **APA style**, and have been edited carefully by you. With this September deadline, it is assumed that you have submitted several previous versions of the dissertation to your chairperson for approval and rewrite. It is also assumed that you have met frequently with your chairperson and have made all suggested changes. You also may have met with other committee members to get their suggestions on topics to cover in the Review of Literature, and for data analysis or other suggestions.

**There will be no exceptions to this deadline.** Consequently, you will need to keep in mind that it takes at least two weeks for faculty to read and respond to your dissertation and its various versions.

**October 7** The final copy of the dissertation, with all suggested changes and corrections made, must be submitted to the chairperson of your committee by **October 7 of the term of graduation**.

**October 16** The final copy must be distributed to committee members and the DGS by **October 16**.

**November 17** The defense of the dissertation must be held **before** **November 17**.

**Planning for August Graduation**

Many students will complete their data collection prior to departing Lexington for their internship. Subsequently the student will defend their dissertation. For those students who have completed their dissertation defense and have submitted their final draft to the Graduate School, and opportunity exists to graduate in August of the internship year as long as the following events occur in this order:

mid-June, the Director of Training will send  
to the

Internship Training Director a  
request for a Final Evaluation;  
6-8 July, the Director of Internship Training  
provides the

Director of Counseling Training with  
a statement that the intern is making  
appropriate progress and will complete  
the minimum 2000 hours for the  
internship;

third Friday in August, the Director of  
Internship Training

will submit a Final Internship  
Evaluation to the Director of Counseling  
Training who will then assign a grade in  
EDP 708 by the last Monday in August.

The Graduate School and the Registrar have agreed to  
this procedure which will result in the doctoral student  
obtaining an August degree.

**Appendix G**  
**Practicum Procedures and Guidelines**  
**(Practicum Handbook)**

The Counseling Psychology Practicum experience is intended to be a time to bring together the sciences of human development, learning, and counseling intervention strategies with the opportunity to acquire and develop appropriate practice skills, in a supervised setting, following APA's Code of Ethics. In order to guide the practicum experience, the program faculty wants practicum students to be able to: (1) develop a theoretical orientation; (2) understand the advantages and disadvantages of the theoretical orientation for particular clients, including preparing therapeutic hypotheses; (3) develop an appropriate assessment plan, (4) generate short and long term counseling goals, (5) demonstrate ability to implement a range of counseling skills, and (6) act upon the recognized ethical issues. In other words, supervised practicum is a time for synthesis, self-analysis, and mastery of the counseling psychologist's craft, values and professional identity.

Timing of Application

Students must apply to practicum one full semester before they intend to start. Practica is sometimes unavailable in the summer due to time constraints and the shortage of faculty members available for supervision. To apply for practicum, students can pick up an application in DH237, fill it out, and submit it to the Practicum Coordinator. Deadlines for application are 1 October in the Fall and 1 March in the Spring.

Prerequisites to Practicum

Prior to beginning practicum, you must have completed (with no grade of "I") the following prerequisite coursework: EDP 600, 630, 649, 652, 661, (or their equivalent) and if possible, 640. For many students, additional desirable courses include those on cognitive behavioral and family counseling (EDP 701, 680).

Criteria for Enrollment in the Practicum

After students have applied for practicum, they will be reviewed by the Counseling Psychology Area Committee (CPAC) to determine their readiness for the practicum experience. The Evaluation of Counseling Practicum Applicants Form (Appendix P) is used in the review. Applicants for practicum will be rated by program faculty members who have had them as a class

member. CPAC makes a professional judgment to accept, accept with conditions, or deny enrollment in practicum. If the student is currently enrolled in a prerequisite course, then practicum approval may depend upon satisfactorily completing the course. If the student is denied enrollment in practicum, the student may be required to retake EDP 661, or remediate any deficiencies in some other manner. If denied enrollment in practicum, the student may file an appeal.

Enrollment in Three or Six Credit Practicum (revised 10-29-96; revised 02-18-97)

Counseling psychology students enrolled for three hours of credit will spend a minimum of eight hours per week at the practicum site; those students enrolled for six hours of credit will spend sixteen hours on site. For each eight hours on practicum site, the student must have one hour of supervision. For those students who are on site for sixteen hours, the second hour may be group supervision. In addition, the student must have two to three hours of group supervision each week in the form of EDP 664/665 practicum seminar. Counseling psychology students may take one doctoral practicum in the CPS Clinic even if they completed one of these during M. S. training. The second doctoral practicum must be at another site.

The counseling psychology Ph. D. program expects students to meet a minimum of 750 hours on-site, of which 200 hours will be in direct client service and 100 in individual or group supervision. Students who enter the program with documented practicum experiences may credit part of their hours to their doctoral program. Students who enter the program with undocumented practicum hours but who have a practicum course on their transcripts will be credited with 200 on-site hours and no more than 50 hours of client contact.

All students must take two three-credit practica in the doctoral program. These practica must be in separate semesters and in separate settings or agencies. Students must have at least two different faculty supervisors during their doctoral program. If the student's masters practica were in settings with no direct on-site doctoral supervision, the student must take two practica at the doctoral level in which an on-site licensed psychologist is available for supervision. If the student did not have practica prior to starting the program, the student will be expected to enroll in three three-credit practica. If students have satisfied the doctoral supervision requirement, then they may enroll for a practicum at a placement with no on-site licensed psychologist, provided they

also receive direct supervision from a licensed psychologist faculty member who is familiar with the agency setting and population in that setting. If students require a practicum out of the area, the student must provide adequate evidence to CPAC that the site and the supervisor are appropriate. CPAC will review the documents and make a decision on the appropriateness of the site and the supervision. Further, in order to enhance their success in obtaining a highly desirable internship site, students will want to maintain continuous enrollment in practicum throughout their training program.

#### Enrollment in One Credit Practicum (Revised 9-20-96)

Students may enroll in practicum for one credit in order to meet the requirements of KRS 319. Enrollment in EDP 665 meets the requirement of the law which indicates that students who gain employment based upon their status as program participants and who are providing psychological services must be under the supervision of a licensed psychologist faculty member in order to report their practicum hours.

#### Enrollment in Supervision

All students must enroll in EDP 703, Supervision, prior to, or concurrent with, their assuming supervisory responsibility for a master's student in the CPS Clinic.

#### Employment at Practicum Site

A twenty (20) hour or more per week work site which becomes a three to six (3 to 6) credit practicum site will be approved when the student presents to the Practicum Coordinator an agreement showing how the practicum responsibilities and the site supervision meet the hourly supervision and client contact expectations for practicum. In other words, the student must show how the work place and the practicum site are substantially different in assignment and in supervision. This agreement will be reviewed by the Practicum Coordinator. Appeals for deviations from this policy will be considered first by the Practicum Coordinator and then by CPAC. This policy was adopted with the understanding that it would be applied with some flexibility.

#### Practicum Placement

A practicum placement depends upon CPAC approval, the goals of the student, the availability of a site supervisor, and the faculty resources. In the following list, possible counseling practicum sites with an asterisk (\*) usually offer

doctoral supervision:

Adult Abuse  
Blackburn Correctional Institute  
Bluegrass Association for Retarded Children  
Bluegrass Employment Training  
\*Cardinal Hill Hospital (Dr. C. Dwight Auvenshine)  
Central Baptist Hospital  
Central Kentucky Re-Ed Program  
\*Charter Ridge Hospital  
Cleveland Home (606-873-3271)  
\*Comprehensive Care (Lexington, Danville, Frankfort,  
Georgetown, Harrodsburg, and Richmond)  
Mary Copeland Home for Abused Children (Jean Valentine,  
225-8124)  
Division of Children Services, Department of Human  
Resources  
\*Eastern State Hospital  
Employee Assistance Programs, U.K.  
Ephraim McDowell Cancer Network, Cancer Hopeline  
Family and Child Psychiatry, Outpatient Clinic  
Family Counseling Services (Marion Gildersleeve, 233-  
0033)  
Fayette County Public Schools  
\*Federal Medical Center (Chris Canon)  
Florence Crittenden Home  
Good Samaritan Hospital (Patient and Family Services)  
Kentucky Veterans Center, Wilmore (858-2814)  
\*King's Daughters Hospital  
Lexington Community College  
Lexington Country Place  
\*Lexington Rape Crisis Center  
Life Adventure Camp (Bill Willson)  
Mayfair Manor Center (Christine Hale)  
MASH (Claudia Andrews, 606-254-2501)  
Metro Group Homes (Claudia Andrews, 606-254-2501)  
Off Broadway House  
Planned Parenthood  
Pediatrics Department (UKMC) (Lane VeltKamp, 323-5444)  
Spouse Abuse Center  
\*UK Counseling Center (Dr. Charles O'Neill, 7-8701)  
\*VA Medical Center

### Appropriate Practicum Activities

In order to obtain maximum benefit of the practicum experience, CPAC developed several agency guidelines for the coordination and supervision of practicum. Specifically, these guidelines are recommended to minimize potential liability involving client/patient contact and to ensure that counseling

psychology students are engaged in activities that reflect their training as counseling psychologists:

1. students are prohibited from transporting clients or patients without the assistance of an agency staff person;
2. students are prohibited from using their personal vehicles for agency business;
3. agencies are discouraged from assigning tasks that may be interpreted as not professional or "gophering" (e.g., shopping for office supplies); and,
4. agencies are encouraged to identify a primary supervisor to convey instructions and assign tasks for the student.

### Counseling Psychology Services Clinic

The Counseling Psychology Services Clinic (251 DH) has three primary purposes:

1. to provide a variety of counseling, assessment, and other psychological services.
2. to provide advanced training for counseling psychologists and school psychologists.
3. to conduct research and education related to the Clinic's service and training.

The CPS Clinic's functions include counseling and assessment for educational, vocational, personal, and family problems. The practicum-level counseling psychologists have a variety of opportunities to develop competencies in individual, group, and family counseling and in assessment. The practicum student also receives multiple opportunities for individual and group supervision from the Program faculty. Clinic observation rooms provide an excellent resource for direct supervision of counseling sessions.

All students are encouraged to spend at least one semester in a CPS practicum in order to facilitate a maximum of clinical interaction with program faculty supervisors.

### Practicum Hours Data Record

During 1994-95 the Council of Counseling Psychology Training Programs, working with the Association of Counseling

Center Training Agencies (ACCTA) and with APPIC adopted definitions of practicum hours. The purpose of this combined work was to standardize the "practicum hour" and to establish three areas (Direct Services, Indirect Services, and Supervision) in which practicum hours may be accumulated. The terms are defined as follows:

A practicum hour is a clock hour, which may be a 50 minute client/patient hour.

Direct services are actual clock hours in three, mutually exclusive, direct services to clients/patients and include these divisions:

1. Direct intervention by format (i.e., individual, couples, families, groups);
2. Assessment activity divided by formal psychometric and interview/observation/diagnostic techniques. These hours are not double-listed with (1) above;
3. Formal consultation and primary prevention services rendered which includes outreach and psychoeducational activities.

These three divisions are meant to be mutually exclusive and hours should not be double counted across sections. The sum of all the subdivisions equal the Subtotal of Direct Service Hours. Time spent in activities related to the client/patient but not in the actual present of the client/patient is recorded as Indirect Services.

Indirect services are hours spent about the client/patient, but not in the presence of the client/patient and include the following divisions:

1. Report writing, informal consultation with other professionals on specific cases, video/audio tape review, and assessment scoring and interpretation; and,
2. Supervised supervision rendered by the practicum student to less advanced students in the context of teaching supervising skills.

Supervision hours are the third practicum domain and includes ONLY regularly scheduled, face-to-face individual supervision with specific intent of dealing with psychological services rendered by the student. Classroom hours spent in DIDACTIC work are SPECIFICALLY EXCLUDED from

supervision.

Application for internship and for licensure depend upon excellent records of practicum experience. The Practicum Hours Data Record (Appendix P) is an important record of the student's practicum experience. The APPIC Internship sites will ask for hours completed by 1 January of the year of selection. The Verification of Internship Eligibility and Readiness form from each site will also ask for anticipated hours by the start of internship. An up-to-date record must be maintained by the student in the Departmental files.

### Practicum Evaluations

Two types of evaluations must be completed in the practicum: (1) evaluation of the student's experience and skills by the on-site supervisor (Appendix P) and (2) a student's narrative evaluation of the practicum site. Both the site evaluation form and the narrative must be returned to the faculty practicum supervisor before a student's grade can be assigned. The site evaluation becomes a part of the student file, while the narrative evaluation becomes available to other students in a file maintained by the practicum coordinator.

### Insurance

Counseling psychology students are required to carry professional liability insurance until they depart campus for their internship. Students must purchase this insurance as a student affiliate of APA (American Psychological Association).

Students can get a membership application as well as insurance forms from the practicum coordinator. Students must carry professional liability insurance during the entire term of their coursework and complete the Statement of Personnel and Professional Responsibility Form (Appendix P). The fee for student liability coverage is nominal, and is supplemented by funds contributed by the Department. Students will be covered by departmental insurance only for activities associated with supervised doctoral coursework in the department. For any other professional activities, students must seek outside insurance.

### Certified Psychological Assistants

Some counseling psychology students may have obtained certification by an appropriate State Board of Psychological Examiners. When certified counseling psychology students do work in the CPS Clinic, the students are functioning under the supervision of a licensed member of the counseling psychology

program faculty and must represent themselves as counseling psychology students.

## Appendix H Research Procedures and Guidelines

Research Procedures and Guidelines have been divided into three parts: (a) independent study, (b) joint-authorship of resulting publications, and (c) plagiarism. Each of these parts provide meaning to students and faculty in the counseling psychology program.

### Independent Study Project (Revised 9-17-96)

In following the scientist-practitioner model, students will be expected to engage in scholarly research with a mentor, usually their Major Professor. Scholarly research is a set of skills which takes time to culture and enrich. In the counseling psychology program the student is expected to develop many of these skills over three semesters of work:

1. Meet with your Major Professor to determine mutual interests, first semester;
2. Sign up for EDP 765, preferably one credit each semester for the first three or four semesters of your doctoral program, and file an Independent Study Agreement (Appendix H) with your Major Professor and the DGS;
3. Explore possible areas for productive research study:
  - a. Explore interests and research of your major professor;
  - b. Explore and determine research interests of other clinical faculty;
  - c. Read your current class assignments with an eye to unanswered questions that interest you;
  - d. Read journal articles with concern for follow-up studies or unanswered hypotheses;
  - e. Consider client populations that hold particular interest for you;
  - f. Talk to your classmates and discuss their research interests;
  - g. Volunteer to participate in ongoing research with your major professor or with another program professor;
  - h. Conduct a literature search on some topic that interests you from a class and consider what is missing or needs to be followed up;
  - i. Examine your own life experiences for issues that are important to you. Personal experience is

- an excellent avenue to developing interesting research topics; and,
- j. Attend workshops, lectures, continuing education opportunities that may provoke you to ask questions that are researchable.
4. Decide upon a general area of research and explore further with your major professor. Determine how to narrow down the topic to a manageable size and scope.
  5. Conduct a literature search. Xerox relevant articles and start reading. Jot down notes as you proceed. Write out little ideas that occur as you read. Do not eliminate any ideas at this point.
  6. Return to your major professor, your peers, other faculty, and discuss some of your ideas for feedback.
  7. Consider with your major professor how your ideas can be translated into a research study:
    - a. Develop general hypotheses;
    - b. Consider measurement issues;
    - c. Consider sampling issues; and,
    - d. Develop a small pilot study based on these discussions and your literature search.
  8. If you have not completed a Master's thesis that included empirically-gathered data and statistical analysis, you will be expected to include these dimensions in your 765 research. The general format of your study should approximate that of a research article in a refereed psychology journal.

If you have completed an empirically-based M.A. Thesis, you may consider gathering data to represent a pilot study for your dissertation.

9. All research conducted at the University of Kentucky must undergo institutional review. Obtain a form for the Institutional Review Board (IRB) from the Office of Educational Research and complete it with the assistance of your major professor.
10. Proceed with your data-gathering only after your study has been approved.
11. Submit a written report, determined by yourself and your major professor, as evidence of completion of the EDP 765 requirement. The final draft of the EDP 765 project must be submitted to the major professor either by six

weeks prior to the QE for a within semester exam, by 1 May for the early Fall QE or by 1 October for the early Spring QE. A copy of this report should also be submitted to your Advisory Committee prior to sitting for the QE. "Early" is defined as within the first six weeks of the semester. (Rev 3-30-99; 5-2-99)

Three possible models for the Independent Study in Counseling Psychology are available for you and your Major Professor to select:

Persons who know their area of Research:

1st Credit Hour: Complete literature search, complete annotated bibliography, complete a paragraph on each article

2nd Credit Hour: Identify IV and DVs for dissertation topic, identify at least one instrument that can be used to measure each variable, contact authors of instruments for permission and reliability, validity data; network with other experts in the area of research;

3rd Credit Hour: Develop a research design, conduct a pilot study, submit a brief written summary of pilot results no later than one week prior to the QE.

Persons who know their area of research but are undecided about what questions to ask:

1st Credit Hour: Complete a lit search on broad topic; write summary of literature in about ten pages; generate a list of five questions that remain unanswered or only partially answered by the literature; review these questions with your MP and now down to two or three questions; and reconsider the questions and select your question.

2nd Credit Hour: Consider possible IV and DVs; search literature for instruments which measure these variables; consider constructing or revising instruments for variables that have no satisfactory assessment; develop models for design, including all variables to be assessed and the predicted relationship among them; select and collect information on chosen instruments; and, consider possible samples for practicality/realism.

3rd Credit Hour: Consider which part(s) of design require pilot study, e.g., developing and validating

a new instrument, testing a particular population, trying all your instruments on a small sample, etc.; develop research design for pilot; conduct pilot study; and, submit brief summary of pilot method and results no later than one week prior to QE.

Persons who are undecided about their area of Research:

1st Credit Hour: Identify their top three areas of interest; conduct a brief literature review of each area; copy at least ten articles on each area; review each article and identify one area that is of interest; and complete an annotated bibliography on the chosen area.

2nd Credit Hour: Gather more literature on the chosen area; identify IVs and DVs for dissertation topic; identify at least one instrument that can be used to measure each variable; contact authors of instruments for permission and for reliability, validity data; network with other experts in the area of research; and, select the best instruments.

3rd Credit Hour: Develop a research design; conduct a pilot study; submit a brief written summary of pilot results no later than one week prior to the QE.

Dissertation Based Publication

Usually the Major Professor 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 someone other than the Major Professor is the primary person working with the student on the dissertation. In that case, the Major Professor would not necessarily 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 supervisory 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.

### Plagiarism

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

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the student is guilty of plagiarism.

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

When an assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how they have been employed. If students use

the words of someone else, they must put quotation marks around the passage in question and add an appropriate indication of its own origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

The above was taken from the Students' Rights and Responsibilities Handbook, University of Kentucky, effective August 16, 1983; however, it has been edited to conform to nonsexist guidelines for writing and publication. According to the Handbook, the instructor may assign a grade of "E" for the course in which the offense occurred (the minimum penalty). In addition, the instructor may recommend to the Dean of the College or to the Dean of the Graduate School, if appropriate, that the student be suspended, dismissed or expelled.

**Appendix I**  
**Progress, Annual**  
**Reviews and Departmental Honors**

These policies are intended to serve as guidelines for typical progress through the Department's Doctoral program options. These guidelines serve as a "due process" for the student, the faculty, and the Graduate School. The Graduate faculty in the Department intends to facilitate all students' progress toward their educational and professional goals. Adequate progress toward a degree is defined in a number of ways. The Doctoral Student, the Advisory Committee, and the Director of Graduate Study will from time to time review the progress and provide appropriate feedback. Admission to candidacy in any program includes not only demonstrated skills in the academic area, but also a judgement by the faculty of the program area that the candidate possesses personal and interpersonal characteristics requisite for providing the skills associated with the program and the Doctoral Degree.

1. Doctoral students will complete coursework by the end of the their third year of graduate training. By the end of this third year the students will pass the Qualifying Examination.
2. Doctoral candidates will complete their internship within two years following completion of their Qualifying Examination.
3. Typically, in the course of graduate study, the student is encouraged both by the Major Professor and by the Advisory Committee to explore numerous dissertation topics. Accordingly, each student is strongly encouraged to discuss appropriate dissertation topics with the Major Professor and the Advisory Committee before the approved coursework is completed. The student shall submit to the Advisory Committee a satisfactory dissertation proposal by the end of the second semester following successful completion of the Qualifying Exam. An unsatisfactory dissertation proposal must be remedied within one semester following the initial Advisory Committee judgment. The Advisory Committee may recommend an extension of time for the student to revise the proposal. However, if the Advisory Committee votes to deny the time extension, this vote shall constitute a recommendation to drop the student from the program. In this event, the Graduate faculty in the appropriate area committee shall meet to vote on the recommendation.
4. Students in the process of completing their

dissertation shall have their progress reviewed annually. The review shall be conducted by the Major Professor and reported to the remainder of the Advisory Committee with a copy to the Director of Graduate Study and the student's file. Should this review result in the Advisory Committee's judgment that the student is not making adequate progress toward the degree, a recommendation may be made to drop the student from the program.

5. Doctoral candidates will submit a dissertation acceptable for a final examination within five years following completion of the Qualifying Examination.

6. If there has been no progress on the dissertation one year following completion of the Qualifying Examination, the students will be notified that they are being placed on inactive status and that their special committee is disbanded. If they subsequently want to return, it will be the student's responsibility to find a Chair and another committee interested in working with them on their dissertation.

7. The doctoral candidate's Advisory Committee has the responsibility for permitting leaves of absence. Candidates taking 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.

Appeals to waive these guidelines should be addressed to the individual's Advisory Committee. If the appeal is not granted, the student may appeal to the appropriate area committee. In the event that an evaluation of the student's progress results in a recommendation to drop the student from the program, the EDP departmental rules approved by the Graduate School respecting termination and appeal shall be followed.

The student is responsible for written notice of intent to withdraw for a temporary leave of absence based upon the recommendation of the Counseling Area Program Faculty. Students wishing to consider a leave of absence shall first notify their Major Professor, who will then consult with both the Advisory Committee and the Director of Clinical Training. This letter should state the following:

1. Reason for temporary withdrawal
2. Period of time requested

3. Plans for completion of the degree requirements

The formal letter of intent shall be deposited in the student's permanent file.

## The Annual Review Procedure

The third week in April the CPAC members will consider the status and progress of each doctoral student. Each student will be asked to complete their Doctoral Program in Counseling Psychology Annual Review Form (Appendix P) and supplement the form with any additional information (e.g., updated vita, copies of publications, etcetera). The Major Professor will present the student's Form for review by CPAC. Subsequent to the annual status and progress review, each student will be sent a report by the program director reflecting the substance of the opinions and action of CPAC. Also, each student will meet with her or his major professor for additional details and/or clarification. If the written report from the program director is adverse to the student's status in the program, the student may request a personal hearing with CPAC members. If the student requests such a hearing, it should be filed in writing with the program director. The program director will in turn arrange the meeting. In addition to CPAC members, all doctoral committee members, including the non-counseling members will be invited to attend and participate in the meeting. The program director will summarize the previous observations and decisions of CPAC. After the summarization the student will have an opportunity to ask questions, make a statement, or present documentary information. The student will be notified in writing by the program director of any actions resulting from that hearing.

## Graduating with Program Honors

A doctoral student will be deemed to have earned graduation with honors if the following criteria are met:

1. Has completed the APA approved program within five years (barring an official leave of absence).
2. Has not been given a rating of U, P, or S- at any of the Annual Doctoral Student Reviews.
3. Has earned at least three (3) plus (+) ratings as a result of the Annual Graduate Student Review.
4. Has been nominated by a faculty member, been supported by a majority of the CPAC faculty, and has no major objections by the student's Doctoral Committee Chair or any members of the student's Advisory Committee.

**Appendix J**  
**Qualifying Examinations**

1. By the end of the third year of graduate training, students will have completed their coursework and passed both the Preliminary Examination and the Qualifying Examination.
  
2. Students who plan to take the Qualifying Examination must sign up with and inform the Director of Graduate Study of the starting date for the Qualifying Examination and the date for the Oral (scheduled with their Committee) within the first two weeks of the semester in which they wish to take the examination. If this requirement is not met or the Oral not held on the scheduled date, the candidate must wait until the next semester. Ordinarily, no more than 60 days may elapse between the start and the finish of the process.
  
3. The maximum time for any one Qualifying Examination question will be limited to one week--operationalized as giving the question and getting the response in no more than 7 days. In individual cases, a student may agree to contract with a member of the Advisory Committee to replace the 7 day exam limit with a project involving a longer time commitment. This contract should be in writing and placed in the student's permanent file.
  
4. The student must have passed the qualifying examination prior to the date of the proposal meeting.

## **Appendix K**

### **Termination, Appeals and Grievance**

While the number of instances are fortunately few and far between, at times it becomes necessary to terminate someone from their Doctoral degree program. The criteria for evaluation, points at which students are assessed and the procedures for terminating a student (including the appeals process) are outlined in this section of the handbook. This information may also serve to prevent such occurrences.

#### Criteria for Evaluation

If a student is "making adequate progress" toward a degree, there will be no problem. Adequate progress is defined by a number of both objective and subjective criteria. The criteria are:

1. Being continuously enrolled in graduate school; the graduate school rules state that a student has eight years in which to complete a Doctoral degree program under the criteria for the program as stated in the Graduate Bulletin (which serves as a contract between the University and the student) at the time of the student's entrance (not acceptance) into the program. If there are program requirement changes within the time that the student is enrolled in the program, the student has the right to choose between the old criteria and the new ones. However, program changes designed to maintain accreditation by the American Psychological Association must be followed by all students.
2. Requesting in writing a "leave of absence" from the program, in the case it becomes necessary to take a semester off. The request should be submitted to the Director of Graduate Study and approved by the CPAC and the student's Advisory Committee to be included in the student's file.
3. Maintaining a Graduate GPA of at least 3.0.
4. Having no more than two outstanding "I" (Incomplete) grades at any time.
5. Meeting the criteria of the Annual Student Review with satisfactory remediation for P and U evaluations.

#### Appeals Procedures

Appeals procedures are of two types, program and

personal. They are parallel in form but not in scope. Program appeals are those which affect more than just one student (a sort of class action suit). An example might be the questioning of a change in program requirements. Personal appeals are those involving only the individual student. Both may be addressed through the same channels. When a decision by the faculty is appealed the following steps constitute "due process":

1. The decision will be issued in some written form (e.g., a letter to an individual; the CPAC meeting minutes);
2. The person's (or persons') understanding of the decision must be checked with the appropriate faculty member (the Director of Graduate Study or the Chair of the CPAC) and must be noted in writing, signed by both parties present, each receiving a copy of such notation for the records;
3. If the appeal is a programmatic one, the Graduate Student Advisory Committee, as the official representative body of the students, must be consulted. The appropriate action should be initiated through them. If the appeal is a personal one the student has the choice to involve the Student Advisory Committee or not;
4. The appropriate representative(s) from the Student Advisory Committee, if the choice has been made in the case of a personal appeal to involve the Student Advisory Committee and always in the case of a programmatic appeal, should draft the appeal;
5. The written appeal--detailing the understanding of the decision/action being appealed, the information on which the decision being appealed was made and the basis for the appeal--must be submitted to the Director of Graduate Study who will make the appropriate disposition if such is within his/her power to do so;
6. Should the disposition of the appeal not fall within the purview of the Director of Graduate Study or the disposition not meet with the approval of all those involved, further appeals following the procedures already outlined, may be submitted to the following, listed in order:
  - a. the appropriate area committee chair (Counseling Psychology, Educational Psychology or School Psychology);

- b. the appropriate area committee, as a whole, acting as an appeals board;
- c. Department Chair;
- d. The faculty of the department, as a whole, acting as an appeals board.
- e. The University Ombudsperson

7. In all such cases written notification by the student of further intent to appeal must be provided to all those so far involved in the appeal process; and,

8. If the above outlined seven steps are not followed, the appeal may legitimately not be considered further.

### Grievance Procedures

In the case of a grievance, defined as any student initiated request for the redress of a perceived violation of the university, college, department or area policy regarding a student's rights or privileges (e.g., a professor not adhering to the course syllabus), the process, as indicated in the section above entitled "Appeals Procedures"--steps and procedures--will also apply. One major difference is recommended. Before a formal grievance is lodged, some information avenue (e.g., talking directly with the instructor involved or with your advisor) is strongly suggested. The formal grievance procedure should only be employed as a last resort.





(looking only at content at this time) to make sure you have a completed dissertation. Please be sure to have all cover pages, title pages, list of tables, figures, etcetera, abstract, references, and your vita. She will not keep this copy of your dissertation. You may use this copy to give to your outside examiner if you wish (it probably will save a little money in the copying expenses).

You may wish to drop off a copy of the dissertation with Dr. R. Remer. As DGS, he sometimes attends dissertation defenses. You may leave a copy with me or give it to him directly. Or you may choose to wait until you have made the corrections after your defense.

7. A suggestion, even though you feel like your AC members have this very important date/time/place written on their calendars, it does not hurt to either post them a reminder on E-mail, phone or jot them a reminder about 2-3 days before the actual defense.

8. After you have completed your dissertation defense, generally the rule is you have 60 days to make final revisions and turn the dissertation into the Graduate School. Sometimes, according to when you defend, you will have less than 60 days to make the changes. Please check the front of your schedule book under the heading "Degrees and Graduation" for the last day to submit a dissertation to the Graduate School in order to graduate during that semester.

9. After you have completed the revisions that need to be made, you need to let your Major Professor and the DGS check it one last time. Then you will need to run off two copies on 100% RAG PAPER (Kinkos and Lazer Graphics should have this paper on hand). It usually is a good idea to make a couple of extra copies of the signature pages. And you might want to bring a nice black pen for the Major Professor and the DGS to use so your dissertation will look nice.

10. Take two final copies (signed) on 100% RAG paper to 351 POT. The person will check this copy for margins, references, page numbers, etcetera. Hopefully by this time all the kinks will be worked out of the dissertation.

## **Appendix M**

### **Internship Procedures and Guidelines**

#### Procedures and Criteria for Doctoral Internship Experiences

The Internship experience must conform to the APA guidelines for Counseling Psychology Internships. A student wishing to take an internship should submit an intent to apply for internship during the fall semester of the year prior to internship training, to the Director of Training. Once the Director of Training has approved the proposal, the student begins the search for an appropriate internship site.

#### Selection of Internship Site

Student shall select an internship site that minimally meets the following criteria:

- APA-accredited site (or conform to APA standards, but only with permission of Director of Training);
- Adequate financial support of students;
- Licensed Ph. D. level Psychologists, preferably at least one in Counseling Psychology;
- Opportunity to receive supervision and contact with at least two Licensed Psychologists;
- Sufficient and appropriate supervision in both individual and group contexts;
- Variety of role models, including multiple supervisors, consultants, and inservice training;
- Opportunity for professional development, administrative, and/or supervisory roles;
- Exposure to other disciplines, interdisciplinary activities, staff conferences;
- Opportunity to develop skills learned in practicum training and to develop new skills;
- Client population appropriate to intern's career goals;
- Opportunity to interact with other interns and practicum students;
- Appropriate relationship with Program and cooperation with program requirements for interaction and feedback; and,
- Opportunity to participate in research activities, including dissertation data collection when appropriate.

#### Nature of Experience

The Internship should be a paid experience within a counseling psychology setting. The experience should cover a period of 12 calendar months, or 2000 total hours. At least

25%, and no more than 50% of the hours spent at the site should be in client-contact. A minimum of 500 client-contact hours is expected. A variety of experiences should be available, including assessment, career counseling, group and individual counseling, program outreach, and with varied populations of clients.

### Supervision

Supervision should be done on two levels: (1) on-site and (2) via the University. On-site supervision should include contact with more than a single supervisor. Supervision will include at least one face-to-face session per week in which case reports, tapes or other materials pertaining to actual clients are discussed and analyzed. Both individual and group supervision with other interns is desirable. The specific guidelines for overall progress and skill development shall be outlined in the contract by the student's Advisory Committee in collaboration with the student. A statement of the contract will be provided to the on-site supervisor. The Chair of the Advisory Committee shall make contact on occasion with the on-site supervisor to review the progress of the intern. The student will also make contact with the Director of Training and the Advisory Committee Chair at least once a month, and will submit formal quarterly written reports.

### Entrance Into the Internship

The Internship is to be undertaken only after the completion of the Qualifying Examinations, and submission of a dissertation proposal that is satisfactory to the Advisory Committee. Students applying for an Internship must submit a Pre-Internship Proposal Meeting Verification form to the DOT by the last Monday in January preceding their accepting an Internship Offer. Students who do not submit the form (Appendix P) will be asked to withdraw their Internship Applications.

### Memorandum of Understanding

Before the student has been established on-site in the internship or no later than one month after the inception of the internship, a Memorandum of Understanding specifying the skills to be acquired, maintained, and evaluated on the site - - by individual contact, group contact, staffing meetings, supervision, outreach, etcetera--should be negotiated with the site supervisor(s) who is responsible for the internship (Appendix P). The Memorandum of Understanding must indicate how the goals of the internship will be reached and how the counseling psychology skills will be acquired, maintained and

evaluated in the course of the internship. In so writing the Internship goals, the Memorandum of Understanding should describe how the skills will be acquired, developed, or maintained and provide the criteria for evaluation, including who, how, and preferably at what level the objective will be judged as being attained. (The grade should generally be assigned on a criterion referenced basis--A or not satisfactorily accomplished). Three copies should be on file: in the students' permanent record, with the Director of Training, and with the Advisory Chair. In addition, both the student and the internship site should retain a copy of the memorandum.

Please note: The on-site supervisor(s) is primarily responsible for the evaluation of the student's internship experience.

The student is primarily responsible for the conduct of the internship in general. Specifically, the student must assure that the guidelines in this document are met and that the internship meets both the letter and the spirit of the contract established.

Student Responsibilities:

1. Arrange initial conference with on-site Supervisor to:
  - A. discuss ways and means to accomplish general goals;
  - B. draft proposal cum contract for submission to the Advisory Committee.
2. Have Internship Contract approved and signed by on-site Supervisor as early as possible, no more than one month following the start of the Internship.

NOTE: Any student who has not submitted an approved contract within one month of the inception of the internship will not receive internship credit until such a contract is completed.

3. After the on-site supervisor has approved the written Internship Contract, obtain the signature of the Chair of the Advisory Committee and the Director of Training.
4. An approved copy of the Internship Contract should be filed with the Committee Chair, the on-site Supervisor, and the Director of Training.
5. Arrange for a review session with on-site Supervisor for assessing progress and for modifying original plan, if

necessary. Student is responsible for submitting quarterly reports to the Chair of the Advisory Committee.

6. Keep a log of important experiences, critical incidents, and ideas generated during the internship experience. Submit them to the on-site Supervisor as required.

7. Submit two copies of written report (4-7 pages) to the Advisory Committee within two weeks immediately following the completion of the internship. The report must include the following:

- Objectives and Rationale
- Description of Cooperating Agency
- Analysis of Cooperating Agency Operation
- Summary of Experiences, including, but not limited to, highlights or main experiences
- Assessment of how well each objective has been accomplished
- Discussion of how experiences have helped career development and planning

8. Write letters of appreciation to those who have helped make the internship possible.

#### On-site Supervisor Responsibilities

1. Help student plan ways and means to accomplish internship objectives.
2. Review student's resume and assist in developing a workable Internship Contract.
3. Supervise the student as closely as necessary and provide timely feedback to facilitate the student's learning on the job.
4. Actively participate in the midway review session to assess student's progress and to make constructive suggestions for improvement, and provide written feedback to the Director of Training on student's performance and on internship coordination midway through the internship.
5. Conduct final evaluations of student's performance and relate results to the Director of Training and the student.

#### Director of Clinical Training Responsibilities

1. Maintain files of acceptable sites and make these files

available to students seeking internship experiences.

2. Contact local and regional agencies to establish and maintain appropriate internship sites.

3. Send the following to the agency supervisor of the cooperating agency at least two weeks in advance of the internship:

- A. A standardized letter of transmittal
- B. A copy of the Internship Contract
- C. A copy of the Internship Guidelines
- D. A summary evaluation form

4. Consult the student's Chairperson before approving the Internship Contract.

5. Send a letter of appreciation and a copy of the student's final report to the key administrator of the cooperating agency.

6. Place student's internship report in departmental file.

#### Responsibilities of the Chair of the Advisory Committee

1. Assist student to finalize the Internship Contract.

2. Communicate quarterly with the on-site supervisor during the internship experience.

3. Review intern's log and assess student's progress before and/or during the midway review session.

4. Provide support and guidance needed by the student during the internship.

5. Keep Director of Clinical Training informed on progress made.

6. Review student's final report and provide timely feedback.

**Appendix N**  
**CPAC Policies**

From time to time the Counseling Psychology Area Committee, acting as a program faculty adopts policies. In this Appendix, those policies are displayed and emphasized by date and by topic:

Date            Policy  
2/21/84        Use of credentials while a student.

(a) No students may use their affiliation with the department of the program in connection with advertising services before completing a degree program.

(b) For any unsupervised services offered the ethics of the

situation should be discussed with a faculty member of members (at least the advisor). 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).

2/21/84        Doctoral Students and EDP 661.

All students must take EDP 661 unless there is first hand knowledge available regarding their interpersonal counseling skills on which to base the practicum admission decision. Rationale for exceptions must be included in writing in the student's folder.

2/6/85         Employment while a student.

The Counseling Psychology program faculty strongly urges each student to develop their professional skills in research and in practice. The recommended setting for practice is in an agency environment wherein multiple supervision, consultation, and peer models are available. In the event a student seeks employment in a non-agency setting, he or she should be aware of the statutory limitations and requirements for supervision inherent in private practice. The program faculty discourages the participation of students in private practice prior to the awarding of the doctoral degree.

5/2/88         Insurance and professional conduct

Students must be aware that any professional activity conducted outside of formal program coursework is not eligible

for insurance coverage under the departmental insurance plan. Faculty cannot be held responsible for any professional conduct or activity by students while not formally enrolled in the program and under the supervision of program faculty.

3/1/91 CPAC Policy on Professional Practice

Counseling Psychology graduate students enrolled in the Department of Educational and Counseling Psychology who are engaged in paid professional psychological practice outside an established agency setting shall adhere to the provisions of KRS 319, the Kentucky Psychology licensing law (Appendix Q). Such students shall honor the following procedures throughout their graduate enrollment:

1. Notify their advisor and the Director of Graduate Study of their employment situation. This notification should include the name and address of employer, the conditions of employment, and nature of the work to be performed.
2. Assure the Program that they are duly certified for autonomous functioning or have a licensed supervisor of record.
3. For those who are not certified for autonomous functioning:

Submit a contract signed by their licensed supervisor of record, including a memo of understanding regarding the conditions of employment and the amount of supervision to be provided. This supervision must meet the standards set by KRS 319 and contained specifically in KAR 26:171: Requirements for supervision of certified psychologists, psychological associates, and candidates for licensure. In addition, supervision shall also meet the requirements provided by service within the CPS Clinic. That is, if student sees fewer than 5 clients weekly, at least an hour of bi-weekly supervision is expected. If students sees 5 or more clients weekly, then 1 hour of weekly supervision is expected.

4. Submit a statement each year with their annual review report which confirms the current employment status or indicates a change.

10/18/1993 Appropriate Practicum Activities

In order to obtain maximum benefit of the clinical experience for our students, the Counseling Psychology Program

at the University of Kentucky suggests the following agency guidelines for coordination and supervision of practicum. Specifically, these guidelines are recommended to minimize potential liability involving client/patient contact and to ensure that our students are engaging in activities that reflect their training as clinicians/therapists:

1. Students are prohibited from transporting clients or patients without the assistance of an agency staff person;
2. Students are prohibited from using their personal vehicles for agency business;
3. Agencies are discouraged from assigning tasks that may be interpreted as non-clinical or "gophering" (e.g., shopping for office supplies); and
4. Agencies are encouraged to identify a primary supervisor to convey instructions and assign tasks for the student.

03/21/95    Employment at Practicum Site

A twenty (20) hour or more per week work site which becomes a three to six (3 to 6) credit practicum site will be approved when the student presents to the Practicum Coordinator an agreement showing how the practicum responsibilities and the site supervision meet the hourly supervision and client contact expectations for practicum. In other words, the student must show how the work place and the practicum site are substantially different in assignment and in supervision. This agreement will be reviewed by the Practicum Coordinator. Appeals for deviations from this policy will be considered first by the Practicum Coordinator and then by CPAC. This policy was adopted with the understanding that it would be applied with some flexibility.

08/25/95    Grading Levels

Students are not allowed to make more than two "C" grades in their program. Students who earn two "C" grades in their program will meet with CPAC. One of the CPAC options is to place the student on programmatic probation. Should the student earn a third "C" grade, CPAC will consider the recommendation for permanent separation from the program.

The grade of "B" or better is required in EDP 605 prior to enrollment in EDP 661 and in EDP 661 prior to enrollment in EDP 664/5.

09/18/95 Supervision Course

Students who enter in Fall, 1996, will be expected to enroll in one hour of EDP 703, Supervision, prior to the first time they supervise a master's student in the CPS Clinic.

04/02/96 Preliminary Examination

Faculty must read and score the preliminary exams within one week following the exam date. Students who fail the exam (or fail parts of the exam) will receive an "I" in EDP 606 until they have remediated the failed part(s). Additionally, students will not be allowed to sit for their qualifying exam until the preliminary exam is passed.

## **Appendix O Respecialization**

APA has two important policy statements on Respecialization which are quoted below:

"Inasmuch as it is to the advantage of psychology and society to provide for a change in specialty or the development of dual specialties so as to encourage unique contributions that might be made by psychologists with broadly diversified backgrounds, [the] Council [of Representatives on 23-25 January 1976] adopts the following as official policy of APA:

1. We strongly urge Psychology Departments currently engaged in doctoral training to offer training for individuals, already holding the doctoral degree in psychology, who wish to change their specialty. Such programs should be individualized, since background and career objectives vary greatly. It is desirable that financial assistance be made available to students in such programs.
2. Programs engaging in such training should declare so publicly and include a statement to that effect as a formal part of their program description and/or their application for accreditation.
3. Psychologists seeking to change their specialty should take training in a program of the highest quality, and, where appropriate, exemplified by the doctoral training programs and internships accredited by the APA.
4. With respect to subject matter and professional skills, psychologists taking such training must meet all requirements of doctoral training in the new psychological specialty, being given due credit for relevant course work or requirements they have previously satisfied.
5. It must be stressed, however, that merely taking an internship or acquiring experience in a practicum setting is not, for example, considered adequate preparation for becoming a clinical, counseling, or school psychologist when prior training had not been in the relevant area.
6. Upon fulfillment of all formal requirements of such training program, the student should be awarded a certificate indicating the successful completion of preparation in the particular specialty, thus according them due recognition for

their additional education and experience.

7. This policy statement shall be incorporated in the guidelines of the Committee on Accreditation so that appropriate sanctions can be brought to bear on university and internship training programs which violate paragraphs 4, and/or 5, of the above.

Further, approved by the Council of Representatives of APA at its 22-24 January 1982 meeting:

"The American Psychological Association holds that Respecialization education and training for psychologists possessing the doctoral degree should be conducted by those academic units in regionally accredited universities and professional schools currently offering doctoral training in the relevant specialty, and in conjunction with regularly organized internship agencies where appropriate. Respecialization for the purposes of offering services in clinical, counseling, or school psychology should be linked to relevant APA approved programs."

## Appendix P

### Forms

Counseling Psychology program has numerous forms which are intended to facilitate a student's progress through the program.

Several of the forms are included in this appendix, while the location of the source of other forms are noted by the form name:

Application for Counseling Practicum  
Counseling Psychology Program of Study  
Counseling Psychology Annual Review Form  
Pre-internship Proposal Verification  
Statement of Personal and Professional Responsibility  
Quality Assurance Contract  
Memorandum of Understanding  
Time Distribution

Available from Practicum Coordinator:

Evaluation of Counseling Practicum Applicants  
Practicum Hours Data Record  
Practicum Evaluation Form

Available from Director of Graduate Study

Independent Study Form  
Recommendation for Qualifying Examination  
Notification of Intent to Schedule Final Examination  
Request for Final Doctoral Examination  
Dissertation Approval Sheet

**Application for Counseling Practicum**

(Submit by 1 October or by 1 March)

EDP 664 and EDP 665 may be taken for three credits (one full day per week or two half-days per week plus a two-hour seminar) or for six credits (two full-days per week plus a two-hour seminar), as well as for one credit. If you apply for practicum, we expect you to follow through with the practicum. If you do not follow through, write an explanation to the Practicum Coordinator.

Name \_\_\_\_\_ Masters \_\_\_\_\_ EdS \_\_\_\_\_ PhD \_\_\_\_\_

Internet ID \_\_\_\_\_ Phone Number \_\_\_\_\_

I am applying to enroll for \_\_\_\_\_ credits in EDP \_\_\_\_\_ for the \_\_\_\_\_ semester. What is your preference for a counseling practicum setting? Please include at least one alternative, unless you have already arranged a practicum placement. If you want to have a specific placement supervisor, please indicate their name and phone number.

If you are presently working in a psychology related position, please indicate the agency and the name of your supervisor:

Course (*Req) ** B or higher	Grade/Semester	Take w/ 664/5	NOT enrolled
PSY535/EDP522			
*EDP600/1/3/4			
*EDP605**			
*EDP630**			
EDP640**			
*EDP649**			
*EDP652**			
*EDP661**			

EDP 664/5**			
EDP 680			
EDP 686			

## Practicum Evaluation Form

Student: \_\_\_\_\_ E-mail ID: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Please provide a brief written elaboration of each item which you rate outstanding(5) or needs improvement (1,2).

### A. Theoretical Understanding:

\_\_\_ Has a conceptual framework that guides the use of appropriate and well-timed techniques.

\_\_\_ Synthesizes information about client into a useful conceptualization.

\_\_\_ Is able to integrate personal style with therapeutic interventions.

\_\_\_ Is able to understand the language of different theoretical perspectives (e.g., dynamic, cognitive, behavioral, experiential).

### B. Self in Relation to Client:

\_\_\_ Is aware of own needs, values, and beliefs and their impact on client interactions.

\_\_\_ Can recognize and separate personal needs from those of the client.

\_\_\_ Is generally comfortable in the therapeutic setting.

\_\_\_ Maintains a professional relationship with clients.

C. Understanding Client Concerns:

\_\_\_ Communicates accurate empathy for feelings, perceptions, and ideas expressed by client.

\_\_\_ Understands client's personality structure and dynamic.

\_\_\_ Is aware of client's social-economic environment, family-relationships.

D. Use of Counseling Techniques:

\_\_\_ Listens and attends to client messages.

\_\_\_ Expresses self clearly to clients.

\_\_\_ Establishes and maintains rapport and positive working relationship.

\_\_\_ Uses assessment procedures to plan, facilitate, and evaluate counseling.

\_\_\_ Motivates clients to participate actively in counseling.

\_\_\_ Involves clients in establishing mutually acceptable treatment goals.

\_\_\_ Recognizes and works with client conflicts and ambivalence (opposition, negativism, fear of change).

\_\_\_ Works effectively with clients from diverse populations(e.g., gender, ethnicity, sexual orientation, age, and ability)

\_\_\_ Uses nonverbal behavior appropriately.

\_\_\_ Writes effective session and treatment reports.

E. Professional and Ethical Understanding:

\_\_\_ Demonstrates knowledge and application of professional code of ethics.

\_\_\_ Presents a professional demeanor in appearance and

behavior.

\_\_\_ Maintains a cordial and professional relationship with colleagues.

\_\_\_ Contributes to case conferences.

\_\_\_ Refers clients when appropriate.

\_\_\_ Works professionally and effectively within agency.

F. Responsiveness to Supervision:

\_\_\_ Is open to constructive supervisory and peer comments.

\_\_\_ Attempts to apply new insights result from direct supervision.

\_\_\_ Actively seeks supervisory help resulting from self-perceived needs.

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

Please return the completed form to Practicum Coordinator,  
Counseling Psychology Program, Department of Educational and  
Counseling Psychology, College of Education, University of  
Kentucky, Lexington 40506-0017.

Counseling Psychology Program of Study

Your Name                    FName LName  
 Major Professor:        FName LName  
 Committee                FName LName  
                                   FName LName  
                                   FName LName  
                                   FName LName

Approved on \_\_\_\_\_ by  
 Major Professor \_\_\_\_\_  
 Director of Training \_\_\_\_\_

Psychology/Subarea (18)	Taken Elsewhere/Sem, Year	Completed UK/Sem, Year	To be Completed/Sem, Year
learning, motivation, cognition			
developmental, individual differences, personality			
social, cultural, ethnic group, sex roles			
physiological, psychopharmacology			
psychopathology, abnormal psychology			
history and systems			

Research/Statistics (12)	Taken Elsewhere/Sem, Year	Completed UK/Sem, Year	To be Completed/Sem, Year
introductory statistics			
advanced statistics			
research design			
special research methods			

<b>Counseling Psychology</b>	<b>Taken Elsewhere/Sem, Year</b>	<b>Completed UK/Sem, Year</b>	<b>To be Completed/Sem, Year</b>
professional issues I			
professional issues II			
theories of counseling			
counseling techniques I			
counseling techniques II			
group counseling			
counseling research I			
counseling research II			
counseling research III			
career development			
practicum pre-Masters (6)			
practicum site (3)			
practicum site (3)			
supervision (1)			
practicum site (1)			
assessment I			
assessment II			
assessment III			
assessment IV			

List one credit practica by site and semester:

<b>Behavioral Science/Cross Cultural Electives (6)</b>	<b>Taken Elsewhere/Sem, Year</b>	<b>Completed UK/Sem, Year</b>	<b>To be Completed/Sem, Year</b>
elective I			
elective II			

<b>Specialty Title (15)</b>	<b>Taken Elsewhere/Sem, Year</b>	<b>Completed UK/Sem, Year</b>	<b>To be Completed/Sem, Year</b>
specialty I			
specialty II			
specialty III			
specialty IV			
specialty V			
specialty VI			

<b>Program Event</b>	<b>Scheduled Semester/Year</b>
Submit Program of Study	
Complete Pilot Study	
Sit for Qualifying Exam	
Submit Proposal	
Collect Data	
Apply for Internship	
Defend Dissertation	



INSTRUCTIONS FOR COMPLETING THE COUNSELING PSYCHOLOGY PROGRAM OF STUDY FORM

1. Replace "FName LName" where appropriate for your own name and for the names of your Advisory Committee members.
2. Replace "practicum site" where appropriate with the name of the Practicum Site.
3. Replace "Specialty Title" with the name of your Specialty Area.

**COUNSELING PSYCHOLOGY  
ANNUAL REVIEW**

Student: \_\_\_\_\_ Major Professor: \_\_\_\_\_

Academic Year of 19\_\_\_\_\_

According to procedures established by the Counseling Psychology Program faculty, all doctoral students enrolled in the program will be reviewed by the entire faculty once a year. Doctoral students are expected to provide a completed form and the appropriate supporting documentation to your Major Professor prior to the meeting of the Program faculty. Student progress will be monitored and satisfactory or unsatisfactory indicators will be noted.

Following this review, all students will be informed, in writing, by their advisors, of the results of this review. (See Appendix I for background on this form.)

Student progress through the program will be considered, but not limited within the following broad framework:

	<u>Satis- factory</u>	<u>Problem</u>	<u>Unsatis- factory</u>
<b>1. ACADEMIC PROGRESS:</b>			
A. Proceeding according to committee contract	_____	_____	_____
B. Appropriate advisory committee meetings held	_____	_____	_____
Date of last meeting: _____			
C. Quality of completed work (list course w/"C")	_____	_____	_____
D. Evidence of incompleted work (list courses w/"I")	_____	_____	_____
E. On schedule (ahead or behind)	_____	_____	_____
F. Progress in 765 research	_____	_____	_____
G. Appropriate progress on dissertation	_____	_____	_____
H. Evidence of presentations in local, regional, national meetings--list specifically on other side	_____	_____	_____
I. Evidence of publishing activity--cite reference	_____	_____	_____

on other side (submitted or accepted)

J. Membership in professional organizations--(list) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. PRACTICUM/INTERNSHIP PROGRESS:

A. Satisfactory performance on site \_\_\_\_\_  
B. Supervisor feedback, letters in file \_\_\_\_\_

3. PERSONAL/INTERPERSONAL PROGRESS:

A. Personal growth indicators (volunteer activities, training, outreach, etc.) \_\_\_\_\_  
B. Interpersonal relationships w/ peers, faculty \_\_\_\_\_  
C. Program participation: committees, etc. \_\_\_\_\_

4. Advisory Committee includes: \_\_\_\_\_

5. UPDATED VITA (attached)

6. Practicum Hours Data Record (each site) as of end of Fall Semester.

7. Copies of Practicum Supervisor Ratings for three credit practica.

8. Copies of the Time Distribution forms for Fall and Spring semesters.

\* \* \* \* \*

9. PROGRAM FACULTY PROGNOSIS: Evaluation of progress and problems indicated:

\_\_\_\_\_  
\_\_\_\_\_



Pre-Internship  
Proposal Meeting Verification

Please sign the paragraph (I, II or III) that fits your situation. Your Major Professor also signs below. This form is to be submitted to the Director of Training by the last Monday in January prior to your accepting an Internship appointment. If this document is not received by the DOT, you will be asked to withdraw immediately your internship applications and you may not accept an internship placement. Failure to follow these rules will be deemed by CPAC to be an ethical violation.

I. I certify that I had my proposal meeting on \_\_\_\_\_ and the proposal was approved.

Student: \_\_\_\_\_

Major Professor: \_\_\_\_\_

II. I certify that I had my proposal meeting on \_\_\_\_\_ and my committee approved the proposal, contingent on my making revisions. I have submitted these revisions to my committee and the committee has approved the revisions.

Student: \_\_\_\_\_

Major Professor: \_\_\_\_\_

III. I have submitted a complete written proposal to my Major Professor which she/he has read and certifies is ready for the proposal oral. I also certify that all of my committee members have agreed to meet on \_\_\_\_\_, which is prior to Spring Break.

Student: \_\_\_\_\_

I certify the written proposal is ready for a defense (i.e., I anticipate the proposal will be approved by the Committee with only minor revisions). I further certify that the student has schedule the proposal oral on \_\_\_\_\_ and that all committee members have agreed to attend.

Major Professor: \_\_\_\_\_

**Statement of Personal and Professional Responsibility**

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

EDP 605	EDP 606	EDP 630	EDP 640	EDP 642	EDP 649
EDP 650	EDP 658	EDP 661	EDP 664	EDP 665	EDP 666
EDP 669	EDP 670	EDP 671	EDP 675	EDP 680	EDP 684
EDP 685	EDP 686	EDP 690	EDP 691	EDP 701	EDP 702
EDP 703	EDP 708	EDP 777			

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

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Witnessed: \_\_\_\_\_

Date Witnessed: \_\_\_\_\_

(Revised 9-20-96)

EVALUATION OF PRACTICUM SITE

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

PLEASE RETURN TO THE COUNSELING PRACTICUM COORDINATOR.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Internet ID: \_\_\_\_\_

Name of Site/Agency: \_\_\_\_\_

Specific Department: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Title of Supervisor: \_\_\_\_\_

Theoretical Orientation of Supervisor: \_\_\_\_\_

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

2. Which of the following did your on-site supervisor include:

(please check all appropriate activities)

- a. \_\_\_\_\_ Critique of AV counseling tapes
- b. \_\_\_\_\_ Discussion of your counseling cases
- c. \_\_\_\_\_ Discussion of your theoretical approach

- d. \_\_\_\_\_ Discussion of your strengths and weaknesses
- e. \_\_\_\_\_ Discussion of your supervisor's cases
- f. \_\_\_\_\_ Discussion of other counseling cases

3. Which of the following kinds of counseling did you have the opportunity to do?

- a. \_\_\_\_\_ Individual personal counseling
- b. \_\_\_\_\_ Group personal counseling
- c. \_\_\_\_\_ Individual career counseling
- d. \_\_\_\_\_ Group career counseling
- e. \_\_\_\_\_ Academic counseling
- f. \_\_\_\_\_ Crisis counseling
- g. \_\_\_\_\_ Family counseling
- h. \_\_\_\_\_ Marriage counseling
- i. \_\_\_\_\_ Other (please specify) \_\_\_\_\_
- j. \_\_\_\_\_ Assessment/evaluations
- k. \_\_\_\_\_ Walk-ins
- l. \_\_\_\_\_ Workshops or classes

4. Age range of clients -- Please check those ranges with which you had an opportunity to work:

- a. \_\_\_\_\_ 0-5 years old
- b. \_\_\_\_\_ 6-12 years old
- c. \_\_\_\_\_ 13-15 years old
- d. \_\_\_\_\_ 16-18 years old
- e. \_\_\_\_\_ 19-25 years old
- f. \_\_\_\_\_ 26-40 years old
- g. \_\_\_\_\_ 41-50 years old
- h. \_\_\_\_\_ 51-60 years old
- i. \_\_\_\_\_ 61-65 years old
- j. \_\_\_\_\_ 66+ years old

5. Did you have difficulty acquiring clients?

- a. \_\_\_\_\_ All of the time
- b. \_\_\_\_\_ A lot of the time
- c. \_\_\_\_\_ Occasionally
- d. \_\_\_\_\_ Never

6. Was your supervisor helpful in getting you acquainted with other staff members, agency programs, rules/regulations?

- \_\_\_\_\_ Yes
- \_\_\_\_\_ No

Comments: \_\_\_\_\_  
\_\_\_\_\_

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

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

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

10. On the whole, do you recommend the placement of practicum students at this site?

Yes \_\_\_\_\_

No \_\_\_\_\_

**Practicum Hours Data Record**

Name: \_\_\_\_\_ Semester \_\_\_\_\_ 19 \_\_\_\_ Credit \_\_\_\_

Practicum Site: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

<u>Activities</u>	SITE WEEKLY HOURS	SITE SEMESTER HOURS	CUMULATIVE HOURS
-------------------	-------------------------	---------------------------	---------------------

I. DIRECT SERVICES:

Individual child	_____	_____	_____
Individual adult	_____	_____	_____
Couples	_____	_____	_____
Families	_____	_____	_____
Groups children	_____	_____	_____
Groups adult	_____	_____	_____

Total individual	_____	_____	_____
Total group	_____	_____	_____

Direct psychometric	_____	_____	_____
Interview/observation	_____	_____	_____

Consultation/ Primary Prevention	_____	_____	_____
-------------------------------------	-------	-------	-------

SUBTOTAL DIRECT	_____	_____	_____
-----------------	-------	-------	-------

II. INDIRECT SERVICES:

Assessment report writing/ tape reviewing/planning intervention	_____	_____	_____
Supervision rendered	_____	_____	_____

SUBTOTAL INDIRECT	_____	_____	_____
-------------------	-------	-------	-------

III. SUPERVISION RECEIVED:

One-on-one	_____	_____	_____
Group/class/peer	_____	_____	_____

SUBTOTAL SUPERVISION	_____	_____	_____
----------------------	-------	-------	-------

TOTAL PRACTICUM	_____	_____	_____
-----------------	-------	-------	-------

IV. MISCELLANEOUS:

Not reported to Internship	_____	_____	_____
----------------------------	-------	-------	-------

---

(Student/Date)

---

(Site Supervisor/Date)

---

(Faculty/Date)

**Memorandum of Understanding  
for the  
Counseling Psychology Internship  
University of Kentucky**

Name of Intern: \_\_\_\_\_ Major \_\_\_\_\_  
Professor: \_\_\_\_\_

Intern Internet ID: \_\_\_\_\_

Home Address: \_\_\_\_\_

Place of Internship: \_\_\_\_\_

Address of Internship: \_\_\_\_\_

Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Internet ID: \_\_\_\_\_

Supervisor Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Start Internship: \_\_\_\_\_ End: \_\_\_\_\_

Intern's Long Range Professional Goals: \_\_\_\_\_

\_\_\_\_\_

Goals for Internship: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the development of Internship Objectives, interns are expected to work with their Internship Supervisor and specify the objectives, skills which evidence those objectives, appropriate evaluation methods, and completion dates. Interns are expected to acquire and maintain skills in five domains as specified below. An additional opportunities may be provided for more skill development to be specified in the Memorandum of Understanding.

1. In the domain of ethical decision making (e.g., applying knowledge of ethical principles to judgments about scientific and professional contexts),

2. In the domain of counseling diverse populations (e.g., related to gender, ethnicity, sexual orientation, age, ability, etcetera),

3. In the domain of selecting appropriate interventions (e.g., integrating theory and science with practice),

4. In the domain of assessment (e.g., selecting appropriate methods, relating assessment to interventions, etcetera),

5. In the domain of evaluation (e.g., using multiple methods to evaluate a service delivery),

6. In the domain of specialty area (e.g., intern specify),

Signed/Dated: \_\_\_\_\_  
(Intern)

Signed/Dated: \_\_\_\_\_  
(Internship Director)

Signed/Dated: \_\_\_\_\_  
(Major Professor)

Signed/Dated: \_\_\_\_\_  
(Director of Counseling Training)

Note: Both the demographic and the Internship Objectives portions of the Memorandum of Understanding provide the minimum information domains. The intern and Internship Director are encouraged to use additional space to describe the Internship Objectives.

## Internship Hours

Name: \_\_\_\_\_ Semester \_\_\_\_\_ 19\_\_ Credit \_\_\_\_\_

Internship Site: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

<u>Activities</u>	INTERNSHIP WEEKLY HOURS	SITE SEMESTER HOURS	INTERNSHIP CUMULATIVE HOURS
-------------------	-------------------------------	---------------------------	-----------------------------------

I. DIRECT SERVICES:

Individual child	___	___	___
Individual adult	___	___	___
Couples	___	___	___
Families	___	___	___
Groups children	___	___	___
Groups adult	___	___	___
Total individual	___	___	___
Total group	___	___	___

Direct psychometric	___	___	___
Interview/observation	___	___	___
Consultation/Primary Prevention	___	___	___

SUBTOTAL DIRECT    \_\_\_    \_\_\_    \_\_\_

II. INDIRECT SERVICES:

Assessment report writing/ tape reviewing/planning intervention	___	___	___
Supervision rendered	___	___	___

SUBTOTAL INDIRECT    \_\_\_    \_\_\_    \_\_\_

III. SUPERVISION RECEIVED:

One-on-one	___	___	___
Group/peer	___	___	___

SUBTOTAL SUPERVISION    \_\_\_    \_\_\_    \_\_\_

TOTAL INTERNSHIP    \_\_\_    \_\_\_    \_\_\_

---

(Student/Date)            (Site Supervisor/Date)    (Faculty/Date)

**Counseling Psychology Internship Evaluation  
University of Kentucky**

Intern: \_\_\_\_\_ E-mail ID: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Evaluate the counseling psychology intern using the following 5-point scale for each item:

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

Please provide a brief written elaboration of each item which you rate outstanding(5) or needs improvement (1,2).

A. Theoretical Understanding:

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

B. Self in Relation to Client:

- \_\_\_ Is aware of own needs, values, and beliefs and their impact on client interactions.
- \_\_\_ Can recognize and separate personal needs from those of the client.
- \_\_\_ Is generally comfortable in the therapeutic setting.

\_\_\_ Maintains a professional relationship with clients.

C. Understanding Client Concerns:

\_\_\_ Communicates accurate empathy for feelings, perceptions, and ideas expressed by client.

\_\_\_ Understands client's personality structure and dynamic.

\_\_\_ Is aware of client's social-economic environment, family-relationships.

D. Use of Counseling Techniques:

\_\_\_ Listens and attends to client messages.

\_\_\_ Expresses self clearly to clients.

\_\_\_ Establishes and maintains rapport and positive working relationship.

\_\_\_ Uses assessment procedures to plan, and evaluate facilitate, counseling.

\_\_\_ Motivates clients to participate actively in counseling.

\_\_\_ Involves clients in establishing mutually acceptable treatment goals.

\_\_\_ Recognizes and works with client conflicts and ambivalence (opposition, negativism, change). fear of

\_\_\_ Works effectively with clients from diverse populations (e.g., gender, ethnicity, sexual orientation, age, and ability)

\_\_\_ Uses nonverbal behavior appropriately.

\_\_\_ Writes effective session and treatment reports.

E. Professional and Ethical Understanding:

\_\_\_ Demonstrates knowledge and application of

professional code of ethics.

- \_\_\_ Presents a professional demeanor in appearance and behavior.
- \_\_\_ Maintains a cordial and professional relationship with colleagues.
- \_\_\_ Contributes to case conferences.
- \_\_\_ Refers clients when appropriate.
- \_\_\_ Works professionally and effectively within agency.

F. Responsiveness to Supervision:

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

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

Please return the completed form to Dr. Wm. E. Stilwell, Director of Counseling Psychology Training, Department of Educational and Counseling Psychology, College of Education, University of Kentucky, Lexington 40506-0017.

## Quality Assurance Contract

To prepare myself for a professional career that will include writing and publishing, I understand that part of my education encompasses the ethics and mechanics of such writing activities. I understand that my work presented for each course should be an original manuscript consisting of my own writing and should not duplicate or substantially overlap any of my papers previously submitted to another class. I also understand that I should not quote or use the words of another person without referencing the person, nor should I borrow ideas from others without acknowledging their work. I also understand that the format of my written papers will be in compliance with the guidelines of the current APA Publication Manual, including writing mechanics, tables and figures, and language that is non sexist or racist or demeaning to others.

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

Signed \_\_\_\_\_

Name \_\_\_\_\_

SSN \_\_\_\_\_

E-mail ID \_\_\_\_\_

Title of Paper \_\_\_\_\_

Instructor \_\_\_\_\_

**EDP 765 -- Independent Study Agreement**

Date: \_\_\_\_\_ Period Covered:  
\_\_\_\_\_

Research Advisor: \_\_\_\_\_ Student:  
\_\_\_\_\_

Topic:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives for semester:  
\_\_\_\_\_  
\_\_\_\_\_ ] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activities to meet objectives:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Estimated time to complete project:  
\_\_\_\_\_

Method of evaluation of progress (e.g., product description):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The final EDP 765 project must be submitted to the Major Professor either by six weeks prior to the QE for the within semester examination or by 1 May for the early Fall QE or by 1 October for the early Spring Qualifying Examination.

Signed by Student: \_\_\_\_\_

Research Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

cc: Student

Student's file

Research Advisor

Appendix Q  
KRS 319