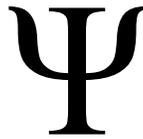


**MOREHEAD STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY**



**MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY  
OFFICIAL STUDENT HANDBOOK**

**2020-2021 Academic Year**

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**ACKNOWLEDGMENT**

The material included in this "Official Student Handbook" for the M.S. program in Clinical Psychology is meant to supplement, and not replace or supplant, the material included in the Graduate Catalog of the University. All graduate students are subject to certain rules, policies and procedures as a result of the rules/policies of the University and Graduate Office. Much of the material presented herein involves the rules, policies, and procedures specific to the Department of Psychology and/or the Clinical Psychology program.

By signing and dating this page, and depositing it with the academic advisor, the graduate student acknowledges receipt of the Handbook and their responsibility to familiarize themselves with its contents as well as the Graduate Catalog.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## MASTER OF SCIENCE PROGRAM IN CLINICAL PSYCHOLOGY

### MISSION AND GOALS

The Master of Science degree program in Clinical Psychology at Morehead State University was designed and is operated to fulfill three major objectives. First, in accord with the mission and purpose of the whole university, the program strives to provide students from the region, state, and nation the educational experience to enable them to function effectively in the fields of Clinical Psychology in positions within or outside the university's service region. Secondly, in accord with the overall positions of the American Psychological Association and the Kentucky Board of Examiners of Psychology, the program is designed primarily to train practitioners of Clinical Psychology who will practice under the supervision of a doctoral psychologist. This model of education and training concentrates on establishing a foundation of basic scientific knowledge in Psychology with an emphasis on the specific knowledge, skills, and attitudes necessary for effective clinical practice with an ethnically and socially diverse clientele. As such, the program includes a significant component of core preparation in scientific psychology and research, as well as core preparation in clinical skills and supervised field experiences. In accord with the highest standards of academic and professional practice, the program endeavors to educate and train students to be able to function at very high levels of competence across a wide variety of potential settings, activities, and clients. Finally, this training program attempts to prepare the student to successfully complete the licensure examination process of the Kentucky Board of Examiners of Psychology to become a Licensed Psychological Associate (and/or Licensed Psychological Practitioner).

The M.S. program in Clinical Psychology seeks to fulfill this purpose through meeting certain, specific goals which include the following:

- Provide students with basic knowledge in the biological bases of behavior, including information in neuropsychology and psychopharmacology.
- Provide students with basic knowledge in the cognitive-affective bases of behavior, including information on different models of learning.
- Provide students with basic knowledge in the social bases of behavior, including knowledge of social influences on behavior.
- Provide students with basic knowledge of individual differences, including knowledge of ethnically and socially diverse clinical populations, and knowledge of personality theories and processes.
- Provide students with basic knowledge of research design and statistics, so that at a minimum they may be "intelligent consumers" of the research literature in the field.
- Provide students with basic knowledge of the ethical and legal issues that are involved in the field and the practice of Clinical Psychology.
- Provide students with basic knowledge and skills in the conduct of diagnostic interviewing, to include knowledge of the DSM-5 diagnostic system.
- Provide students with basic knowledge in psychometrics.

- Provide students with skills in the administration, scoring, interpretation, and presentation of results of psychological evaluations including coverage of the most widely used psychological test instruments used in the field such as the WAIS-IV, WIAT-III, MMPI-2-RF, WISC-V, and others.
- Provide students with basic knowledge of the major theoretical systems of evidence-based psychotherapy.
- Provide students with more advanced knowledge concerning the practice of evidence-based psychotherapy.
- Provide students with opportunities to acquire knowledge and training in specialized methods of psychotherapy including couples and family therapy, child and adolescent therapy, cognitive behavioral and contextual behavioral science treatment and approaches.
- Provide students with a range of clinical supervised field experiences to allow for the development of well-honed clinical skills in diagnosis, assessment, and evidence-based therapeutic intervention.
- Provide students with opportunities to acquire specialized knowledge of interest through the choice of electives in Psychology and related fields.
- Throughout their enrollment in the program, monitor the ethicality and professionalism of the behavior of the students, correcting any failings noted.

Although no thesis is required, all clinical students may wish to avail themselves of opportunities to participate in or conduct mentored research ongoing in the department. Students considering continuation toward the doctorate in the field are especially encouraged to complete theses involving research in the field under the supervision of a Departmental faculty member. Such students are advised to discuss their intentions with their advisor as early as possible so as to identify their research interests and an appropriate faculty research supervisor. A diversity of research interests and research methodologies are represented among faculty, so students may choose the research training experience that best suits their goals from among many possible faculty research mentors.

## ADMISSION PROCEDURES

Several prerequisite curricular experiences must be documented in order for a student to be considered for admission to the Master of Science in Clinical Psychology program. These include a bachelor's degree in psychology (preferred) or a minimum of 18 credit hours in undergraduate Psychology courses which include a course in social science statistics and social science research methods/design. Once the prerequisites have been achieved, applicants for admission must submit their official academic transcripts (with GPA noted), official GRE scores, three letters of recommendation, and a personal statement and vita outlining goals and experience relevant to admission. Personal interviews also are required for admission to the program. Priority is given to applications received by March 1, and initial admission offers typically are made around April 1.

Although conditional admission may be granted to applicants in some cases, successful applicants for the unconditional admission to the program will have an undergraduate GPA of no less than 3.0 (3.5 preferred), including strong performance in Psychology courses, and preferred GRE scores verbal + quantitative reasoning of at least 151 verbal and 148, respectively. The Psychology Subject GRE is not required. An Admission Index involving GRE and GPA scores is calculated for each student utilizing this information to assist in comparison of applicants as decisions are made. In addition, successful applicants will have strong evidence of relevant prior experience and/or professional goals that align with the program's mission, strong recommendations from knowledgeable references (at least two of which must be from faculty in the applicant's major), and professional promise, maturity, and appropriate interpersonal skills as evidenced through the personal interview.

On or about March 1, the program's Director of Clinical Training (DCT), who coordinates all of the program's activities, distributes applicant information to program faculty, and interviews with applicants are conducted. Upon completion of interviews, the program faculty rank applicants into four tiers: Tier 1 (admit), Tier 2 (waiting list/conditional admission), Tier 3 (incomplete applications), and Tier 4 (deny admission). The rankings are made based on a number of factors, including the applicants Admission Index, transcripts (assessed for prerequisites and grades in Psychology courses), letters of recommendation, quality/quantity of relevant prior experience and match of professional goals with our program (i.e., personal statement and vita), and interview performance. Based on these rankings, admission offers are made shortly thereafter and continue until slots are filled. Typically, the program can accept around 15 students per year, although sometimes more or less are offered admission depending on the quality of applicants.

Applicants whose intersecting identities include membership in oppressed groups are strongly encouraged to apply. The clinical faculty are committed to identifying and addressing barriers that have historically and currently exclude members of oppressed groups from the field of psychology. The program is guided by the following statement during the admissions process:

"Morehead State University is committed to providing equal educational opportunities to all persons regardless of race, color, national origin, age, religion,

sex, sexual orientation, Vietnam Era, recently separated, or other protected veteran status, or disability in its educational programs, services, activities, employment policies, and admission of students to any program of study.”

## GRADUATE ASSISTANTSHIPS

All students admitted to graduate programs at MSU are eligible to apply for assistantships as long as they are in good standing. Placements are available across campus, including in the Department of Psychology. Some assistantship placements for our students outside the Department have included: the MSU Counseling Center, Career Services, Student Activities/Greek Life, Disability Services, the Space Science Center, the Testing Center, the Camden-Carroll Library, International Education, the MBA Program, and the Departments of Biology and Chemistry, Foundational and Graduate Studies in Education, Curriculum and Instruction, Middle Grades and Secondary Education, Accounting and Finance, and Marketing and Management.

Assistantships typically involve either 10 or 20 hours of work per week in exchange for a stipend. Students who are placed within the Department of Psychology assist faculty with classes, research, or a combination of both. Students placed outside the Department have varying assignments, depending on the department/office in which they work. Assistantship assignments typically are made on a year-to-year basis, but a review of performance and eligibility is conducted at the end of every semester (see below). No summer assistantships are currently available.

The current assistantship package on campus includes either a \$5,000 stipend for a 10-hour per week Graduate Assistantship, or a \$10,000 stipend for a 20-hour per week Graduate Assistantship. For students from out of state, the out of state tuition is waived. Within the Department, such awards are made on a competitive basis. For example, the Department of Psychology offers assistantships to students in the Clinical Psychology and General/Experimental Psychology master's programs with unconditional status who remain in good standing in their respective areas. Students in each program are ranked by program faculty at admission based on GPA, GRE scores, letters of recommendation, prior experiences, and interviews. Based on these factors for new students, and current standing for returning students, departmental assistantships are offered in rank order within each program. However, during the admissions/allocation process, students are encouraged to apply for all assistantships on campus through the JobLink system (a hiring system/software used internally on campus), and many are placed outside the Department through this process. Thus, ultimately, Departmental assistantships are awarded to those who are without an outside placement in rank order. Student can be assured of funding during the recruitment/admission process based on the strength of their applications (i.e., because if they are not placed outside the Department and are ranked high we can guarantee them a Departmental allocation). In general, most students receive assistantship funding. Students with conditional admission may apply for assistantships as well, but are only awarded positions after all unconditional students have been funded.

Each semester the Graduate Office conducts evaluations of all graduate assistants. Supervisors complete an evaluation form for each assistant and then they meet with him/her to discuss the evaluation. The supervisor and the assistant both are required to sign the evaluation after the conference and the form is then submitted to the Graduate Office. [Note: Graduate assistants

also evaluate their placements and supervisors in this process. This evaluation is not discussed at the conference unless the student chooses to do so.] If a student receives a poor evaluation, it may be grounds for discontinuation of the assistantship. In addition, students' grades are reviewed by the Graduate Office at the conclusion of each semester. Any student's GPA that drops below a 3.0GPA becomes ineligible to continue his/her assistantship. If a Departmental assistantship is vacated for one of these reasons, the next eligible student in rank order who has no assistantship or who could be increased to 20 hours per week (if applicable) is offered the slot.

Students who lack prerequisite coursework generally are not admitted to the program; however, in rare cases conditional admission may be offered to an applicant. In such cases, after conditional admission, the student will be required to complete the courses they lack; however, credit is not given for undergraduate-level courses the student takes in order to remediate their coursework deficiencies. In some cases, successful completion of graduate-level coursework (cumulative GPA of 3.0 required) is required in order to gain unconditional admission. Conditionally admitted students should meet with the academic advisor prior to course registration and give immediate priority to remediating the admissions deficiencies. Students conditionally admitted who do not meet the admissions conditions by the end of the time period that was specified in their admission letter will be dismissed from the program. Such individuals may reapply for admission to the graduate program upon remediation of all prior admissions conditions.

Students who do not have satisfactory GPA or GRE scores are occasionally admitted; however, in cases where there is significant evidence of academic potential not reflected in the GPA or GRE that would suggest a strong probability of success in the program, conditional admission may be granted. Factors that may be considered in such decisions include previous related work or research experience, letters of recommendation, or other indices normally associated with success on the part of students in graduate study in Psychology.

**REQUIREMENTS OF THE KENTUCKY BOARD OF EXAMINERS OF PSYCHOLOGY**

Because the program is designed to lead to licensure as a Licensed Psychological Associate (and/or Licensed Psychological Practitioner) by the Kentucky Board of Examiners of Psychology (or other State Boards of Psychology), the requirements for completion of the degree are structured so as to meet its training requirements. The Board requirements include that the curriculum be an integrated, organized sequence of study. As such, the design of the curriculum prevents students from enrolling for the clinical courses in the program on a "one course at a time" or part-time basis. Consequently, all students enrolled in the program are expected to complete the clinical core requirements in four consecutive semesters of full-time study. The timing of enrollment in non-clinical courses and the internship is more flexible; however, all students will be given a curriculum map to guide them through their course of study and every effort should be made by students to schedule their courses accordingly. The Board specifically requires that the master's training program include instruction in scientific and professional ethics and standards, research design, and statistics. In addition, it requires specific courses from the following areas:

- A. Core preparation in **Psychology** to include a minimum of three semester hours of graduate instruction in each of the following sub-areas:
  - 1. Biological Bases of Behavior (i.e., Biopsychology)
  - 2. Cognitive-Affective Bases of Behavior
  - 3. Individual Differences
  - 4. Social Bases of Behavior
  
- B. Specialty preparation in **Clinical Psychology** to include a minimum of three semester hours of graduate instruction in each of the following sub-areas:
  - 1. Psychopathology and abnormal behavior
  - 2. Psychotherapy techniques, and theories and systems of psychotherapy or behavior change
  - 3. Practicum in psychotherapy
  - 4. Clinical assessment of intellectual functioning
  - 5. Clinical assessment of emotional and/or social behavior
  - 6. Practicum in clinical assessment
  
- C. Supervised experience to include educational experiences with titles such as practicum, internship, or field experience, with at least 600 hours of on-site experience that are supervised by a doctoral-level psychologist.

Morehead State University's 60-credit curriculum leading to the M.S. degree in Clinical Psychology meets these core and specialty area requirements and qualifies the student to apply for licensure as a Licensed Psychological Associate in Clinical Psychology by the Kentucky Board of Examiners of Psychology or other state boards which provide for credentialing of master's level psychologists. The 60-hour curriculum meets the minimum curricular requirements to be a Licensed Professional Practitioner in the State of Kentucky.

**REQUIREMENTS FOR THE DEGREE**

Completion of the degree of Master of Science in Clinical Psychology is dependent upon: 1) students’ completion of 60 hours of specific coursework, 2) successful completion and evaluation by Competency Examinations, 3) completion of at least 600 hours of on-site experiences via practicum and internship, and 4) successful completion and evaluation by Oral Examinations.

1. Successfully complete all of the general degree requirements, including all psychology core, clinical core, specialty emphasis, supervised practical experience, and elective course requirements. The Master of Science in Clinical Psychology program requires 60 hours of specified coursework. To maintain good standing in the program, students must maintain a 3.0 GPA, receive no more than two grades of “C” in the full two-year program, and receive a grade of at least a “B” in the Clinical Core Requirements (see Evaluation of Student Performance and Milestones). The course requirements are:

| <b>COURSE REQUIREMENTS</b>                                 | <b>Credit Hours</b> |
|--|---------------------|
| <b>Psychology Core</b>                                     | <b>15</b>           |
| PSY 612/612L: Advanced Experimental Design and Analysis I  | 3                   |
| PSY 613/613L: Advanced Experimental Design and Analysis II | 3                   |
| PSY 621: Advanced Physiological Psychology                 | 3                   |
| PSY 633: Personality Theory                                | 3                   |
| PSY 654: Seminar in Social Psychology                      | 3                   |
| <b>Clinical Core Requirements</b>                          | <b>30</b>           |
| PSY 601: Legal, Ethical, and Multicultural Issues          | 3                   |
| PSY 634: Learning Theory                                   | 3                   |
| PSY 657/PSY 657L: Intellectual Assessment                  | 3                   |
| PSY 658: Assessment of Children                            | 3                   |
| PSY 661/661L: Psychopathology                              | 3                   |
| PSY 662: Assessment of Adults                              | 3                   |
| PSY 663: Marriage and Family Therapy                       | 3                   |
| PSY 665: Child and Adolescent Psychotherapy                | 3                   |
| PSY 673/673L: Psychotherapy I                              | 3                   |
| PSY 674/673L: Psychotherapy II                             | 3                   |
| <b>Supervised Practical Experience</b>                     | <b>12</b>           |
| PSY 672: Practicum   | 6                   |
| PSY 678: Internship  | 6                   |
| <b>Elective Requirements</b>                               | <b>3</b>            |
| Elective OR PSY 690: Psychological Research                | 3                   |
| <b>TOTAL HOURS</b>   | <b>60</b>           |

*Note:* Students wishing to pursue admission to a doctoral program in Psychology upon graduation are encouraged to take Psychological Research (PSY 670) and/or Thesis (PSY 699) as their elective credits. Students must receive advisor permission prior to enrolling in an elective.

2. Successfully pass/complete Competency Examinations at the end of the first year of study. Competency examinations take place the Wednesday and Friday of the first week following Finals Week of the Spring semester. In unusual circumstances in which this schedule changes, students will be informed no later than one month prior to the rescheduled competencies. Students will complete five competency exams corresponding to PSY 601, 657, 661, 662, and 673. These exams will cover general knowledge in psychopathology and psychodiagnosis, ethical, legal, and multicultural issues, psychometrics, psychotherapy, and basic core knowledge of the assessment of personality, psychopathology, and intellectual and academic functioning. Each examination is one hour in length and typically follows an essay- or short-answer format. See Evaluation of Student Performance and Milestones for additional information.
3. Successful completion of at least 600 hours of on-site experiences via practicum and internship. See Practicum and Internship guidelines and Evaluation of Student Performance and Milestones for additional information.
4. Successfully pass/complete the final Oral Comprehensive Examination administered by the student's graduate committee. See Evaluation of Student Performance and Milestones and Oral Comprehensive Examination Rating Form (Appendix A.4).

The faculty of the M.S. in Clinical Psychology are committed to regular program evaluation and improvement. Consistent with this goal, graduate students are asked to complete an anonymous program evaluation (see Program Evaluation Form, Appendix A.5) after their first and second year of the program and upon completion of internship. Graduating students are also asked to participate in an exit interview upon graduation. All information is utilized to continue refining and improving the program to best meet our students' academic and professional goals.

## EVALUATION OF STUDENT PERFORMANCE AND PROGRAM MILESTONES

The student evaluation procedures utilized by the Master of Science in Clinical program are meant to guarantee that all students completing the program have a constellation of:

- basic foundation knowledge concerning Psychology,
- core knowledge concerning the practice of Clinical Psychology,
- skills in the practice of Clinical Psychology,
- knowledge of and ability to conduct the practice of Clinical Psychology in an ethical manner, and
- the requisite personal maturity and interpersonal skills to be able to practice Clinical Psychology in a highly competent fashion.

Thus, the evaluation of student progress consists of components designed to assess the student's academic acquisition of core psychological and clinical knowledge, the student's ability to apply their knowledge in supervised practice of Clinical Psychology, the ethicality of the student's behavior while in the program, and the student's personal maturity and interpersonal skills. It also seeks to identify deficiencies in any of the above areas as early as possible in the student's program so that deficiencies may be addressed and resolved.

At a minimum, students' academic performance and progression through the program will be reviewed at four points in the program (end of Fall and Spring Semesters of both Years 1 and 2) by the clinical faculty using the Faculty Evaluation and Feedback Form (see Appendix A.1). These evaluations will pay specific attention to any deficiencies, academic or personal, which will need to be addressed. In cases in which serious deficiencies are noted, in consultation with the Department Chair, the clinical faculty may develop specific plans to attempt resolution of said difficulties. Should such serious academic or personal deficiencies exist that dismissal from the program is considered or required, every effort will be made to counsel with the student regarding educational/career alternatives. Students are also expected to engage in ongoing self-evaluation as to their progress. Students will complete a Self-Evaluation (see Self-Evaluation Form; Appendix A.2) at the completion of Fall and Spring semesters of Years 1 and 2. These self-evaluation forms are reviewed by their advisors and discussed in the context of the Faculty evaluation and career advising.

The specific evaluation and assessment of program requirements are as follows:

1. **Course Work:** In all courses taken within the program, students will be graded on knowledge/skills using the following scale:

|   |   |                                 |
|---|---|---------------------------------|
| A | = | Superior work                   |
| B | = | Average, solidly competent work |
| C | = | Marginally competent work       |
| D | = | Failing, not competent work     |

Students are expected to demonstrate competency in content domains within the field of psychology, including biological bases of behavior, cognitive-affective bases of behavior, individual differences, social bases of behavior, and scientific inquiry. Students are expected to maintain an overall GPA within the program of 3.0. If, at the end of a semester, the student's overall GPA falls below 3.0, he/she/they will be placed on program probation for one semester and will be expected during that semester to raise his/her GPA to at least 3.0. If at the end of the probation semester he/she/they has obtained an overall GPA of 3.0 or better, probation will be terminated. However, if following the first semester of probation the student's semester and overall GPA's remain below 3.0, he/she/they will be dismissed from the program for unsatisfactory academic performance. If, on the other hand, following the first semester of probation the semester GPA is 3.0 or better but the overall GPA remains below 3.0, he/she/they will be placed on probation for one more semester. Following that semester, if the semester and overall GPA's are 3.0 or better, probation will be terminated, but if either his/her semester or overall GPA remains below 3.0, he/she/they will be dismissed from the program for unsatisfactory academic performance. Because it is necessary to ensure a well-trained and competent clinical psychology workforce, it is necessary for students to demonstrate a pattern of academic performance higher than that commensurate with a grade a "C". Students who receive a "C" in one course will be placed on program probation. Students will meet with an advisor and collaboratively generate a plan to address factors that contributed to the grade and prevent these difficulties from affecting future grades. Further, students who earn a "C" in more than two courses are dismissed from the program for unsatisfactory performance, regardless of whether their total GPA is at or above a 3.0. If a student is dismissed, every effort will be made to counsel with the student regarding other career alternatives.

In addition to the general requirement of maintaining a 3.0 GPA, students will also be required to earn at least a "B" in a set of core clinical courses (e.g., Clinical Core Requirements). These courses provide training in basic clinical skills critical to the competent practice of clinical psychology. As a consequence, it is necessary for students to demonstrate a level of proficiency higher than is commensurate with a grade of "C." Students who fail to earn either a "B" or "A" in a core course will be required to repeat the course and may be prohibited from enrolling in practicum or internship until the courses are successfully completed. The core courses which require an "A" or "B" are as follows:

PSY 601 – Legal, Ethical, and Multicultural Issues  
PSY 634 – Learning Theory  
PSY 657 – Intellectual Assessment  
PSY 658 – Assessment of Children  
PSY 661 - Psychopathology  
PSY 662 – Assessment of Adults  
PSY 663 – Marriage and Family Therapy  
PSY 665 – Child and Adolescent Psychotherapy  
PSY 673 – Psychotherapy I  
PSY 674 – Psychotherapy II

2. **Competency Examinations:** At the end of the first year of clinical coursework, and prior to the onset of practicum, each student shall take and pass a series of Competency Examinations. Competency examinations take place the Wednesday and Friday of the first week following Finals Week of the Spring semester. In unusual circumstances in which this schedule changes, students will be informed no later than one month prior to the rescheduled competencies. Students will complete five competency exams corresponding to PSY 601, 657, 661, 662, and 673. These exams will cover general knowledge in psychopathology and psychodiagnosis, ethical, legal, and multicultural issues, psychometrics, psychotherapy, and basic core knowledge of the assessment of personality, psychopathology, and intellectual and academic functioning. Each examination is one hour in length and typically follows an essay- or short-answer format.

Should a student not pass these examinations, he/she/they will be allowed one attempt to remediate and re-take those portions which were not passed. Remediation competency examinations typically occur within one to two weeks of receiving the competency grade. If the student passes all portions of the remediation, he/she/they will be allowed to take further program coursework and enroll in practicum. If the student does not pass this re, he/she/they will be dismissed from the program. Once again, if this occurs, every effort will be made to counsel with the student regarding alternative educational/career options.

3. **Practicum and Internship:** Each student's performance during the supervised practical experiences (i.e., practicum and internship) will be rated by their doctoral-level supervisors as well as other onsite qualified mental health supervisors (see Practicum/Internship Rating Form, Appendix A.3). Poor ratings will be investigated thoroughly, and, at a minimum, constructive feedback will be provided to the student receiving them. Student behavior earning poor ratings on practicum and/or internship will be taken in context with overall student performance throughout the program. Possible consequences of poor performance could include, but is not limited to remediation of the field experience, additional skills training, and, in extreme cases, dismissal from the program.
4. **Oral Comprehensive Examinations:** Finally, at the end of his or her internship experience, each student must take and pass a Comprehensive Oral Examination administered by a committee of three (3) faculty. The committee must include two (2) clinical psychology faculty members and one (1) experimental/academic psychology faculty member, chosen by the student. The examination will revolve around the presentation of a case from the student's internship. A comprehensive and detailed written description of a de-identified case will be provided to the committee at least one week prior to the examination date. The oral comprehensive examination will be structured so as to address the student's knowledge as follows:
  1. Description of practica/internship experiences (to include client populations and activities)
  2. Description of areas of strength and limitations of practice (to include issues of ethical competence and countertransference)

3. Formal presentation of exemplar case and own theoretical orientation to include
  - a. Basic identifying information
  - b. Nature and history of presenting problem
  - c. Full psychosocial history
  - d. Current situations and mental status exam
  - e. Initial diagnostic hypotheses
  - f. Any formal assessment conducted (rationale, instruments, indices, results)
  - g. Conduct of psychotherapy/treatment with rationale based on theoretical explanations
  - h. Research literature bearing on the case
4. Legal, ethical, and multicultural issues - modification of circumstances in exemplar case to assess knowledge of the following:
  - a. Duty to warn and protect
  - b. Commitment criteria
  - c. Dual relationship issues and rationale
  - d. Abuse reporting laws
  - e. Multicultural issues
  - f. Others as are relevant to case(s)
5. Biological bases of behavior - modification of exemplar case or other question(s) to assess knowledge of biological hypotheses/models of major mental disorders
6. Cognitive bases of behavior - modification of exemplar case or other question(s) to assess knowledge of learning theories and clinical relevance of same
7. Social bases of behavior - modification of exemplar case or other question(s) to assess knowledge of social psychological influences and their clinical relevance
8. Personality/developmental bases of behavior - modification of exemplar case or other question(s) to assess knowledge of personality and/or developmental influences on behavior and their clinical relevance
9. Research base of clinical practice - specific questions to assess knowledge base in the following:
  - a. Psychology as a science
    - 1) Basic assumptions of science
    - 2) Basic methodology of science
  - b. Statistical decision making and errors
  - c. Clinical decision making errors and preference
10. Experimental design - modification of exemplar case or other situation(s) to develop researchable question. Ask about the following:
  - a. Statement of the problem
  - b. Hypotheses (Ho and Ha)
  - c. Independent and dependent variables
  - d. Statistical analysis

The Oral Comprehensive Examination Rating Form will be used to determine the quality of

student performance on the oral examination (Appendix A.4).

If the student's performance on this examination is deemed unsatisfactory, he/she/they will be required to repeat all or part of the exam no earlier than two weeks following the original examination but within three months, the specific date to be determined by the committee. Except in very unusual circumstances requiring approval of the Department Chair, the re-examination committee will be the same as the original committee. Such re-examination shall occur only once. If the student's performance on the re-examination is unsatisfactory, he/she/they will be dismissed from the program.

**CURRICULUM MAP (RECOMMENDED COURSE SEQUENCING FOR THE PROGRAM)**

Students enrolled in the Clinical Emphasis of the program should sequence their coursework according to the following curriculum map:

| YEAR/TERM          | COURSE   | CREDIT HOURS |
|--------------------|--|--------------|
| YEAR 1 – FALL      | PSY 612/612L: Advanced Experimental Design and Analysis I  | 3            |
|                    | PSY 634: Learning Theory                                   | 3            |
|                    | PSY 662: Adult Assessment                                  | 3            |
|                    | PSY 661/661L: Psychopathology                              | 3            |
| YEAR 1 – SPRING    | PSY 613/613L: Advanced Experimental Design and Analysis II | 3            |
|                    | PSY 657/657L: Intellectual Assessment                      | 3            |
|                    | PSY 601: Legal, Ethical, and Multicultural Issues          | 3            |
|                    | PSY 673/673L: Psychotherapy I                              | 3            |
|                    | <b>Competency Examinations</b>                             | N/A          |
| YEAR 1 – SUMMER    | PSY 672: Practicum (400 hours)                             | 6            |
| YEAR 2 - FALL      | PSY 633: Personality Theory                                | 3            |
|                    | PSY 658: Assessment of Children                            | 3            |
|                    | PSY 663: Marriage and Family Therapy                       | 3            |
|                    | PSY 674/674L: Psychotherapy II                             | 3            |
| YEAR 2 – SPRING    | PSY 621: Advanced Physiological Psychology                 | 3            |
|                    | PSY 665: Child and Adolescent Psychotherapy                | 3            |
|                    | PSY 654: Seminar in Social Psychology                      | 3            |
|                    | Elective (PSY 670) or Psychological Research (PSY 690)*    | 3            |
| YEAR 2 - SUMMER    | PSY 678: Internship (600 hours)                            | 6            |
|                    | <b>Oral Examination</b>                                    | N/A          |
| <b>TOTAL HOURS</b> |  | <b>60</b>    |

\*It is strongly recommended that students participate in a research course as their elective. Advisors must approval all non-research course electives.

## PRACTICUM AND INTERNSHIP GUIDELINES

The following are general guidelines about seeking practicum and internship for students in the Master of Science in Clinical Psychology program:

1. The Department of Psychology requires 1000 clock hours of practical, supervised experience in clinical settings prior to being able to sit for the oral comprehensive examination. Accordingly, the program requires two 3-credit-hour practica, each encompassing 200 hours of training (i.e., for a total of 400 hours of training through practicum), and one 6-credit-hour internship encompassing 600 hours of training. It is expected that each placement will involve a minimum of twenty-five percent (25%) time spent in direct client contact, and a maximum of forty percent (40%) time in direct contact activities.
2. The two practica may be done in the same semester, but must involve a minimum of eight weeks duration at any setting. The internship, except in highly unusual circumstances, should involve at least 15 weeks of full-time work.
3. Except under very unusual circumstances, a student should do his/her practica and internship with at least two (2) different client groups in differing service delivery settings.
4. In January, one of the two Co-Directors of Clinical Training will meet with students planning to go on practicum/internship and will discuss the process for setting up a placement site. The Department of Psychology maintains clinical affiliation agreements with a number of mental health agencies/facilities in the region.. A list of former placement sites and associated contact information will be provided to the students (see Appendix B.1). A tentative deadline for completing the process of setting up a placement site is April 15<sup>th</sup>. In April, the DCT will provide information to students on how to purchase liability insurance. A copy of the paperwork demonstrating the purchase of student liability insurance is due to the DCT by June 1<sup>st</sup>.
5. Students who wish to complete a practicum or internship at a new agency or facility may do so as long as a *doctoral* clinical or counseling *psychologist* or other qualified licensed mental health personnel agrees to provide supervision in accordance with the following guidelines. All placements require a Memorandum of Understanding between the placement site and MSU. Establishment of a Memorandum of Understanding at a new practicum or internship site can require two to three months. As such, students should submit the needed placement information to the DCT as soon as possible. It is also the expectation that the student's intention to complete practicum or internship at this site be discussed with the student's advisor. Private practice settings are not generally acceptable as practicum or internship placements. Exceptions to this policy may be made depending on the character of the group private practice, and if approved by the entire Clinical Psychology faculty and the Department Chair. Students seeking an exception must provide a request, in writing, which details the rationale behind the

request and provides sufficient information for the faculty to assess whether the facility can likely provide an appropriate training experience.

5. All sites should involve settings where the student can receive experience and training in psychotherapy and in psychological testing and diagnosis. In some circumstances, approval may be given for a student's placement in a setting that involves almost exclusively psychological testing and diagnosis or psychotherapy. Students will need to discuss this possibility with the clinical faculty in advance should they desire such a placement. In such circumstances, the student's other placement must be in a setting predominantly involving the other activity.
6. Supervision of psychotherapy cases should involve a minimum of two (2) hours per week, at least one (1) of these hours should be individual, face-to-face supervision with the doctoral psychologist supervisor. For testing, the amount of supervision needed should be determined by the supervisor, based on the nature of the testing done, the student's familiarity/competence level in that type of assessment, and the supervisor's judgment.
8. *Prior to the start of the training experience*, the on-site supervisor should write to the faculty Director of Clinical Training specifying the student's starting date, ending date, and number of hours to be worked each week, as well as the expected duties to be performed.
9. At the end of the experience, the on-site supervisor should complete the Practicum/Internship Rating Form (Appendix A.3) with an evaluation of the student's performance, including strengths and weaknesses, and return it securely to the Director of Clinical Training.

**PROGRAM GUIDELINES**

1. All students will be expected to read, understand, and abide by the most recently adopted version of the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*, the *Laws and Regulations Relating to Licensure in Kentucky (Kentucky Board of Examiners of Psychology)*, including pertinent *Kentucky Revised Statutes Administrative Regulations*, *MSU Graduate Catalog*, and *MSU Eagle Student Handbook*. Any unethical or unprofessional behavior on the part of a student will be brought before a meeting of the Department of Psychology clinical faculty and Department Chair and could constitute grounds for immediate dismissal from the program.
2. Any student leaving the program due to unsatisfactory academic performance, voluntary withdrawal, or other circumstances will be permitted to apply for readmission to the program following a period of not less than twelve months. Formal application procedures must be followed and the student will be expected to provide evidence of remediation in the area of academic and/or personal deficiency that led to their dismissal such as to warrant serious consideration for readmission.
3. All grades of Incomplete (I) must be removed by the mid-term of the semester succeeding the grade in accordance with the University policy.
4. Under unusual circumstances, students may request a leave of absence from the program, which will be granted only on the recommendation of the student's advisor and the approval of the department chair. Students taking unauthorized leaves of absence will be considered to have voluntarily withdrawn from the program and must apply for readmission as outlined in #2 above.
5. Before being eligible to take Practicum (PSY 672) students will be required to have *received a grade of B or higher* in the following courses: PSY 601; 612; 613; 656 or 657, 658, and 662; 661; PSY 673, have successfully passed all competency examinations; have unconditional admission status in Clinical Psychology, and have an overall GPA of 3.0 or higher. Any exception to the above requirements must be requested and approved, in writing, by the student's advisor, a majority of the clinical faculty, and the Department Chair **prior** to the start of the practicum experience.
5. Prior to starting the internship experience (PSY 678), each student shall have taken and passed all of the core clinical courses, at least nine credit hours of coursework of the specialty emphasis requirements, and successful completion of all required competency examinations. Additionally, students will be required to have successfully completed 6 hours of practicum (PSY 672) and have an overall GPA of 3.0 or higher prior to beginning internship. Any exception to the above requirements must be requested and approved, in writing, by the student's advisor, a majority of the clinical faculty, and the Department Chair **prior** to the start of the internship experience.

6. If, at any time during the student's program, a serious question arises as to the individual's personal psychological fitness to function within the profession, the Department Chair and the clinical faculty will discuss such question(s) with the student. Whenever possible, plans will be specified to remediate the problems, which may include mandatory counseling or psychotherapy. If a student chooses not to implement the remediation plan, he/she/they will be considered to have voluntarily withdrawn from the program. Readmission to the program would be contingent on application as in #2 above.
  
7. All students are required to purchase liability insurance through Morehead State University or the American Psychological Association prior to the beginning of practicum and internship placements.

## ADVISING

For the purpose of providing academic advising and advancement of each student, the graduate program has established the following advising procedures. It is the intention of these procedures to ensure that every student is provided with ongoing feedback and advising to facilitate their successful completion of the MS in Clinical Psychology.

1. All new students are assigned to the Co-Directors of Clinical Training to serve as advisors within the program. The advisors meet with their new advisees in a group during Fall Orientation. The purpose of this meeting is to orient students to the advising process, giving students an initial opportunity to get to know their advisor, help them understand more fully the graduate program, and answer any questions they have about campus policies and procedures.
2. After course grades and evaluations have been recorded for each semester, the advisors hold individual advising meetings with advisees. Responsibility for scheduling this meeting is the student's responsibility.
3. At this meeting, the advisor reviews the student's progress to date and plans for the next academic year. The purpose of this meeting is to encourage review with a faculty member of how the student's is progressing and to identify strengths, problem areas and remediation strategies (e.g., following receipt of a grade of a "C" in a non-clinical core course), if needed. Students discuss with faculty advisors their plans for practica or internship, research involvement, identifying an elective, and other career planning issues. Advisors will also discuss the results of self-evaluations, competency examinations, and practicum and internship evaluation forms.
4. Whenever students are on probation, they will be asked to meet with their advisor to verify the problems and to clarify resources or strategies for the student to consider in order to bring about improved performance. The program faculty continue to monitor these students' progress in subsequent semesters until the probation semester is remediated. Students whose performance does not improve or further declines are asked to leave the program. Should dismissal from the program be considered or required, every effort will be made to counsel with the student regarding educational/career alternatives.
5. Faculty advisors and advisees are encouraged to meet regularly with one another on an informal basis throughout the year. Students are also encouraged to set up advising meetings with other faculty members to receive advising on content-specific areas, such as applying to doctoral programs and research interests.

**INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS**

Graduate students are encouraged to attend state, regional, and national psychology-related conferences, such as those offered by the Kentucky Psychological Association, the Kentucky Academy of Sciences, the Association for Psychological Science, the American Psychological Association, Southeastern Psychological Association, Midwestern Psychological Association, Society for Research on Child Development, etc.). Many students in the program are involved actively in mentored research, and attend these meetings to present their findings. However, clinically oriented workshops, especially through the Kentucky Psychological Association, are often available at these venues. Notices about these opportunities are often placed on Departmental bulletin boards, mentioned by faculty in classes or in supervision, or provided via email to students. In addition to active participation through attendance at workshops and meetings, students are encouraged to consider becoming a student member of such organizations. For many organizations, the fees to join as a student member are reduced or are free due to an existing university arrangement. Finally, students can participate as a representative of the American Psychological Association Graduate Student Association (APAGS) and the Kentucky Psychological Association Graduate Student Association (KPAGS). Contact the Director of Clinical Training and/or clinical faculty members for more information.

**Appendix A.1: ANNUAL EVALUATION AND FEEDBACK FORM FOR GRADUATE STUDENTS IN THE M.S. IN CLINICAL PSYCHOLOGY PROGRAM**

|                   |                     |
|-------------------|---------------------|
| Student Name:     | MSU I.D. #:         |
| Academic Advisor: | Date of Evaluation: |
| Email:            | Phone:              |
| Current GPA:      | Credits completed:  |

*Below is the clinical faculty’s assessment of your academic and professional progress to date in the M.S. in Clinical/Counseling Program. This evaluation is based on a review of the available data, including, but not limited to: academic and professional behaviors and performance in classes, final class grades, results of competency evaluations, academic and professional behaviors observed/reported by supervisors on practicum/internship, practicum/internship evaluations.*

|  |  |
|--|--|
| <p><b>Quality of Academic Preparedness for Classes</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p>   | <p><b>Attendance and Punctuality for Classes</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p>   |
| <p><b>Quality of Academic Performance in Classes</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p>   | <p><b>Quality of Professional &amp; Ethical Attitudes and Behaviors in Classes</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p>   |
| <p><b>Quality of Scientific Attitudes, Knowledge/Skill Development, and Application in Classes</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p> | <p><b>Quality of Application of Scientific Attitudes and Knowledge to Evidence-Based Clinical Knowledge/Skills for Field Placement</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p> |
| <p><b>Quality of Clinical Knowledge/Skill Development and Application in Classes</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p>               | <p><b>Quality of Clinical Knowledge/Skill Development and Application for Field Placement</b></p> <p><input type="checkbox"/> Excellent: no recommended changes</p> <p><input type="checkbox"/> Good: requires some minor changes</p> <p><input type="checkbox"/> Average: requires some significant changes</p> <p><input type="checkbox"/> Below Average: requires some substantive changes</p> <p><input type="checkbox"/> Poor: requires substantive changes; immediate action</p> <p>plan and close consultation with advisor.</p>  |

|  |   |
|--|---|
| <p><b>Quality and Appropriateness of Interpersonal Skills with Peers, Faculty, and Supervisors</b></p> <p>___ Extremely effective in using interpersonal skills with faculty, supervisors, and peers.</p> <p>___ Very effective in using interpersonal with faculty, supervisors, and peers.</p> <p>___ Average in using interpersonal skills with faculty, supervisors, and peers.</p> <p>___ Below Average – some difficulty in using interpersonal skills with faculty, supervisors, &amp; peers.</p> <p>___ Poor – does not communicate well with others</p> | <p><b>Quality of Professional Maturity, Consciousness, and Stability for Continued Clinical Training</b></p> <p>___ Extremely appropriate and effective personal behaviors for continued clinical training.</p> <p>___ Very effective and appropriate personal behaviors for continued clinical training.</p> <p>___ Average personal behaviors that are appropriate and effective for continued clinical training.</p> <p>___ Below Average – some difficulty in appropriateness and/or effective personal behaviors for continued clinical training.<br/>Meeting with DCT required.</p> <p>___ Poor – substantive difficulty in appropriateness and/or effective personal behaviors for continued clinical training.<br/>Meeting with DCT and/or clinical faculty required. Action plan and close consultation with DCT required.</p> |
| <p><b>Comments and Recommendations from the Clinical Faculty:</b></p>  |   |

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Clinical Evaluation Committee:  
 J.T. Blackledge, Ph.D., Associate Professor of Psychology, Co-Director of Clinical Training  
 Shari Kidwell, Ph.D., Associate Professor of Psychology, Co-Director of Clinical Training  
 Daniel W.M. Maitland, Ph.D. Assistant Professor of Psychology  
 Elizabeth C. Neilson, Ph.D., Assistant Professor of Psychology

## Appendix A.2: Self-Evaluation Form for Graduate Students

### SELF-EVALUATION FORM FOR GRADUATE STUDENTS IN THE M.S. IN CLINICAL PSYCHOLOGY PROGRAM

|                   |                     |
|-------------------|---------------------|
| Student Name:     | MSU I.D. #:         |
| Academic Advisor: | Date of Evaluation: |
| Email:            | Phone:              |
| Current GPA:      | Credits completed:  |

*Self-reflective practice is a vital skill in the practice of clinical psychology. We would like you to honestly reflect upon your academic and professional behaviors and performance in classes, competency evaluations, and (if applicable) academic and professional behaviors on practicum and internship. These questions are modeled after questions your advisor will complete based upon available data from the clinical faculty. Please think of these questions as an opportunity to pause and reflect upon your strengths and areas of growth in relation to your learning and professional goals.*

|   |  |
|---|--|
| <p><b>Quality of Academic Preparedness for Classes</b></p> <p><input type="checkbox"/> Excellent: All articles read and able to critically discuss and ask questions</p> <p><input type="checkbox"/> Good: All articles read and able to discuss them</p> <p><input type="checkbox"/> Average: All articles read but ability to discuss is limited to summarizing key findings</p> <p><input type="checkbox"/> Needs Some Improvement: Not all articles read, and ability to discuss is limited</p> <p><input type="checkbox"/> Needs Improvement: I need to make substantive changes to my class preparation</p>   | <p><b>Attendance and Punctuality for Classes</b></p> <p><input type="checkbox"/> Excellent: I attend all classes and am on time</p> <p><input type="checkbox"/> Good: I attend all classes and have been late only once or twice to class</p> <p><input type="checkbox"/> Average: I attend all classes, and have been late three to five times</p> <p><input type="checkbox"/> Below Average: I attend most classes, and I am typically late to one specific class</p> <p><input type="checkbox"/> Poor: My attendance or punctuality is a chronic issue across classes; I need to make substantive changes to my attendance and/or punctuality</p>   |
| <p><b>Quality of Academic Performance in Classes</b></p> <p><input type="checkbox"/> Excellent: My performance is class in excellent</p> <p><input type="checkbox"/> Good: Overall, I am performing well in my classes</p> <p><input type="checkbox"/> Average: I have some areas to improve in my academic performance</p> <p><input type="checkbox"/> Below Average: I am performing far below what I would like to perform</p> <p><input type="checkbox"/> Poor: I am concerned about my academic performance; I need to make substantive changes</p>  | <p><b>Quality of Professional &amp; Ethical Attitudes and Behaviors in Classes</b></p> <p><input type="checkbox"/> Excellent: I always behave ethically and professionally in class</p> <p><input type="checkbox"/> Good: I behave ethically and professionally and rarely engage in unprofessional behavior</p> <p><input type="checkbox"/> Average: Occasionally I engage in unprofessional behavior</p> <p><input type="checkbox"/> Below Average: I have a pattern of engaging in unprofessional behavior or unethical behavior</p> <p><input type="checkbox"/> Poor: It is hard for me to maintain professional attitudes and behaviors consistent with a graduate student; I need to make substantive changes</p>  |
| <p><b>Quality of Scientific Attitudes, Knowledge/Skill Development, and Application in Classes</b></p> <p><input type="checkbox"/> Excellent: I believe my knowledge and contributions to class are of very high quality and facilitate my and others' learning</p> <p><input type="checkbox"/> Good: I believe my knowledge and contributions to class are high quality and generate facilitate my and others' learning</p> <p><input type="checkbox"/> Average: Overall, I believe my knowledge and contributions to class are an average quality</p> <p><input type="checkbox"/> Below Average: My knowledge and contributions to class are below what I would like them to be</p> <p><input type="checkbox"/> Poor: I am concerned about my knowledge of scientific attitudes and skill development; I need to make substantive changes</p> | <p><b>Quality of Application of Scientific Attitudes and Knowledge to Evidence-Based Clinical Knowledge/Skills for Field Placement (skip if N/A)</b></p> <p><input type="checkbox"/> Excellent: I am fully dedicated to expanding and applying skills and knowledge and independently seeking out information to enhance clinical practice</p> <p><input type="checkbox"/> Good: I am committed to expanding and applying skills and beginning to take steps to enhance my learning</p> <p><input type="checkbox"/> Average: I am committed to expanding and applying skills and will willingly use information if by a supervisor rather than seeking out information proactively</p> <p><input type="checkbox"/> Below Average: I am struggling to apply and expand my clinical skills and generally am not seeking out new opportunities</p> <p><input type="checkbox"/> Poor: I am not applying my knowledge and skills to</p> |

|   |  |
|---|--|
|   | <p>clinical practice or developing new skills; I need to make substantive changes</p>  |
| <p><b>Quality of Clinical Knowledge/Skill Development and Application in Classes (including experientials/role plays)</b></p> <p>___ Excellent: I am fully engaged and focused in in-class applications, am non-defensively open to faculty feedback, and apply that feedback in future applications</p> <p>___ Good: I am generally engaged and focused in in-class applications, am generally open to faculty feedback, and apply that feedback in future applications</p> <p>___ Average: I am engaged in in-class applications, however I occasionally struggle to be focused, but I am committed to receiving and applying faculty feedback</p> <p>___ Below Average: I am engaged in in-class applications, however I would like to improve my focus, or ability to receive and apply faculty feedback</p> <p>___ Poor: I am not able to adequately engage and maintain focus in in-class applications, I am not able to receive feedback from faculty, or it is very challenging to apply feedback; I need to make substantive changes</p> | <p><b>Quality of Clinical Knowledge/Skill Development and Application for Field Placement (skip if N/A)</b></p> <p>___ Excellent: I am fully engaged and focused in clinical work at my field placement, am non-defensively open to faculty feedback, and apply that feedback in future applications</p> <p>___ Good: I am generally engaged and focused in in clinical work at my field placement, am generally open to faculty feedback, and apply that feedback in future applications</p> <p>___ Average: I am engaged in clinical work at my field placement, however I occasionally struggle to be focused, but I am committed to receiving and applying faculty feedback</p> <p>___ Below Average: I am engaged in clinical work at my field placement, however I would like to improve my focus, or ability to receive and apply faculty feedback</p> <p>___ Poor: I am not able to adequately engage and maintain focus in clinical work at my field placement, I am not able to receive feedback from faculty, or it is very challenging to apply feedback; I need to make substantive changes</p> |
| <p><b>Quality and Appropriateness of Interpersonal Skills with Peers, Faculty, and Supervisors</b></p> <p>___ Excellent: I excel at being effective in using interpersonal skills with faculty, supervisors, and peers.</p> <p>___ Good: Very effective in using interpersonal with faculty, supervisors, and peers.</p> <p>___ Average: Average in using interpersonal skills with faculty, supervisors, and peers.</p> <p>___ Below Average: Some difficulty in using interpersonal skills with faculty, supervisors, &amp; peers.</p> <p>___ Poor: Does not communicate well with others; I need to make substantive changes</p>   |  |
| <p><b>Comments and Thoughts:</b></p>  |  |

**Appendix A.3 : PRACTICUM/INTERNSHIP RATING FORM**

Student/Supervisee's Name: \_\_\_\_\_  
Semester of Placement: \_\_\_\_\_  
Supervisor's Name: \_\_\_\_\_  
Supervisor's Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following is an evaluation through which a practicum/internship experience can be documented and an assessment of the student/supervisee's performance can be made. Each student's supervisor is requested to complete it and return it to the supervisor of record, as well as:

**Shari Kidwell, Ph.D., Co-Director of Clinical Training  
Morehead State University Department of Psychology  
150 University Blvd., Box 687  
Morehead, KY 40351-1689**

Any questions you may have may be answered by contacting the Co-Directors of Clinical Training at 606-783-2982 (Dr. Blackledge) or 606-783-2984 (Dr. Kidwell).

Beginning date of practicum/internship: \_\_\_\_\_  
Ending date of practicum/internship: \_\_\_\_\_  
Number of hours/week worked: \_\_\_\_\_  
Number of hours/week supervision: \_\_\_\_\_

Approximate proportion of time spent in the following activities:

psychotherapy/counseling \_\_\_\_\_  
clinical assessment \_\_\_\_\_  
supervision, seminars, etc. \_\_\_\_\_  
consultation \_\_\_\_\_

Approximate proportion of cases which were: adults \_\_\_\_\_ adolescents \_\_\_\_\_  
children \_\_\_\_\_ couples/families \_\_\_\_\_ elderly \_\_\_\_\_

- Next page -

| Using the scale to the right, please rate the student/<br>supervisee in the following areas, compared to others<br>you have known <i>with similar training and experience</i> : | Exceptional | Very<br>Good | Good | Fair | Poor | Not<br>Able<br>to<br>Rate |
|---|-------------|--------------|------|------|------|---------------------------|
| Foundation knowledge in psychological theory  |             |              |      |      |      |                           |
| Knowledge/skill in psychopathology and diagnosis  |             |              |      |      |      |                           |
| Knowledge/skill in formal assessment of intelligence  |             |              |      |      |      |                           |
| Knowledge/skill in personality assessment of adults   |             |              |      |      |      |                           |
| Knowledge/skill in academic and personality assessment<br>of children   |             |              |      |      |      |                           |
| Skill in written communication of formal assessment<br>results  |             |              |      |      |      |                           |
| Skill in developing appropriate therapeutic relationships   |             |              |      |      |      |                           |
| Knowledge/skill in conceptualization of cases and<br>development of treatment plans   |             |              |      |      |      |                           |
| Knowledge/skill in design and application of therapeutic<br>interventions   |             |              |      |      |      |                           |
| Knowledge of ethical and legal issues in psychological<br>practice  |             |              |      |      |      |                           |
| Ability to conduct practice in ethical/legal manner   |             |              |      |      |      |                           |
| Ability to manage time and responsibilities effectively   |             |              |      |      |      |                           |
| Ability to work cooperatively with other professionals  |             |              |      |      |      |                           |
| Professionalism   |             |              |      |      |      |                           |
| Personal maturity, conscientiousness, stability   |             |              |      |      |      |                           |

Please describe specific areas of personal/professional strength:

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Please describe specific areas of personal/professional weakness:

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Please feel free to comment as you wish on the student/supervisee and/or his/her preparation in the Morehead State University program on a separate sheet. The student and faculty thank you for your training assistance and candid comments.

Date \_\_\_\_\_

Signature \_\_\_\_\_

## Appendix A.4: Oral Comprehensive Rating Form

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

Date of Examination: \_\_\_\_\_

Please rate the adequacy of the student's response to the various components of the structured oral comprehensive examination using the rating scale as follows:

| Area<br>Rating   | Excellent | Very<br>Good | Good | Adequate | Poor | Cannot<br>Rate |
|--|-----------|--------------|------|----------|------|----------------|
| 1. Ability to articulate areas of strength and limitations of practice (competence/counter-transference)   |           |              |      |          |      |                |
| 2. Formal presentation of exemplar case presenting problem, history, and diagnostic hypotheses             |           |              |      |          |      |                |
| 3. Formal presentation of exemplar case assessment battery and results (real or hypothetical)              |           |              |      |          |      |                |
| 4. Formal presentation of exemplar case intervention conceptualization & techniques (real or hypothetical) |           |              |      |          |      |                |
| 5. Recognition and handling of legal and ethical issues related to exemplar case                           |           |              |      |          |      |                |
| 6. Discussion of biological bases of behavior related to exemplar case                                     |           |              |      |          |      |                |
| 7. Discussion of cognitive-affective bases of behavior related to exemplar case                            |           |              |      |          |      |                |
| 8. Discussion of social bases of behavior related to exemplar case   |           |              |      |          |      |                |
| 9. Discussion of personality-developmental bases of behavior re: exemplar case                             |           |              |      |          |      |                |
| 10. Discussion of research base of clinical practice, e.g. statistical errors/clinical errors              |           |              |      |          |      |                |
| 11. Discussion of research proposal based on exemplar case   |           |              |      |          |      |                |

**COMMENTS:**

**APPENDIX A.5: M.S. IN CLINICAL PSYCHOLOGY PROGRAM EVALUATION FORM**

The following questions are intended to assess the degree to which the M.S. in Clinical Psychology program at Morehead State University prepared you for a high level of knowledge and skill in Clinical Psychology. These questions will ask you to rank how well the curriculum and training addressed the following program objectives and training in skills in different domains of psychology. If you have not yet taken coursework in a particular domain, you have the option to indicate "Not able to provide ranking due to not having taken course". If you are not able to provide a ranking for any other reason, we have included a response option where you may indicate such. We do ask that if you are not able to provide a ranking (unless it is because you have not yet taken the course), please provide an explanation for why you were not able to rank this. We ask that you respond as honestly and accurately as possible. Thank you for your time.

| Using the scale to the right, please rate how well the selected curricula learning goals were accomplished in the curriculum of the M.S. in Clinical Psychology program so as to prepare you for a high level of knowledge and skill. | Superior | Very Good | Good | Fair | Poor | Not Able to Provide Ranking— Course Not Taken Yet | Not Able to Provide Ranking – Other Reason |
|---|----------|-----------|------|------|------|---|--|
| <b>PSYCHOLOGY CORE</b>  |          |           |      |      |      |   |  |
| Obtained an in-depth set of core knowledge and theoretical foundation in traditional and contemporary perspectives to personality   |          |           |      |      |      |   |  |
| Developed core knowledge of empirical research conducted on traditional and contemporary perspectives on personality  |          |           |      |      |      |   |  |
| Developed an in-depth set of core knowledge and skills for basic and advanced descriptive and inferential statistics (e.g., mean, z and t tests, correlation, linear, multiple, and hierarchical regression)                          |          |           |      |      |      |   |  |
| Displayed advanced knowledge of the research design and statistics utilized for psychological research by critique of research sections of journal articles and SPSS analysis   |          |           |      |      |      |   |  |
| Developed an in-depth set of core knowledge and skills for design and analysis of simple and advanced between and within subjects designs (e.g., 1 and 2-way between and  |          |           |      |      |      |   |  |

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| within ANOVA)  |          |           |      |      |      |  |   |
| Displayed advanced knowledge of research design and statistics utilized for psychological research by designing and analyzing data for own study and communication of study in APA Style   |          |           |      |      |      |  |   |
| Obtained an in-depth set of core knowledge of neural mechanisms underlying normal behavioral processes ( <i>e.g., neuroanatomy, physiology, pharmacology, cortical and functional organization of the lower and higher brain functions</i> ) |          |           |      |      |      |  |   |
| Developed an in-depth set of core knowledge of neural mechanisms underlying abnormal behavioral processes, including common clinical disorders   |          |           |      |      |      |  |   |
| Obtained an in-depth set of core knowledge in psychological theory and philosophical assumptions underlying science and learning theories  |          |           |      |      |      |  |   |
| Developed an in-depth set of core knowledge in the main features of a variety of historical and contemporary approaches to the study of learning, including specific learning theories   |          |           |      |      |      |  |   |
| Developed an in-depth set of core knowledge of the basic history, theories, methods and concepts subsumed by social psychology   |          |           |      |      |      |  |   |
| Integrated and Applied core knowledge to gain a "big picture" view of how individuals function in the social world   |          |           |      |      |      |  |   |
| Developed in-depth core knowledge of empirical research conducted in developmental psychology  |          |           |      |      |      |  |   |
| CLINICAL CORE  | Superior | Very Good | Good | Fair | Poor | Not Able to Provide Ranking—<br>Course Not Taken Yet | Not Able to Provide Ranking –<br>Other Reason |
| Developed an in-depth set of core knowledge in the major legal issues  |          |           |      |      |      |  |   |

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| involved in mental health practice including legal standards of insanity, involuntary commitment, confidentiality, the duty to warn and the Ethical Principles of the Psychologist as they apply to the conduct of clinical practice as well as scientific research                    |  |  |  |  |  |  |  |
| Obtained an in-depth set of core knowledge and skills in the application of APA/Kentucky State Board ethical and legal requirements to relatively complex therapist-client scenarios where ethical and/or legal concerns are relevant  |  |  |  |  |  |  |  |
| Obtained an in-depth set of core knowledge of contemporary classification systems employed by the mental health community, along with various theoretical models, and current research in defining abnormality and of explaining etiology of specific syndromes of abnormal psychology |  |  |  |  |  |  |  |
| Demonstrated proficiency with applied clinical skills involved in diagnosis, interviewing, and case conceptualization  |  |  |  |  |  |  |  |
| Obtained an in-depth set of core knowledge in theory, contemporary issues, and empirical research regarding systems of psychotherapy and behavior change, including psychoanalysis, person-centered therapy, Gestalt therapy, and behavior therapy                                     |  |  |  |  |  |  |  |
| Obtained proficiency in using basic verbal and non-verbal clinical skills to facilitate exploration, insight, and action in therapy  |  |  |  |  |  |  |  |
| Obtained an in-depth set of core knowledge of the conventional theoretical models and techniques of Cognitive-Behavioral Therapies and contemporary versions of CBT, such as Acceptance & Commitment Therapy, Motivational Interviewing,   |  |  |  |  |  |  |  |

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| and the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents   |          |           |      |      |      |   |  |
| Obtained proficiency in psychotherapy and professional skills in psychotherapy/counseling, including development of appropriate professional attitudes toward psychotherapy, clients, and ethical issues                          |          |           |      |      |      |   |  |
| Obtained an in-depth set of core knowledge of research designs in clinical psychology   |          |           |      |      |      |   |  |
| Obtained a set of course knowledge in the therapy goals, principles, and strategies of motivational interviewing and application skills to a psychological disorder   |          |           |      |      |      |   |  |
| <b>CLINICAL SKILLS</b>  | Superior | Very Good | Good | Fair | Poor | Not Able to Provide Ranking— Course Not Taken Yet | Not Able to Provide Ranking – Other Reason |
| Developed an in-depth set of core knowledge in basic concepts of psychometrics such as standardization, reliability, validity, and use of psychological tests   |          |           |      |      |      |   |  |
| Obtained an in-depth set of core knowledge and skills in practice of administration, scoring, and interpretation of measures of intelligence and academic achievement   |          |           |      |      |      |   |  |
| Obtained an in-depth set of core knowledge and skills in practice of administration and scoring of individualized and group assessment of behavior of children and adolescents, with special emphasis on measurement of cognition |          |           |      |      |      |   |  |
| Provide evidence of proficiency in report-writing that is understandable to the lay public and includes useful recommendations  |          |           |      |      |      |   |  |
| Obtained an in-depth set of core  |          |           |      |      |      |   |  |

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| knowledge and skills in practice of administration and scoring of individualized and group assessment of various psychological instruments used to describe and diagnose personality functioning and dysfunction in adults                   |          |           |      |      |      |  |   |
| Demonstrate mastery of clinical integration of data from a personality battery (history, diagnostic interview, test data) about a pseudo client in a coherent and professional psychological report  |          |           |      |      |      |  |   |
| Obtained an in-depth set of core knowledge of the major theories and techniques of family therapy  |          |           |      |      |      |  |   |
| Obtained an in-depth set of core knowledge of the models of couples therapy, technical aspects of therapy, and common problems encountered in treating the family and couple   |          |           |      |      |      |  |   |
| Obtained an in-depth set of core knowledge of basic theories and processes in the therapeutic treatment of children and adolescents, with a particular focus on transdiagnostic, behavioral, and cognitive-behavioral approaches             |          |           |      |      |      |  |   |
| Obtained proficiency in applying treatment models and processes to special child and adolescent problems with emotion and behavior dysregulation, including depression, anxiety, noncompliance, and attention-deficit hyperactivity disorder |          |           |      |      |      |  |   |
| <b>DOMAINS OF SCIENTIFIC PSYCHOLOGY</b>  | Superior | Very Good | Good | Fair | Poor | Not Able to Provide Ranking—<br>Course Not Taken Yet | Not Able to Provide Ranking –<br>Other Reason |
| Understand and demonstrate knowledge of professional ethical standards   |          |           |      |      |      |  |   |
| Display competence in diagnosing   |          |           |      |      |      |  |   |

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| mental disorders utilizing the DSM-5   |  |  |  |  |  |  |  |
| Exhibit proficiency in conducting psychological testing  |  |  |  |  |  |  |  |
| Demonstrate expertise in evidence-based therapeutic interventions                                    |  |  |  |  |  |  |  |
| Understand psychometrics as applied to psychological testing instruments                             |  |  |  |  |  |  |  |
| Demonstrate expertise in both the advanced knowledge and the practice of clinical psychology         |  |  |  |  |  |  |  |
| Display advanced knowledge of the research design and statistics utilized for psychological research |  |  |  |  |  |  |  |
| Show competence in understanding individual differences in behavior                                  |  |  |  |  |  |  |  |
| Exhibit knowledge of the social bases of behavior in case conceptualization                          |  |  |  |  |  |  |  |
| Understand the biological bases for behavior   |  |  |  |  |  |  |  |
| Display proficiency in the learning bases of behavior  |  |  |  |  |  |  |  |
| Display the highest level of personal maturity relevant for clinical practice                        |  |  |  |  |  |  |  |
| Display the ability to work cooperatively with other professionals                                   |  |  |  |  |  |  |  |
| Display the ability to manage time and responsibilities effectively                                  |  |  |  |  |  |  |  |

What is your current status/year in the program? (check or circle)

- Completed first year/rising second year
- Completed second year/Beginning or currently on internship
- Finishing oral examinations/graduating

If you were not able to provide a ranking for reasons **other than not having taken the course where the content would be covered**, please indicate why you were unable to provide ranking

Please indicate any other comments that you think would help us strengthen the program.

**APPENDIX B.1: CLINICAL PLACEMENT SITES 2014-2020**

| <b>Placement &amp; Location</b>                                   | <b>Field Supervisor</b>        |
|---|--------------------------------|
| MSU Counseling Center   | Goldie Williams, MA, LMFT      |
| Pathways, Inc.  |                                |
| -Rowan County   | Shaunalee Applegate, MEd, LPCC |
| -Montgomery County  | Debbie Share, MS, LPP          |
| -Boyd County  | Jamie Baird, MS, LPP           |
| -Morgan County  | Chassidy Ison, MS, LPA         |
| -Bath County  | Joe Dikhaus, MS, LPP           |
| -Greenup County   | Annette Cornwell, LPCA         |
| -Walker House Children's CSU                                      | Theresa Bradley, RNBC          |
| -Adult Crisis Unit, West  | Megan Tetreu, EdS, LPCA        |
| -Adult Crisis Unit, East  | Aaron Ellis, MS, LPA           |
| -Autism Services  | Tiffany Diehl, MS, LPP         |
| Comprehend  |                                |
| -Marysville location  | Jeffrey Drury, PhD             |
| St. Clair Medical Center  | Connie Shenk, LCSW             |
| Ramey-Estep Homes Regroup Program                                 | Jessica Chapman, MA, LPP       |
| -Rush, KY   |                                |
| Neurorestorative  |                                |
| -Lexington location   | Leslie Fife, MS, LPP           |
| Rowan County Preschool  | Shirley Anderson, MEd          |
| Communicare   |                                |
| -Brandenburg location   | James Brock, PsyD              |
| Sanders-Brown Center for Aging                                    | Justin Barber, MS, CCRP        |
| University of Kentucky  | Jordan Harp, PhD               |
| Morehead Youth Development Center                                 | Paula Terry, MS, LPA           |
| Centerstone   |                                |
| -LaGrange location  | Elizabeth Jackson, PhD         |
| Centerstone   |                                |
| -Shelbyville location   | Jennifer Stephens, LPCC, BCBA  |
| The Brooke Hospital   |                                |
| -Louisville   |                                |
| NECCO   |                                |
| -Florence location  | Melissa Mauser, LCSW           |
| SUN Behavioral Health System                                      | Ann Mitchell, LCSW             |
| -Florence   |                                |
| The Ridge   | Erin Kirk, LPCA                |
| -Lexington  |                                |
| Our Lady of Peace   |                                |
| -Louisville   |                                |
| Eastern State Hospital  | John Scanish, PsyD             |
| -Lexington  |                                |
| Children's Home of Northern Kentucky                              | Laura Kinney, LCSW             |
| Family Nurturing Center- Child Abuse Treatment Services           | Jill Gay, LCSW LISW-S          |
| -Florence   |                                |
| Children and Family Counseling Associates                         | Susan Campbell Turner, MS, LPP |
| -Harrodsburg  |                                |
| Cuyahoga Juvenile Justice System                                  | Amy Justice, PhD               |
| -Cleveland OH   |                                |
| Florida International University Center for Children and Families | Justin Parent, PhD             |