

Graduate Handbook

For the



PSYCHOLOGY DEPARTMENT



Effective: August 20, 2026

Policy Priority

University and Psychology Department policies also apply to graduate students and have precedence over graduate program policies. Anyone discovering a conflict between these various policies should notify the appropriate coordinator immediately. Students are responsible for meeting all Western Kentucky University policies and requirements including the WKU Student Handbook (<https://www.wku.edu/handbook/>), Academic Affairs policies (<https://www.wku.edu/policies/academic-affairs/>), especially if you are a Graduate Teaching Assistant, and WKU Human Resources policies (<https://www.wku.edu/policies/>) for those employed on campus.

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Welcome!

Congratulations on being accepted to our M.A. 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.

In addition to this MA-specific handbook there is a **document with Common Policies** that you will also need to read.

“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 the study techniques and lifestyle choices you 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 (or, gasp! even higher).

You may struggle for the first time in your academic life. Your self-identity will likely shift and we hope it will become both deeper and broader.

You were chosen for this program 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 capable of licensure and public trust. 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 and provide direction 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 greater, roughly equivalent to two to three 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. The load can be “sneaky”—fine for a while and then it piles on. Try to work ahead.
- 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. Unlike undergraduates, you are not going to get repeated reminders of deadlines or other tasks. The information comes one time. Stay alert.
- **Better performers do not use technology when in class.** They put all their attention on what is occurring now. **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 be able to make up that

material you fell behind on, as the next batch of material is coming your way. Re-think any ineffective strategies early—in the first two to three 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. Be polite and helpful. **Follow through on commitments to others.** These persons are your first professional network. Networks talk. Your reputation will follow you.
- 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, and recognize when you truly need to consult with faculty.
- 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 outcomes.

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 master 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).
- To do all of the above as efficiently as possible. The pace of the work does not allow for too many bobbles, as correction of them takes time away from the next task.

Finding the balance among all of these tasks is not easy and not smooth. 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 identifying information). Track your hours spent on clinical work as you will need to know it when you apply for licensure.

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!

Don't feed the animals.

Rick Grieve, Ph.D.,

Coordinator, Clinical Psychology MA Program

About the Program

Introduction & Philosophy

The Clinical Psychology M.A. program at Western Kentucky University, offered since 1979, (100 years after the field of psychology was established) prepares the student for practice or doctoral work. It is administratively housed in the Department of Psychology which itself is located within the College of Education and Behavioral Sciences.

The general theoretical orientation of the program is cognitive-behavioral, although students will be exposed to other philosophies. The program is practice oriented, offering a broad foundation at the M.A. level that prepares students to have multiple career options.

The program also values research and trains students in interpretation of evidence-based practices. Students interested in doctoral work should talk with their advisor about how best to prepare a strong portfolio of experiences.

Program Overview

Applied Work. 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, including 1 winter term and 1 summer term course.

Upon successful completion 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. See Appendix for other states that license at the MA level.

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.

Since we started tracking in 2002-2003, all but three of the graduates of the program (who did not continue on to a doctoral program) have found work in an area related to their education.

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.

Doctoral Options. Many graduates pursue training at the doctoral level. Since 2002-2003, 56 clinical master program students have continued on to doctoral program placements (58 of the 123 who have graduated, about a 47% rate.) For example, students have been accepted into

- Clinical Psychology Psy.D. (21 students, including 19 to the WKU PsyD program),
- Clinical Psychology Ph.D. (10 students),
- Counseling Psychology Ph.D. (7 students),
- School Psychology Ph.D. (1 student),
- Education Leadership Ed.D. (1 student), and
- Developmental Psychology Ph.D. (1 student) programs.

Program Mission

The Clinical Concentration of the M.A. in Psychology 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.

Program Values

Values impact the effectiveness of applied and research work. The MA program endorses the following values:

- diversity, and efforts to build equality and respect;
- service to the behavioral health needs of underserved populations and rural communities;
- evidence-based practice skills that serve the profession and community;
- academic integrity and the highest levels of scholarship to advance our understanding of behavioral health;
- reflective practice, where students and faculty evaluate their professional actions on a regular basis;
- collegiality and developing an engaged community of learners, connecting faculty, alumni, current and future students;
- the prior professional experiences students bring with them to the program.

Student Learning Outcomes

Upon successful completion of the MA in Psychology, Clinical Concentration, the student will be able to:

1. Function as a competent behavioral health practitioner under supervision and implement evidence-based practices for a general mental health population.
 - 1.1. Describe the theories, methods, and assessment of human behavior, affect, cognition, development, individual differences, maladaptive behavior, and recognize the influences of biology and society.
 - 1.2. Apply principles from the science of psychology to behavioral health problems in familiar settings

1.3. Recognize issues of diversity and multiculturalism for clients and address them appropriately.

1.4. Recognize and apply legal, ethical and professional standards to practice issues such as those involving technology and privacy.

1.5. Effectively communicate their assessment findings and conceptualization to consumers and other professionals.

1.6. Profit from feedback on their behavior from clients, colleagues, or other professionals.

2. Behave in a professional manner toward clients, supervisors and colleagues and with respect for professional boundaries.

3. Review scholarly practice literature and effectively integrate it with practice considerations.

3.1. Demonstrate knowledge of contemporary advances in their field of practice.

3.2. Engage in data-based problem-solving in their respective practice settings, including adherence to American Psychological Association (APA) standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation.

3.3. Accurately and thoughtfully interpret action-research that advances the needs of the practice community, and communicate the results to those affected.

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 (see Appendix), 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. This desire is understandable; however, based on experience with prior students, caution is advised.

We have found that M.A. level graduate students can either go to school full-time **OR** work full-time if they wish to perform with excellence in both areas. Students who try to take 12 semester hours of classes and work 40 hours per week (and try to have a family/social life) will fail in one area or the other or both.

Study time, sleep, good attention, and health really are essential to performance in graduate school. Students who do not have these qualities are unlikely to perform at their best level in their course work, which will hinder future efforts at obtaining licensure, work, or admission to a doctoral program.

While students will need to evaluate their own situation, it is recommended by the faculty that M.A. 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 and requires a higher level of cognitive integration.**

Full-time enrollment in the program, and accepting an assistantship (if available), 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 or in conversation with faculty.

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, letters of recommendation, and serve as their first mentors into a professional world in which connections matter.

Summer Courses/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 typically 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 for the LPP 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. We generally recommend finishing the 48 hours needed for licensure so you have a degree in hand and taking the 12 hours later.

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) or EDLD 722 (Measurement and Survey Methods for Educational Leaders) meet 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. A practicum course is one in which the student has “practical” experience with the profession being learned. In our program that means interacting with clients under supervision and engaging in professional behaviors.

Tasks in such courses are often open-ended to meet the needs of the varying client population. It is very important that you follow supervisor instruction during practica and check in with the supervisor as requested in order to avoid putting the client, yourself, or the supervisor at risk.

You are practicing on the supervisor’s license in practica courses and so they will take your actions very seriously. They do understand you are learning. If something untoward occurs your best action is to inform the supervisor immediately. Hiding or downplaying important information suggests poor judgment and is cause for dismissal from the program.

Your goals are to avoid big mistakes (e.g., breaking confidentiality) and to learn from your small mistakes (e.g., writing the wrong gender on a *draft* report) and not repeat them.

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. This practicum requires precision and attention to fine detail while retaining interaction with the client. It also requires capacity to improve over time. It gives you a structured situation for your first client contact.

PSY 662 is associated with the course in theories of psychotherapy (PSY 641). Students are required to perform a certain number of hours of psychotherapy for 662. The type of therapeutic services ranges from individual therapy to psychoeducational groups. Students work with their practicum cases in the Psychology Training Clinic and must follow clinic procedures. This course requires empathy, flexibility while maintaining standards, and capacity to grow from feedback.

Most of the practicum work is completed in the Psychology Training Clinic within the Psychology Department (GRH 1035). It must equal 600 hours (201 KAR 26:200 § 1(11b)). 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 as an MA psychologist require 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 challenges, 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.

Whoever your supervisor is, they have a “library” of knowledge and experience that can profit you if you learn how to evoke it in honest, reflective conversations.

Learning from a variety of people is the best preparation for clinical work as you learn alternative approaches and deepen your “tool chest” of options for your own work.

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. Pay attention. It usually does not go as smoothly when you are alone with a client. Practice in several rooms so you learn the general principles and quirks of each set-up.

Internship/Practicum

A 600-hour internship/practicum is [required by the Kentucky Board of Examiners of Psychology](#) 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. It can be helpful for some students to complete extra internship experiences to improve their effectiveness with clients. That will be decided on a case-by-case basis.

A limited number of internships are available in the Bowling Green area, for example, at [Rivendell](#), the [University Counseling and Testing Center](#), LifeSkills, 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. If you are looking at internships in states other than Kentucky, your supervisor will need to be a doctoral-level supervisor.

Students will complete 20 hours a week of internship experience. This will include approximately 10 to 12 hours each week spent in activities at the off-campus site, 1 hour per week of University Supervision, and 7 to 9 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. Do not be tempted to skimp on supervision or you cheat yourself of some of your most effective learning experiences.

Electives

Because of the state requirements, there are only two semesters (second year) in which an elective can be taken for 54 hours total during the basic program. Most often students opt to use that time for more internship hours or the capstone project (see next section).

However, if students opt to take the [60-hour program to meet requirements](#) for Licensed Psychological Practitioner status, then 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. An [Addictions Education Certificate](#) is available through the Counseling and Student Affairs Department.

Recently, the requirements for the length of time needed to be supervised as a Licensed Psychological Associate before you can apply for the Licensed Psychological Practitioner license changed from five years to two years. With this change, the faculty in the MA program recommend taking at least two elective classes to ease the educational requirements after graduation.

Thesis/Nonthesis Options

Students may elect either the thesis or nonthesis option. Please consult with your advisor with regard to which track will fit better with your career objectives. Throughout this handbook we use “capstone project” to refer to both the thesis and the nonthesis project.

Nonthesis Option

Students will complete one elective graduate level course selected with the approval of their MA advisor and will sign up for 3 hours of Psy 590, completing the Psy 590 Approval Request for the Department (see https://www.wku.edu/psychology/programs/graduate/psy_590_approval.pdf). During Psy 590 they will complete a capstone research review paper along the lines of a *Psychological Bulletin* review paper.

Nonthesis option students will meet as a group with the M.A. advisor every week for guidance until the paper is defended and revised for submission to TopScholar at the end of the term.

The paper topic must be applicable to work in clinical psychology and a two to three page prospectus must be reviewed by the clinical

faculty member serving on the defense committee. This faculty member will judge the acceptability of the topic as well as provide advice on how to effectively sculpt a reasonable paper.

The student is advised to be in regular contact with this person to ensure success in the project and is to schedule continuing review meetings (every 2 to 3 weeks), at the start of the term. Failure to keep this schedule tends to result in failure to complete the paper. It is acceptable to meet over the phone or via videoconferencing.

This capstone paper should be roughly 50 to 60 pages in length including reference section, and must meet APA Style criteria. The paper will be defended orally in front of at least one clinical faculty member and one other person with a doctoral degree in an area closely related to psychology.

The selection of the review team will be with the approval of the clinical faculty. If there is disagreement regarding whether the paper passed then a third person with a clinical doctoral degree will review the paper after corrections from the first two are made. As appropriate the paper will be submitted to TopScholar for publication. See Appendix for Rubric.

The grade for Psy 590 is pass/fail. Students must complete the selected tasks at the 80% level or above in quantity and quality and satisfactorily complete required corrections on their paper by two weeks before the Monday of Finals week to pass Psy 590.

An alternative path for completing this requirement is to work in a faculty lab for Psy 590 credit (most likely during fall semester of the 2nd year), completing 70 clock hours of work (recorded on a time sheet, signed by the faculty and a copy given to the MA advisor) and develop a research idea in partnership with the faculty member. In the subsequent semester the student will sign up again for Psy 590 as before. At this point the student will do 1 of 2 tasks.

- a. The student will have primary responsibility for writing and presenting a collaborative

research project at an event such as REACH week or a conference. (A poster presentation does not typically include a formal presentation and so is not acceptable.)

- b. The student will complete a literature review, following the general standards listed in the first paragraphs, related to the research lab's focus, and then defend it.

For both a) and b) a professional level oral defense is expected. The hours accumulated preparing the paper and presentation do count toward the 70 required clock hours.

For task a) at least two faculty must be present with one being a WKU faculty member and ideally the other having some clinical expertise. Both will sign off on the paper. The WKU faculty person present will

- verify the writing and presentation occurred,
- ensure that multiple questions are asked of, and answered by, the presenter, and
- adapt the rubric to indicate success or remediation needed.

For task b) an oral defense will be held following the general criteria for the nonthesis option but ideally with the research faculty member being present along with a clinical faculty member.

In all cases, a copy of the presentation and the completed rubric will be given to the M.A. advisor stating the student's name date, location and usual citation information.

Students switching from the Thesis option to Nonthesis will not be able to count any Psy 599 hours toward the electives required for the Nonthesis option. Students switching in the other direction, from Nonthesis to Thesis, may not count Psy 590 toward the required thesis hours. Those extra hours may count toward the LPP hours, however, if passed.

Thesis Option.

A total of six credits of course work (3 hours of Psy 599 across 2 semesters) are awarded for undertaking thesis research and for the completion of the project. **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).

Students electing this option should select a faculty research mentor and formulate an idea for research during the fall semester of the first year of their master's program in concert with the research mentor. This will facilitate the timely completion of their thesis project.

Do not count on the summer for "catching up." The time disappears quickly. While many plan to finish their proposal then, few actually do. Steady work in small bits is crucial.

Students switching from the Thesis option to Nonthesis will not be able to count any Psy 599 hours toward the electives required for the Nonthesis option. Students switching in the other direction, from Nonthesis to Thesis, may not count Psy 590 toward the required thesis hours. Those extra hours would count toward the LPP hours, however, if passed.

Students in the thesis option receive a passing grade in all enrolled sections when the thesis has been successfully defended in front of a committee of three (including one clinical/school faculty) and corrections are completed.

Self-Care

As a behavioral health care professional, it is part of our responsibility to monitor our own well-being and seek consultation or help if needed. The challenge in a small university town is finding someone not connected to the university.

Please see the Appendices for ways to deal with stress and a list of possible referrals. Please keep in mind that surrounding cities and towns may offer other options for those willing and able to travel.

Student 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 summative evaluation 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 or is advised that success is unlikely.

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.

Program Probation

The MA program holds expectations that students will display and maintain professional, ethical and legal behaviors within professional settings and across performance domains.

When these expectations are not met, the program faculty will take steps to assist students in modifying their behaviors to conform to expectations. The following are the steps to be taken:

- When students have reviews that indicate problem behaviors, the students will have a specified time to correct the behavior on their own without extraordinary faculty intervention. However, students are encouraged to approach faculty for advice on how to correct the behaviors. In particular, they should first approach the faculty person(s) in whose course(s) the problem behavior was displayed.

- If a behavior persists past the specified time, students will be required to work with the MA Program Coordinator to create a plan for remediation of the problematic behavior and time expected to achieve success. Students are encouraged to bring suggestions or strategies for improvement to the meeting(s) as well as a timeline and examples of behavior that will indicate the behavior is corrected. Students are encouraged to continue to report to a designated faculty member throughout remediation to help them be successful.
- If the behavior persists past the designated timeline, students will be placed on program probation. Students are encouraged to continue to report to a designated faculty member throughout remediation to help them be successful.
- Once students display they have remediated the identified behavior for, they are removed from program probation.
- If the behavior persists while students are on program probation, students will be dismissed from the program.
- Please note that faculty may become hesitant about providing recommendations to licensure boards if stable improvement is not seen.

There may be times when behaviors are egregious and warrant an immediate Remediation Plan and program probation without the intervening steps. Further, there may be times when prompt dismissal is the appropriate response for the displayed unprofessional behavior. The MA. Program faculty reserve the right to move to either of these options if they are deemed necessary and appropriate.

Students who are on program probation will not be allowed to apply for internship and possibly advanced practica.

Students wishing to file an appeal may do so following the College Academic Appeals process (https://www.wku.edu/cebs/programs/policies/cebs_complaint_committee_procedures.pdf).

Student Rights, Responsibilities, Nondiscrimination, Due Process, and Grievance Procedures

The program supports the university statement on Student Rights and Responsibilities (<http://catalog.wku.edu/graduate/student-conduct/>) as well as on Nondiscrimination (https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

The program follows procedures as outlined by the university in the WKU Student Handbook (<https://www.wku.edu/handbook/student-complaint.php>).

Student Diversity

As a means to deepening the educational experience, broadening individual outlooks, and serving diverse populations, we are especially encouraging of applications from individuals of diverse backgrounds and life experiences.

Advising

Students receive academic advising from the coordinator of their program. The B.A. to Psy.D. students will start with the M.A. coordinator but should feel free to also consult with the Psy.D. coordinator. Advising includes selecting coursework, help for ways to progress successfully in the program, addressing capstone project challenges, and general applied experience issue. Advising may include other topics as students need the support. Specific practica and internship issues should be addressed by the respective supervisor. The program coordinators notify students of coursework needs through email or face-to-face depending on the complexity of the issue and are happy to schedule meetings with students as they need help.

It is recommended that students schedule a meeting with their program coordinator at least

once a year to personally discuss professional goals.

Student Records

Our program maintains records of each student's education and training experiences and evaluations for future reference and credentialing purposes. Other information, as needed, may also be kept. These records will be secured against unauthorized access.

Background Check

Students will be required to undergo a criminal background check, possibly at their own expense. For those with assistantships, the background check is a requirement of the position and may be cause to revoke an assistantship and possibly admissions.

Administrative Assistance

The Department provides a group office for use by graduate students and a Psychology Clinic for practice cases.

The University provides access to free or low-cost software including

Microsoft Office365, SPSS, and survey software, Qualtrics, (Visit <https://www.wku.edu/its/> and scroll down to the New Student Guide as well as Discounts and Purchasing). Call 270-745-7000 for help with technology questions and to find out about your budget for copying. Students can check out laptops for short-term use (www.wku.edu/its/trc) and have access to a computer lab in Gary Ransdell Hall where the Department of Psychology is located (<https://www.wku.edu/edtech/>). In addition, WKU provides free computer repair and help purchasing a new computer if needed. Every student has a Toppermail email address (Follow the tasks at: <https://www.wku.edu/its/students/>).

Students have access to Library resources, including many online collections (<https://www.wku.edu/library/>), a Writing Center (<https://www.wku.edu/writingcenter/>), The Office of Research & Creative Activity (<https://www.wku.edu/research/>), and The Center for Career & Professional Development (<https://www.wku.edu/career/>).

Financial Assistance

This section includes general information about financial assistance at WKU. University support for students come in several flavors. Some money is provided directly to academic departments (e.g., Psychology) to support graduate students in Graduate Assistantship positions or for tuition.

Other money comes from the Graduate School or other units, including some outside of the university (such as loans). This section will primarily focus on departmental support. Check the manual for your program to identify policies specific to students at your level.

Availability of assistance from the department varies from year to year. Also consult with the Financial Aid Office (<https://www.wku.edu/financialaid/>) for information on assistance.

Graduate Assistantships.

Assigning assistantships is a complex task that must consider the needs of the department, the expectations of the faculty supervisor, the desires and abilities of the graduate student, the style mix of faculty and graduate student, and the limited availability of options. We do our best but cannot satisfy everyone.

Student applications for admission to the program contain the application for assistantships. After the first year, student performance in the program constitutes the basis for assigning assistantships. Students will be queried in subsequent years as to whether they wish an assistantship if one is available.

The minimum course load for a student with a graduate assistantship is 6 credit hours per semester, while the maximum course load for a student with a graduate assistantship is 12 credit hours per semester. Once appointed, graduate assistants must maintain an overall GPA of 3.0 to retain the assistantship.

Assistantships are awarded, not bequeathed. In other words, they are earned and not a right. If students do not fulfill the professional expectations of the assistantship, they will find they will not be awarded another assistantship. Professional expectations for those in assistantships 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.

Students will be evaluated on their performance of graduate assistantship duties during the semester evaluation process.

Expectations for faculty supervisors are that they will communicate effectively and provide useful and effective feedback to students enabling them to improve and develop professionally. If a graduate student encounters difficulty in an assistantship please consult with one of the program advisors.

The assistantships may require either 10 or 20 hours work per week, depending on the available funding for the person(s) and/or office(s) to which they are assigned. They come with out-of-state (nonresident) tuition waiver. (Students still have to pay in-state tuition, however.)

When scheduling assistantship hours or other activities, students enrolled in practica are advised to retain several three-hour segments of time for working with clients.

It is permissible for supervisors and graduate assistants to arrange flexible schedules that

average 20 hours per week and that include 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 during specific times).

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.

Tuition Support.

The department may be able to provide some tuition support, but it varies by year. Even if you receive a certain dollar amount one year, we cannot guarantee that same amount for the next year although we will try to achieve that.

Professional Development

Everyday opportunities At each orientation advanced students are invited to share information with those starting the programs. The faculty encourage students at all stages to communicate with one another as this interaction is the foundation of your professional network and provides resources for facing challenges as professionals.

In addition, there are often programs on campus or in the community relevant to clinical work and faculty will inform students of these workshops in email. Students are also encouraged to seek out other opportunities relevant to their professional interests.

Institution-level opportunities

The Department of Psychology has a history of offering continuing education/ professional development sessions for the public. Unfortunately, we have not been able to do this

recently but hope to be able to continue the practice shortly.

Graduate Council Graduate Student Representative. Our College (CEBS) has a graduate student to represent the college on the Graduate Council. The Council typically meets once/month on Thursday afternoons from 3:00 pm until about 5:00 pm. If you might be interested let the department heads know in August.

State-level opportunities

Kentucky Health Resources & Services Administration (HRSA)/Area Health Education Center (AHEC) Scholars. Looking for a way to advance your health profession training and provide care to rural and underserved Kentucky populations?

The Kentucky HRSA/AHEC Scholars program is for any student in the last 2 years of their program. **M.A. students would apply the fall they enter. Doctoral students for their last 2 years.**

Throughout the two-year program, students complete monthly online trainings and participate in a one-week AHEC Scholars Academy during WKU's Winter Term (Alternate arrangements will be made for students who cannot attend the one-week Academy).

Content covers six core areas including: practice transformation, behavioral health integration, cultural competency, current and emerging diseases, interprofessional education, and social determinants of health.

Applications are accepted on a rolling basis starting in the summer. More information: <https://www.wku.edu/scahec/ahecscholars.php>

Professional organizations

[The American Psychological Association \(APA\)](#) – The APA is a national organization representing all disciplines of psychology. Division 12 of APA represents clinical psychology.

Student affiliate membership is available. Membership includes the journals, *American Psychologist*, *Clinical Psychology: Research & Practice* (for Division 12 members), and the newsletter, *Monitor on Psychology*.

[The Kentucky Psychological Association \(KPA\)](#) – Graduate students in Clinical Psychology are urged to join the KPA and become active participants in the organization. KPA is the organizational body for applied psychology in Kentucky, and as such, has a significant bearing on the role and function of psychologists in Kentucky, job opportunities, and Continuing Professional Development opportunities.

The state licensing laws are strongly influenced by KPA. Students can volunteer at the conference, meet other professionals and receive a discount on conference costs. The conference is usually the end of October or first of November in either Louisville or Lexington, KY. As part of KPA, you can join interest sections and regional groups. Contact regional representatives for more information: <https://www.kpa.org/kpa-board-of-directors..>

[The Indiana Psychological Association \(IPA\)](#) – Southwest Indiana Regional Meeting – IPA Southwest may be more convenient for some doctoral students. Early registration ends in early July. Regular registration ends in mid-July. The annual conference is held at the end of July in Evansville, Indiana.

[The Tennessee Psychological Association \(TPA\)](#) – may be more convenient for some students. Their conference is in late October or early November.

M.A.-level Expectations for Professional Development.Joining a professional organization as a student is a good idea for M.A. students but we do not require it. Consider carefully, as membership will never be as inexpensive and you will build connections that can help you in your career, keep you informed on the latest developments in the field, and teach you the language and professional values of the field.

M.A.-level students will also need a doctoral level supervisor to practice in Kentucky and possibly elsewhere. Networking through professional organizations will give you connections to possible supervisors and positions. The M.A. Advisor will forward local events that can help develop your interests and skills. At least read them to help you develop your awareness of current trends in the field.

Research Presentation and Publication

Graduate students are supported in the pursuit of their individual research interests. The Psychology faculty will sponsor students in the development and presentation of research. Annual meetings of the [Kentucky Psychological Association \(KPA\)](#), [WKU REACH Week](#), [WKU Student Research Conference](#), [University of Louisville Graduate Student Regional Research Conference](#), and other conferences provide opportunities for students to present and receive external feedback on their work.

WKU requires student researchers to complete the CITI Institution Review Board training. Visit <https://www.wku.edu/compliance/training.php> for directions.

The department also offers an option of obtaining subjects through the Study Board, a system that gives credit to undergraduates for participating in your research. Visit <https://www.wku.edu/psychological-sciences/studyboard/index.php>

Evaluation of Students

Applied psychology is a very demanding profession that requires individuals to have above average intellectual abilities, broad knowledge in human behavior, excellent interpersonal skills, integration skills, and advanced skills in the areas of assessment and problem solving. Thus, psychology faculty members engage in ongoing informal evaluations of graduate students to help students meet the ethical, legal and professional demands of the profession.

Supervision

Students in the programs give consent to supervision of their clinical work by those with more experience. In the second year a doctoral student will provide supervision for a few cases by the MA student. This provides the MA student with a chance to observe more variety in supervisory styles, is useful for identifying professional preferences, and also gives them contact with a supervisor who was recently “in their shoes.” We expect supervisees at every level to do their best to learn from their supervisor and to be respectful of the direction they are given by a supervisor, commensurate with their personal experience in the field. Your supervisors are invested in you and your client being successful.

TeleSupervision

Telesupervision is an option for supervisors to provide supervision to their supervisees during times (e.g., during the COVID-19 pandemic) when they are unable to meet in person. In-person supervision is the program’s preferred format for supervision, but we realize that there are times when telesupervision will be advantageous. Further, training in using telesupervision is consistent with the program’s goals of training psychologists to work in rural environments, where the ability to conduct in-person supervision may be limited by distance. When used, telesupervision cannot account for more

than 50% of the total supervision time at a practicum site and may not be used until a student has completed their first intervention practicum experience.

Supervision modality (e.g., in-person, telesupervision, or other modality) is chosen by the supervisor after consideration of state board guidelines, ethical principles, developmental level of the supervisee, and practicum learning objectives. Any student may request a particular modality but the final decision lies with the supervisor.

Rationale for Telesupervision: The WKU Doctor of Psychology in Applied Psychology, Clinical Concentration, Program places a premium on clinical and professional supervision. Within the practicum experiences, it is the expectation that students will receive supervision by way of in-person supervision. However, the program recognizes that certain special circumstances may arise that create the need to consider alternative routes to delivery of high quality supervision. Because consistent access to and continuity of supervision is foundational to health service psychology training and practice, the program has adopted a Telesupervision Policy to guide provision of supervision under special circumstances.

Adherence to APA Standards and Regulations: The doctoral program adheres to the telesupervision requirements issued by the APA Commission on Accreditation (APA CoA) through its Standards of Accreditation for Health Service Psychology [Standard II.B.3.] and corresponding Implementing Regulation [C-28].

APA CoA Definitions and Distinctions 1. Telesupervision: supervision (as defined in the supervision policy) of psychological services through a synchronous audio and video format where the supervisor is not in the same physical location as the trainee. 2. In-Person supervision: supervision of psychological services where the

supervisor is physically in the same room as the trainee.

APA CoA Guidelines and limits: The doctoral program observes the guidelines and limits set forth by the APA CoA regarding Telesupervision which are as follows: 1. Telesupervision may not account for more than (50%) of the minimum required (as defined in the SoA) supervision. 2. Supervision beyond the minimum number of required hours may utilize methods or modalities that are deemed appropriate by the program.

Criteria for Telesupervision Usage: Telesupervision is to be used only in those special circumstances in which a student's in-person access to a supervisor:

1. Is expected to be prolonged (e.g., 4 weeks or more)
2. and/or is expected to significantly interrupt/eliminate continuity of clinical supervision
3. and/or where specialized clinical supervisory expertise is contingent upon using telesupervision and would otherwise be unavailable to the trainee.

Privacy/Confidentiality of Clients and Trainees: Supervisors and supervisees will only conduct supervision that pertains to discussion of confidential client information from settings in which privacy and confidentiality can be assured, whether this be in the office or in a home-based setting. Approved telesupervision of clinical services must be conducted using HIPAA compliant software.

Primary Supervisor Responsibility and Oversight: In keeping with the standards set forth in the Practicum Guidelines and supervision policies, in cases of approved telesupervision, the primary supervisor for the student, who is a doctoral-level psychologist licensed in the State of service provision maintains overall responsibility for all supervision, including oversight of the telesupervision and integration of in person supervision provided by other mental health professionals.

Supervisory Relationship Development:

Ideally, in-person meetings between supervisor and supervisee are encouraged (if safety can be reasonably assured in the case of public health emergencies). This can be especially important early on in supervisory relationship development. We also encourage our supervisors to check in regularly on how supervisees are experiencing the telesupervision format. Our supervisors and other clinical staff are readily available via phone or email between supervision sessions for consultation, informal discussions, and crisis situations. Such availability for consultation and socialization as well as our demonstrated interest in the learning and development of our trainees serves to foster development of strong supervisory relationships.

Crisis Situations: Supervisees are expected to contact supervisors as soon as possible when dealing with a client crisis situation. Such contact can be via telephone or in-person rather than via telesupervision.

Technology Requirements and Education: Training on being prepared for supervision, be this in-person or via teleconference, occurs by the students' primary supervisor. WKU faculty receive continuing education and training on providing services in a teleconferencing environment and pass this information along to students. Individual supervisors will review the Telesupervision Policy at the time the standard Supervision Agreement is completed and will note in their supervision plan if they wish for telesupervision to be utilized and will delineate the specifics in that agreement.

Approval: Requests for approval for telesupervision must be submitted to the Program Director (or designee) at the WKU Doctor of Psychology in Applied Psychology Program, Clinical Concentration, in writing by the primary supervisor. This request must be accompanied by a rationale for using this methodology and must be supplemented by a clear description of the planned use of in person and telesupervision in the Practicum Agreement that is signed by the student and supervisor and is submitted for review and approval to the Program Director (or

designee) at the WKU Doctor of Psychology in Applied Psychology, Clinical Concentration, Program.

If you are engaging in telesupervision review relevant APA policies:

https://www.apa.org/about/policy/guidelines-supervision.pdf?_ga=2.70801876.555266993.1615493192-1791241971.1589481985

American Psychological Association. (2013). *Guidelines for the practice of telepsychology*. APA Council of Representatives.

Formal Summative Evaluations

Formal summative evaluations of the status and progress of the students are conducted by psychology faculty at the end of each semester. Program faculty members act as a review committee and conduct student evaluations in consultation with other faculty members directly involved with the student's activities. Faculty understand that students are "in process" and consider a student's developmental trajectory.

Traditional examinations over coursework are only one element of the total evaluation. The practice of applied psychology requires more than simply demonstrating knowledge of academic facts. Consequently, students are evaluated broadly on aspects of behavior that are essential to the functioning of an applied psychologist.

Faculty also review such factors as **time management, professional demeanor, social skills, emotional stability, attitudes, and values appropriate for clinical work, response to supervision, adherence to ethical and legal standards, and relationships with peers and faculty**. The review includes observation in classes, clinical work, assistantships, capstone project progress, and performance in other settings, including significant events outside of WKU. For example, a felony conviction will make the student un-licensable or a freely available web picture may undercut their professionalism with a client.

The results of this summative evaluation are communicated to the students following the

completion of the review. See the appendices for the Semester Evaluation form. Students may discuss this feedback with their advisor by arranging an appointment.

APA requires documentation that you received your feedback. A short form will come with the evaluation. Your signature only means you got the evaluation. It does not mean you agree with the evaluation.

Most students progress as expected with occasional need for remediation in a particular area and occasional need to re-evaluate career paths. Our desire is for the student to learn from the experience and not repeat the error.

Remediation overview.

If a student is considered to be making less than satisfactory progress (see following section on Expectations of Students to review levels of performance), a plan to deal with the areas of concern will be developed by the student in consultation with their advisor and other faculty mentors as appropriate (see Growth Plan template in appendices.) Examples of possible remediation may include, but are not limited to, additional applied work, readings, and/or receiving psychotherapy. Students who do not complete the program of remediation and fail to achieve acceptable performance after remediation will not be allowed to continue in the program. Our first ethical obligation is to protect potential clients from malpractice.

Grades.

Students pursuing a graduate degree must maintain a "B" (3.0) average and this is also required to continue in an assistantship.

For the M.A. in Psychology, professional (clinical psychology) courses (PSY 541, PSY 560, PSY 562, PSY 640, PSY 641, PSY 660, and PSY 662) with a grade of "C" or lower 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 or higher grade.

Outstanding Graduate Student Award.

Each year, a committee of the faculty reviews all the graduate students in a program and may select the outstanding graduate based on scholarship, research, citizenship, and other factors of relevance. In the past the awardee has been recognized at a banquet.

Expectations of Students

As described in the Evaluation of Students section above, 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 semester evaluations, in recommendations for internship placements, and in letters of recommendation for licensure, employment, or further graduate study. While a student might manage to just pass in their coursework, faculty may be unwilling to write a letter of recommendation for licensure if the overall behavior of the student is not reliable.

Graduate training is an exciting endeavor that requires significant work and learning at a level that may stretch cognitive and emotional capacities. The faculty recognize that training can be a stress-inducing experience and adjusting to new demands at each level of training can create difficulties for students. This is a natural consequence of developing a new professional identity and being part of a smaller pool of more talented students. The payoff is achieving more than was possible in the past and developing your skills and abilities to a greater degree than ever before. The stress of growth is worthwhile.

The following sections address

- Desirable student behavior
- Student behavior in "public" including online
- Brief student crises
- Significant student crises

- Unprofessional student behavior

For each area, the rationale and student/faculty response are addressed

Desirable behavior.

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

Ethical and legal behavior. Graduate students and faculty shall adhere to the APA Ethical Principles of Psychologists and Code of Conduct as well as any Department or University policy on ethical behavior for faculty, staff, and students. In addition, they will adhere to government legal standards. When in doubt about appropriate behavior, defer to the ethical code. Failure to adhere to ethical or legal standards is adequate cause for dismissing a student from the graduate programs, following procedures outlined in university publications. The student is expected to keep all professional 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, to view clinical resources, or to be in clinical work areas.

Grievance Procedure

Western Kentucky University (WKU) has adopted an internal grievance procedure for prompt and equitable resolution of grievances of alleged conduct in violation of Section 504 of the Rehabilitation Act of 1973 (29 U.S.C., Section 701) and Title II of the ADA of 1990 (42 U.S.C., Section 12102 et. seq.). Section 504 of the Rehabilitation Act of 1973 states in part, that "No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity

receiving Federal financial assistance.” Title II of the Americans With Disabilities Act (ADA) of 1990 states in part, that “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, program, or activities of a public entity, or be subject to discrimination by any such entity.” Under this policy and procedure, a student alleging noncompliance with terms of Section 504 and Title II of the ADA may lodge a grievance against a student, employee, or third party alleging discrimination, harassment, and/or a failure to accommodate on the basis of a disability, and seek a prompt and equitable resolution of the grievance. II. Notice to Students Prior to the beginning of each academic year, the Section 504 Coordinator will send an email to all WKU student email accounts (with policy #6.1010 attached) that notifies students of the grievance procedures under Section 504 and Title II. In addition, posters will be displayed in various buildings on campus that notify students about grievance procedures under Section 504 and Title II.

Policy and Procedure for Filing a Grievance Western Kentucky University has designated Dr. Peggy Crowe, Director of the Student Accessibility Resource Center (SARC), to serve as the University’s Section 504 Coordinator. Dr. Peggy Crowe Downing Student Union, Room 1074 peggy.crowe@wku.edu (270)745-5004 Individuals with disabilities who have experienced discrimination or harassment by students, employees, or third parties, or who have been denied an accommodation after complying with the process provided in WKU Student Disability Accommodations/ Section 504 and ADA Compliance Policy (#6.1020), can file a written grievance with the Section 504 Coordinator. The grievance should contain the name and contact information of the person filing the grievance, a summary of the alleged action/violation of Section 504 and Title II, and the proposed remedy or relief sought. The Section 504 Coordinator will conduct an investigation of the allegations contained within the grievance. This investigation may be informal, but it will be

thorough, affording all interested persons an opportunity to present witnesses and submit other evidence relevant to the grievance. The Section 504 Coordinator will maintain documentation submitted in support of the grievance. At the conclusion of the investigation, the Section 504 Coordinator will issue a written decision, in an accessible format, to the involved parties along with the basis for the decision; if appropriate, the Section 504 Coordinator will provide a description of remedies afforded to the aggrieved party. A copy of the grievance and notice of outcome will be provided to WKU’s ADA Coordinator, Dean of Students, Vice President of Enrollment and Student Experience, and other WKU employees, as necessary. Individuals accused of violating this or other WKU policies may be referred to the Office of Student Conduct or Human Resources, when appropriate. The University will take steps to prevent recurrence of any prohibited actions, and correct discriminatory, harassing, and/or retaliatory effects on any party involved in this grievance process, including witnesses. IV. Timeframe Governing the Grievance Process As may be appropriate, every effort will be made to begin an investigation within twenty-four (24) hours of receiving the grievance. The length of time necessary to complete an investigation will depend on the nature of the allegations, the amount of evidence presented in support or defense of the grievance, and other factors; however, a written decision by the Section 504 Coordinator will be distributed to individuals involved in the grievance within forty-five (45) business days after its filing. 3 The University specifically reserves the right to modify and/or amend any or all of the procedure(s) outlined herein at any time as circumstances may require. As may be applicable, the affected parties will be notified in the event circumstances arise which warrant procedural amendments.

Right of Parties to Appeal Findings. After receipt of the written decision, any party to the grievance may appeal the decision of the Section 504 Coordinator. The appeal should be made in writing to the ADA Coordinator, whose contact information is set forth below, within fifteen (15)

calendar days of receiving the Section 504 Coordinator's decision. Mr. Joshua Hayes Wetherby Administration Building, Room G33 joshua.hayes@wku.edu (270) 745-5121 The ADA Coordinator shall review all documentation provided to the Section 504 Coordinator, and issue a written decision in response to the appeal within forty-five (45) business days after its filing. A copy of the appeal and notice of outcome will be provided to the Section 504 Coordinator, Dean of Students, Vice President of Enrollment and Student Experience, and other WKU employees, as necessary. VI. External Agencies Inquiries about allegations of discrimination and/or harassment for individuals with disabilities may also be made directly to the Office for Civil Rights, U.S. Department of Education, The Wanamaker Building, Suite 515, 100 Penn Square East, Philadelphia, PA 19107, (215) 656-8548; the Kentucky Commission on Human Rights, 832 Capital Plaza, 500 Mero Street, Frankfort, KY 60601, (502) 564-3550; or the Equal Employment Opportunity Commission, 600 Martin Luther King, Jr. Place, Suite 268, Louisville, Kentucky 40202, 1-800-669-4000; TTY (800) 669-6820. VII. Alternate Format To request a copy of this in an alternate format, please contact SARC through the following: • Email: sarc.connect@wku.edu • Phone: (270) 745-5004 • TDD: (270) 745-3030 • Fax: (270) 745-6289

Program Grievance Procedure

The policy below is designed to address issues that arise in the Doctor of Psychology in Applied Psychology, Clinical Concentration, program. There are two levels to the policy: informal complaint resolution and formal complaint resolution.

Informal Complaint Resolution. In most instances, a complaint may be resolved to everyone's satisfaction informally between the individuals involved. The informal process is characterized by the fact that the resolution of the problem involves only those individuals directly involved, there is no written complaint filed, and the resolution of the problem is acceptable to all

parties. The following options are suggested for resolving a concern or complaint informally:

1. Ask to meet with the individual to discuss your concerns. If your concern or complaint involves a faculty member, you may want to set up an appointment to ensure you have dedicated time and attention. State as clearly as possible what your concern or complaint is and what action or change you are requesting.

2. Talk with your advisor, the Director of the Doctor of Psychology in Applied Psychology program, or the Department Chair to ask for assistance in resolving the situation (i.e., by providing support, potentially scheduling a joint meeting with the student and other individual, or meeting with other individual on behalf of the student).

3. Send an email to the individual involved explaining the concern or complaint and the action or change being requested. If initiating discussion via email, it is suggested that you also propose the option of meeting in person to further discuss the situation.

4. Consider consulting with WKU's student ombudsman. See https://www.wku.edu/academicaffairs/student_ombuds.php for more info

Formal Grievance Procedure. If informal procedures are not effective in resolving a concern, or if the issue is more serious, students may wish to initiate a formal grievance by following the steps below.

Step I. To initiate formal procedures, the complainant submits a written complaint with a complete and concise statement of the facts (as perceived by them) to the Director of the Doctor of Psychology in Applied Psychology Program, Clinical Psychology Concentration or the Chair of the Department of Psychology if the complaint involves the Director. The complainant must state in the written complaint: (1) that a grievance is being initiated, (2) the nature of the complaint, (3) the desired outcome, and (4) the name of a faculty person to sit on the Grievance Committee. If the

complainant-selected faculty member is not available or able to participate, the complainant is able to select another faculty member.

Step II. The Program Director, or the Department Chair if the complaint involves the Director, attempts to resolve the issue by meeting with each party individually and together, if appropriate. If there is a failure to resolve the issue in a manner acceptable to both parties, the Program Director or their representative asks the faculty member involved in the grievance to select a faculty member to sit on the Grievance Committee and directs the two committee members (one from the student and one from the faculty member) to arrange a meeting. At that meeting the two members select a third member to complete the Grievance Committee. The three representatives meet with those involved to resolve the grievance and render a decision in writing within five working days.

Step III. If the grievance is not settled, the student may appeal in writing to the Chair of the Department of Psychology within five regular working days after receipt of the Step I decision. The notice to appeal must include (1) the action grieved; (2) the desired outcome; (3) a summary of proceedings thus far; and (4) a copy of the written response from Step I. A meeting with the grievant, individuals involved, Program Director, Department Chair, and others if requested, shall be held within five regular working days of receipt of the appeal and a decision rendered within five regular working days after the meeting.

Step IV. If the grievant is not satisfied with the findings in Step III, the student may appeal to Dean of the Graduate School.

The grievant is entitled to have a APAGS (American Psychological Association of Graduate Student) representative accompany them to each step of the grievance. However, because the grievance procedure is an internal process and not a legal forum, an attorney may not serve as the representative. At any step, the parties may mutually agree to extend the time limits. Either party may call witnesses. It is a

violation of WKU policy to take action as a reprisal against a student for filing a grievance.

Student Rights.

The right as citizens. Students have the right to enjoy the same freedoms as are guaranteed by the Constitution of the United States and the Commonwealth of Kentucky, and to expect an education of the highest quality.

The right to speak on University property provided that his/her behavior does not infringe on the rights of others as further defined in the University policy on time, place, and manner of meetings, assemblies, and demonstrations.

The right of freedom to hear and participate in dialogue and to examine diverse views and ideas.

The right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

The right to engage, either individually or in association with others, in off-campus activities, exercising rights as a citizen. When so engaged, in a context in which the participant is identified as a student, there exists a responsibility to make clear that the student does not represent the University.

The right of due process in the judicial system in accordance with rules of procedures prescribed in the Student Code of Conduct.

Responsibilities.

The responsibility of assuming the consequences of one's own actions.

The responsibility to insure that no student organization, constitution or other organizational document includes discriminatory clauses

pertaining to race, creed, religion, color, sex, national origin, disability, or sexual orientation.

The responsibility to respect the rights and property of others, including other students, the faculty and the administration.

The responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.

The responsibility for knowledge of and observance of established University policies presented in official University publications.

Non-Discrimination Policy. Western Kentucky University (WKU) is committed to a policy and practice of providing equal educational and employment opportunities to all individuals. In accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990, no form of discrimination or harassment will be tolerated at WKU on the basis of race, color, ethnicity, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, genetic information, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices. In addition, WKU will not conduct business with any vendor who exhibits discriminatory and/or harassing behavior(s).

The University is also required to investigate complaints of sex and gender-based discrimination. All sex and gender-based discrimination and harassment allegations can be reported to Ms. Andrea Anderson (General Counsel and Interim Title IX Coordinator), via email at andrea.anderson@wku.edu or by phone at (270) 745-5398. Allegations regarding student-to-student misconduct can be reported to Mr. Michael Crowe (Office of Student Conduct Director and Title IX Investigator), via email at

michael.crowe@wku.edu or by phone at (270) 745-5429. Allegations regarding employee-related misconduct can be reported to Mr. Joshua Hayes (Equal Employment Opportunity/Affirmative Action/University ADA Services Director and Title IX Investigator), via email at joshua.hayes@wku.edu or by phone at (270) 745-5121. Additional information regarding Title IX is accessible via WKU's <https://www.wku.edu/titleix/> website.

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 not plagiarize, defined as inappropriate citation and/or use of more than three consecutive words from another source without quotation marks. The faculty may submit any student product to plagiarism evaluation software.

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.

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

- Attend 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.
- Be prepared to start class at the scheduled time, arrive early and notice when direction or instruction begins.

- Give 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.)

- Complete all of the reading, and have thought critically about it, for each class prior to when the reading is to be discussed. Such preparation is demonstrated by active class participation, responding to inquiries from the professor, etc., and

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

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. You might keep a change of clothing in the student office, just in case.

Professional attire 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.

Public behavior.

Conduct in the community/online. Students are encouraged to be mindful that, while they lead private lives, they are engaged in a public profession. Applied psychologists must monitor the appropriateness of their conduct at all times and across situations, 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 or online outside of the therapeutic setting. You are a role model as are your faculty.

Electronic tools and social media. You may not share your logins and passwords for professional software with anyone else, as that is a violation of client privacy and grounds for dismissal from the program. If you have shared them in the past, change the passwords and do not share them. Be alert to risks from new technologies, such as artificial intelligence devices listening continuously (Bixby, Serie, Echo, your car, etc.)

Faculty will use the assigned WKU email address for communication with you. You should check your email daily. Faculty have various personal approaches to using social media with students (e.g., LinkedIn or Facebook) but, at a minimum, faculty only connect with students if the student initiates the connection.

There are myriad issues in using e-mail, a cell phone or texting with clients. The area is new enough that norms are still forming and legal issues are still being explored as of this writing. Supervisors have differing opinions about how much risk to take and these sorts of differences are a normal part of “big changes.” Reflecting on the supervisor differences and rationales can help inform the development of your own policy. Until your current supervisor discusses his or her policies, do not use those tools with clients.

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

Ask yourself how a post would look in a court of law if your professional judgment was being questioned, when a potential employer “googles” you, or when a client is curious about your personal life and what they find begins to influence the process of therapy. Research shows that a sizable number of clients do research their therapists.

Please note that googling clients without their permission is not ethical and will be discussed in ethics classes.

It is a first step to set up privacy at the highest level on such accounts but for some services it is an ongoing task to keep the information private. Take some time to “clean up” your track record online and keep it clean from this point forward. Closely monitor those who have access to personal information shared privately via social media outlets. Note that behavior online will also fall under the expectations for professionalism that will be considered in faculty semester evaluations of you. Assume nothing online is anonymous.

Brief and time-limited personal difficulties.

Psychologists are human and will have highs and lows. Faculty prefer to discuss those low moments before they grow out of proportion and become harder for the student to manage.

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

Students are generally able to respond effectively to feedback about their reactions to psychological stresses or 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 and helpful learning experiences (at least in hindsight).

However, there are degrees of personal difficulty. Sleeping late from studying late, attending a wedding, or wanting to go on a vacation trip during the semester 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 while still maintaining program standards.

Significant crises.

Occasionally, 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 at the same time—one or the other will suffer). A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly and on-time 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 programs;
- d. The student is frequently unable to participate effectively in required learning activities.

Ethics and legal demands come first. 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 judgment or capacity to render service.

Ethics codes indicate that students 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 strongly recommend that students consult with the faculty to help them reach a decision.** We may know of more options than you do. It is important to know when you need help, and it is important to be able to call upon it. This protects the client from your stress and helps you adapt.

Response from the faculty.

The faculty are interested in student long-term success and advise the student trainee to consult with the faculty to help reach a decision before the faculty has to call the student in for a meeting. The student and a faculty advisor will meet to clarify and evaluate options. If necessary, a leave of absence can be granted. Withdrawal procedures allow the student to withdraw from the university (see <https://www.wku.edu/registrar/withdrawal.php>). Also send an email to the Graduate School indicating your intent.

If circumstances allow the student to remain active in the program, a Growth Plan will be completed to clarify expectations and student responsibilities as well as a timeline for completion. (See appendices for suggested template). Failure to progress after reasonable intervention, or a failure to follow the agreed-upon plan, may result in dismissal from the program.

Typically, the program faculty have discussed the issue leading to leave of absence, withdrawal or dismissal. The advisor is representing their collective wisdom. Keep in mind that the university has time limits for completion of a degree from first enrollment, currently 6 years for an M.A. and 10 years for a Psy.D.

Unprofessional student conduct.

When a student has impaired judgment 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, and/or plagiarism,
- sexual harassment,
- discrimination based on race, ethnicity, religion, or sexual orientation,
- inappropriate interpersonal behavior, or
- repeated attendance and/or punctuality problems.

There are university policies that address some of these behaviors. The program faculty are obligated to follow university policies.

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 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. Problematic behavior that is not merely a reflection of a skill or knowledge deficit. (A skill or knowledge deficit is one that can be corrected by academic training).
- c. The quality of psychological services delivered is frequently negatively affected;
- d. Problematic behavior that 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. Behavior that does not change in response to feedback or remedial efforts;

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

h. Behavior that is unethical or illegal (including previously unknown difficulties that come to light after admission).

These behaviors may occur either alone or in combination.

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 clients, peers, faculty, or non-faculty supervisors), assistantship work, practicum activities, and internship.

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 (see appendices for template) to clarify expectations and student responsibilities. Failure to progress after a reasonable intervention, or a failure to comply with the agreed-upon plan, may result in dismissal from the program. This level of issue has been discussed by the program faculty and the advisor and is representing their collective wisdom.

Additional notes on student expectations. 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.

Problems that reoccur will impact faculty decisions regarding that

- student's annual evaluation,
- faculty willingness to serve on a capstone project committee, or
- faculty judgement about student readiness for an internship placement.

- It will also impact a faculty member's willingness to provide letters of recommendation for licensure or references for employment. Letters are not guaranteed by admission or completion of program tasks. They are voluntary faculty offerings.

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

Feedback from Students on the Program

Periodically students will be asked to provide feedback on the programs. Students are invited to offer suggestions in the end of semester course instructor ratings if they wish to provide more anonymous feedback, and they may arrange a meeting with an advisor, faculty member, or department chair for a direct conversation.

Forms to Be Filed

Following are forms to be aware of and complete on time as appropriate to your track. Most can be found either at the [Graduate School Forms page](#) or via TopNet.

Committee Selection Form.

This form is used by those doing a thesis and/or a dissertation. It is completed once you know who will be on your committee. It should be completed near the beginning of your second semester.

- M.A. nonthesis track students do not complete this form.
- M.A. thesis track students will not be able to enroll in Thesis (Psy 599) until this form is complete.

The Graduate School will also put a hold on your ability to register for classes if you do not complete the form quickly.

It is possible to revise the form later.

Graduation Application.

You must file your application to graduate on TopNet after you have taken 18 hours but before 21 hours are complete. See TopNet/ Student Services/ Student Records/ Application for Graduation. You complete it regardless of whether you are going to attend commencement. 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 after your first year working toward a particular degree.

Thesis or Dissertation Signature Form.

This is a form you create for your thesis or dissertation and can be accessed at the Graduate School website under Current Students/ Dissertation Thesis Projects/ Formatting/ scroll down to Signature Page...example documents link

(https://www.wku.edu/graduate/students/thesis/sample_theses.php).

The faculty sign when you pass, and the original must be given to the Graduate School with your thesis. Ordinarily they accept only the original one with faculty signatures although during COVID they have accepted pdf scans. They are also rigid about formatting—a single space is enough to send you back to collect signatures again. Print it out and use a ruler to measure the margins.

While you are there, notice that the guidelines for formatting etc. are found under what appears to be a heading but is actually a link to this page: <https://www.wku.edu/graduate/students/thesis/guidelines.php>

Comprehensive Examination /Capstone Course.

This form is filed by your capstone, thesis or dissertation chair when you have defended your qualifying examination. This is done through TopNet, and you will never see it. Just know that it is out there and remind your chair to file it on time. Remind them several times.

For spring degree completion, the deadline is close to the end of May; for summer graduation the deadline is early July; for fall completion the deadline is early December. All degree requirements must be completed by the last day of the semester... but there are often more steps to finish than you realize. Add at least one month to your completion estimate for formatting and paperwork tasks.

Copyright Permission.

This form is filed along with your thesis or dissertation, after it has been approved by your committee. It is for library archiving and posting your project on TopScholar. It can be found here: <https://www.wku.edu/graduate/documents/>.

Nonthesis MA students do not submit their project to the graduate school. It only requires Faculty approval and library documentation. Your library form will be provided at that time. Your final document will appear on the TopScholar archive of WKU documents and will be accessible to anyone.

Final approvals.

Once you complete the revisions from your committee, the M.A. students will forward the required materials to the Graduate School. Doctoral students, however, must have Dr. Bob Welsh review and approve the dissertation before forwarding materials to the Graduate School.

Faculty¹

Faculty who teach in the M.A. program are designated by a single asterisk, those who teach in the Psy.D. program are designated by two asterisks and those who teach in both programs by three asterisks.

The Core Faculty

*****Christopher Chandler**, PsyD, Western Kentucky University, Assistant Professor
Office: 3048 GRH
Email: christopher.chandler@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Supervision

*****Rick Grieve**, Ph.D., University of Memphis, Professor, Clinic Coordinator, MA Coordinator
Office: 3018 GRH (270-745-4417)
Email: rick.grieve@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Health Psychology, Eating Disorders, Men's Body Image Issues, Sport Psychology, Sport Fan Coping, Personality and Intellectual Assessment.
*Licensed Psychologist, HSP*²

*****Jeff Rutter**, Psy.D., Wright State University, Assistant Professor
Office: 3047 GRH (270-745-2078)
Email: jeff.rutter@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Epistemological Foundations of Clinical Assessment, Positive Psychology and Mental Health
Licensed Psychologist, HSP

*****Robert Welsh**, Ph.D., Biola University, Professor, PsyD Director
Office: 3020 GRH (270-745-4906)
Email: robert.welsh@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Qualitative Research
Licensed Psychologist, HSP

Program Faculty

Sarah Bonis, Ph.D., University of Houston
 Department Head, Department of Psychology
Office: GRH 3026 (270-745-4414)
Email: sarah.ochs@wku.edu
Training: School Psychology
Research/Clinical Interests: Universal screening, Computer Adaptive Testing, Mental health
Licensed Psychologist

David Castleman, Ph.D.,
 Department of Psychology
Office: 3045 GRH (270-745-4511)
Email: david.castleman@wku.edu
Training: School Psychology
Research Interests:

Lisa Duffin, Ph.D., Purdue University
 Department of Psychology
Office: GRH 3014 (270-745-6324)
Email: lisa.duffin@wku.edu
Training: Educational Psychology
Research Interests: Factors that influence academic quality in STEM education; the power of beliefs in motivation and learning; teacher quality and training
Research Laboratory: The Academic Quality Lab

Steve Wininger, Ph.D., Florida State University
 Dept. of Psychology
Office: GRH 3016 (270-745-4421)
Email: steven.wininger@wku.edu
Training: Educational/Sport Psychology
Research Interests: Motivation and emotion within the contexts of sport, exercise, and education.
Research Laboratory: Motivation Lab

¹ 201 KAR 26:210 §1(5).

²HSP: Health Services Provider

***Yoon, Young-Jae**, Ph.D., Loyola University,
Chicago
Department of Psychology
Office: GRH 3023 (270-745-3023)
Email: young-jae.yoon@wku.edu
Training: Social Psychology
Research Interests: Culture, Creativity,
Leadership, and Social Influence.
Research Laboratory: Motivation Lab

***Qin Zhao**, Ph.D., University of Florida
Department of Psychology
Office: GRH 3015 (270-745-5023)
Email: qin.zhao@wku.edu
Training: Educational Psychology
Research Interests: Metacognition and
motivation.

Affiliated Faculty

Affiliated faculty teach foundation courses
or an occasional course, based on need. Some are
willing to serve on capstone project committees.

*****Sharon Blevins**, Ed.S., Ed.D., Alliant
International University
Office: GRH 3007
Email: sharon.blevins@wku.edu
Training: School Psychology and
Educational Leadership and Management
Research/Clinical Interests: Resiliency
License: School Psychology

***James Prather**, Ph.D., University of Louisville
Office: Elizabethtown CPREC 130
Email: james.prather@wku.edu
Training: Experimental Psychology

**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

Suggested Checklist for the MA

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 physical **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.
- ☐ Start using a secure password manager, such as LastPass, so you use sufficiently complex passwords. Experts now are saying that the old advice to use a highly secure, nonsensical phrase with numbers and punctuation has not worked as humans cannot create sufficient complexity. Do not use the password in any other setting. Do NOT store the password on any device in a manner readable 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.
- ☐ Enhance your keyboarding and word processing skills. The better you are, the more efficiently you will produce your 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 a discount.) Every moment spent learning the details will pay off in time saved on papers.
- ☐ 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.
- ☐ For those planning on engaging in research, complete your [CITI human subjects research ethics training](#) so you don't have to do that in the middle of a term. If you have done it before, 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 a single 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](#). Ask the faculty for help with your vita.
- ☐ On the other hand, we strongly discourage you from using a computer to take notes in class. 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 research project 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. There are very few events

that require attention in the middle of the night.

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

First Semester

- ❑ **Find the important places in Gary Ransdell Hall.** These include, but are not limited to: graduate student office (3009; 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 important 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.
- ❑ **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. Your practica supervisor will give you direction on obtaining insurance. 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 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.
- ❑ **Thesis students need to have filed their Committee Selection form before they can register.**
- ❑ **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.
- ❑ **Seriously work on your capstone project.** Research shows that people are more productive when they do a tiny bit (e.g., 15 minutes) every day rather than when they try to binge write. **You aren't going to get hours in sequence very often. Learn to write "short."**
- ❑ **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 (10 hours on site and 10 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 Option:** Thesis 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 capstone project.** 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.

- ❑ **If you are still working on your capstone project, you need to register for 1 hour of Psy 600 Maintaining Matriculation in the term you will graduate.**
- ❑ **Seeking employment? Apply to the [State Board of Examiners of Psychology](http://www.apapracticecentral.org/update/2018/07-12/examination-professional-practice.aspx).** Do the paperwork shortly after graduation so that you can take the Written Exam (the EPPP) as soon as possible. Locate a job and a clinical supervisor. Students finishing in 2020 will be able to take the EPPP as soon as their coursework is finished (unlike past years) but will have 2 parts to complete. See <http://www.apapracticecentral.org/update/2018/07-12/examination-professional-practice.aspx>
- ❑ **Attending a doctoral program?** Finish your work here, get some quality rest in, and start orienting yourself to the new program.
- ❑ Consider options for capstone project publication.
- ❑ Write to us periodically and let us know how you are doing. Congratulations!

Appendices

Clinical Class Schedule

Year 1 Fall Semester	Hrs	Year 1 Winter Term	Hrs	Year 1 Spring Semester	Hrs
EDFN 500 Research Methods.	3	PSY 541 Professional Issues and Ethics in Psychology	3	EDFN 501 Statistics.	3
PSY 560 Assessment of Individual Intellectual Functioning: Theories and Issues	3			PSY641 Theories of Psychotherapy	3
PSY 562 Practicum in Psychological Assessment	3			PSY 660 Assessment of Personality and Socio-emotional Functioning	3
PSY 640 Psychopathology	3			PSY 662 Practicum in Psychology	3
	12		3		12

Year 1 Summer Term	Hrs	Year 2 Fall Semester	Hrs	Year 2 Spring Semester	Hrs
PSY 520 Individual Differences and Human Diversity	3	PSY 511 Psychology of Learning	3	PSY 599 Thesis Research OR Nonthesis: Psy 590/one elective (see explanation in handbook)	3
		PSY 592 Psychology Internship	3	PSY 646 Social Psychology	3
		PSY 599 Thesis Research OR Nonthesis: one elective/Psy 590 (see explanation in handbook)	3	PSY 651 Clinical Neuropsychology for the Applied Psychologist	3
		1 optional elective	(3)	1 optional elective	(3)
	3		9 (3)		9 (3)

Total Hours: 48 (54)

Behaviors Leading to Success

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

Referrals for Psychology Graduate Students

This is not an exhaustive list but gives you a place to start. Consider also therapists in surrounding towns. Remember that finding a therapist who matches your needs can take a while. Check their credentials and therapy approach.

For urgent needs: National Suicide Prevention Lifeline: 1-800-273-TALK (8255). If you are in crisis, call them for a referral. You don't need to be suicidal. They will connect with a person in emotional distress.

For longer support
Counseling Center | Western Kentucky University. You can ask to see someone at a time when no other Psy graduate students are working there. Least expensive option but often crowded. The Counseling Center is located in Potter Hall, Room 409. Phone: 270-745-3159. Email: counseling.center@wku.edu

The Cognitive Refinery: Jim Croxton or Chris Chandler. Won't ever be encountered at WKU as they only do private practice. Need insurance or private pay. 948 Elm St., Suite 2, Bowling Green, KY. 270-266-1188. info@thecognitiverefinery.com

Jacob Hamlin, Marriage & Family Therapist, Bowling Green, KY, 42101. Has done talks for Psy 641, Theories of Psychotherapy but won't be an instructor for psychology. Has MFT background. Need insurance or private pay. 410 E 11th Ave. Near Mellow Mushroom. Website: <https://wholelifecs.com/request-apt/> Phone: 270-681-2353

There are some practices that have some ties with the program but have therapists who are not affiliated. Chestnut Park Professionals (270-782-1116) is one such group with connections with the program, but there are a number of people in the practice who are unaffiliated.

For General Wellness

Use campus resources such as the Preston Activity Center and, the Dental Hygiene

Clinic. Take care of your physical health through maintaining effective sleep patterns, exercise and eating healthfully. If you take care of your body then your brain will be at its best for graduate work and helping you attain your goals.

If you are interested in phone app to support you, the VA (<https://mobile.va.gov/appstore/>) has a variety of evidence-based apps that are also secure and free to anyone, not only veterans.

Coping with Stress

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.

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.

*Fletcher, D. L. (2011). The stressful life of students. *Counseling Today*, 54 (5), 14-15.

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.

Semester Summative Evaluation

Student Name: _____

Date: _____

Personal & Professional Qualities	Satisfactory Progress	Some Concerns	Significant Concerns
Work ethic			
Time management/prioritizing program work			
Communication skills			
Academic coursework			
Problem-solving skills including capacity to effectively define problems to be addressed.			
Progress on thesis			
Applied skills			
Empathy for and ability to work with diverse individuals including colleagues			
Assumes responsibility for personal and professional actions			
Evidence of growth			
Responds appropriately to feedback/supervision			
Attitudes/values appropriate for clinical work			
Personal stability			
Professionalism			
Adherence to ethical standards			
Other:			
Other:			

Accomplishments this term: _____

Comments: _____

Remediation Plan: ___Not needed ___Needed (Meet with Program Coordinator)

Draft: NonThesis Option Rubric for**Capstone Project**

Project Title: _____

Candidate: _____

Committee Member and credential/title: _____

Date of review: _____

Based on: *A Measurement Tool to Assess Systematic Reviews* (AMSTAR; Shea et al 2007)**Review of the Capstone Project**

Committee member may also use “CA for Can’t answer” or “NA for Not applicable” in place of Yes or No.

For INDIVIDUAL STUDIES: Candidate provides the following for each *individual study* he or she included, mentioning, as a criticism of the article, if the researcher *does not provide* the following information.

Questions about INDIVIDUAL Studies Described in the Project	Yes or No
Full APA-style citations of the review article provided in the Reference section, including DOI, and appropriate in-text citations.	
Candidate states whether the study authors report conflict of interest. Potential sources of support should be clearly acknowledged.	
Candidate provides the number of subjects used in the study.	
Candidate describes the population used in the study.	
Candidate provides a description of the setting in which the study occurred.	
Candidate describes the research methods used in the study.	
Candidate describes outcomes of the study including effect size.	
Candidate effectively connects the commentary on the Individual Study to the other ideas in the paper.	

For REVIEW articles: Candidate provides the following for each *review* article he or she included, mentioning, as a criticism of the article, if the reviewer *does not provide* the following information.

Questions about REVIEW ARTICLES Described in the Project	Yes or No
Full APA-style citations of the review article provided in the Reference section, including DOI, and appropriate in-text citations.	
Candidate states whether the review authors report conflict of interest. Potential sources of support should be clearly acknowledged.	

Candidate provides the time frame of the research sampled by the reviewer.	
Candidate provides the number of subjects (a range) included in the studies selected by the reviewer.	
Candidate describes the populations included in the selected studies.	
Candidate provides a description of the settings that the reviewer considered in the selected studies.	
Candidate describes the research methods included by the reviewer.	
Candidate describes outcomes of the selected studies including an aggregate effect size.	
Candidate effectively connects the commentary on the Review Article to the other ideas in the paper.	

Reminder: Committee member may also use “CA for Can’t answer” or “NA for Not applicable” in place of Yes or No.

Question	Yes or No
1. Was an 'a priori' design provided? That is, did the candidate state in advance their research question and inclusion criteria before the conduct of the review of the literature. This should be included in the two to three page prospectus.	
3. Was a comprehensive literature search performed? At least two electronic sources should be searched. The report must include years and databases used (e.g. Central, EMBASE, and MEDLINE). Key words and/or MESH terms must be stated if appropriate and where feasible the search strategy should be provided. (A tutorial on MESH terms is at https://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html) All searches should be supplemented by consulting current reviews, textbooks, or experts in the particular field of study, and by reviewing the references in the studies found. The specifics of this procedure should be described.	
4. Was the status of the publication (i.e. grey literature-material outside of traditional academic publication) used as an inclusion criterion? The authors should state whether they searched for reports regardless of their publication type. The authors should state whether or not they excluded any reports (from the systematic review), based on their publication status, language etc.	
5. Was a list of studies (included and excluded) provided? A list of included and excluded relevant studies should be provided.	
6. Were the characteristics of the included studies provided? Using a table, summary data from the original studies should be provided on the participants, interventions and outcomes. Candidate makes effective decisions about what is critical to report and what is less important and can be excluded from the summary. Examples of <i>possibly</i> critical information for a review of <i>a treatment method</i> include: age, ethnicity, gender, relevant socioeconomic data, disease status, duration, and severity.	
7. Was the scientific quality of the included studies assessed and documented?	
8. Was the scientific quality of the included studies used appropriately in formulating conclusions? Methodological rigor of the research and scientific quality should be considered in the analysis and the conclusions of the review, and explicitly stated in formulating recommendations.	
9. Was the likelihood of publication bias assessed? An assessment of publication bias might include a combination of graphical aids (e.g.,	

funnel plot, other available tests) and/or statistical tests (e.g., Egger regression test).	
10. Did the candidate provide a conflict of interest statement? Potential sources of support should be clearly acknowledged for the project. Examples include funding, publication, presentation, personal investment or motivation.	

Finally, was APA Style followed in all particulars?

Opportunities for Licensure/Work at the Master's Level All States

Last updated: June 17, 2019.

The following states have some sort of licensure recognition for individuals with a master's degree in psychology. Please [check on specific requirements for a state](#) as they do vary and the degree may just be an entry requirement. This is not meant to be an exhaustive list. Some of our students find employment by qualifying for an addiction counseling certification or professional counselor or similar term, depending on the location. The titles are not standardized. While Psychological Associate often means a MA level degree, in Nevada it is a postdoc/pre-licensure. Most states appear to have exceptions for government employees although use of terms may be restricted. [This website links to boards for the states.](#)

States (+Washington D.C.) with doctoral license only: 32

Arizona	Florida	Iowa*	Nevada	Oregon*	Washington
California	Georgia	Massachusetts	New Hampshire	Pennsylvania*	Wisconsin
Colorado	Hawaii	Minnesota*	New Jersey	Rhode Island	
Connecticut	Idaho	Mississippi	New York	South Carolina*	
Delaware	Illinois	Missouri	North Dakota	South Dakota	
D.C.	Indiana	Montana	Oklahoma	Utah	

*States that used to have MA-level licensure for independent practice but no longer have that license.

States with Doctoral Licensure & MA Licensure—independent practice: 5

Louisiana	Licensed psychological associate – 2024 SB 57 , implementing rules TBD but requires min. 2 years supervision	Virginia	Licensed psychological practitioner – 2024 HB 1499 , implementing rules TBD but requires min. 1 year supervision
Texas	Licensed Psychological Associate (3000 hours of supervised experience required) – rule change effective November 2017	West Virginia	Psychologist (5 years of experience before independent practice)
Vermont	Psychologist-Masters (no delay before independent practice)		

States with Doctoral licensure & two levels of MA level licensure/practice (potential for independent practice): 3

Arkansas	Licensed psychological examiner – independent for those licensed prior to Dec. 31, 2013 (when category was eliminated)	Licensed psychological examiner (<u>supervised</u>) – reinstated by 2024 HB 1173
Kansas	Licensed Clinical Psychotherapist (<u>independent</u>)	Master Level Psychologist (<u>supervised</u>) -- After 2 years (4000 hours) supervised experience as MLP can apply to be independent licensed clinical psychotherapist
Kentucky	Licensed psychological practitioner (<u>independent</u>)	Licensed Psychological Associate (<u>supervised</u>)

States with Doctoral licensure & supervised MA level registered professional: 4

Maryland	Psychology Associate
Nebraska	Registered Psychological Assistant or Psychological Associate
Ohio	Psychology Assistant or Psychology Aide
Wyoming	Certified Psychological Practitioner (after 5 years, supervision drops to weekly consultation with 1 hour/face-to-face per month)

States with Doctoral Licensure & MA licensure—supervised practice: 7

Alaska*	Licensed Psychological Associate (In 1998, independent scope of practice was repealed. As of 2015, the board was allowing for independent practice as verified with ASPPB.)	New Mexico	Psychologist Associate
Alabama	Psychological Technician	North Carolina	Licensed Psychological Associate
Maine	Psychological Examiner	Tennessee*	(Psychological Examiner) Certified Psychological Assistant
Michigan	Limited Licensed Psychologist		

In Canada	
Providence	Title
Alberta	MA: Psychologist
Manitoba	MA: Psychological Associate
New Brunswick	MA: Psychologist
Newfoundland and Labrador	MA: Psychologist
Northwest Territories	MA: Psychologist
Nova Scotia	MA: Psychologist
Nunavut	MA: Psychologist
Ontario	MA: Psychological Associate
Prince Edward Island	MA: Psychological Associate
Saskatchewan	MA: Registered Psychologist
In Other Countries	
Bahamas	MA: Clinical psychologist

[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

Funding Only for MA Students

Kentucky HRSA/AHEC Scholars

Looking for a way to advance your health profession training? Apply for the Kentucky HRSA/AHEC Scholars program. AHEC Scholars is a 2-year, interprofessional advanced learning program for students interested in serving rural and underserved populations. Throughout the two-year program, students complete monthly online trainings and participate in a one-week AHEC Scholars Academy during WKU's Winter Term*. Content covers six core areas including: practice transformation, behavioral health integration, cultural competency, current and emerging diseases, interprofessional education, and social determinants of health. Applications are accepted on a rolling basis starting in the summer. Space in the program is limited. More information: <https://www.wku.edu/scahec/ahecscholars.php>. Questions, contact Catherine Malin at Catherine.malin@wku.edu.

* Alternate arrangements will be made for students who cannot attend the one-week Academy.

Application Information

Year	# Apps	# Accept	# Attend	GPA Apps	GPA Attend	PGPA Apps	PGPA Attend	GRE-V Apps	GRE-V Attend	GRE-Q Apps	GRE-Q Attend	GRE-A Apps	GRE-A Attend	GRE-T Apps	GRE-T Attend
2005	27	17	10	3.38	3.48	3.48	3.51	456.3	452	558.15	584	4.56	5.00	1014.4	1042
2006	40	23	9	3.33	3.31	3.49	3.51	468.46	481.11	533.59	511.11	4.3	4.12	1002.0	922.22
2007	41	20	11	3.30	3.38	3.48	3.54	470.81	456.36	562.97	564.55	4.15	4.2	1033.8	1020.9
2008	39	13	5	3.34	3.41	3.46	3.51	454.32	422	528.11	528	3.29	4.12	982.43	950
2009	53	15	8	3.39	3.43	3.50	3.60	487.92	560	568.49	667.5	4.14	4.5	1056.4	1227.5
2011	45	27	13	3.42	3.38	3.66	3.52	473.70	502.31	545.78	543.85	3.76	3.92	1032.44	1046.15
2012*	57	20	10	3.47	3.58	3.58	3.76	151.75	154.91	147.82	150.55	3.80	4.05	299.57	305.55
2013*	43	17	10	3.33	3.63	3.44	3.71	149.6	154.20	147.58	151.8	3.74	3.95	297.18	306.10
2023*	25	14	10	3.60	3.63	3.63	3.65	152.69	150.00	148.71	146.2	3.88	4.00	301.00	296.20
2024*	28	11	11	3.38	3.62	3.62	3.71	147.69	149.80	143.92	147.00	3.73	3.85	291.62	296.80
2025*	27	16	10	3.45	3.62	3.43	3.74	150.83	154.75	149.83	152.25	3.75	4.00	301.33	307
2026*	23	15	13	3.45	3.69	3.51	3.70	149.6	155.5	146.6	150.75	3.6	4.25	296.2	306.25

Note: # Apps = Number of Applicants; # Accept = Number of Applicants Accepted into the Clinical Program; # Attend = Number of Accepted Applicants who Attended WKU; GPA Apps = Grade Point Average of All Applicants; GPA Attend = Grade Point Average of Those Attending WKU; PGPA Apps = Average Psychology Grade Point Average of All Applicants; PGPA Attend = Average Psychology Grade Point Average of Those Attending WKU; GRE-V Apps = Average GRE Verbal Scores of All Applicants; GRE-V Attend = Average GRE Verbal Scores of Those Attending WKU; GRE-Q Apps = Average GRE Quantitative Scores of All Applicants; GRE-Q Attend = Average GRE Quantitative Scores of Those Attending WKU; GRE-A Apps = Average GRE Analytical Writing Scores of All Applicants; GRE-A Attend = GRE Analytical Writing Scores of Those Attending WKU; GRE-T Apps = Average GRE Total Scores of All Applicants; GRE-T Attend = Average GRE Total Scores of Those Attending WKU.

*GRE scoring changed in 2012 from a range of 200 to 800 (with 10-point increments) to a range of 120 to 180 (with 1-point increments). GRE Scores were made optional in 2025 and were eliminated as a requirement in 2026.