Graduate Handbook

For The

M.A. in Psychology
Clinical Concentration

Effective: Fall Semester 2016

If any part of this handbook conflicts with the WKU Graduate Catalog, the WKU Graduate Catalog takes precedence and that portion of this handbook becomes null. Anyone discovering a conflict between this handbook and the WKU Graduate Catalog, or a potential conflict, should report this conflict to the Director of the M.A. Program immediately.

Note: For easier navigation, in Adobe select View/Show/Navigation Panes/Bookmarks. Or click on the ribbon icon to the left of the document. This will open a menu to the left of the document that shows all topics (like a Table of Contents) and allows you to jump to the section of interest.
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Welcome!

Congratulations on being accepted to our graduate program in psychology. We are very pleased that you are joining us to develop your professional skills and achieve your career goals. We want you to succeed and will be there to encourage, teach, and support you as you acquire new skills, ways of thinking and methods of problem solving.

The clinical faculty have created this handbook to help you through the transition from undergraduate to graduate school and then to your professional career. It is based on observing what helps students succeed and on what “goes wrong” for students in graduate school.

“Graduate school” is a misnomer. While it has features of undergraduate school, the expectations are like the working world, the risks are greater and the protections fewer. Correspondingly, however, the rewards and independence are also greater and carry more meaning. Facing the risk and learning to grow from it is critical to success as a professional.

You will likely find that study techniques and lifestyle choices engaged in as an undergraduate will not work as well in graduate school. The time demands are higher and you will likely no longer “stand out” from the crowd as the others in your class are at your same ability level. You may struggle for the first time in your academic life. Your self-identity will likely shift and we hope become both deeper and broader. You were chosen because you have displayed a greater than average level of understanding and we will assume you start from day one using that greater capacity. It may be stressful at first but will gradually improve as you become adjusted to and even enjoy that greater trust. We do not want perfect people (there is no such person). We want people who can reduce the odds of error and recognize, correct and grow from their imperfections.

By the end of two years you have to be a functioning professional and that means intense work from now until graduation. Consider your current set of practices and values and reflect on how much and how quickly you will have to update those skills to be ready in two years. Your teachers are here to suggest directions and provide directions but as a budding professional it is up to you to implement these changes and to anticipate and solve problems before they develop.

Ways in which graduate school differs from undergraduate:

- The volume of information to be learned and the rate at which you must learn it is much greater, roughly equivalent to 2 to 3 undergraduate classes in 1 graduate class. Therefore, a graduate course load of 12 hours is equivalent to a 24 to 36 hour load as an undergraduate. Plan accordingly.

- Class time is not for repeating what was in the readings but for discussion of them and exploring new information in greater depth. Ask your questions before the instructor moves on or you will be left behind.

- You will be expected to hear the directions for tasks on the first recitation of them whether that is orally or in written form. Better performers do not use technology when in class. They put all their attention on what is occurring now. Unlike undergraduates, you are not going to get repeated reminders of deadlines or other tasks. You cannot afford to split your attention as the information will not be re-presented.
There is no “catching up” in graduate school as there is no “slow time” in the semester. You aren’t going to make-up that material you fell behind on as the next batch is coming along. Re-think any ineffective strategies early—in the first 2-3 weeks of the term.

You will sink or swim to the extent you can get along with your classmates. You will often have to work collaboratively and rely on one another. Pull your weight and learn to collaborate. These persons are your first professional network.

You are expected to bring your own thoughtfulness and ideas to many tasks. Instructions will typically not be as detailed as in undergraduate programs, as you are expected to think through the task to achieve the stated goal. The exception is learning intelligence and other test administration. That must be done precisely and without deviation from any of the directions.

You are trusted to handle matters that have adverse legal consequences if done incorrectly. We will instruct you in proper behavior and then you need to manage it—think, act, follow-up.

Your final work will be judged against what is done by functioning professionals. We know you will need several “drafts” to get to that point and that is the function of your courses…to take you from beginner to professional.

Professionals are “self-governing,” which means we (including you now) hold ourselves responsible to a higher standard than the general population. In return for the perks of being a professional, we must recognize what in our own behavior has contributed to problem situations and generate a solution involving modifying our own behavior. If you encounter a problem, you will be asked what you will do to improve your behavior.

We have supervised many students through this process and we know it is not going to be perfectly smooth. Everyone stumbles and hits walls—that is an essential part of learning, as that is a very real part of professional practice. What you are here to learn is how to pick yourself up, learn and try again until you get through that issue. There is no such thing as a perfect performance in graduate school because the problems you will face as a student and as a professional do not come with simple directions or simple answers. We want you to strive for excellence, not perfection.

We do expect that on this journey you will continuously work to improve next time around (but not to delay facing a problem), to understand (but not to rationalize), to seek help as needed (but not to be dependent), to become self-correcting and self-reflective (but not to be neurotic). Finding the balance among all of these tasks is not easy and not smooth. The pace of the work does not allow for too many bobbles, as correction of them takes time away from keeping up with your classmates. Do your best to keep the number of missteps small and time-limited. The faculty can better help you if you recognize and own issues sooner rather than later.

Career Goals.

We expect that you will discover career ideas that are new to you and your goals may zig and zag a bit as you develop as a professional. Change is normal. In your first semester, talk with the different faculty members about what their perceptions of the job market are, do some reading about different areas of specialization, and get a general idea of what you think you would like to do. You want to notice which readings grab your attention. Most persons go through several phases in their work lives, so
you are just anticipating the first 5 to 10 years of your career.

Start a journal to record your thoughts, experiences and observations about clinical work (but do not record client names). Once you have an idea of where you would like to go, we can help guide you to that place.

Remember, life is a process, not a product. Be open to growth experiences. Try to enjoy the changes and to get time apart when too much is happening. Attend to your own mental health as well as your intellectual life. Talk with your faculty when the going gets tough.

Graduate school is a process of change, shaping who you are behaviorally, emotionally and, of course, intellectually. You will also build professional relationships that will likely last your life-time and become the seed of your professional network. Graduate school can be a roller-coaster ride, terrifying or exhilarating depending on how you look at it, but definitely more fun if you talk with your colleagues and your faculty about the experience as it is happening. As you gain confidence and experience I believe you will find it becoming more and more exhilarating.

You should re-read this handbook periodically as you pass various graduate school events. I think you will uncover tidbits not perceived in your last reading. Remember to use all of your resources: your persistence, your intelligence, your problem-solving ability, your patience, and your social network. You will be the one in the best position to learn how to integrate all of your skills to produce success.

Welcome to graduate school!
Sally Kuhlenschmidt, Ph.D.,
M.A. Program Coordinator

Clinical Psychology at Western Kentucky University: An Overview

The two-year program in clinical psychology offers a broad professional foundation for students who will function as professional psychologists at the M.A. level. Students must complete a minimum of 48 credit hours in psychology, usually over four semesters. They will be licensable in Kentucky as a Licensed Psychological Associate (LPA). The state requires 60 hours to be a Licensed Psychological Practitioner (LPP) in Kentucky.

Graduates obtain employment in mental health centers, rehabilitation centers, college counseling centers, and various other mental health agencies. The program prepares students to be able to take the Examination for the Professional Practice of Psychology (EPPP, pronounced “E triple P”), required to practice in Kentucky and many other states. All but three of the graduates of the program since 2002-2003 who did not continue on to a doctoral program have found work in an area related to their education.

In addition to clinical work, many graduates pursue training at the doctoral level. Since 2002-2003, 28 clinical master program students have continued on to doctoral program placements (28 of the 89 who have graduated, about a 31% rate.) For example, students have been accepted into

- Education Leadership Ed.D. (1 student),
- Clinical Psychology Psy.D. (8 students),
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- Counseling Psychology Ph.D. (7 students),
- Clinical Psychology Ph.D. (4 students),
- School Psychology Ph.D. (1 student), and
- Developmental Psychology Ph.D. (1 student) programs.

The Clinical Psychology M.A. program at Western Kentucky University follows the scientist/practitioner model of training (also known as the Boulder Model), which prepares the student for practice or doctoral work. The general theoretical orientation of the program is cognitive-behavioral, although you will be exposed to other philosophies. The program is practice oriented, offering a broad foundation at the M.A. level. The program has been offered since 1979.

Personal growth is a natural part of any clinical training program. Students will be required to examine their beliefs, values, and experiences with regard to their ability to perform applied tasks, such as therapy and assessment. In some classes, students may be required to discuss and disclose their beliefs, values, and experiences.

About the Program

Mission

The Clinical Concentration of the M.A. in Psychology follows the scientist-practitioner model of training and prepares students to be successful in both professional practice (See 201 Kentucky Administrative Regulations (KAR) 26:210 §1-2) and in research. The program prepares graduate students to succeed as master’s level clinicians or doctoral students by developing their professional skills, attitudes, and values, providing foundational coursework and practica experiences, and training them in research-based problem-solving.

Curriculum

The 48 credit hours of courses required for completion of the M.A. degree in clinical psychology are dictated largely by the requirements for certification in the State of Kentucky (201 KAR 26:210) as a Licensed Psychological Associate. This sequence of courses, standard for the profession, will provide students who apply themselves with the basic clinical skills, attitudes, and values needed for success in the field and to function effectively with clients and other professionals. In addition students who do well will be prepared to take the Examination for Professional Practice in Psychology (EPPP). See 201 KAR 26: 230 §1-2 for details. Because practica require intense interpersonal contact, the program is only available on the Bowling Green campus.

Full Time vs. Part Time

Many students want to be employed at a job while attending graduate school. There is nothing wrong with this; however, there are things to consider before making this choice. First, students can either go to school full-time OR work full-time. They cannot do both. Students who try to take 12 semester hours of classes and work 40 hours per week (and accept an assistantship and try to have a family/social life) will fail. They will not perform well at their course work. While students will need to evaluate their own situation to make this decision, it is recommended by the faculty that students commit themselves to graduate school and attend full-time. We believe that students will have a better graduate experience if they attend full-time rather than part-time. Again, graduate school is not comparable to undergraduate school. A 12 hour graduate course load is closer to 24 hours of undergraduate work or more.

Full-time enrollment in the program, and accepting an assistantship in the process, allows students to become engaged in a community of colleagues. Students have a good opportunity to practice their professional roles and learn from
faculty if they spend time within Gary Ransdell Hall. And, remember, the relationship with faculty members—for good or ill—does not end at graduation. The faculty continue to interact with students through professional venues and serve as their first mentors into a professional world in which connections matter.

See Appendices for past announcements of various funding opportunities. Assume deadlines will be similar in the future and work ahead to be ready to submit.

**Summer Courses and January Term**

Students will be required to take three hours of course work in the January term between Fall Semester and Spring Semester of their first year and three hours of coursework during the summer session between their first and second years. These two courses are PSY 541 (Introduction to Professional Psychology, Ethics, and Standards of Practice) and usually PSY 520 (Individual Differences), although PSY 550 (Personality Theory) may be occasionally substituted for PSY 520.

Students who wish to complete the 60-hour program may opt to take 12 hours of courses in the summer session between their first and second year, or may decide to take an additional 6 hours in the summer session after their second year. These additional courses will be electives, though thesis hours could also be taken in the summer.

**Transfer Credit**

Up to 12 semester hours of transfer credit from an accredited institution may be accepted toward meeting the course requirements for the degree. These courses must be properly identified as graduate level courses and must fall within the 6 year limit for degree completion.

Requests for transfer credit must be approved by the clinical faculty and include supporting documentation on course content and requirements, such as syllabi, reading lists and related materials. The Graduate School must also approve all requests for transfer credits.

**Research Tool**

The University requires that graduate students complete a research tool as part of their program. EDFN 500 (Research Methods) meets this requirement. Students must earn at least a B in this class.

**Practica**

Graduate students in clinical psychology take practicum courses (PSY 562 and PSY 662) both semesters of their first year. PSY 562 is associated with the course in intellectual assessment (PSY 560) and involves practice in administering and interpreting intelligence tests and other cognitive instruments. Both children and adults are recruited as volunteer clients.

PSY 662 is associated with the course in psychotherapy (PSY 641). Students are required to perform a certain number of hours of psychotherapy for the practicum course. The type of therapeutic services ranges from individual therapy to psychoeducational groups. Students work with their practicum cases in the Psychology Training Clinic and are expected to follow clinic procedures.

Most of the practicum work is completed in the Psychology Training Clinic within the Psychology Department (GRH 1035). It must be supervised by a doctoral-level psychologist and equal 600 hours (201 KAR 26:210 § 1(9)). You would be wise to track your clinical hours, indicating direct client contact, various forms of preparation such as writing reports and indicating at least assessment versus therapy hours. You will receive a suggested form for tracking in one of your courses.

**Supervision**

Best practice in clinical work is to use ongoing supervision throughout your professional career. “Lone wolves” end up damaging clients and themselves. Training and
practice requires supervision of your clinical activities. Your role as a trainee/supervisee is to be thoughtful, thorough and careful when dealing with anything client-related and to discuss questions and concerns with your supervisor. The supervisor’s role is to encourage your professional development through support with appropriate challenge, to guard client welfare and to evaluate your progress and needs. Supervision may include live, videoed and other forms of observation, such as review of testing protocols, peer observation or supervision by a doctoral student who in turn is supervised by faculty. Supervision may be conducted one-on-one or in a group. It may involve additional readings or research on your part in order to provide appropriate service. Details will be explained at the start of each course.

Practicum work is often recorded on video or audio using our state-of-the-art system at the discretion of the supervisor. The recordings are used to provide feedback and direction to the student. Students are responsible for assuring the confidentiality of these recordings as well as all practicum materials. You will be trained on the equipment.

**Internship**

A 600-hour internship is required by the [Kentucky Board of Examiners of Psychology](https://www.psc.ky.gov/) in order to be license eligible in Kentucky. Most states (see section later in document) require an internship/practicum experience of some sort, so if you are planning to be licensed in another state, you will need to check that state’s regulations to determine the requirements. Internships may be completed in a variety of settings, according to the students’ needs and professional goals, and availability of internship sites.

A limited number of internships are available in the Bowling Green area, for example, at Rivendell, the [University Counseling and Testing Center](https://www.uky.edu/), and the Medical Center, and local therapists. Students may apply for internships in other cities or states. However, remember that the internship must include the practice of psychological skills in assessment, diagnosis, and therapy, and that your supervisor must be approved by our program. It is the responsibility of the student to ensure that an appropriate supervisor is available for the experience.

Students will complete 20 hours a week of internship experience. This will include approximately 14 hours each week spent in activities at the off-campus site, 1 hour per week of University Supervision, and 5 hours in the Psychology Training Clinic. The number of hours spent at the off-campus site and the Psychology Training Clinic are subject to change based on the needs of the Training Clinic and the number of students in the class.

**Electives**

Because of the state requirements, only 2 electives are available within the standard 48-hour program. Internship and thesis hours are the most likely options.

However, if students opt to take the [60-hour program to meet requirements](https://www.uky.edu/) for Licensed Practicing Psychologist status, then the number of electives offered increases. If this option is selected, students can elect to take 12 hours both semesters their second year and register for another 6 hours in either the summer session between the first and second year or the summer session after the second year. Suggested electives include courses in Group, Therapy, Play Therapy or Brief Therapy. We recommend that you complete your degree and earn the LPA designation before returning for the credits to apply for LPP status.

**Thesis**

A thesis is required. Students should select a faculty research mentor and formulate a program of research during the fall semester of the first year of their master’s program in order to facilitate the timely completion of their thesis project. A total of six credits of course work are awarded for undertaking thesis research and for
the completion of the project. All clinical students will complete a thesis. See the Thesis Checklist (separate document for details). The thesis must be psychological in method and content as per 201 KAR 26:210 §1(3).

Research Presentation Opportunities
Clinical students are encouraged to pursue their individual research interests. Accordingly, the Psychology faculty act as sponsors in working with students in the development and presentation of research. Annual meetings of the Kentucky Psychological Association (KPA), WKU Reach Week, WKU Student Research Conference and other conferences provide opportunities for students to present and receive external feedback on their work.

Evaluation
Evaluation of Graduate Students occurs continuously throughout the program with a summative report of the faculty assessment at the end of each semester. See Appendices for the form. Maintenance of a B average is required to continue an assistantship. Professional (clinical psychology) courses (PSY 541, PSY 560, PSY 562, PSY 660, PSY 662, PSY 641, and PSY 640) with a grade below B do not count toward completion of the program and will need to be re-taken until such a time as the student earns a B grade.

Traditional examinations over coursework are only one aspect of the total evaluation. The faculty recognizes that the practice of clinical psychology requires more than simply applying academic knowledge. Consequently, students are evaluated every semester broadly on aspects of behavior that are essential to the functioning of a clinical psychologist. Such factors as

- Time management
- communication skills
- Attitudes/values appropriate for clinical work
- professionalism
- personal stability
- adherence to ethical standards, and
- cooperation with peers and
- response to supervision

will be considered in the overall evaluation conducted by the entire faculty based on observation in classes, clinical work, assistantships, thesis progress and other settings.

Most students progress as expected with occasional need for remediation in a particular area and occasional need to re-evaluate career paths. If a student is found deficient in academic or professional areas, a program of remediation may be required. Remediation may include, but is not limited to, additional applied work, readings, and/or receiving psychotherapy. Students who do not complete the program of remediation will not be allowed to continue in the clinical psychology master’s program. Our first ethical obligation is to protect potential clients. We do want everyone to succeed (hence this manual and more helps) but we cannot drag someone across the success line if it will result in malpractice down the road.

Failure to adhere to ethical standards is adequate cause for dropping a student from the clinical psychology master’s program, following procedures outlined in University publications.

Expectations for Professional Graduate Student Behavior
Professional behavior is a part of adequate performance as a graduate student and is expected of students in the Psychology graduate programs. Students’ demonstrated professionalism will be considered in their annual evaluations, in recommendations for
internship placements, and in letters of recommendation for licensure, employment or further graduate study.

Graduate training is an exciting endeavor that requires significant work and learning at a level that may stretch cognitive and emotional capacities. Training can be a stress-inducing experience and adjusting to new demands at each level of training can create difficulties for students.

**Ethical Behavior**

Graduate students shall adhere to the APA Ethical Principles of Psychologist and Code of Conduct as well as any Department or university policy on ethical behavior for faculty, staff, and students. When in doubt about appropriate behavior, defer to the ethical code.

**Desirable Behavior**

Some specific expectations for professional behavior are listed below, although this is not an exhaustive list.

**Independent Learning**

Graduate students will take responsibility for their own education. The program provides a multitude of resources, such as instructors, textbooks, journals, and other tools. The student is responsible for mining those resources for lessons to be used in professional work.

The student is expected to do his/her own work and to keep all materials confidential from others, including significant others such as spouses or parents. Those others are not in the program and, while welcome when specifically invited to social events, are not allowed to be part of graduate program activities or to view clinical resources or be in clinical work areas.

**Punctuality, Attendance and Engagement**

Demonstration of responsible attendance, punctuality and engagement in an academic setting suggests that a student possesses adequate personal management and organizational skills to operate appropriately in future professional roles. Organizations quickly fire persons for lack of punctuality and failure to complete tasks appropriately.

Graduate students are expected to engage in active learning of the material and accomplish this by

- Attending all scheduled classes in their entirety. Missing classes, regularly arriving late or scheduling other activities (e.g., clients or assistantships) during class time is unprofessional and unacceptable.

- Being prepared to start class at the scheduled time, by arriving early and noticing when direction or instruction begins.

- Giving their full attention to the course and course materials during class. (It is obvious to the instructor when a student is checking a cell phone or email or doing some activity other than attending to the class.)

- Completing all of the reading, and have thought critically about it, for each class prior to the class in which the reading is to be covered. Such preparation is demonstrated by active class participation, responding to inquiries by the professor, etc., and

- Meeting deadlines and accepting the course consequences of a failure to meet those deadlines.

Faculty notice what you are doing. We assume you are choosing to engage in the behaviors you display and thus they reflect your ability and competence to proceed. At this level you stand or fall on your behavior.

**Attire**

When you are engaged in professional situations, such as when interacting with clients in any way (including working casually in the Psychology Training Clinic), meeting other professionals, or doing a class presentation you will be expected to wear business casual. Business casual is not what is portrayed on
television shows. TV fashion is designed to attract sexual attention.

Professional dress is designed to keep attention focused on the task to be accomplished. You may be crawling around on the floor with a child client or walking a person up the hill for suicide intervention. Dress so you can accomplish either task and easily retain your dignity and mobility. When working with children be aware that items such as hoop earrings or ties may be grabbed and yanked. Your professional interactions are the equivalent of a job interview. A visual guide to appropriate attire is available from Cal Poly.

Public Behavior

Conduct in the Community/Online

Clinical students are encouraged to be mindful that, while they lead private lives, they are engaged in a public profession. Students must monitor the appropriateness of their conduct at all times, and exercise discerning judgment in both professional and leisure pursuits. Remember, you do not cease to be a therapist or psychologist when clients see you in public outside of the therapeutic setting.

Electronic Communications

While at WKU we will use the WKU email service. You should check it daily.

With regard to other digital accounts that might be used in professional contexts create usernames and email addresses that are dignified and professional in nature. Remember that your email, texts, Facebook and other social media posts will be subject to subpoena in the event of a lawsuit and that they are likely not HIPAA compliant and shouldn’t be used for discussion of client issues.

Ask yourself how a post would look in a court of law if your professional judgement was being questioned, when a potential employer “googles” you, or when a client is curious about your personal life and what he or she finds begins to influence the process of therapy.

Take some time to “clean up” your track record online and keep it clean from here on. Note that behavior online will also fall under the expectations for professionalism that will be considered in faculty semester evaluations of you.

Dr. Kuhlenschmidt uses LinkedIn, which presets boundaries on relationships, restricting them to professional networking, and she also uses Pinterest for carefully reviewed teaching resources. Dr. Grieve uses Facebook, but with awareness of the layers of ethical caveats and privacy issues he must follow. We are both happy to connect with you via these social media options but only if you initiate the request. It is your choice.

Use of Social Media

Clinical students will be held responsible for their online conduct. Clinical students should be aware of potential repercussions stemming from careless use of social media outlets, such as Facebook or Twitter. It is the responsibility of clinical students to ensure that any social media profiles, wherein personal information is shared, remain “private.”

Similarly, clinical students should closely monitor those who have access to personal information shared privately via social media outlets (e.g., who they “friend” and how their personal information may be shared without their knowledge).

Transitory Personal Difficulties

Students are generally able to respond effectively to feedback about their reactions to these psychological stresses or to feedback when their behavior negatively affects others. They are usually able to correct these difficulties in a reasonable length of time. The behavioral problems do not generally become pervasive and they are typically manageable.

Understanding the patterns of your own behavior when under stress is essential to
effective clinical objectivity and developing high quality coping skills is necessary to guide others through difficulties. Difficulties also generally enhance one’s empathy for others. Coping challenges are not to be hidden, avoided or repressed, but to be worked through with peers and faculty.

We are all human and will have highs and lows. We prefer to discuss those moments before they grow out of proportion and become harder for the student to manage. Note, however, that there are degrees of personal difficulty. Sleeping late, attending a wedding, or going on a vacation trip is not a difficulty. Illness with a fever or death of a loved one is a difficulty.

Response from the Faculty

The clinical psychology program faculty will try to support students through a short-term challenge.

Significant Crises

Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. Some students are not yet at a place where they can manage their stress or they make choices that fail to support their aspirations (such as trying to work full-time and trying to be a student full-time). A concern exists when personal difficulties cause any or all of the following situations:

a. The student is unable to attend class regularly over a period of time;

b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;

c. The student is significantly behind in coursework or other benchmarks for the program;

d. The student is frequently unable to participate effectively in required learning activities.

Personal crises and difficulties cannot be used as an excuse for unethical or irresponsible behavior. Psychologists are responsible for monitoring their personal adjustment and removing themselves from doing harm to clients if the difficulties interfere with their judgement or capacity to render service.

Ethics codes indicate that the student should, to the best of their ability, objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. We advise you, as a trainee, to consult with the faculty to help reach your decision.

Response from the Faculty

The student and a faculty advisor will meet to clarify and evaluate options. If necessary, a Leave of Absence form can be completed. If circumstances allow the student to remain active in the program, a Growth Plan will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Program Dismissal.

Unprofessional Student Conduct

When a student has impaired judgement or has difficulty in modifying his or her behavior following feedback, the behavior will require a more formal response from the faculty and student.

Unprofessional conduct includes but is not limited to

- dishonesty, cheating, plagiarism,
- sexual harassment,
- discrimination on the basis of race, ethnicity, religion, or sexual orientation, or
- inappropriate interpersonal behavior.
• repeated attendance and/or punctuality problems.

It is up to students to fulfill their responsibilities in a timely and professional manner, to represent themselves and their work honestly, and to treat others with dignity and respect.

Some of the behaviors, either alone or in combination, that may distinguish between ordinary stress responses and significant professional difficulties include:

a. A failure to acknowledge, understand, or address the problematic behavior when it is identified;

b. The problematic behavior is not merely a reflection of a skill or knowledge deficit that can be rectified by academic training;

c. The quality of psychological services delivered is frequently negatively affected;

d. The problematic behavior is not restricted to one area of professional functioning;

e. A disproportionate amount of attention from training personnel is required to address the difficulties;

f. The behavior does not change in response to feedback or remedial efforts;

g. The behavior negatively affects the public image of the University, the Program, or an agency providing a practicum or internship placement;

h. Illegal or unethical behavior.

Unprofessional conduct can arise in any of the domains of training including, but not limited to participation in classes, participation in research groups, interpersonal relationships (with faculty, non-faculty supervisors, peers, or clients), assistantship work, practicum activities, and internship.

In evaluating the suitability of students for continued study and/or employment as a graduate assistant, the faculty attends to problematic behavior that has been observed and documented.

Response from the Faculty

The student and a faculty advisor will meet and review problems and documentation with behavioral examples. The student and advisor will complete a Growth Plan to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Program Dismissal.

Problems that reoccur will impact faculty decisions regarding that

• student’s annual evaluation,

• faculty willingness to serve on a thesis committee, or

• faculty judgement regarding student readiness for an internship placement.

• It will also impact a faculty member’s willingness to provide letters of recommendation or references.

Neither student nor university nor potential clients are well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.

Outstanding MA Graduate

Each year, a committee of the faculty reviews all the graduates for that semester and may select the outstanding graduate based on scholarship, research, citizenship, and other factors of relevance.

Professional Networking Opportunities

Each fall the program has an orientation and advanced students are invited to share information with the first year students. We encourage students at all stages to communicate
with one another as this interaction is the foundation of your professional network. In addition there are often programs on campus or in the community relevant to clinical work about which faculty will inform students. Bowling Green Mental Health Professionals, a local organization, is an excellent opportunity to meet practicing clinicians. It meets quarterly for an educational session. The Kentucky Psychological Association is also a good resource for networking. Joining a professional organization as a student is a good idea. It will never cost less and you will build connections that can help you in your career.

When you graduate you will need a doctoral level supervisor to practice. Sometimes employers provide them but sometimes you may need an independent practitioner. Networking will give you connections to possible supervisors.

Assistantships

If the financial situation permits, assistantships are awarded to clinical psychology students each year. Full-time students who maintain a 3.0 average can be supported with a graduate assistantship if they apply for one, and if there is funding for them.

The assistantships typically require 20 hours work per week for the person(s) and/or office(s) to which they are assigned and come with out-of-state (nonresident) tuition waiver. (Students still have to pay in-state tuition, however). Specific assignments are in accordance with the needs of the department. This year, the stipend for full-time assistantships will be approximately $8,000.

It is important to note that assistantships are earned and not a right and are competitive. If students do not fulfill the professional expectations of the assistantship, they may find they will not be awarded another assistantship. This is especially true as we move to having more students than assistantships.

Professional expectations for an assistantship (and classes and other graduate school environments) include, but are not limited to,

- being on time for appointments,
- informing supervisors when you will be late or not able to attend,
- completing work in a timely manner, and
- displaying a professional attitude during the assistantship.

Student performance of assistantship duties will be evaluated every semester (see below for details on semester evaluations). Students with assistantships will be required to undergo a criminal background check at their own expense before they can accept the position.

If a student desires consideration for an available GA position, an Application for Graduate Assistantship must be submitted to the MA Program Director. Three letters of reference and a resume should also accompany the Application. GA’s wanting to have an assistantship the next year must submit a continuation application, but new reference letters and resume are not required.

When scheduling assistantship hours or other activities, students enrolled in practica are advised to retain several 3 hour segments of time for working with clients, such as Monday afternoons or Friday mornings.

It is permissible for supervisors and graduate assistants to arrange flexible schedules that average 20 hours per week and that includes work (e.g., grading papers, etc.) that may be performed off campus.

However, just because flexibility may be possible for some assistantships does not mean it can be done for all; some supervisors will want graduate assistants to perform their work on campus (and, sometimes, in specified areas on campus). Graduate assistants have a responsibility to perform assigned tasks in a
professional and timely manner and should take
the initiative to meet with their supervisor(s) on
a regular basis.

Forms to Be Filed

**Forms, forms, everywhere forms...**

**Program of Study**

The Program of Study Form (also known as
Form C) is your contract with the university. It
is filed when you enter the program, and lists all
of the courses you need to complete the
program. If you complete the program as
specified on the Program of Study Form, and
encounter no professional difficulties, you will
receive the degree. You will complete this
digital form following Orientation, electronically
sign it, and return it to the M.A. Coordinator.

**Committee and Topic Selection Form**

This form is completed once you know
what you will be doing for your thesis topic
and who will be on your committee. It
should be completed before the end of your
second semester, as you cannot enroll in
Thesis (PSY 599) hours until this form is
completed.

**Graduation Application**

This used to be Form D, but that was
recently discontinued. Faculty may still call
it “Form D.” Old habits die hard. Now, you
must file your application to graduate on
TopNet after you have taken 18 hours but
before 21 hours are complete. There is some
inconsistency about the form deadline in the
Graduate School but we have had success if
you complete this requirement in the
summer between your first and second year.
If you do not complete it you will be unable
to register for the next semester. (See
TopNet/ Student Services/ Student Records/
Application for Graduation). You complete
it regardless of whether you are going to
attend commencement.

**Thesis Signature form**

This form you create for your thesis. The
faculty sign when you pass and the original
must be turned in to the Graduate School
with your thesis. It wants to get lost in the
process and then there is much drama.

**Comprehensive Exam/Capstone form**

Also known as Form E, this form is filed
by your thesis chair when you have
completed the oral defense of your thesis.
You should remind your chair to file it soon.
For spring degree completion the deadline is
close to the end of May, for summer
graduation the deadline is early July. All
degree requirements must be completed by
the last day of the semester… but there are
often more steps to finish off tasks than you
realize. Add at least 1 month to your
estimate.

**College Reader Approval & Copyright
Permission**

This form is filed along with your thesis,
after it has been approved by your
committee and by the college reader. Once
you make all of the revisions your
committee wants, you still must have a
reader from the college (for CEBS, this is
currently Dr. Jackie Pope-Tarrence) review
it and approve it. The college reader will
sign this form that you will then take with
you when you turn in your thesis to the
Graduate School.

--------

Before the gates of excellence the high gods
have placed sweat.

Long is the road thereto, and rough and steep at
the first.

But when the height is achieved,
Then there is ease,
Though grievously hard in the winning.

--Hesiod
### Year 1

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Hrs</th>
<th>Year 1 Winter Term</th>
<th>Hrs</th>
<th>Year 1 Spring Semester</th>
<th>Hrs</th>
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<tr>
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<tr>
<td>EDFN 501 Statistics</td>
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<td>PSY 541 Professional Issues and Ethics in Psychology</td>
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<td>EDFN 500 Research Methods</td>
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<td>PSY 560 Assessment of Individual Intellectual Functioning: Theories and Issues</td>
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<td>PSY641 Theories of Psychotherapy</td>
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<td>PSY 562 Practicum in Psychological Assessment</td>
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<td>PSY 660 Assessment of Personality and Socio-emotional Functioning</td>
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<td>PSY 640 Psychopathology</td>
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<td>PSY 662 Practicum in Psychology</td>
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<th>Year 1 Summer Term</th>
<th>Hrs</th>
<th>Year 2 Fall Semester</th>
<th>Hrs</th>
<th>Year 2 Spring Semester</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>PSY 520 Individual Differences and Human Diversity</td>
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<td>PSY 511 Psychology of Learning</td>
<td>3</td>
<td>PSY 599 Thesis Research or one electives</td>
<td>3</td>
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<tr>
<td>PSY 592 Psychology Internship</td>
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<td>PSYS 552 Advanced Social Psychology</td>
<td>3</td>
<td>PSY 651 Clinical Neuropsychology for the Applied Psychologist</td>
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<tr>
<td>PSY 599 Thesis Research or one elective</td>
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<td>1 optional elective</td>
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<td>1 optional elective</td>
<td>(3)</td>
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</table>

Total Hours: 48 (54)
WKU Clinical Psychology Graduate Handbook

Suggested Checklist for Graduate School

Prior to the Term

☐ Connecting. At least a week before the term begins, start using your WKU email address and check it daily. The WKU systems are set up to work most effectively with that email.

☐ You will have a mailbox that you will need to check daily. Enter the Psychology Department and go past the front desks and turn to your right. The mailboxes shelves are down the hall on your right.

☐ Memorize your WKU 800 number and NetID. You will use them to access many campus resources. Part of your professional responsibility will be keeping them private as confidential client material will be accessible through them. If you have not changed your passwords in a while, do so, and use a highly secure, nonsensical phrase with numbers and punctuation. Do not use the password in any other setting. Do NOT store the password on any device that can be lost or read by someone else. Do NOT share your password with loved ones who do not have a right to view confidential material. If you have already shared it, it is your ethical responsibility to change your password. Tip: take a favorite phrase, song title, etc. and use only the first or first two letters of each word, substituting a number or punctuation whenever you can. For example: The Spirit Makes the Master could become ThspmathM4! Password managers such as LastPass can help. Choose a secure one.

☐ Enhance your keyboarding and word processing skills. The better you are, the more efficiently you will produce your many papers. The university supports Microsoft Word, offers online training, and has a purchasing program for students. I recommend learning Heading Styles. Do not trust APA style plug-ins. They are often outdated or incorrect.

☐ Purchase and study the most current edition of the APA Publication Manual and the guide to electronic references. (Join APA for discount.) Every moment spent learning the details will pay off in time saved on papers. See the thesis formatting requirements for motivation to learn.

☐ Learn software that enables you to organize references. After a recent review of options Dr. Kuhlenschmidt recommends Zotero. It is free and relatively easy to learn. It may not work as well with Apple products, however.

☐ Complete your CITI human subjects research ethics training (which is good for 3 years) so you don’t have to do that in the middle of a term. CITI training “follows” you from school to school, you’ll just match it to WKU when the time comes.

☐ Create a professional credential file and vita. A professional credential file is where you keep documentation of your professional experiences, such as practicum hours, which you will need when you apply for a license. Remember this is a folder you will keep for 20 to 30 years. Don’t keep it in a single location or electronic device. A vita is how you present those credentials to others. A vita is always a work in progress and you may have several for different jobs (therapy, doctoral program) based on the single credential file. The sooner you begin, the easier it is to update it. At a minimum, be kind to your future self and toss a handwritten note about activities in this folder so you have some place to start. Review this advice for presenting yourself professionally. And this for do’s and don’ts of vitas. Both Dr. Grieve and Dr. Kuhlenschmidt are happy to help you with your vita.

☐ On the other hand, we strongly discourage you from using a computer to take notes in class…so strongly we are discussing forbidding them unless it is for a disability accommodation. We have found that those who use computers do noticeably poorer than those taking notes by hand. We suspect it has to do with attention management. Maybe someone would like to do a thesis topic on that question. Test yourself and see how long you can go without checking a computer or mobile device. Build your tolerance toward 3 hours without looking. That will help your attention span as well as client interactions. And above all, do not wake up to check email in the night. You will just be undercutting your sleep cycle, attentional capacity, tolerance for change, and capacity for learning which you will need in graduate school.

☐ Week before classes begin (typically that Thursday/Friday) there are orientations to attend.

First Semester
Complete the Program of Study form. Do this immediately after Orientation when we have talked. Once you have this done, submit it to the M.A. Coordinator.

Find the important places in Gary Ransdell Hall. These include, but are not limited to: graduate student office (3052—note that you share with another department so only some desks are for you; the lock code is handed out at orientation), clinical faculty offices and research laboratories, the Psychology Training Clinic (GRH 1035), your classrooms, and the computer laboratory (GRH 2055/56).

Find the libraries. Helm-Cravens is up the hill and the Education Resources Center is on the 1st floor of Gary Ransdell Hall. Professionals use a wide variety of resources, particularly including primary (original) sources. Many documents are NOT available online.

When scheduling assistantship hours or other activities, students enrolled in practica are advised to retain several 3 hour segments of time for working with clients, such as Monday afternoons or Friday mornings.

Adjust studying and time and priority management to graduate-level classes. See Handbook Welcome for description.

Join KPA and APA as a student member. This is the least it will ever cost to join so this gives you a chance to check out the organizations for less and build professional networks. There are some discounts available on resources to members. Think ahead to your first job.

Obtain malpractice insurance. You will need to show proof of malpractice insurance before you will be allowed to see therapy clients in the second semester. One of the easiest and cheapest places to get such insurance is through the American Psychological Association Insurance Trust. Read the student FAQ. Make sure you have malpractice insurance at the $1,000,000/ $3,000,000 level before you head home for Christmas break. You apply and then must wait awhile to see if you are accepted.

Winter

You will need to take PSY 541 (Introduction to Professional Psychology). Do not skip this class as it is only offered in the winter. If you skip it, you will be behind.

Second Semester

Coordinate your internship. Work with the University Internship Supervisor during this semester to identify your internship site. Your goal is a place that will accept you for two semesters. You will get more details around spring break.

Update your vita. Be sure to keep current so that you do not forget anything.

Summer

Take appropriate summer courses. You will need to take: PSY 520 (Individual Differences). Do not skip this class as it is only offered in the summer. If you skip it, you will be behind.

Apply for graduation. Do this in the summer or a hold will be placed on registration. (See TopNet/Student Services/Student Records/Application for Graduation). You must apply even if you are not planning on participating in commencement.

Celebrate! You’re over halfway through.

Third Semester

Begin your internship. You will do approximately 20 hours (14 hours on site and 6 hours at WKU) of internship work a week in this semester.

Update your vita. Be sure to keep current so that you do not forget anything.

Be aware of upcoming deadlines to graduate on time. (Dates announced in email)

- Date to Apply for Graduation
- Thesis Project due to College Reader several weeks before next item
- Thesis (after read by college) due to Graduate School at least 3 and as much as 4 weeks before next item
- Completion of all degree requirements by the last day of the semester.

Fourth Semester

Complete your internship. Again, self-explanatory, but necessary.

Update your vita and credential file. Be sure to keep it current so that you do not forget anything.
Graduate if you have kept up on your thesis. Some need to complete their thesis over the summer but we hope most can graduate on time if you keep your nose to the grindstone. At the commencement ceremony, please find the clinical faculty afterwards, so we can take a group picture together. We are proud of your accomplishments and want to celebrate with you.

Apply to the State Board of Examiners of Psychology to become a Psychological Associate. Do the paperwork shortly after graduation so that you can take the Written Exam (the EPPP) as soon as possible. Locate supervisor.

Consider thesis publication options.

The Faculty

**Ryan Farmer**, Ph.D., BCBA., University of Memphis  
*Office*: 3049 GRH (TBD)  
*Email*: ryan.farmer@wku.edu  
*Training*: School Psychology/Applied Behavior Analysis  
*License*: In progress.

**Rick Grieve**, Ph.D., University of Memphis, Psy.D. Coordinator  
*Office*: 3018 GRH (270-745-4417)  
*Email*: rick.grieve@wku.edu  
*Training*: Clinical Psychology  
*License*: Clinical Psychology, HSP

**Libby Jones**, Ph.D., University of Georgia  
*Office*: 3022 GRH (270-745-4414)  
*Email*: elizabeth.jones@wku.edu  
*Training*: School Psychology  
*License*: School Psychology, HSP

**Samuel Kim**, Ph.D., Georgia State University  
*Office*: GRH 3048 (270-745-2450)  
*Email*: samuel.kim@wku.edu  
*Training*: School Psychology

---

1 201 KAR 26:210 §1(5).
2 HSP: Health Services Provider
Affiliated Faculty

**Amy Brausch**, Ph.D., Northern Illinois University
Affiliated with the Department of Psychological Sciences
*Office: 3029 GRH*
*Email: amy.brausch@wku.edu*
*Training: Clinical Psychology*
*Research/Clinical Interests: Suicide, Self-Injurious Behavior, Self-Harm, Eating Disorders, Risky Adolescent Behaviors*
*License: Clinical Psychology*

**Krisstal Clayton**, Ph.D., New Mexico State University
*Office: Glasgow 206 and GRH 3046*
*Email: krisstal.clayton@wku.edu*
*Training: General Experimental*

**Karl Laves**, Ph.D., University of Missouri-Columbia
Affiliated with the University Counseling & Testing Center
*Office: 409 Potter (270-745-3159)*
*Email: karl.laves@wku.edu*
*Training: Counseling Psychology*
*Research/Clinical Interests: Creating Positive Views of Self Despite Harsh Parenting, Jealousy as a Measure of Development, Self-Psychology.*
*License: Counseling Psychology*

**Daniel McBride**, Ph.D., Southern Illinois University
*Office: 3045 GRH (270-745-4976)*
*Email: daniel.mcbride@wku.edu*
*Training: Clinical Psychology*
*Research/Clinical Interests: MMPI, Psychopathology, Coping, Personality*
*License: LPA and applying for LP.*

**Tony Paquin**, Ph.D., Texas A & M University
*Office: GRH 3021*
*Email: tony.paquin@wku.edu*
*Training: Industrial/Organizational*
*Research Interests: Cross cultural*

**Bill Pfohl**, Psy.D., Rutgers University, Retired
*Office: GRH 3049 (270-745-4419)*
*Email: william.pfohl@wku.edu*
*Training: School Psychology*
*Research/Clinical Interests: School Violence, School Safety, Emotional Intelligence, Childhood Psychological Disorders.*
*License: School Psychology and Clinical Psychology, HSP*

**James Prather**, Ph.D., University of Louisville
*Office: Elizabethtown CPREC 130*
*Email: james.prather@wku.edu*
*Training: Experimental*
Opportunities for Licensure at the Master’s Level

The following states have some sort of licensure recognition for individuals with a master’s degree in psychology.

<table>
<thead>
<tr>
<th>State</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Psychological Technician</td>
</tr>
<tr>
<td>Alaska</td>
<td>Psychological Associate</td>
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<tr>
<td>Arkansas</td>
<td>Psychological Examiner</td>
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<tr>
<td>California</td>
<td>Registered Psychological Assistant</td>
</tr>
<tr>
<td>Delaware</td>
<td>Registered Psychological Assistant</td>
</tr>
<tr>
<td>Indiana</td>
<td>School Psychologist</td>
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<tr>
<td>Kansas</td>
<td>Registered Masters Level Psychologist</td>
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<tr>
<td>Kentucky</td>
<td>Psychological Associate Licensed Practicing Psychologist</td>
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<tr>
<td>Maine</td>
<td>Psychological Examiner</td>
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<td>Maryland</td>
<td>Psychological Associate</td>
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<td>Michigan</td>
<td>Masters Limited License in Psychology</td>
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<tr>
<td>Minnesota</td>
<td>Psychological Practitioner</td>
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<td>Missouri</td>
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<td>Nebraska</td>
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<td>New Hampshire</td>
<td>Registered Psychological Assistant</td>
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<td>Nevada</td>
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<tr>
<td>New Mexico</td>
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<td>North Carolina</td>
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<td>Ohio</td>
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<tr>
<td>Oklahoma</td>
<td>Psychological Technician</td>
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<td>Oregon</td>
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<td>Texas</td>
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<td>Virginia</td>
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<td>School Psychologist I</td>
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<td>School Psychologist II</td>
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<td>Wisconsin</td>
<td>Private Practice School Psychologist</td>
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**The Association of State and Provincial Psychology Boards (ASPPB)** governs the state licensing boards and can provide you with more details on each state. This board can be reached at:

400 S. Union St.
Montgomery, AL 36104
(334) 832-4580
Behaviors Leading to Success

<table>
<thead>
<tr>
<th>Successful Graduate Students</th>
<th>Unsuccessful Graduate Students</th>
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<tbody>
<tr>
<td>Keep electronic devices off in class.</td>
<td>Attend to the device, rather than the instructor and miss directions.</td>
</tr>
<tr>
<td>Complete projects early.</td>
<td>Wait until the last minute to do things.</td>
</tr>
<tr>
<td>Do more than is necessary to complete projects and assignments.</td>
<td>Do the minimum amount of work necessary to “get it done.”</td>
</tr>
<tr>
<td>Attempt to determine the expectations of professors/supervisors and modify their behaviors accordingly.</td>
<td>Expect to be told what to do.</td>
</tr>
<tr>
<td>Understands that tasks will prepare students to be professional psychologists.</td>
<td>Assume that tasks are meaningless or arbitrary.</td>
</tr>
<tr>
<td>Examine their challenges to determine what worked and what did not work. They continue with what worked and modify what did not.</td>
<td>Blame others for their challenges and want others to adjust to them.</td>
</tr>
<tr>
<td>Welcome and accept criticism (even unfair criticism) with equanimity and sometimes ask for more feedback.</td>
<td>Feel threatened by criticism and become angry when given feedback.</td>
</tr>
<tr>
<td>Have a desire to learn and become better students and people, regardless of the grade attached to the project.</td>
<td>Want only to get through graduate school the least effortful way possible.</td>
</tr>
<tr>
<td>Put in as much time as is necessary to do a complete and thorough job on a project.</td>
<td>Try to complete projects as quickly as possible without regard to quality.</td>
</tr>
<tr>
<td>Persevere through setbacks.</td>
<td>Give up when things get tough.</td>
</tr>
<tr>
<td>Are courteous to all colleagues—peers, faculty, staff, clients.</td>
<td>Behave as if some persons are not worth time or attention.</td>
</tr>
</tbody>
</table>
What to do when you are not doing homework

We encourage students to have interests outside of graduate school. Many people have found that exercise is a great activity to include in their daily routines. Research has shown that exercise has a number of benefits, not the least of which is mood management. People who exercise are better able to fight depression than people who do not exercise.

Here are some tips to help you get the most out of your activity:

- Select aerobic activities, such as running, biking, or swimming that trigger the release of endorphins (those “feel good” neuro-chemicals). Focus your concentration on diaphragmatic breathing during exercise. This calms the nervous system and delivers the maximum amount of oxygen to your body, both of which help with psychological management. You should try to exercise for at least 30 minutes at least three times per week to get the maximum psychological benefits.

- Take your “emotional temperature” on a scale of 1 (very bad mood) to 10 (very good mood) before and after exercising to see whether or not there is improvement. Do what we tell clients to do: write it down and track the changes. Focus on what happens in your mind during exercise.

- Use your exercise as a distraction from something that might be weighing on your mind—tests, reports, thesis, etc. Exercise can be a way to avoid rumination and increase mindfulness and openness.

Exercise has the same benefits for therapists as it does for clients. Remember to take as good care of yourself as you do your clients.

12 Strategies to Use to Handle Stress*

1) Learn to recognize your own stress responses and things that trigger your particular stressors.

2) Develop a study plan and stick to it. Procrastination causes stress. Study groups work. Attend one or start one.

3) Seek out faculty and discuss your concerns.

4) Find people who have positive energy and who will not drain you. Hang out with them.

5) Avoid listening to program gossip.

6) Draw from your community of support (religious-spiritual and cultural places of comfort and connection).

7) Drop perfectionism. You’re in school to learn, so enjoy it. Mistakes happen.

8) Don’t overcommit.

9) Use your university’s resources, including health and counseling centers.

10) Do things that take your mind off course work (such as going to the movies, reading books, and engaging in hobbies).

11) Play, exercise, relax. Do something physical or meditative. Do it regularly.

12) Get sleep.

Appendices
<table>
<thead>
<tr>
<th>Personal &amp; Professional Qualities</th>
<th>Satisfactory Progress</th>
<th>Some Concerns</th>
<th>Significant Concerns</th>
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<tbody>
<tr>
<td>Work ethic</td>
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<tr>
<td>Time management/prioritizing program work</td>
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<tr>
<td>Communication skills</td>
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<td></td>
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<tr>
<td>Academic coursework</td>
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<tr>
<td>Problem-solving skills including capacity to effectively define problems to be addressed.</td>
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<td>Progress on thesis</td>
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<tr>
<td>Applied skills</td>
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<tr>
<td>Empathy for and ability to work with diverse individuals including colleagues</td>
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<tr>
<td>Assumes responsibility for personal and professional actions</td>
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<tr>
<td>Evidence of growth</td>
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</tr>
<tr>
<td>Responds appropriately to feedback/supervision</td>
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<tr>
<td>Attitudes/values appropriate for clinical work</td>
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<td>Professionalism</td>
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<td>Adherence to ethical standards</td>
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<td>Other:</td>
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Accomplishments this term: ___________________________________________
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Comments: _________________________________________________________
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Remediation Plan: ___ Not needed  ___ Needed (Meet with Program Coordinator)
Scholarships or Grants

**Psychology Department Scholarships**
See [http://www.wku.edu/psychology/programs/graduate/scholarships.php](http://www.wku.edu/psychology/programs/graduate/scholarships.php)

The Jaggers-Cave scholarship is for Kentucky residents/ The Dotson is available to persons from anywhere.

**2016 Graduate Student Research Grant**
The Graduate Student Research Grant committee is accepting graduate student grant applications with a due date of May 1st, 2016. If you are a graduate student who has a strong project, please consider applying. If you are working with a graduate student who has a strong project, please encourage the student to apply.

Find details about the application process at: [https://www.wku.edu/graduate/aid/research_grant.php](https://www.wku.edu/graduate/aid/research_grant.php)

Application materials should be emailed to: gsresearchgrant@wku.edu

**WKU Sisterhood Grant**
The **WKU Sisterhood** is a group of women affiliated with WKU (alumnae, friends, students, faculty, and staff) who have contributed a gift of $1,000 or more to help fund a WKU project that will be selected by members of the organization at their annual meeting in September. The WKU Sisterhood is proud to announce that at least $35,000 will be available for distribution and we invite you to apply on behalf of a WKU project.

Attached you will find information about the application and awards process. The deadline for application is **Wednesday, September 9**. PLEASE NOTE: ALL APPLICATIONS MUST BE SUBMITTED ELECTRONICALLY!

If you have questions about the application process or if you wish to learn more about becoming a member of the WKU Sisterhood, please contact Amy Miller at amy.miller@wku.edu or (270) 745-5990. You may also access the application and further information by logging on to [www.wku.edu/sisterhood](http://www.wku.edu/sisterhood). Thank you for your interest. We look forward to sharing information about your project with women who are passionate about WKU!

Julie Ransdell, Co-Chair
Kristen Miller, Co-Chair, WKU Sisterhood

**Resources for Building Social Change are available from ICSR!**

Attached is information and an application form for WKU ICSR’s (Institute for Civic and Social Responsibility) Research Working Groups.

Up to $800 per semester is available for each Working Group ICSR sponsors.

To learn more and check out the work of past working groups go to: [http://www.wku.edu/icsr/programs/researchworkinggroups.php](http://www.wku.edu/icsr/programs/researchworkinggroups.php)
KPA Members are eligible for:

Multicultural Student Professional Development Award - Qualified applicants are psychology graduate students representing an ethnic/racial diverse group. Award money may be used for a specific multicultural initiative, training, conference, event, or dues to a multicultural national professional organization. Award recipient must be a KPA member in good standing. Reward amount: up to $350 in 2015

Application process and accountability:

An application for the Professional Development Award requires a Letter of Interest specifically stating the goals/purpose for which the funds will be used, the amount requested, and a CV. Applications will be reviewed by the KPF Diversity Committee. The deadline to apply is August 31, 2015 [and presumably a similar date each year-Editor].

Within 12 months after receiving the award, winners will be required to submit a brief letter explaining how the money was used and how the funds contributed to the goals stated in the letter of interest. The winner of the student award will also be required to submit within 12 months a brief statement signed by an academic mentor or advisor verifying the use of the award.

2015 International Research Award for Graduate Students in Psychology

Call to students engaged in international psychology research!

Division 52, International Psychology, is offering an International Research Award for graduate students in psychology. This award has been established to encourage and recognize promising graduate student research in international psychology.

On or before Sunday midnight (PST), May 3th, 2015, interested students should submit:

- Four page double-spaced summary of research that describes the purpose, method, analysis, results, and discussion of your international research (excluding references and one table or figure). Please also exclude all identifying information on research summary document.
- Curriculum Vitae.
- One-paragraph email endorsement from faculty research advisor/sponsor providing:
  - Endorsement for the award;
  - Confirmation that research was an independent project, thesis, or dissertation effort conducted during graduate program; and
  - Assurance of student’s good standing in the graduate program.
- Two-paragraph cover email from the student:
  - First paragraph should provide: contact information (email & phone), name of graduate program and research advisor, year in the program, expected graduation date, as well as member status with Div. 52. Student must be a member of Div. 52 as of application deadline.
  - Second paragraph should assure the committee that student’s independent research project, thesis or dissertation is nearing completion and that student is
not applying simultaneously for another similar APA research award. At least preliminary analysis and results must have been completed by May 2015.

Please note that submissions exceeding the paragraph or page limits will be disqualified.

Email all application materials BEFORE MIDNIGHT, Pacific Standard Time, on **MAY 3, 2015**, to the Chair of the Division 52 Student International Research Award:

Daria Diakonova-Curtis, PhD
St. Petersburg State University
daria.diakonova@gmail.com
The two-tiered blind rating process is designed to will evaluate the award applications under double-blind review based on: (a) the degree of relevance to international psychology, (b) progress to completion, (c) adherence to APA Style, (d) originality of research, (e) clarity of design and method, (f) complexity of analysis, (g) quality of findings, (g) recognition of limitations, (g) insight in the discussion, and (h) brevity and clarity.

Awardees will be notified no later than Monday June 8, 2015, awarded in person at the Division 52 APA Convention awards ceremony in Toronto, Canada, and featured in an issue of the International Psychology Bulletin.

Conferences

Regional Conferences
Kentucky Psychological Association. The conference is usually end of October or first of November in either Louisville or Lexington, KY.

As part of KPA the Central Region interest group has a few meetings during the year. Contact Jon Urey. drjonurey@gmail.com

Indiana Psychological Association: Southwest Indiana Regional Meeting. Early registration ends in early July. Regular registration ends in mid July. Conference is held end of July in Evansville, Indiana.