

Graduate Handbook

For The



PSYCHOLOGY DEPARTMENT



Effective: Fall Semester 2020

Priority of Policies

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 study techniques and lifestyle choices engaged in as an undergraduate will *not* work as well in graduate school. The time demands are higher and you will likely no longer “stand out” from the crowd as the others in your class are at your same ability level.

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

You were chosen because you have displayed a greater than average level of understanding and we will assume you start from day one using that greater capacity. It may be stressful at first but will gradually improve as you become adjusted to and even enjoy that greater trust.

We do not want perfect people (there is no such person). We want people who can reduce the odds of error and recognize, correct, and grow from their imperfections.

By the end of two years you have to be a functioning professional 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 2 to 3 undergraduate classes in 1 graduate class. Therefore, a graduate course load of 12 hours is equivalent to a 24 to 36-hour load as an undergraduate. Plan accordingly. 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 make-up that material you fell behind on as the next batch is coming along. Re-think any ineffective strategies early—in the first 2-3 weeks of the term.
- You will sink or swim to the extent you can get along with your classmates. You will often have to work collaboratively and rely on one another. Pull your weight and learn

to collaborate. 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!
Sally Kuhlenschmidt, Ph.D.,
M.A. Program Coordinator

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, 29 clinical master program students have continued on to doctoral program placements (29 of the 89 who have graduated, about a 31% rate.) For example, students have been accepted into

- Clinical Psychology Psy.D. (9 students),
- Clinical Psychology Ph.D. (4 students),
- Counseling Psychology Ph.D. (7 students),
- School Psychology Ph.D. (1 student), and
- 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.

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 and/or for tuition.

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.

There are additional sources of possible funding listed in the appendix of the Common Policies Handbook.

Graduate Assistantships

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.

An assistantship both provides a paycheck and gives you an experience of mentoring with your assistantship supervisor. They often serve as letters of reference for your next stage in your career.

Tuition will be charged at an in-state rate for those receiving an assistantship. The amount the department receives is generally announced near the end of the spring semester, sometimes even mid-summer. The coordinator will ask if students want an assistantship and/or tuition dollars.

Assistantships are usually initially assigned by the program coordinator on the basis of work the department needs done, student skill, faculty requests for particular students, student requests for particular faculty and amount of funding available.

Once appointed, graduate assistants must maintain an overall GPA of 3.0 to retain the assistantship. If you are interested in a graduate assistantship, please inform the Program Coordinator.

Please see the Common Handbook for more information about Graduate Assistantships and the expectations that are associated with them.

For first year students their best path to a desired GA position is to make a positive impression on that faculty member so they request the particular student and to do well with any first-year assistantship.

A tuition grant may also be available in any particular year. This is money allocated by the university to support graduate students and can vary from year to year. In the past we have been able to maintain the amount received in the first year into the second year but amounts given to us to disburse can vary from year to year.

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. They are unlikely to perform at their best level in their course work which may 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 then have a better opportunity to practice their professional roles and learn from 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 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 judgement 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 challenge, to guard client welfare and to evaluate your progress and needs.

Supervision may include live, videoed and other forms of observation, such as review of testing protocols, peer observation or supervision by a doctoral student who in turn is supervised by faculty.

Supervision may be conducted one-on-one or in a group. It may involve additional readings or research on your part in order to provide appropriate service. Details will be explained at the start of each course.

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

A 600-hour internship/practica 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](#), the [Medical Center](#), and local therapists. Students may apply for internships in other cities or states.

However, remember that the internship must include the practice of psychological skills in assessment, diagnosis, **and** therapy, and that your supervisor must be approved by our program. It is the responsibility of the student to ensure that an appropriate supervisor is available for the experience.

Students will complete 20 hours a week of internship experience. This will include approximately 14 hours each week spent in activities at the off-campus site, 1 hour per week of University Supervision, and 5 hours in the Psychology Training Clinic.

The number of hours spent at the off-campus site and the Psychology Training Clinic are subject to change based on the needs of the Training Clinic and the number of students in

the class. Do not be tempted to skimp on supervision or you cheat yourself of some of your most effective learning experiences.

PSY 600 Maintaining Matriculation

If a student completes all coursework and internship hours but still does not have the capstone project completed, PSY 600 Maintaining Matriculation must be taken the semester in which the student defends his or her project and graduates.

Not Enrolling 2 Consecutive Semesters

Students who are not enrolled in classes for two consecutive semesters are removed from the program by university policy and must reapply to be readmitted to the program before they can take classes again.

Electives

Because of the state requirements, there are only 2 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 Practicing Psychologist 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.

We recommend that you complete your degree and earn the LPA designation before returning for the credits to apply for LPP status.

Capstone (Thesis/Nonthesis) Options

Starting Fall 2019 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.

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.)

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 Appendix for a list of possible referrals and 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.

Please view the Common Policies for more details about evaluation.

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).

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 mailbox 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

- ❑ **Complete the [Program of Study form](#).** Do this soon after Orientation when we have talked. Once you have this done, submit it to the M.A. Coordinator.
- ❑ **Find the important places in Gary Ransdell Hall.** These include, but are not limited to: graduate student office (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 as it will not be offered until the next Winter term.

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.
- ❑ **Update your vita.** Be sure to keep current so that you do not forget anything.
- ❑ Thesis students identify potential chairs and topics. Nonthesis students work on topics of interest to a clinician audience.

Summer

- ❑ Thesis students need to have filed their Committee Selection form (https://www.wku.edu/graduate/students/committee_selection.php) before they can register. Nonthesis students must complete the Psy 590 Approval Request form (https://www.wku.edu/psychology/programs/graduate/psy_590_approval.pdf) before fall.
- ❑ **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 (14 hours on site and 6 hours at WKU) of internship work a week in this semester.
- ❑ **Do substantial work toward your capstone project.**
- ❑ **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.
- ❑ Take care when making your capstone Signature page. They get sent back if sizes aren't as directed (see Grad School).
- ❑ Send your capstone project as a pdf to graduate.records@wku.edu and carry a hard copy of your signature page to WAB 207.
- ❑ Submit the [Copyright permission form](#) to the university library.
- ❑ **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](#).** 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

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

Clinical Class Schedule

Year 1 Fall Semester	Hrs	Year 1 Winter Term	Hrs	Year 1 Spring Semester	Hrs
EDFN 501 Statistics. OR EDLD 712.	3	PSY 541 Professional Issues and Ethics in Psychology	3	EDFN 500 Research Methods. Or EDLD 722.	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: one elective	3
		PSY 592 Psychology Internship	3	PSYS 552 Advanced Social Psychology	3
		PSY 599 Thesis Research OR Nonthesis: Psy 590	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.

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: Capstone Project: Thesis Rubric

Project Title: _____

Candidate: _____

Committee Member and credential/title: _____

Date of review: _____

	Unsatisfactory	Acceptable	Exemplary	
<i>Introduction</i>				
Introductory Section.	<ul style="list-style-type: none"> ○ Argument or logic for the study is unclear or ambiguous. ○ Literature review does is difficult to follow and fails to link ideas together. 	<ul style="list-style-type: none"> ○ General argument and logic for the study is present. ○ Brief literature review provides context for the study. 	<ul style="list-style-type: none"> ○ Argument and logic for the study is clear and connected. ○ Cited literature provides supports the reasoning behind the study. 	
Literature Review.	<ul style="list-style-type: none"> ○ Scope of review is missing multiple key elements and parts do not connect. ○ Critical and foundational citations are missing. ○ Review contains elements that are not related to the argument of the study. ○ Demonstrates cursory or no understanding of topic area. 	<ul style="list-style-type: none"> ○ Literature reviewed is generally relevant to the study. ○ Critical citations are present and discussed. ○ Articles develop a clear argument for the study. ○ May overlook one or two supplemental areas. 	<ul style="list-style-type: none"> ○ Scope of review is relevance and focused. ○ Citations are from an appropriate and relevant literature. ○ All elements of the review are connected to the reason for the study. ○ Demonstrates emerging area of knowledge. ○ Uses theory and research to build a case for the study. 	
Hypotheses.	<ul style="list-style-type: none"> ○ The need for the study is not based on any previous work. ○ Hypotheses are incorrectly stated or phrased differently in different parts of the work. Multiple hypotheses may be implied or are not connected to the literature review. ○ Research questions are weakly implied or not present at all. ○ Key concepts or terms are not explained and definitions are not operational. 	<ul style="list-style-type: none"> ○ The need for the study is presented based on previous work. ○ Hypotheses are stated consistently and are reasonable results of the literature review. ○ Research questions are implied in the statement of purpose. ○ Most key concepts or terms have sufficient operational definitions. 	<ul style="list-style-type: none"> ○ The need for the study is based upon appropriate literature without unnecessary side-trips. ○ Hypotheses are clearly shown to be a result of the review. ○ Research questions are presented clearly (does not have to be explicitly stated) and are consistent with the hypotheses. ○ Key concepts or terms have strong operational definitions. 	

	Unsatisfactory	Acceptable	Exemplary	
Method				
Participants	<ul style="list-style-type: none"> ○ Participant selection is inappropriate for the goals of the study. ○ Recruitment is lacking rationale or is unethical. ○ Little or no demographic data on the participants are present. 	<ul style="list-style-type: none"> ○ Chosen participants are acceptable for the goals of the study. ○ Recruitment reflects ethical practice. ○ Some demographic information of the participants is present but little relation to study purpose. 	<ul style="list-style-type: none"> ○ Participants in the study are appropriate and reasoning is explained. ○ Recruitment information is discussed thoroughly and reflects ethical practice. ○ Demographic data is relevant to the purpose of the study and is presented in a manner relevant to this particular study. 	
Instruments [e.g., measures, materials, etc.]	<ul style="list-style-type: none"> ○ Instruments used have no evidence source (e.g., previous study) and no recognition of pitfalls. ○ Chosen instruments have questionable or ambiguous connections with the goals of the study. ○ The name of the measure is accepted as proof of what is being measured. 	<ul style="list-style-type: none"> ○ Instruments used are evidence-based or a clear rationale is provided. ○ Chosen instruments align with the goals of the study. ○ Some reflection on psychometrics in a manner indicating awareness of the meaning. 	<ul style="list-style-type: none"> ○ Instruments used are documented as effective tools in previous studies or psychometric data is provided/discussed. ○ Instrument decisions are the logical results of the study arguments and align with the goals of the study. ○ Ordering of instruments has been reflected on. 	
Procedure	<ul style="list-style-type: none"> ○ Procedures contain little or no information on obtaining consent. ○ Several steps or phases of the study are missing or lacking discussion. ○ The author is unsure how the study will actually unfold for the participants. ○ There is little to no connection from Introduction through Proposed Data analysis. ○ Regulatory compliance is not mentioned or the author cannot describe it verbally. 	<ul style="list-style-type: none"> ○ Procedures contain information regarding consent. ○ All of the steps or phases of the study are presented. ○ The steps remind the author of what is intended but verbal explanation is required for others. ○ Design of project will answer one of the research questions. ○ Discusses regulatory compliance (e.g., IRB, etc.). 	<ul style="list-style-type: none"> ○ Procedures contain detailed steps for obtaining consent. ○ All steps and phases of the study are detailed and comprehensive. ○ The study Could be replicated by a competent member of the scientific community using only the thesis. ○ Design of the project will answer the research questions. ○ One significant design issue for the study is addressed by the individual. 	

	Unsatisfactory	Acceptable	Exemplary	
Results				
Proposed Data Analysis or Actual Analysis	<ul style="list-style-type: none"> ○ Data analysis proposal is garbled/incoherent. ○ Analysis procedures do not match the hypotheses or design. ○ Many errors occur in the analysis. 	<ul style="list-style-type: none"> ○ Data analysis proposal is a strategy learned in basic statistics. ○ Analysis procedures are appropriate in for the hypotheses or research questions. ○ Analysis procedures would provide some information to address the hypotheses. ○ Analysis unfolds predictably. 	<ul style="list-style-type: none"> ○ Data analysis proposal is supported by citations and somewhat customized to the project. ○ There is a plan for the non-primary data, such as demographic information. ○ Analysis procedures are appropriate for the project and citations support the use in the study. ○ Analysis procedures answer the research questions. 	
Discussion (not in proposal)				
Summary of Results	<ul style="list-style-type: none"> ○ No summary, inaccurate or major elements missing. 	<ul style="list-style-type: none"> ○ Accurate summary of findings. 	<ul style="list-style-type: none"> ○ Accurate, complete and orderly summary of findings. 	
Implications of Results	<ul style="list-style-type: none"> ○ No or minimal implications without reflection. 	<ul style="list-style-type: none"> ○ Most obvious implications of results 	<ul style="list-style-type: none"> ○ Accurate and thoughtful, even theory-building implications discussed. 	
Application of Results	<ul style="list-style-type: none"> ○ No or minimal application without reflection. 	<ul style="list-style-type: none"> ○ Most obvious application of results 	<ul style="list-style-type: none"> ○ Thoughtful and insightful application of results. 	
Limitations of Study	<ul style="list-style-type: none"> ○ No or only the most obvious limitations of the study. 	<ul style="list-style-type: none"> ○ A mostly complete listing of limitations with recognition of strengths. 	<ul style="list-style-type: none"> ○ A complete listing of limitations and strengths, accompanied by recommendations for future research. 	
Conclusion	<ul style="list-style-type: none"> ○ Abrupt ending. 	<ul style="list-style-type: none"> ○ Ending that summarizes the work. 	<ul style="list-style-type: none"> ○ Ending that summarized the work and the most significant outcome along with a call for action. 	

<i>Mechanics</i>			
Grammar	<ul style="list-style-type: none"> ○ The proposal contains many significant errors that detract from the content. ○ The proposal is difficult to understand due to a lack of overview and summary paragraphs and lack of transition sentences. ○ Clearly no spell or grammar check was applied. 	<ul style="list-style-type: none"> ○ The proposal contains few errors that may fall into any of the following: <ul style="list-style-type: none"> • Spelling • Grammar ○ The proposal can generally be understood and each section follows from the former. ○ Sentence or paragraph structure is repetitive and formulaic but clear. 	<ul style="list-style-type: none"> ○ The proposal contains no or minor errors. ○ Overviews, summaries and transition sentences were used to create clarity and easy flow from section to section and within the sections.
Formatting	<ul style="list-style-type: none"> ○ APA formatting conventions are either not used or the proposal contains multiple or significant errors including references without citations. 	<ul style="list-style-type: none"> ○ APA formatting conventions are used with a few errors. 	<ul style="list-style-type: none"> ○ APA formatting conventions are used with no or minor errors.
Plagiarism	<ul style="list-style-type: none"> ○ Content of proposal is plagiarized. ○ The proposal has a lack of proper citations (e.g., incorrect or missing citations). 	<ul style="list-style-type: none"> ○ The proposal is not plagiarized. ○ Citations are reasonably placed throughout the proposal. 	<ul style="list-style-type: none"> ○ The proposal is not plagiarized. ○ Citations are in the best location throughout the proposal.

Comments:

Draft: Capstone Project: NonThesis Option Rubric

Based on: *A Measurement Tool to Assess Systematic Reviews (AMSTAR; Shea et al 2007)*

Project Title: _____
 Candidate: _____
 Committee Member and credential/title: _____
 Date of review: _____

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

Question	Yes or No
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>5. Was a list of studies (included and excluded) provided? A list of included and excluded relevant studies should be provided.</p>	
<p>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.</p>	
<p>7. Was the scientific quality of the included studies assessed and documented?</p>	
<p>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.</p>	
<p>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).</p>	
<p>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.</p>	

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](#). I included a few in the list below so you would be aware of the possibility of licensure under a different title.

State	Title
Alabama (inkblot)	MA: Psychological Technician
Alaska (language)	MA: Psychological Associate
Arizona	Doc: Psychologist MA + BACB Behavior Analyst :
Arkansas (neurons)	BA to MA: Neuropsychology Technician history
California .	MA: Psychological Assistant
Colorado	Doc: Psychologist
Connecticut	Doc: Psychologist
Delaware	MA: Chemical Dependency Professional Licensure MA: Associate Counselor of Mental Health
District of Columbia	MA: Psychology Associate
Florida	MA: Licensed Mental Health Counselor
Georgia	Doc: Psychologist MA: could work unlicensed for a doctoral person who is supervising them as a Psychometrist or Psychological Assistant see 43-39-7 (3) .or a religious organization as long as doesn’t use title or imply psychologist 43-39-7 (4) .
Guam	No info
Hawaii	Doc: Psychologist MA: unlicensed Psychological Assistant 465-(3) (2). Or as government employee as psychological examiner. 465-(4) as long as doesn’t use title or imply licensed psychologist
Idaho	Doc: Psychologist MA: service extender, Category II or III 450-02

State	Title
Illinois	Doc: Licensed Clinical Psychologist MA 225 ILCS 15/3(d) under supervision as long as doesn’t say/imply clinical psychologist.
Indiana	Doc: Psychologist IC 25-33-1-5.1 (Titles Psych Assoc and Assoc in Psy for pre EPPP) MA: employee of nonprofit organization IC25-33-1-1.1(8) . See also IC 25-33-1-14 (b) MA: Licensed Mental Health Counselor
Iowa	Doc: Psychologist
Kansas	MA: Master’s Level Psychologist
Kentucky	MA: Licensed Psychological Associate MA: Licensed Practicing Psychologist
Louisiana	Doc: Psychologist (RS 37:2356 Law ; 203A4 Regulations); Clinical Neuropsychologist (307 Regulation)
Maine (ick)	MA: Psychological Examiner
Maryland	MA: Psychological Associate
Massachusetts	Doc: Licensed Psychologist [couldn’t find law]; +HSP MA+2 years: Mental Health Counselor (Section 165)
Michigan	MA: Masters Limited License in Psychology
Minnesota	MA: Licensed Professional Counselor
Missouri	MA: Licensed Professional Counselor
Montana	Doc: Psychologist (37.Ch17.Part3302) BA or MA: Addiction Counselor (37Ch35Part202);
Nebraska	MA: Psychological Associate

State	Title
Nevada	Doc: Psychologist (NRS 641.170) MA: Board Certified Behavior Analyst (NRS 641.170)
New Jersey	Doc: Licensed practicing psychologist (45:14B-2) MA: work for gov't, etc. (45:14B-6 a)
New Mexico	MA: Psychological Associate
New York	MA: Working under Doc 7605(13) or Licensed Mental Health Counselor BA or higher: Testing Technician 7605(11) (neither licensed)
North Carolina	MA: Psychological Associate
North Dakota	Doc: Psychologist (NDCC Chapter 43-32; NDAC Title 66) MA: Board Certified Behavior Analyst (NDCC 43-32-01 etc)
Northern Mariana Islands	MA: Clinical Psychology Associate
Ohio	MA: Psychology Assistant (not licensed but supervised)
Oklahoma	MA: Psychological Technician
Oregon	MA: Psychological Associate
Pennsylvania	Doc: Psychologist (136-52-63 sctn 6) MA: clerical or administrative employee (136-52-63 sctn 9); Corrections under supervision (sctn 4);
Puerto Rico	MA: Psicologo
Rhode Island	Doc: Psychologist MA: work for licensed hospital, authorized CMHC, govt agency (5-44-23 f)
South Carolina	Doc: Psychologist A person: under direct supervision of licensed psych Section 40-55-70

State	Title
South Dakota	Doc: Psychologist MA dropped in 1982
Tennessee	MA: Certified Psychological Assistant
Texas	MA: Licensed Psychological Associate
US Virgin Islands	MA: Psychological Associate
Utah	Doc: Psychologist
Vermont	MA: Psychologist-Master*
Virginia (icky)	MA: Certified Sex Offender Treatment Provider
Washington	Doc: Psychologist
West Virginia	MA: Psychologist -Master's Level Licensure
Wisconsin	MA: Private Practice School Psychologist
Wyoming	MA: Certified Psychological Practitioner
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

“How to Get Seriously Good at Reading” Video

<https://www.bbc.com/ideas/videos/how-to-get-seriously-good-at-reading/p07n3xmv> The title oversells it but it does discuss what works and what doesn't in reading comprehension.

Which gives me an opening for a brief discussion—in graduate school reading is not about the speed of covering the words and comprehending them. Your reading has to be a lot more “active” (which fortuitously can also mean it is more fun and easier to remember).

If the last class you had on how to read was in elementary school, see the 4 levels or types of reading here <https://fs.blog/how-to-read-a-book/>. Your ultimate goal is syntopical reading but you likely need to go through inspectional and analytical reading to get there.

Your first step is to strive for active reading: you are asking questions about the material/author as you go along and making connections between various readings or finding out why you don't see a connection. For example,

- Use the outliner sparingly—when you prioritize what to highlight then you are actively engaged with the material and more likely to remember and understand it—choosing to underline this and not that is higher level thinking.
- If you like the big picture, do an outline of the reading—the learning takes place while you are doing the outline, not from reading it later. Think about why that might be.
- Here's a nice blog post with more tips: <https://drdoane.com/read-like-a-graduate-student/>