

GRADUATE STUDENT HANDBOOK

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF KENTUCKY

CLINICAL PROGRAM

FALL, 2009

TABLE OF CONTENTS

I.	Introduction.....	3
II.	Training Model.....	4
III.	Requirements.....	4
	A. Course work.....	4
	B. Master’s Thesis.....	6
	C. Jesse G. Harris Psychological Services Center.....	8
	D. Clinical Placements.....	9
	E. Qualifying Examination.....	10
	F. Residency Credits.....	14
	G. Dissertation.....	14
	H. Internship.....	16
	I. Sample Schedule.....	17
	J. Specializations.....	19
IV.	Student Advising, Evaluation, and Representation.....	24
	A. Advisor.....	24
	B. Yearly Letter of Evaluation.....	25
	C. Probation.....	25
	D. Policy on Student Impairments.....	26
	E. Policy on Outside Employment.....	26
	F. Grievance Procedures.....	27
	G. Personal File.....	28
	H. Student Representation.....	28
V.	Financial Support.....	28
	A. Teaching Assistantships.....	28
	B. Fellowships.....	29
	C. Clinical Placements.....	30
	D. Research Grants.....	30
	E. Summer Support.....	33
	F. Computer Support.....	33

I. INTRODUCTION

Welcome to the Clinical Program in the Department of Psychology at the University of Kentucky. This handbook is designed to provide you with information about the program's requirements, policies, and procedures. It supplements the information available in the Clinical Program Brochure, the University of Kentucky Graduate School Bulletin, and the Instructions for the Preparation of Theses and Dissertations (published by the Graduate School). In order to be fully informed of all important requirements and procedures, you should obtain and read all of these documents. Copies are available from the staff assistant in Room 116, Kastle Hall, or from the Graduate School Office (351 Patterson Office Tower). It is your responsibility to inform yourself of all relevant requirements and procedures. Although the faculty will strive to facilitate your progress through the program, it is unlikely that we will remind you of every required procedure. If you have questions about any of this material, please consult with the Director of Clinical Training (DCT), the Director of Graduate Studies (DGS), or your advisor.

Rules and requirements are always subject to change. You will be informed of changes through memos circulated within the department. It is important that you read these memos carefully in order to remain aware of changes in procedures relevant to your graduate training. You are encouraged to meet regularly with your advisor to discuss your progress and to clarify any uncertainties that may arise.

Sometimes changes in rules, policies and procedures are suggested by students. If you have an idea about how to improve an aspect of the program, please discuss it with your faculty advisor, the DCT, or your student representative to the Clinical Faculty-Student Liaison Committee, described later in this handbook.

The faculty of the Clinical Program are committed to facilitating the successful completion of the doctoral degree by every student admitted to the program. We will work closely with you to assist you in making steady progress toward your professional goals. If problems arise that impede your progress, it is important that you discuss them with your advisor so that appropriate steps can be taken to resolve them. The information in this handbook will assist you in setting goals and monitoring progress during the course of your training. We wish you the best of luck for success in the program.

The clinical program is fully accredited by the **American Psychological Association's Office of Program Consultation and Accreditation (750 First Street, NE, Washington, DC, 20002-4242; 202-336-5979)**. If you have questions about accreditation, talk to the DCT. Or, you may call APA's Office of Program Consultation and Accreditation at 202-336-5500 for general information about accreditation.

II. TRAINING MODEL

Since the 1949 Boulder Conference on Graduate Training in Clinical Psychology, the integration of research findings into clinical practice has been an important goal for the field. The Clinical Program strongly endorses this model and trains students to be competent researchers, critical consumers of the scientific literature, and practitioners who depend on empirical findings to guide their applied activities. To accomplish these goals, the program provides training experiences across a broad range of topics in clinical research and science-based practice. Training modalities include course work, practicum placements in a variety of clinical settings, and research training under the mentorship of the faculty. The integration of science and practice is modeled by the clinical faculty and emphasized in course work and clinical supervision.

We anticipate that students will enter the program with varied professional goals that may include research, teaching, and delivery of clinical services. The program offers sufficient flexibility that training can be tailored to support these goals. All students will receive rigorous training in the fundamentals of both research and practice. In addition, classroom teaching and supervisory experience are available to clinical students. We expect that you will engage in ongoing conversations with your advisor and other faculty members in order to clarify your professional goals and tailor your training experiences to support them. It is our goal to train you to bring an empirical, science-based approach to all of your professional activities, regardless of your ultimate career paths.

III. REQUIREMENTS

A. Coursework

The curriculum provides breadth of coverage in traditional and contemporary science-based aspects of clinical psychology, as well as considerable freedom in choice of electives after the first year. The program emphasizes broad exposure to the major areas of clinical psychology; beyond this, you and your advisor will develop a plan of study most relevant to your interests. Areas you might choose to emphasize include aging, assessment, child clinical psychology, health psychology, minority mental health, neuropsychology, personality, psychopathology/diagnosis, psychotherapy, research methodologies, and substance abuse.

The program is committed to coverage of issues of racial and ethnic diversity within the curriculum. The faculty have incorporated relevant material into their courses, and two elective seminars on minority/diversity issues are offered periodically.

Transfer of credits or waiver of course work for graduate work in psychology completed elsewhere must be arranged on a course-by-course basis with individual

instructors and with approval of the clinical program faculty.

The required courses for clinical students are:

Introduction to Clinical Psychology (PSY 629)	3
Psychological Assessment and Practicum (PSY 630, 631, 632, 633)	8
Systems of Psychotherapy (PSY 636)	3
Psychopathology (PSY 603)	3
Personality (PSY 622)	3
Psychological Statistics (PSY 610 & 611)	6
Research Design (PSY 616)	3
History and Systems (PSY 620)	3
Proseminar in Social Psychology (PSY 624)	3
Proseminar in Cognitive Processes (PSY 628)	3
Proseminar in Physiological Psychology (PSY 627)	3
Proseminar in Developmental Psychology (PSY 625)	3
3	
Ethics (PSY 710)	3
Two advanced clinical seminars (PSY 710), both emphasizing clinical research	6
Practicum in Psychological Assessment & Intervention (637) (Two 1-hour individual/group supervisions, 2nd year) (Three 3-hour group supervisions, 3rd/4th years)	11 +
Residency Credits (PSY 769)	18
Internship (PSY 708)	(0)
Multicultural course (PSY 710 or EDP 616)	3

Most students will complete elective courses in addition to those listed here.

Elective courses providing advanced coverage of a variety of topics are available every semester. Consult the Schedule of Classes for each semester's offerings. A sample schedule illustrating a possible sequence for completion of required and elective courses is provided in the Clinical Program Brochure.

B. Master's thesis

You are required to complete a Master's thesis by the end of the fall semester of the third year. The Master's thesis provides an opportunity to learn basic research skills under the mentorship of a faculty member. The process of completing a Master's thesis includes the following components:

1. Choosing a thesis advisor (chair)

You should choose an advisor (chair) for your Master's thesis during your first year in the program. You will have been assigned an informal advisor for your first year based on interests you expressed when you entered the program. You may choose to work with this advisor on your thesis, or you may choose to work with another faculty member. We recognize that interests may change, and there are no punitive consequences for changing advisors. You should talk to faculty members about their research in order to find someone with whom you can conduct a project you find interesting. If your chair is in a department other than Psychology, you should identify a co-chair from among the Psychology Department faculty.

2. Composition of Master's thesis committee

The committee consists of three faculty members. One member must be a full member of the Graduate Faculty (tenured) and one other must hold at least an associate appointment (untentured). After you have identified your thesis chair, he or she will assist you in choosing two other faculty members to serve on the committee. **Before the end of your first year, you must enter the names of your committee members on the Progress Checklist kept in your personal file in Room 106B, Kastle Hall.**

3. Defending the proposal

Your thesis chair will assist you in writing your thesis proposal. When you and your chair agree that you are ready to propose, schedule a proposal meeting with your thesis committee, and give each member a copy of your proposal. At the meeting, you will present a summary of your project, and your committee members will ask questions and discuss it with you. The purpose of this meeting is to refine the project. Significant improvements may result. **The proposal meeting should be held no later than the last day of the Fall semester of your second year.**

4. Defending the thesis

Your chair and committee members will assist you in collecting and analyzing the data and writing the thesis. When your chair agrees that it is ready to defend, schedule the oral defense with your committee. Be sure to complete the necessary paper work (described below). At the meeting, you will present a summary of your thesis, and your committee members will ask questions. You will be asked to leave the room for a few minutes at the beginning and at the end of the meeting so that your committee can discuss your work. If the committee finds your thesis to be acceptable, you must prepare final copies and submit them to the Graduate School (please see the Instructions for the Preparation of Theses and Dissertations for details). If your committee finds your thesis to be unacceptable, you may be required to rewrite and redefend your thesis. The most typical outcome is that the

committee approves the thesis on the condition that specified revisions be made and approved by the thesis Chair before the final copies are submitted to the Graduate School. **YOU WILL NOT RECEIVE YOUR MASTER'S DEGREE UNTIL THE GRADUATE SCHOOL RECEIVES AND APPROVES YOUR FINAL COPIES. The program requires that you defend your thesis and submit your final copies no later than the last day of the Fall semester of your third year.**

5. Important deadlines and requirements

a. Application for degree (degree cards): You must file Degree Cards (two copies) with the Graduate School within 30 days after the beginning of the semester in which you intend to receive your Master's degree. Cards can be obtained from the staff assistant in room **106B** Kastle Hall, or from the Graduate School Office (351 Patterson Office Tower).

b. I and S grades: The Graduate School will not allow you to defend your thesis if there is a missing, "I", or "S" grade on your transcript. You should check your most recent transcript well in advance of the defense to be sure all grades are recorded.

c. Thesis approval form and final examination recommendation form: You must submit a copy of the thesis to the Chair of the thesis committee one month before the tentative oral defense date. The Chair must read and approve the thesis and sign the Thesis Approval Form. Next, the Director of Graduate Studies signs both the Thesis Approval Form and the Final Examination Recommendation form. These forms are then taken to the Graduate School at least two weeks before the scheduled defense. Upon receipt of these forms, the Graduate School will prepare a Final Examination card that all members of the thesis committee sign at the defense. After all members of the committee have signed the card, the DGS will also sign and return the card to the Graduate School.

d. Graduate Student Advisory Committee (GSAC) requirements: Students who fail to propose the Master's thesis by the end of the Fall semester of the second year will be required to meet with the Graduate Student Advisory Committee (GSAC) to discuss the delay and plans for addressing it. Students who fail to defend the Master's thesis by the end of the Fall semester of the third year may be required by GSAC to register only for research hours (PSY 790) during the following Spring semester, in order to provide time to complete the thesis. Students who fail to defend the thesis by the first day of the Fall semester of the fourth year are subject to being terminated from the program, upon review by GSAC. More detailed information about these procedures can be found in Appendix D.

C. Jesse G. Harris Psychological Services Center (PSC)

The program operates its own Psychological Services Center (the "PSC" or the "Harris Center"), an outpatient clinic serving clients from the local community. The PSC provides child, adult, marital, and family therapy, a variety of group therapies, and psychological evaluations. The clinic is staffed by a part-time director (a licensed clinical psychologist), a part-time psychiatric resident, clinical students, and undergraduate assistants. All clinical students begin seeing clients at the PSC in their second year. All therapy rooms at the PSC are equipped with videotaping systems, and tapes are used for supervisory and instructional purposes. The PSC provides a manual describing its policies and procedures. You will receive a copy of this manual when you begin seeing clients at the PSC.

All clinical students must meet the following requirements for work at the PSC:

1. Students in the second year of the program are required to obtain at least 35 contact hours with clients at the PSC. Second year students are provided with a minimum of one hour of weekly individual supervision for this activity, and must register for one credit hour of PSY 637 each semester.
2. Third and fourth year students are expected to obtain at least 75 contact hours per year with PSC clients, and must register for a minimum of three semesters of empirically based group supervision (PSY 637) for three credit hours per semester. Third and fourth year students may seek additional individual supervision from clinical faculty members or from other supervisors approved by the clinical faculty. A list of approved supervisors is maintained at the PSC.
3. State law requires that for any semester in which you are seeing clients, you be registered for academic credit for this work. Thus, even after you have finished the above supervision requirements, if you continue to see clients (which is very likely), you must continue to enroll for at least one hour of PSY 637 each semester, including one of the summer sessions, and maintain supervision approved by the PSC. This requirement will be waived if you become certified by the State Board of Psychology and arrange to be supervised by someone approved by the Board. Becoming certified requires that you pass the certification exam, which you may take after earning your Master's degree.
4. All students are required to accrue a total of 185 client contact hours at the PSC during their 2nd through 4th years. This clinical activity must include:

- a minimum of four individual adult clients;

- an individual child client, child group, family, couple, OR adult group;
- 2 assessments.

D. Clinical placements

Clinical placements in a variety of university based and community agencies are available. Typically, these involve one year (10-20 hours per week) of supervised clinical activities, including assessment, therapy, consultation, and case conferences. The program has no required minimum number of clinical placement hours, but most students will complete at least two clinical placements during their training, and thus will have a minimum of 1500 hours of supervised clinical experience prior to the predoctoral internship. Students with research interests may complete fewer hours in clinical placements. The selection of placements offers exposure to diverse clinical populations and professional settings.

1. Placement facilities

Two or three clinical students per year are placed at the PSC for 10-20 hours per week. These placements provide administrative as well as clinical experience.

A number of funded and volunteer placement positions within the community and on campus also are available. You will probably have your first placement during your second or third year and may be placed at a different setting each subsequent year. Children and adolescents are seen as outpatients at community mental health centers and at the PSC. Adult populations include severely and chronically mentally ill outpatients at a state hospital, outpatients at community mental health centers, criminal offenders at a federal prison, diverse medical populations at a rehabilitation hospital, and students at the University's Student Counseling Center. Assessment experience is available in several placements. Experience with medical patients is provided through placements in various departments at the UK Medical Center, including the Infant-Toddler Evaluation Center, Behavioral Sciences (primarily research oriented positions), and the Orofacial Pain Clinic within the College of Dentistry. Other placements are sometimes available in a variety of settings.

2. Assignment of placements

The process of assigning students to placements is complex. The overall goal is to provide as many students as possible one of their preferred placements while accommodating the wishes of the placement directors. You will be asked to submit to the placement coordinator (one of the clinical faculty) a list of your top three choices. The placement coordinator will then arrange for you to interview at one or more placement sites. Some placement directors prefer to examine the vitas of the students interested in their site before scheduling interviews. Thus, you will be asked to provide a current vita. If you are uncertain about how to write your vita,

consult with your advisor or the DCT.

Some placement directors prefer to interview more students than they have slots, and to express preferences for the students to be placed with them. Students interviewing at these sites will have other interviews at alternative sites. After interviews have been completed and both students and placement directors have expressed their preferences, the placement coordinator will assign students to placements in a manner satisfactory to as many people as possible. In addition to students' and placement directors' preferences, factors to be considered include how much and what kind of clinical experience each student wants or needs, whether a student has a history of obtaining top choice or less preferred placements, and whether the student will have a good chance of obtaining a preferred placement during the following year.

If you have questions about how placements are assigned, please discuss them with the DCT or the placement coordinator.

E. Qualifying Examination

The first step in preparing for the qualifying exam is forming your advisory committee.

1. Forming your advisory committee

It is important to form your Advisory Committee as soon as you complete your Master's degree. Follow these steps in forming your advisory committee:

a. Determine who will be your chair. You may continue to work with the same faculty member who chaired your thesis, or you may decide to work with someone else. The chair must be a tenured faculty member. If you wish to work with someone without tenure, you must have a tenured co-chair. Talk to your potential chair to be sure you have reached an agreement about who is chairing your committee. If your chair is outside the Psychology Department, identify a co-chair from among the tenured Psychology Department faculty.

b. Consult with your chair about the composition of the remainder of your committee. The Graduate School has several rules about who may serve on these committees (see the Graduate School Bulletin for more details). The committee must have a core of four members. All must be members of UK's Graduate Faculty, and at least three (including the Chair) must possess full Graduate Faculty status (this means that they must have tenure, and their full Graduate Faculty status must have been approved by the Graduate School). Faculty members who do not hold Graduate Faculty status may serve only as non-voting members of the Advisory Committee (not one of the core of four). If your chair does not know whether a

potential committee member has Graduate Faculty status, ask the DGS or the DCT to call the Graduate School to find out.

One member of the committee (the “outside member”) must be from a department other than Psychology. Because many clinical students work with faculty members in Behavioral Science and other departments, several have been designated as “inside members.” At present, these include: Michael Andrykowski, Philip Berger, Gregory Brock, William Clerici, Mitzi Johnson, Tom Kelly, John Neill, John Ranseen, Stephen Scheff, Fred Schmitt, and John Wilson. Other members of the Behavioral Science faculty, as well as faculty members other departments, may serve as the outside member, if they have Graduate Faculty status.

c. After you have decided whom you would like to serve on your committee, ask the DGS to review your selections to make sure all are eligible. After everyone has agreed to serve, file a form with the Graduate School listing all of your committee members (this form is available in room 106B or online at http://www.research.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm).

d. If there is a vacancy on your committee (due to a resignation, sabbatical leave, or the inability to serve), you must designate an appropriate replacement by submitting an Advisory Committee CHANGE form to the Graduate School before any decisions are made by the committee.

If you have questions about the composition of your advisory committee, please consult with your advisor, the DGS, or the DCT.

2. Completing the written component of the qualifying exam

The qualifying exam has two components: written and oral. Students, together with their committees, choose among two options for the written component. Which one you complete is to be decided in consultation with your committee. Both options are described here:

Option 1 for the written qualifying exam

The first option for the written component is a sit-down exam during August of each year. Students who are about to begin their fourth year in the program are expected to complete it at that time. The exam is administered on four consecutive weekdays from 9:00 am to 1:00 pm, and covers the following areas:

- Day 1: assessment
- Day 2: personality and psychopathology
- Day 3: psychotherapy and ethics
- Day 4: research design and methods

The student's qualifying exam committee writes and grades the exam; they determine how to address each of the above topics. Committees tend to base questions on material from the reading lists of the relevant core courses.

You will be notified about whether you passed this exam within a few days of completing it. Each of the four topic areas listed above is graded separately. Thus, you might pass all four sections, or you might fail one or more sections. If you have failed any sections, one or more clinical faculty members will work with you on remedial activities. These might include readings, discussion of readings with faculty, writing answers to practice questions, writing essays in some other form, or other activities, in preparation for completing the failed section(s) again. Once you have passed the entire written component of the qualifying exam, you will go on to the oral component, described later.

Option 2 for the written qualifying exam

As an alternative to the sit-down written exam, students may write and submit a review paper or grant proposal. As with the choice of a written exam, your committee must approve your plan. Review papers or grant proposals are especially attractive options for students who are pursuing academic careers, or careers in which they will be conducting research.

Completing Option 2

Once your committee approves Option 2 for your qualifying exam, you should then hold a "quals planning meeting" with your advisory committee. At this meeting, you and your committee will discuss your plans for the paper. Your committee will help you to develop a workable plan. After this meeting, you should write a summary of this plan, circulate it to all of your committee members, and have a copy placed in your file.

Next, you will write a review paper or meta-analysis suitable for submission to a refereed journal, or a grant proposal for NIH or NSF, in accordance with the plan developed with your committee. This paper should be completed by the first day of the fall semester of your fourth year. Your committee members will read your paper and judge whether it constitutes a passing performance for the written exam. If it does, you will go on to the oral component, described later. If it does not, your committee will work with you on ways to improve the paper. The committee may design remedial procedures that it judges to be reasonable.

3. Completing the oral component of the qualifying exam

The oral component of the qualifying exam must be completed no later than six

weeks after you have successfully completed the written component. ***In addition, the oral qualifying exam must be completed within five years of enrolling in the program.***

a. Scheduling

In order to be eligible for the oral portion of your qualifying exam, you must submit a Request to Schedule form to the Graduate School at least two weeks prior to the date of the oral exam. (This is not necessary for the written component.) The form is available in room 106B or online at http://www.research.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm. Students with I and S grades on their records will not be allowed to sit for the qualifying examination. Review your record to be sure your grades are in order before requesting to schedule your oral qualifying exam.

b. What to expect

For students who completed the sit-down exam, the oral exam may cover any topic covered in the core courses. Areas of relative weakness in your responses to the written exam may be emphasized. If you completed the review paper option, you will be questioned extensively about your paper. You may also be questioned on content from the core courses. The faculty evaluate your competency in the areas of research design, ethics, personality and psychopathology, assessment, and treatment.

4. Outcome of the oral exam

The purpose of the qualifying exam is to verify that you have sufficient understanding of and competence in your field to become a candidate for the doctoral degree. Thus, if you satisfactorily complete both components of the qualifying exam you become a doctoral candidate and may proceed to work on your dissertation. If your advisory committee judges that you have failed the oral exam, the committee will determine conditions under which another exam may be administered (e.g., you may be required to complete remedial activities such as reading and discussing articles, etc, before retaking the exam). The minimum time between oral examinations is four months, and the maximum is one year. A third qualifying exam is not permitted. Thus, students who fail the oral qualifying exam twice will be terminated from the program.

The Graduate School requires that students who have not completed the doctoral degree within five years of completing the oral qualifying exam must successfully repeat the exam in order to continue in the program. Please refer to the Graduate School Bulletin for more details.

F. Residency requirements

The Graduate School requires that after you have satisfactorily completed the qualifying exam you must complete two semesters of full time dissertation study. This is accomplished by registering for ***what are called "dissertation residency credits", listed as PSY 767. All Graduate Students (who have entered the program after Fall 2005) are required to register for the minimum number of PSY 767 hours, which is 4 (two for each of two semesters). If your dissertation takes more than two semesters, you will be required to register for two credits of PSY 767 until your dissertation defense. You will not be required to register for PSY 767 during your internship, if you have already defended. The Graduate School will charge tuition for the residency credits until you have defended your dissertation.*** Please see the Graduate School Bulletin for more details about residency requirements.

Please note that you need to continue to register for at least 1 credit of PSY 637 for as long as you have any interaction with clients (e.g. at the PSC, a clinical placement).

G. Dissertation

1. Committee composition

If you make a change to your advisory committee following your qualifying exam, you must submit a CHANGE form to the Graduate School as soon as the new member is identified.

2. Dissertation proposal

Your committee chair will advise you about writing your dissertation proposal. The program recommends that the completed dissertation be written in the form of a manuscript suitable for submission to a refereed journal. The dissertation research and the proposal should be designed and written with this requirement in mind. The following deadlines apply to dissertation proposals:

a. All clinical students are required to hold a successful dissertation proposal meeting before the last day of the Fall semester of the fifth year. If you are applying for internships during your fifth year, you must hold a successful dissertation proposal meeting before the faculty will release your letters of recommendation. Most internship applications are due in November or December. If you are applying to internships with earlier deadlines, you must arrange to defend your dissertation proposal earlier.

b. Regardless of whether or not you are applying for internships during your fifth year, the consequence for failing to defend your proposal by the last day of the Fall

semester is a required meeting, to occur before February 1 of the following semester, with your dissertation chair and two other members of your dissertation committee. During this meeting, a specific timetable for prompt completion of your dissertation proposal will be developed and placed in your file.

c. If you choose to wait until your sixth year in the program before applying for internships, you will be required to have made significant progress in collecting your dissertation data before your letters of recommendation will be released. At a minimum, you must have obtained IRB approval, if necessary, and have your data collection procedures well underway. If you feel uncertain about how this rule will be applied to your dissertation data collection procedures, please consult with your chair or the DCT.

3. Important deadlines and requirements for dissertation defense

a. Degree cards: Obtain two copies of the Degree Card from the Graduate School office (the staff assistant in room 106B Kastle Hall can help you with this). To be eligible for a degree, you must file these cards with the Graduate School within 30 days after the beginning of the semester, or 15 days into the eight-week summer session, in which you expect to defend your dissertation. Applications for degrees are valid for one year only. (This means that once you submit your degree cards you must defend within 1 year. If you don't, you will have to file new degree cards.)

b. Procedures for the final defense of the dissertation:

Notification of Intent to Schedule Form. This form must be presented to the Graduate School at least 8 weeks before the week you anticipate defending your dissertation. Upon receipt of this form, the Dean of the Graduate School will independently appoint the Outside Examiner of the Final Examination Committee without a specific recommendation from the program. Care will be taken to appoint outside examiners who have some understanding of and interest in the topic of the dissertation. On the Notification of Intent to Schedule Form, the Chair of the advisory committee should identify two or more programs whose members are likely to satisfy these conditions. Whenever feasible, the appointment will be made from one of these programs. You must also identify three or more times when all core members of your committee can attend your defense.

Dissertation Approval Form. When the Notification of Intent to Schedule form is filed with the Graduate School, you should provide a copy of the dissertation to all advisory committee members. After a majority of the committee members have read and signed the Dissertation Approval Form, it is submitted to the Graduate School with the Request for Final Examination Form and a copy of the dissertation for the outside reader appointed by the Graduate School. This draft copy of the

dissertation must conform to the format described in the instruction manual, "Instructions for the Preparation of Dissertations" available online at <http://www.research.uky.edu/gs/thesdissprep.html>. All parts, including signature pages and the Table of Contents must be included in the draft copy. This copy will be given to the Outside Reader after the Graduate School has determined that all parts of the dissertation are included and formatting is correct.

Request for Final Examination Form. This form, along with the Approval Form and a copy of the dissertation, must be presented to the Graduate School at least two weeks before the exam is to be given.

4. Defending your dissertation

Please refer to the section above on defending your Master's thesis. Procedures for the dissertation defense are generally similar.

5. Final copies of the dissertation

The final copies of the dissertation must be presented to the Graduate School within 60 days of the final examination or on the last day to present a dissertation for a graduating candidate, whichever date is earlier. Please see the Graduate School Bulletin for more details.

H. Internship

The program requires the completion of an APA-approved clinical internship. A letter from the internship director confirming your satisfactory completion of the internship must be received by the program before you will be awarded the doctoral degree. During the Spring preregistration period before you leave for internship, you should register for PSY 708 (0 credit hours, no tuition) for the fall semester of your internship year, **as well as the spring**. This means that during your internship year you will be registered for PSY 708 **only, if you have already defended your dissertation**.

Informational meetings will be held during each year, at which you can learn about preparing for the internship application process. Watch for memos notifying you of these meetings.

- I. Illustration of progress through program: A typical pattern of progress through the program is shown here. ***For each year, we summarize what would constitute good progress through the training program.***

FIRST YEAR

Fall semester:

Courses: Intro to Clinical (PSY 629)
Assessment & Practicum (PSY 630, 631)
Statistics (PSY 610)
Psychopathology (PSY 603)

Research: With your advisor, get involved in a research project.

Spring semester:

Courses: Assessment & Practicum (PSY 632, 633)
Statistics (PSY 611)
Research Design (PSY 616)
Systems of Psychotherapy (PSY 636)

Research: Same as fall semester. The major product of PSY 616 is a skeletal thesis proposal, which you will present to the clinical faculty and students. Also, continue your involvement with other research projects.

Good Progress: Successful completion of all courses, successful presentation of preliminary thesis proposal.

SECOND YEAR

Fall semester:

- Courses: Practicum (PSY 637 - 1 credit hour, individual supervision)
Personality (PSY 622)
One other course to fill a requirement (e.g., social bases of behavior)
Master's thesis research (PSY 790)
- Research: You should defend your Master's thesis proposal this semester and continue other research.
- Clinical: Start seeing clients at the PSC, possible clinical placement.

Spring semester:

- Courses: Two/Three courses to fill requirements (e.g., advanced clinical seminar)
Practicum (PSY 637 - 1 credit hour, individual supervision)
Master's thesis research (PSY 790)
- Research: You should be working intensively on your Master's thesis and other projects.
- Clinical: Continue seeing PSC clients, and clinical placement if applicable.

Summer session:

- Courses: PSY 637 (1 credit hour)
- Research: thesis
- Clinical: PSC cases and placement

Good Progress: Successful completion of all courses, successful defense of Masters thesis proposal in the fall semester, progress on Masters thesis research, completion of required clinical hours at the PSC.

THIRD YEAR

Fall semester:

Courses: Two courses to fill requirements (e.g., Ethics, biological bases)
Practicum (PSY 637 - 3 credit hours, group supervision)
Master's thesis research (PSY 790)

Research: You should defend your Master's thesis this semester. And begin work on another project.

Clinical: Continue with PSC work. May also have clinical placement.

Spring semester:

Courses: Two courses (e.g., cognitive/affective bases, history & systems)
Practicum (PSY 637 - 3 credit hours, group supervision)

Research: Continue involvement in other projects.

Clinical: PSC cases and clinical placement, if applicable.

Summer session:

Courses: PSY 637 (1 credit hour)

Research: ongoing project (possible review paper for quals)

Clinical: PSC cases and clinical placement, if applicable

Other: Written qualifying exam

Good Progress: successful completion of all courses, successful defense of Masters thesis during the fall semester, successful completion of required PSC clinical hours, significant progress on qualifying exam.

FOURTH YEAR

Fall semester:

Courses: Residency credits (2 credit hours gives you full time status)
Practicum (PSY 637 - 1 credit hour)
Optional course if desired

Research: ongoing projects, develop dissertation ideas

Clinical: PSC work, possible clinical placement

Other: Oral qualifying examination

Spring semester:

Courses: Residency credits (2 credit hours gives you full time status)
Practicum (PSY 637 - 1 credit hour)
Optional course if desired

Research: ongoing projects, dissertation development

Clinical: PSC work, possible clinical placement

Good Progress: successful oral qualifying exam defense, successful completion of all course work, successful completion of required PSC hours, successful progress on other research and clinical activities

FIFTH YEAR

Fall semester:

- Courses: Practicum (PSY 637 - 1 credit hour)
Optional course if desired
Dissertation research (PSY 767-2 credit hours)
- Research: Defend dissertation proposal, possible other ongoing projects
- Clinical: PSC and possible placement
- Other: Apply for internships

Spring semester:

- Courses: Practicum (PSY 637 - 1 credit hour)
Optional course if desired
Dissertation research (PSY 767)
- Research: Work intensely on dissertation, possible other ongoing projects
- Clinical: PSC and possible placement

Summer session:

- Courses: Practicum (PSY 637 - 1 credit hour, IF doing clinical work)
- Research: defend dissertation if possible before leaving for internship
- Clinical: PSC and possible placement (optional)

Good Progress: successful defense of dissertation proposal (this is necessary before applying for internship), successful progress on other research and clinical activities.

SIXTH YEAR

Internship (Register for PSY 708 both semesters.)

Good Progress: successful completion of internship, successful defense of doctoral dissertation.

J. Optional Specializations

The clinical program offers optional specializations in Health Psychology and Neuropsychology. These are summarized here. More detailed information also is available from the coordinators of the specializations (Dr. Suzanne Segerstrom for Health Psychology and Dr. David Berry for Neuropsychology).

1. Health Psychology Concentration

This concentration is offered through collaboration between the Department of Psychology and the Department of Behavioral Science in the University of Kentucky Medical Center. NIMH stipends, fellowships, or graduate assistantships are available through the Department of Behavioral Science for clinical students pursuing an interest in Health Psychology. Clinical students wishing to be certified as having specialized in Health Psychology must fulfill the following academic, practicum, and research requirements.

a) Academic requirements: six courses or 18 credit hours. There are two required courses:

BSC 626 (same as PSY 626): Survey of Health Psychology

PSY 627: Proseminar in Physiological Psychology

Two additional courses from the Department of Behavioral Science are required. These can be of the student's choosing, in consultation with his/her advisor, and can reflect specific areas of interest (e.g., stress, psychosocial oncology, behavioral factors in health and disease, etc.)

No more than 9 of the 18 required hours can be fulfilled through courses taken elsewhere.

b) Research requirements: At least one research project in the field of Health Psychology must be completed. Thesis and dissertation research are the most

obvious means of fulfilling this requirement, although an independent research project would also be sufficient. It is assumed that, in the case of theses or dissertations, a member of the Behavioral Science Department will serve on the committee.

c) Clinical requirements: Students in the clinical program must also complete 500 hours of relevant (e.g., health-oriented) clinical practicum experience. This is equivalent to one year of a 10-hour per week placement. Such placements should reflect the student's interests and can include Cardinal Hill Hospital, various departments in the medical center, or other relevant placement opportunities.

Health Psychology Advisory Committee: One faculty member from the Psychology Department and one from Behavioral Science will be appointed by the respective chairs to serve as an advisory committee to determine whether a student has fulfilled the academic, research, and clinical requirements for a Specialization in Health Psychology. The committee is the final arbiter in determining whether specific courses, research topics, and clinical experiences fulfill the requirements described above. Similarly, the committee determines which courses taken at another university can count toward the specialization. The research and clinical requirements must be fulfilled at UK.

2. Neuropsychology Concentration

The program offers a concentration in Clinical Neuropsychology. This concentration is organized to meet the INS/Division 40 guidelines for doctoral training clinical psychology, and is intended to prepare graduate students for internships and post-doctoral fellowships in clinical neuropsychology. Several neuropsychologists, some within the university and some from local clinical agencies, are affiliated with the concentration.

Because of the substantial additional course requirements (approximately 15 hours) and other experiences necessary to meet the INS/Division 40 guidelines, the clinical neuropsychology program will typically require at least 5 years of graduate training prior to the internship. However, because research training is an important component of the concentration, students should complete the dissertation prior to internship, and hence, be able to complete the Ph.D. in 6 years. Although the program only guarantees support for the first 4 years, in practice, all 5th year students desiring support through the department have obtained it in recent years.

A number of training sites feature neuropsychological experience, including Cardinal Hill Rehabilitation Hospital, the Departments of Psychiatry and Neurology and the Aging Center at the UK Medical Center, the Veteran's Administration Medical Center, Eastern State Hospital, and the Harris Psychological Services Center.

IV. STUDENT ADVISING AND EVALUATION

A. Working with your advisor

You will be informally assigned to an advisor for your first year based on the interests you expressed when you were accepted into the program. This advisor will assist you with any questions you may have about the program. This advisor may become the chair of your Master's thesis, or you may choose to work with someone else. We recognize that students' interests may change and that not all students will remain with the advisor to whom they are initially assigned. Changing advisors creates no ill will. After you have selected a chair for your Master's thesis, the chair will serve as your advisor. After that, the chair of your advisory committee serves as your advisor.

All advisors have different mentoring styles. However, it is reasonable to expect that your advisor will help you in the following ways:

- teaching research skills: discussing ideas, helping you with conceptualizing and designing projects, analyzing data, writing manuscripts, etc;
- discussing career goals: talking with you about how to prepare for the career path you want, different types of career paths available, etc;
- helping with professional development: helping you prepare submissions for conferences and journals, prepare presentations, revise a manuscript, apply for a fellowship or grant, etc;
- giving general advice: about the program, the profession, etc, within the limits of the advisor's knowledge and expertise.
- being personable and supportive: advisors generally have their students' best interests at heart and will make every effort to be helpful.

Advisors also have expectations of their advisees. These vary across advisors. However, your advisor will probably want you to do the following things:

- Stay in regular contact: communicate with your advisor at least every 2 weeks (or weekly), make an appointment if you've gotten out of touch, ask for help when you need it, tell your advisor if you'll be out of town for long, etc;
- Work hard: see graduate school as AT LEAST a full time job, read articles in your area even if they haven't been assigned, give your best effort, even on first drafts, master APA style without extensive feedback, avoid spelling and grammatical errors, avoid giving the appearance of looking for the "easy way out,"

etc;

- Be independent, take responsibility: Try to figure things out for yourself, know when your deadlines are, know what paperwork is required for your stage in the program, and get it done, use feedback constructively, etc;

- Collaborate with other students working with the same advisor: Older students may help you learn to do statistical analyses, run subjects, etc, and you may be expected to teach younger students.

A. Yearly letters of evaluation

During the spring of each year, the clinical faculty meet to discuss the progress of every student in the program. Your advisor will send you a letter summarizing the discussion and providing you with both written comments and numerical ratings of your performance in the areas of course work, research/academic progress, and clinical work. The evaluation of your clinical work will be taken from evaluation forms completed each year by your clinical supervisors (see Appendix for a copy of this form). ***The letter will include a statement either confirming that you made good and expected progress during the past year, or, if necessary, describing the ways in which your progress was insufficient. If your progress has been insufficient, the letter will include specific suggestions for change.*** You are encouraged to meet with your advisor to discuss your letter. You may also meet with the DCT if you wish.

At the end of your first semester in the program, the clinical faculty will send you a letter evaluating your performance in the first semester.

C. Probation

Students whose work is judged to be deficient in one or more areas, or who miss important deadlines, such as for completion of the thesis proposal or defense, qualifying exam, or dissertation proposal, may be placed on probation, at the discretion of the clinical faculty. (Please note that this form of probation is internal to the clinical program and is independent of the Graduate School's probation procedures, which are described in the Graduate School Bulletin.) If you are placed on probation by the clinical faculty, you will be notified by a letter from the DCT. This letter will specify the reasons for the probation as well as the composition of your probationary committee, consisting of three members of the clinical faculty. You must meet with your probationary committee as soon as possible after being notified that you are on probation. At the meeting, your committee will determine what will be required for you to return to good standing in the program, and deadlines by which these requirements must be met. The chair of your probation committee will write you a letter detailing these requirements, and a copy will be placed in your file. Your probationary status will be reviewed each semester. If you

meet the requirements of your probationary committee within the specified deadlines, you will return to good standing in the program. If you do not, your termination from the program will be considered. All decisions regarding probationary status will be made by a vote of the full clinical faculty, upon recommendation of the probationary committee.

D. Policy on student impairments

Because of the nature of clinical practice, a variety of situations or conditions, other than academic failure or lack of progress, may impinge on competency to pursue graduate training in clinical psychology. The clinical faculty will use the probation procedures described above to insure that students with impairments potentially interfering with clinical practice are not awarded degrees necessary for practice. In each case where such impairment is identified, wherever possible, the clinical faculty will attempt to remediate the deficiencies in collaboration with the student and the student's probationary committee. Remedial programs will be documented in the student's file, individually tailored to the student's areas of difficulty, include realistic goals, means, and timetables, and have clear endpoints at which the student's status will be re-evaluated. Remedial programs may be extended at the discretion of the clinical faculty, or terminated if insufficient progress is made. All such decisions will be made by a majority of the clinical faculty upon recommendation of the probationary committee.

The following situations and/or conditions have been identified as potentially triggering investigation and/or action by the clinical faculty:

1. Major APA ethics violation as determined by the clinical faculty;
2. Commission of felonious or other significant illegal activity;
3. Significant psychopathology resulting in impaired performance in clinical training or practice, as judged by the clinical faculty;
4. Interpersonal dysfunction or clinical skill deficit resulting in impaired performance in clinical training or practice as judged by the clinical faculty;
5. Significant substance abuse resulting in impaired performance in clinical training or practice as judged by the clinical faculty;
6. Other significant problematic situation and/or condition resulting in impaired performance in clinical training or practice as judged by the clinical faculty.

E. Policy on outside employment

The clinical program is intended and designed to be full time. Successful completion of the program in a timely manner requires a full time effort. Regular employment responsibilities outside the scope of the clinical program (i.e., activities that are not clinical placements, TA's, or RA's, and have not been arranged or approved by the clinical faculty) are likely to interfere significantly with students'

development of knowledge and skills. In addition, outside activities that involve work related to clinical psychology, but that fall outside of the program's supervision, may be inconsistent with the program's goals for clinical training, and may create liability risks for the program. For these reasons, the clinical program has developed the following policy on paid or volunteer activity outside the program:

Clinical activity:

Clinical students are not permitted to engage in paid or volunteer clinical activities outside of the clinical placement, PSC duties, or other clinical activity arranged for the student by the program, unless these activities have been specifically approved by the student's advisor or the DCT. Factors to be considered in evaluating such activities include the appropriateness of the activity for the student's professional development, adequacy of the supervision provided, time required, and other relevant factors. Students who become aware of a clinical opportunity that would contribute to their professional development should talk with the DCT about developing this opportunity as a clinical placement affiliated with the program.

Paid nonclinical activity:

During the academic year, pre-internship clinical students are not permitted to engage in any regular paid employment outside of the clinical placement, research assistantship, teaching assistantship, or other paid activity arranged for the student by the program. Exceptions may be made if the student petitions the clinical faculty and demonstrates serious financial need. Occasional nonclinical activities that may benefit the student's professional development, such as statistical consulting, are not prohibited, but should be approved by the student's advisor or the DCT.

Summer activity:

Students without program-approved funding during the summer months may take on outside paid positions during those months. However, if these positions involve clinical work of any kind, the Director of Clinical Training must approve the position in order to insure that it involves adequate supervision.

Note: Leisure activities, such as hobbies, non-clinical volunteer work, church activities, and the like, are not covered by this policy.

F. Grievance procedure

A clinical student who has a grievance, such as unfair treatment or unethical behavior by one or more faculty members, should discuss the matter with the Director of Clinical Training (DCT). If the DCT is not impartial, the student may discuss the matter with the Associate Director of Clinical Training (ADCT). If after

this discussion the student wishes to pursue a formal grievance, the student should submit to the Director of Graduate Studies (DGS) a written document describing the grievance. The DGS will then appoint two impartial members of the clinical faculty and one impartial member of the experimental faculty to review the grievance and make recommendations to the DGS. The DGS will then make a decision based on all available information and communicate this decision in writing to all concerned parties. If the student's grievance involves the DGS, the student may follow the above steps with the Department Chair. If the Chair is not impartial, Associate Chair will appoint an impartial member of the faculty to complete these steps. A student who is dissatisfied with the results of these procedures may pursue the grievance procedures of the Office of the Academic Ombud, as described in the University Bulletin.

G. Personal file

You are responsible for maintaining information in your Personal File located in room **106B** Kastle Hall. The Director of Graduate Studies will distribute the Personal Folders to the first year students at an orientation meeting held before the beginning of classes each Fall semester. At this time, new students must complete the Personal Information Sheet and return the folder to Room **106B**. At the end of each semester, you are required to update **your file**. Thesis progress must be noted on the Progress Checklist each semester.

H. Student Representation

The Clinical Faculty-Student Liaison Committee consists of one representative from each of the first five classes and three members of the clinical faculty. It meets once or twice each year to provide an opportunity for clinical students to raise issues, questions, concerns, and suggestions for improvement. Before each meeting, each representative should poll his or her classmates to determine what issues students are thinking about, and should raise these for discussion at the meeting. Faculty will make reasonable attempts to address all concerns raised.

IV. FINANCIAL SUPPORT

The program guarantees financial support for each student in the first through fourth academic years. Although funding is not guaranteed for a fifth year, in the past all students desiring such funding have obtained it. The types of funding available generally include:

A. Teaching Assistantships (TA's)

TA's currently are paying approximately \$**14,000** for the academic year and also cover tuition. TA's are sometimes shared by two or more students. Students with

half of a TA have half of the tuition waived. When a student has less than half of a TA, no tuition is covered. Neither the clinical program nor the Psychology Department have any control over the amount of TA stipends.

In the clinical program, TA's are most often used to support first year students. However, other clinical students sometimes are funded by TA's, usually under one of the following circumstances:

1. Several students may share a TA when assisting with the Assessment courses. In this case the shared TA usually will supplement another source of funding.
2. Students who have passed the Qualifying Exam may receive a TA to teach an undergraduate course independently. Teaching a 3-credit course earns 3/4 of a TA. Teaching a 4-credit course earns a full TA. According to university rules, students who have not passed Quals are ineligible for this opportunity.
3. TA's sometimes are awarded to students for whom a placement has fallen through, when we do not have enough clinical placements for all students who would like one, or when a student would prefer a TA over a clinical placement for professional reasons.

When allocating TA's to clinical students, priorities include funding the incoming first year class, funding the assistants for the Assessment courses, funding post-quals students to teach courses not covered by the faculty, and funding students who do not have a clinical placement. Any student who would prefer a TA over other forms of funding may request one. Within the limits just described, these requests will be considered carefully.

B. Fellowships and Awards

Several fellowships are available through the Graduate School. Most of these currently pay \$15,000 for one year and cover tuition. One fellowship provides a \$3000 supplement to other funding. All are very competitive. The program and department nominate students for these fellowships by submitting application packets to a selection committee, which sometimes includes a member of the Psychology faculty but often does not. Nominated students then become part of a pool of competitors from around the university. The clinical faculty make every effort to include strong letters of recommendation in each application packet, but can exert no control over the process once the packet has been submitted.

Each fellowship has its own eligibility requirements, usually including stringent GRE and GPA criteria met by only a minority of clinical students. Decisions about whom to nominate for these fellowships are made by a few faculty members (usually those involved in admissions and funding) by looking through students' files and

discussion leading to a consensus. In general, faculty try to nominate students who seem to have the best chance of being awarded a fellowship. High GPA and GRE scores, research productivity, and other indications of outstanding achievement are important in winning these fellowships. When deciding whom to nominate, faculty will also consider whether the student would benefit more from a clinical placement, whether the student has had a fellowship during a previous year, and whether the student is in a position to make good use of the opportunities provided by the fellowship. More information about specific fellowships is available from the faculty member in charge of admissions, from the DGS, or at the Graduate School website <http://www.rgs.uky.edu/gf/fellowship/fellowships.html>.

Fellowships recently given to our students include:

- Dissertation Year Fellowship: this fellowship provides one-year of support plus tuition and student health benefits.
- Presidential Fellowship: this fellowship provides one-year of support plus tuition and student health benefits.

There are also several awards for which our students are eligible.

- Jesse G. Harris, Jr. Dissertation Award: This award is administered by the Clinical Psychology program. It was established to support dissertation work of Clinical Psychology graduate students. It is a \$1,000 cash award. All clinical students who have completed a dissertation proposal within the last 12 months are eligible.
- Visiting Distinguished Faculty Award: This award is administered by the graduate school. It provides funding to bring a nationally recognized academic leader to campus to serve as the Graduate School's Outside Examiner for a student's dissertation.

C. Clinical placements

Stipends for clinical placements are determined by the agencies offering the placements. Most placement sites want to offer stipends competitive with TA's and with those of other placements, but many of them have severe budgetary problems. The DCT or placement coordinator attempts to keep placement agencies informed about how their stipends compare to those of other placements. This occasionally prompts placement directors to raise student stipends. Currently some placements pay more than TA's while others pay less. Placements do not cover in-state tuition, though out-of-state tuition is waived in most cases.

D. Research grants

Research grants obtained by faculty members often include funded positions for graduate student research assistants. Faculty members who obtain these grants have considerable flexibility in offering such positions to the students of their

choice. A faculty member with a grant may distribute a memo seeking interested students, or may simply offer the position to a student. The best way to find out whether a faculty member has any grant positions is to ask. Faculty members who know that you are interested are more likely to keep you in mind for future positions that might become available.

Frequently Asked Questions about Grant-Funded Research Assistantships

What is a research assistantship (RA)?

Typically, a grant-funded research project requires more manpower than the principal investigator (PI) can provide him- or herself; in fact, most PIs can contribute only a few hours a week to a project. So, he or she requests funds in the grant budget to pay one or more staff members, including graduate student research assistants, to help.

The main purpose of a research assistantship, therefore, is to get the work of the grant done. A secondary purpose is to provide research training for graduate students, that is, to give them the experience of working with research that may be larger or more complex than they would otherwise be exposed to. A tertiary purpose is to provide financial assistance for graduate students.

What are the requirements of a research assistant?

Graduate student RAs are hired on the basis of the number of hours they are expected to work on the project weekly. "Full-time" RAs work 20 hours per week, the maximum allowable to retain student tax status, but the PI may hire an RA to work fewer hours (e.g., "half-time", or 10 hours per week).

The nature of the job means that the main requirement of the research assistant is to work on the research project that is paying his or her salary. This might involve any number of tasks, from the sublime (authoring a paper from the project's dataset) to the ridiculous (making photocopies or entering data), depending on the nature of the project and what needs to be done. Continued funding depends on good, productive work being done, so being a good RA means contributing to that good, productive work.

Some weeks there may not be 20 hours of work related to the project to do. If so, most PIs would prefer that you pursue the secondary purpose – research training – with any remaining time. The important thing is that you talk with the PI about how you should be spending your time.

What is the salary?

In the Psychology department, RA salaries are matched to the current TA salary to promote equity in funding for graduate students.

What are the benefits?

The grant that pays the RA's salary pays for certain benefits as well. For a "full-time" RA, the grant will pay 100% of the student's tuition. If the RA is working less than full time, the grant will pay an equivalent proportion of tuition (e.g., for 15 hours/week, the grant will pay 75% of tuition). RAs are also eligible for out-of-state tuition scholarships through the graduate school.

Standard benefits such as student health insurance and social security are also paid by the grant in proportional amounts. One intangible benefit of an RA is that the position is usually year-round, eliminating the need to seek summer funding.

RAs are entitled to University holidays, such as Labor Day, Thanksgiving, Christmas, Martin Luther King, Jr. Day, the Fourth of July, and so on. There is no paid vacation or sick time built into research assistantships. Usually it is not a problem for you to take a few days off if you have cleared it with the PI and it doesn't impede the progress of the research. If you are not going to be able to work for a longer period of time, depending on the demands of the project, one option might be to arrange to make up the work at another time; another might be to suspend pay and resume it when you come back to work (e.g., someone else may have to be hired to fill in for you). Again, the important thing is to make these arrangements with the PI and to be understanding about demands of the project, the research budget, and the funding agency.

More information:

You should familiarize yourself with further information about RAs on the UK website:

<http://www.rgs.uky.edu/gs/fellowship/tarainfo.html>

and in the UK Administrative Regulations:

<http://www.uky.edu/Regs/AR/ar028.pdf>

In recent years, several faculty in Psychology and in other departments have had grants supporting clinical students. Those from outside the department often call the DCT when they need a student. The DCT may then distribute a memo asking for interested students. When the grant requires a student with specific skills or credentials, the DCT may approach only one or a few students who seem best suited to the position. Alternatively, the DCT may approach only the student most in need of such a position.

Students have also begun to submit their own research grants. These typically take the form of National Research Service Awards (NRSA) from the National Institutes of Health. Many of our students have submitted these grants as part of their qualifying exams (Option 2) and been supported by these grants in their final year of study here. However, there is no reason that these grants cannot be submitted earlier in a student's career; these grants can supply funding for up to five years. If you are interested in submitting an NRSA, discuss it with your major advisor who will help you with the process.

E. Summer support

The program does not guarantee summer support. Some clinical placements and research grant positions extend through part or all of the summer. In addition, the following options sometimes are available and should be explored by students in need of summer funding:

TA's are available during summer session. Approximately three or four clinical students may be awarded a TA during a typical summer. During both 4-week and 8-week sessions, TA's are available for assisting with PSY 100 labs. During the 8-week session, TA's occasionally are available for post-quals students to teach a course independently.

The VA sometimes offers a few summer placements. These have generally been 500-hour experiences. If you are interested, check with the DCT during the spring semester.

Students interested in working with children may wish to consider traveling out of town for the summer to work in an ADHD programs. Dr. Rich Milich is familiar with several such programs and can give you more information about this possibility.

Other opportunities for summer funding occasionally become available. The DCT will keep you informed as these arise.

F. Computer support

Some students have access to computers in their offices, whereas others do not. The department intends to eventually provide at least one computer in each office space, but this not happened yet. In the meantime, the department has made a commitment to graduate student computing through its establishment and maintenance of a computer lab on the first floor near the mail room. These computers are internet-enabled and equipped with the latest versions of statistical and word processing software. They are for the use of all graduate students and intended to be used for work-related purposes (checking email, writing papers, doing analyses, etc.); please keep personal use at a minimum.