

**American University of Central Asia
Department of Psychology**

Handbook

**Master of Arts Program in Applied Psychology
(MAPAP)**

<https://dss.auca.kg/master-in-applied-psychology/>

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1. Introduction

The Master of Arts Program in Applied Psychology at American University of Central Asia was established in 2015 with the goal of educating psychologists in the fields of mental health counseling, organizational psychology and research in psychology. The Program is committed to the preparation of competent, ethical and qualified professionals and aims at training psychologists to work with diverse individuals and groups. The Program emphasizes hands-on skills in counseling and research and encourages students to integrate theory and research with their practice. Upon graduation, students are expected to have experience working with individuals, families and groups, and to conduct research in psychology and social sciences as members of research teams. MAPAP fosters in each individual student self-awareness, compassion, and the ability to think critically about mental illness, individuals, families, practice and diagnoses.

The Program has three concentrations: mental health counseling, organizational psychology and career guidance and research in psychology. Each concentration is developed to provide students with necessary theoretical and practical knowledge, and to orient graduates into possible career paths.

The Master of Arts Program in Applied Psychology received Ministry of Education of Kyrgyzstan accreditation until 2019.

2. Program Faculty, Administration and Contacts

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3. Goals and Learning Outcomes of the Program

The MAPAP Learning Objectives are based on the international requirements for the master programs in psychology, as well as local educational standards for receiving a master in psychology degree.

Goals:

- 1) To provide students with solid understanding of psychological theory and research and ways of application of those in practice.
- 2) To foster students' knowledge of research methods in social sciences and psychology and ways of application of selected methods in practice.
- 3) Provide students with theoretical knowledge and practical skills in psychological counseling and foster their effective application of a variety of treatment modalities into the counseling process.
- 4) Develop students' understanding and demonstration of ethical behaviors in diverse settings with diverse populations in counseling and research.

Goal 1: To provide students with solid understanding of psychological theory and research and methods of application of theoretical knowledge in practice.

Learning outcomes:

- 1.1. Students can demonstrate a good understanding of theories in psychology.
- 1.2. Students can critically evaluate research for quality and applicability to practice of psychology.
- 1.3. Students can demonstrate knowledge of EBTs (evidence based treatments).

Goal 2: To foster students' knowledge of research methods in social sciences and psychology and ways of application of selected methods in practice.

Learning outcomes:

- 2.2. Students can demonstrate a good understanding of research methodology and methods of inquiry used in the discipline.
- 2.3. Students can demonstrate the ability to apply chosen research methods via their research activities with faculty and their dissertation research.

Goal 3: Provide students with theoretical knowledge and practical skills in psychological counseling and foster students' effective application of a variety of treatment modalities into the counseling process.

Learning outcomes:

- 3.1. Students can demonstrate effective communication skills including empathy, genuineness, appropriate eye contact and posture, unconditional positive regard, ability to help clients with clarification skills, goal setting, prioritizing, summarizing of feelings and thoughts, summarizing of a session, reflective listening, paraphrasing, and probing.
- 3.2. Students are able to do an assessment of a client, which will include history, mental status, diagnosis, case formulation, and treatment recommendations.
- 3.3. Students are able to demonstrate development and review of a treatment plan that is specific, measurable, doable, ethical, and evidence-based.
- 3.4. Students will be able to apply interventions from a variety of theoretical frameworks and determine which intervention is most appropriate for the individual client. For example, students will be able to apply behavioral, cognitive, psychodynamic, and humanistic interventions.
- 3.5. Students are able to identify resources for clients outside of treatment.
- 3.6. Students demonstrate self-awareness and the ability to separate their needs, emotions, and perceptions from those of their clients and identify transference and counter transference issues when they arise.

Goal 4: Develop students' understanding and demonstration of ethical behaviors in diverse settings with diverse populations in counseling and research.

Learning outcomes:

- 4.1. Students are able to demonstrate ability to establish counseling relationships with clients diverse in age, gender, race, ethnicity, sexual orientation, religion, disability and other dimensions.
- 4.2. Students are able to demonstrate knowledge of human development and personality from a multicultural perspective.
- 4.3. Students demonstrate an ability to identify their values, biases, history, and personal experiences that may influence their counseling.

4. Program Curriculum and Plan of Study

The core academic component includes 84 credits of courses on theory of psychology, research methods in psychology and basics of counseling. For detailed course descriptions, see our website.

ANTH/PSY/SOC/CAS 517: Foundations of knowledge and graduate thinking

PSY 601: Behavioral statistics

PSY 503: Contemporary theories of personality

PY 502: Biological bases of behavior and mental disorders

PSY 600: Research team

PSY 615: Contemporary theories of counseling I

PSY 611: Assessment in psychology

PSY 603: Research methods in applied psychology

PSY 625: Abnormal psychology

PSY 511: Research and writing colloquium part I

PSY 512: Research and writing colloquium part II

MAPAP/MAANTH/MASOC/MACAS 670: Research and writing colloquium part III

PSY 610: Internship colloquium I

PSY 612: Internship colloquium II

Dissertation defense (12 credits)

For by-year Plan of Study see Appendix.

5. Academic concentrations

The Program offers students to get a concentration in one of three areas: psychological counseling, child and adolescent counseling, and research in psychology. Completing each concentration will require 1) completion of minimum of 12 credits of elective courses (2 courses) in the given concentration, in addition to the required courses 2) completion of an internship related to a concentration in the amount of 488 hours. The dissertation topics of students can be but do not have to be related to the specifics of the chosen concentration. It is recommended that students choose their concentration during their first semester of study, through consultation with faculty and participation in Research Teams. Students receive supervision related to the concentration-related internships during the Internship Colloquium class and individually from qualified local and international supervisors. Students have an opportunity to get familiar with applied concentration-related work through Graduate Psychology Discussion Club, where local and international experts share their research and practical counseling experience. Upon graduation, students get a certificate on completion of the requirements of a particular concentration, supplemented with an official Transcript and official Internship Hours Log.

Counseling Psychology provides students with coursework and internship placement aimed at development and master of range of counseling skills, including core communication skills, work with diverse population, ethics in counseling, and a range of treatment modalities in counseling. Students completing this concentration **can pursue a career** in private practice, in a hospital working with psychiatric patient's population providing counseling or assessment, in a community mental health center, in an addictions clinic, as a school counselor and in a range of other placements. The following electives are offered within the counseling psychology concentration:

PSY 627: Cultural diversity in counseling
MAPAP 645: Contemporary theories of counseling II
MAPAP 625: Group psychotherapy
PSY 606: Family therapy
PSY 617: Projective methods in personality assessment
PSY 628: Substance use, addiction and counseling

Child and Adolescent Counseling provides students with coursework and internship placement aimed at development and master of range of counseling skills applicable for working with adolescents and children. Upon completion of this concentration, **students can pursue a career** in a child counseling and/or crisis center, at school providing guidance and career assessment services to students and a number of other job placements. The following electives are offered within the child and adolescent counseling concentration:

PSY 613: Child psychopathology
PSY 615: Child and adolescent counseling
MAPAP 670: Applied Behavioral Analysis for Diverse Settings
MAPAP 540: Educational psychology and school environment
() Groups for children and adolescents

Applied Research in Psychology provides students with coursework and internship placement aimed at development and master of a range of research skills, such as research design, data collection and analysis, participation in a team research project, effective use of quantitative and qualitative methods, writing research grants and grant reports, applying to Institutional Review Board of AUCA. Upon completion of this concentration, **students can pursue a career** in a research center or institute, as a research assistant to a grant research project, as a teacher of research methods at the undergraduate level, and a number of other job placements. Participation in Research Team for at least 3 semesters and attendance of Graduate Psychology Discussion Club is required to this concentration. The following electives are offered within the **research in psychology** concentration:

ANTH/PSY/SOC 530: Qualitative methods in psychology
(TBA) Discursive psychology for media and social sciences
PSY 600: Research team (minimum of 3 semesters required)

Other electives available from Division of Social Sciences:

PSY 607: Political psychology
PSY 630: Theories of violence: Theoretical approach
MAPAP/MAANTH/MASOC 632: Understanding gender and international development: Changes and transformations

6. Minimal Grade Policy

1. Purpose

Minimal Grade Policy is designed to monitor the success of the program students and ensure the quality of the graduates. This policy has purpose of determining the minimal acceptable grades at the master's level and the ways of preventing students' poor performance at graduate level.

2. Minimal letter grades accepted for students of MAPAP

MAPAP students are expected to not get letter grades lower than B-. The grade of B- is determined as 76% of the coursework for any class of the program. Grades lower than B- are considered not acceptable for the graduate level students at the Department for the reason of MAPAP program being highly applied and all the courses being aimed at getting important hands-on skills and knowledge critical for the career in the field.

3. Consequences of getting grade lower than B-

Students who get a grade lower than B- are at risk of failing the respective class. In cases when students complete at least 60% of the grade, they can ask for the grade of Incomplete from the course professor. The following grading scale determines the letter grades at MAPAP:

A	95-100%	B-	75-79%
A-	90-94%	I	60-74%
B+	85-89%	F	0-59%
B	80-84%		

4. Procedures for maintenance of good academic standing for students

Students at risk of getting grade lower than B- should be informed by the instructor in a timely manner about the specific problems with their performance in the course. In cases when students have completed at least 60% of the coursework (equivalent of C+) by the end of the course the students are expected to request the grade of Incomplete from a course professor in a timely manner. This procedure has the purpose of ensuring students fully completing the necessary coursework and getting necessary skills upon graduation. In case of a failure to complete the required coursework student will automatically receive an F. Receiving an F will result in automatic suspension of the student with the right to regain their status after one semester.

5. Procedures following multiple cases of getting lower than minimal grade.

Students who finish more than one class by means of requesting Incomplete for the reason of poor academic standing will be put on probation. After a third case of getting lower than minimal grade for any class such students will be dismissed with the right to regain their status after one semester. The procedure of status regaining will include the interview with the Program faculty.

6. Incomplete Policy

Incomplete Grade Policy for Masters' Programs of AUCA can be accessed at

<https://auca.kg/en/p3699260736/>

Instructors of AUCA courses at the graduate level may provide a grade of Incomplete to students at their discretion. The reasons for the Incomplete must be clearly stated by the instructor in writing along with whatever requirements the student must fulfill in order to complete the course and receive a letter grade. Incompletes at the graduate level must be completed within one academic year of being assigned; in the event a student fails to do so, he or she will receive a grade of "F" for the course. The written explanation and completion plan must be approved by the relevant department head or governing faculty body and signed by both the student and instructor. Once approved, the statement of the instructor clarifying the reason(s) for the Incomplete shall be deemed sufficient to assign this designation. Faculty of graduate level courses must in all other ways conform to the policies of the Office of the Registrar, ensuring that Incompletes are turned in by that semester's grading deadline. While meant to provide faculty of graduate courses the discretion to provide Incompletes, it is the position of the university that an Incomplete is a grade of last resort and that faculty should do everything in their power to ensure that their students complete their courses in the time provided.

7. Transfer Credit Policy

Transfer of credits for classes taken outside of AUCA or prior to enrollment to MAPAP will be processed by the Program Coordinator of the respective AUCA program. The student is responsible for providing the syllabi and proof of taking the courses s/he wants to transfer.

Exchange students can access needed information here:

https://auca.kg/en/exchange_students/

8. Independent Study Policy at Masters' Programs of AUCA

Students who have successfully completed 60 credit hours of coursework applicable to the MA degree are permitted to take independent study courses subject to departmental approval. Each course will count six academic credits for the student and two academic credits for the faculty member. The supervision of an independent study course will count as part of the regular supervision load established by the University, i.e. two students / four semesters per academic year. Extra supervision load cannot exceed two (more) student / four (more) semesters. For extra supervision load faculty members will be paid one credit per student / semester.

The student and faculty member must design a syllabus beforehand that meets the approval of the department chair or involved program faculty and that clearly explains course assignments and how student performance will be evaluated.

Each MA program will create a course number at the 900 level for independent study. It is at the discretion of each program to determine its individual grading policies and to decide how it will categorize this course to satisfy the requirements of the Ministry of Education and Science of the Kyrgyz Republic.

9. Dissertation Writing Guidelines

The purpose and scope of the Dissertation

Master Dissertation is the qualification paper which serves the purpose of demonstration of appropriate level of knowledge of theory applied research skills in psychology by students. It is supposed to demonstrate the ability of students to carry out a research project independently, though in productive collaboration with Dissertation supervisor.

The skills the Dissertation completion demonstrates include but are not limited to the following:

1. Awareness and understanding of up to date research in the field
2. Ability to design and plan a research activity
3. Ability to apply chosen research methods to answer research questions
4. Ability to analyze the results of the research and draw reasonable conclusions from the research
5. Good academic writing skills
6. Ability to produce research of an appropriate quality for presentation at professional conferences and publication in scholarly journals

Key Milestones

Dissertation is supposed to be completed in several stages during the course of the master program. The following is the timeline of activities related to Dissertation development and writing through the 2 years if the program:

1st semester	Choosing the topic and supervisor	<ul style="list-style-type: none">- Find an academic supervisor based on your research interests- The topic of the master Dissertation is defined
2nd semester	Preparation of project proposal, including study design	<ul style="list-style-type: none">- The final draft of Research proposal must be submitted to the department during the <u>last week of April</u>- During the <u>first week of May</u> the proposals are presented to faculty
3 rd semester	Data collection	<ul style="list-style-type: none">- The final Proposal must be presented at Social Sciences Research Symposium on the <u>last week of October</u>- Get the IRB approval in <u>November</u>- Start collecting data in November
4 th semester	Data analysis, submission of final dissertation text, getting third reviewers' approvals, defense	<ul style="list-style-type: none">- Data collection is finished by March- Results and Discussion sections are completed in March- Final text is submitted on <u>April 30th</u>- Dissertation is sent to reviewers during <u>first week of May</u>- Dissertation is defended <u>after May</u>

Dissertation proposal

Proposal is typically a short research paper which describes what your research is going to be. It serves simultaneously as the first draft of your Dissertation and is supposed to demonstrate good knowledge of the related literature and determine the method for the Dissertation research. All the chapters of the Proposal can be identical to chapters of Dissertation but be somewhat shorter than the Dissertation chapters.

Proposal usually has the following sections, which later turn into chapters of the Dissertation:

- Introduction
- Literature review
- Method
- References
- Appendices

Dissertation proposal is approved by your dissertation supervisor and the teacher of Research and Writing Colloquium course. Proposal serves as qualification paper on the basis of which the student is referred to work with a designated supervisor.

Application to Institutional Review Board (IRB)

After the Proposal of your study is approved by the supervisor and Research and Writing Colloquium course professor, you can proceed to submission of the IRB Application. The IRB Application should be submitted for the research that involves human subjects prior to data collection. IRB reviews all the research on campus and provides ethical clearance prior to start of data collection. Detailed information about IRB can be found at their web-page <https://irb.auca.kg/home/main-page/>. The IRB also regularly conduct sessions to explain their role and necessary procedures.

The form for the IRB application can be found at the IRB page (<https://irb.auca.kg/home/main-page/>).

The deadlines for submission to IRB are posed at the beginning of each month (except of January when IRB starts working after winter holydays in the middle of the month). The reasonable time to submit your proposal is the beginning of September or October of your second year of study. That will allow starting data collection in November. The latest reasonable time to submit your IRB application is November – a later submission might result into failing to complete your data collection on time.

Consider submission of the IRB application in June after your Proposal is approved, this will put you at a great advantage with your data collection and planning for the next academic year.

Dissertation structure

MAPAP program requires the format of the Dissertation that is consistent with the general writing instructions of the Department of Social Sciences and the Publication Manual of the American Psychology Association (APA). Typically, it contains the following parts:

1. Title Page
2. Abstract

3. (Dedication/Acknowledgments)
4. Table of Contents
5. Tables
6. Figures
7. Introduction
8. Literature Review
9. Methodology
10. Results
11. Discussion (Dissertations using some qualitative methods may have a section of *Results and Discussion* as one, this section can be named *Findings*)
12. Conclusion
13. References
14. Appendix/Appendices

See Dissertation Formatting Appendix for key Dissertation sections.

The following are some key Dissertation sections presented in order:

1. Abstract

Your abstract page should already include the **running head**. On the first line of the abstract page, center the word “Abstract” (no bold, formatting, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and main conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph, double-spaced. Your abstract should be between 150 and 250 words.

You may also want to list keywords from your paper in your abstract. To do this, indent as you would if you were starting a new paragraph, type *Keywords:* (italicized), and then list your keywords. Listing your keywords will help researchers find your work in databases.

2. Introduction

Purpose: Introduction states the objectives of the Dissertation, briefly summarizes the previous literature on the topic, justifies the choice of topic and outlines the research questions.

Length: 6 to 10 pages including definitions of terms list (see below).

Note: It is recommended to rewrite the introduction one last time when the writing is done, to ensure that it connects well with the conclusion

Required components:

Review of previous research: Introduction starts with a brief review of most relevant previous research, to familiarize the reader with the topic.

The theoretical framework defines the key concepts and presents the research approach and main theory or theories. Here, theory means the viewpoint from which the topic is examined.

Purpose of the Study: Introduction should clearly state the purpose of the study in the form of a paragraph or subsection dedicated to the purpose.

Significance of the Study: As part of the purpose of the study, there should be justification for conducting the project. This section should exhibit a clear understanding of what makes your study significant and why it should be conducted. This section can also contain applications of your results (how you expect your results will be used and by whome).

Research Questions or Hypotheses: A clear statement(s) that identifies the precise research question should be included. A brief justification of why each question or hypotheses was formulated can be included (e.g., how hypotheses is built on previous studies' findings).

Definitions: A simple list of definitions of terms that directly pertain to this study should be provided. The list should include definitions of terms that might be unclear to the reader.

3. Literature Review

Purpose: covering all relevant previous research on the subject, including their findings, method where relevant and identifying some gaps in the literature or possibilities for future research. The literature review builds the background and justification for conducting your study.

Length: 15 to 25 pages.

Use of sections: The author may choose to provide materials in sections and subsection, which usually makes it easier for the reader to comprehend the flow of information. Possible sections can include the history of research on the topic (some older theories and research), different relevant views on the topic, literature on the specific variables or concepts that are studied in the dissertation.

Required sections:

Summary of previous research – provides a summary of all described literature

Limitations of previous research (can be part of Summary) – provides description of gaps in the previous research and justifies the present study research questions.

Literature sources: Literature review should be based on relevant academic literature. To ensure the quality of the literature you use, refer to academic literature databases (EBSCO, PsychInfo, PsychArticles, JSTOR and others). They can be accessed through AUCA Library. Psychology Department can provide access to additional databased on psychology, please talk to your supervisor.

4. Method

Purpose: The methods section is the section that should clearly present each aspect of the process by which the study will be completed. Every attempt should be made to leave no question as to the procedures used to complete the study. Proper scientific methods should be used for this aspect of the study.

Length: 8-15 pages

Required subsections:

Participants: This section should identify the process for selection, recruitment, and delineation of the subject pool used for your study. It also includes the description of participants – demographic characteristics and descriptive data.

Measures: The instrumentation section should identify the tool(s) used for collection of data. How the instrument was acquired or created as well as reliability and validity of the instrument should be presented in this section. In case of translation of instruments, translation procedures should be described.

Procedures: All aspects pertaining to the entire process conducted should be described. Careful consideration should be paid to approval of methods and treatment of human or

animal subjects. All treatments should be carefully described as well as notification of risks for participation.

Design and Analysis: Provide a clear description of the methods of data analyses that were used: such as statistical tests, types of qualitative data analysis etc.

5. Results

Purpose: Results section is used mostly in the quantitative research papers. This section is meant to describe in detail all the results of statistical tests conducted. *In this section, avoid offering conclusions or interpretations of the results.*

Length: 5-10 pages

Typical subsections:

Preliminary analysis: this section is optional, it provides some non-demographic descriptions of your participants and data not relevant to your key hypotheses or questions.

Testing hypotheses: this sections describes in detail the results for each hypothesis you tested. You can provide subsections for each hypothesis, like Testing Hypothesis I, Testing Hypothesis II, etc.

6. Discussion

Purpose: Discussion is meant to compare the findings of the present study with results from previous research (introduced in the literature review), highlight new key findings or findings that support previous research, discuss the limitations of the study, and suggest topics for further research. In discussion possible explanations of why some hypotheses were not supported are provided.

Length: 5-10 pages

Typical sections:

Main findings: Discussed the key findings in the light of previous research, compares the findings of the present study with what was hypothesized, explains why some hypotheses were not supported.

Limitations: Discusses limitations of the study.

Implications: Discusses practical implications (how and by whom the results of the present study can be used).

Further research: Discusses the possible goals for future research, given the results of the present study.

7. Conclusion

Purpose: This section should offer specific insight to what your findings reveal through synthesis of your findings with the current knowledge in your area of study.

Length: 1-2 pages.

8. Appendices

Purpose: provide all materials, inventories and consent forms that you used. Also, you can use appendices to demonstrate longer tables, figures or pictures that cannot be included into text.

Sample appendices: Informed Consent, Questionnaires, IRB Approval page.

Supervisor Role

Master Dissertation Supervisors must have a PhD degree or higher in psychology or related field and be full time faculty of Psychology Department. In the beginning of the second semester of study, the student and the supervisor specify the topic of the Dissertation and related goals, supervision practices and other details. It is typical that supervisor and student agree on a timeline of Dissertation research completing and on the schedule of supervision meetings.

Students' responsibilities:

- Be responsible for the entirety of the Dissertation writing process.
- Be responsible of the timely IRB Application submission.
- Make up schedule for the Dissertation project progress and discuss it with the supervisor.
- Based on the schedule, communicate regularly with the supervisor and report on their progress.
- Submit text to the supervisor to read well before a meeting (typically a week).

Supervisors' responsibilities:

- Help students schedule the work on the different parts of the Dissertation.
- Provide help and guidance at different stages of the project.
- Give well-timed and clear feedback on the Dissertation text in the written form.
- Collect feedback on the supervision process and use it to further develop supervision practices.

Supervision process is based on collaboration and regular communication between the supervisor and the student. The supervisor helps students to define appropriate and timely goals to ensure their progress and success.

Research and Writing Colloquium Course

When students are starting out their Dissertation work, the Dissertation seminar and discussions in the Research and Writing Colloquium group play a crucial role in outlining the Dissertation and formulating research problems. In the seminar group, every student takes responsibility for promoting each other's work and supports each other by discussing and commenting on one another's projects. Students can thus learn not only from their own Dissertation work but from discussing the problems others have. Seminar discussions illustrate the craft-like nature of research; tangible tips from the supervisor and other students help create a sound understanding of how to write a Master's Dissertation. Students should complete or almost complete their theses during the Dissertation seminar. The seminar gives structure to the Dissertation work and it is useful to get feedback from one's peers in the seminar group. The supervisor typically reads a part of the Dissertation at a time, comments on the text, and helps the student revise content and structure. When the Dissertation work has a solid basis, most commenting happens in the Dissertation seminars.

External reviewer

Upon submission of the Dissertation final text on April 30, the student is responsible to send the final version to one external reviewer. Reviewer is selected on the basis of academic and research interests and has to be an academia-affiliated scientist with a degree in psychology or related field, or having appropriate experience in related research. In exceptional cases, additional reviewer who is a specialist in applied practice, might be contacted for a review, in addition to the main reviewer. External reviewer is supposed to review the Dissertation within two weeks and write a page-length review using the Dissertation Reviewer Form (see Appendix).

Grading

The grade for the Dissertation is comprised of the following components: 67% of the final grade for the Dissertation is comprised of grade on the written thesis and 33% on the basis of the oral defense. The grade for the written Dissertation results from the grade by First Reader (30%) – a faculty member of MAPAP who is not the student's supervisor – and the grade by External Reviewer (37%) (see section below). The grade for the oral defense (33% of the final grade) is given by the State Committee on the basis of the below criteria.

- Novelty of the research topic of approach to research
- Research questions and hypotheses: clarity and coherence
- Clearly stated goals of the study
- Coherent literature review and its critical analysis
- Choice of research method and design
- Depth and coherence of data analysis
- Clearly stated conclusions and discussion of applicability
- Ethical considerations

Dissertation defense

There are 2 steps for Dissertation defense procedure. The first step includes a Mock Defense that is aimed at collecting feedbacks and preliminary assessment of the Dissertation that results into admission to Dissertation defense (permission to undertake Dissertation). The Dissertations that are not approved at Mock Defense are either provided with recommendations for their finalization in a timely manner, or forbidden from being defended in the current academic year. The mock defense is taking place at the beginning of April during the 4th semester of study. The final version of the Dissertation is submitted on 30th of April for external reviewers. The defense is usually scheduled at the third or fourth week of May.

Editing, proof-reading and anti-plagiarism policy

This is student's responsibility to conduct proof-reading of the text, possible with the support of a native speaker having capacity in academic writing in English. The anti-plagiarism policy of MAPAP is consistent with AUCA Code of Conduct.

Dissertation formatting

The MAPAP Dissertation should be written according to APA style. You can consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing).

For detailed information on using APA style in your writing, please visit:

1. Purdue OWL guide on APA style with example:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

2. General information about APA style:

<https://www.apastyle.org/learn/faqs/index>

3. Sample Paper in APA style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

10. Internship Policy

General description and purpose of the internship

Internship experience at the AUCA Master of Arts in Applied Psychology is defined as a part-time or full-time supervised unpaid or paid work in a counseling agency or center, hospital, rehabilitation center, crisis center, HR department, school, research center, special education or disabilities services agency or any other setting which provides psychological services, consultation to general public or specific populations, is involved into human resources management or is involved in applied research in the fields of psychology, social work or related helping profession.

The purpose of the Internship is to help the master-level students of psychology to obtain practical field experience in line with the student's interest and in accordance with the goals of the program. Through internship practice students are expected to learn to apply academic knowledge obtained in the classroom. The internship component of the Master of Arts in Applied Psychology program is designed with the purpose of providing students with enough hours of individual practice under professional supervision, to allow students to practice independently upon graduation. The internship sites and format of internships are selected in accordance with the applied psychology market demands in Kyrgyzstan and in accordance with local and international demands for professional competences for master-level students.

All internships, regardless of the student's track and interests, should entail face-to-face work with clients/patients/company employees/research participants or other human subjects. Students are expected to find their internship site on their own with a consultation with internal supervisor (who is usually the instructor of Internship Colloquium class). Students are also encouraged to consult the internship page of the <https://dss.auca.kg/master-in-applied-psychology/internship/> website for updated versions of the policies and required forms.

General expectations

Upon completion of the Internship I and II all students are expected to:

- effectively apply appropriate theories of psychology, including theories of personality, theories of counseling and psychotherapy, theories of development, organizational psychology and theories of personnel psychology in business and industry; theories of special psychology; and research methods in psychology
- actively continue their education upon completion of the coursework to inform their practice
- be familiar with the Code of Ethics for Psychologists of Kyrgyzstan and use ethical guidelines to guide their practice
- be familiar with the contemporary research in psychology and use appropriate research findings in their practice
- use supervision opportunities effectively
- work effectively in collaboration with other professionals in the field: psychiatrists, social workers, HR managers, teachers, researchers, governmental agencies and non-governmental organizations, as well as community representatives etc.

Research teams (RTs). Students of all tracks are expected to be members of research teams as a part of their internship during the first year of study. Participation in research teams is a mandatory graduation requirement.

The research teams will be led by department faculty and co-led by the advanced master students in the applied research track. Teams are comprised of primary investigators (faculty facilitators), researchers (master students) and research assistants (first-year master students and selected undergraduate students). The research topics in the teams are determined by faculty members based on their research interests, and by master students in consultation with faculty.

Master students are expected to develop their dissertation topics and to conduct the research towards their dissertations while working in the research team and consulting with the team. First-year master students are also expected to gain experience through assisting second-year master students in working on their dissertations. Advanced master students working on their dissertations are expected to provide due supervision to the research assistants who are working with them.

Students in applied research track are expected to be continuously enrolled into a research team throughout two years of study.

Students are free to choose any research team offered by any professor at the Department, based on their research interests. They can participate in the same or different RTs each semester, they are also free to participate in more than one RT each semester. The lists of the RTs will be provided in the beginning of each semester by the Internship Colloquium course instructor and will be available at the webpage <https://dss.auca.kg/master-in-applied-psychology/internship/>.

Master dissertation defense attendance. Students of all tracks are expected to attend one master-level dissertation defense in social sciences prior to their own defense. Students are expected to provide appropriate documentation of dissertation attendance (signature of the student defending their dissertation or of their supervisor). Please see the Appendix for the documentation form.

Teaching assistantship. Students of all tracks *can* choose teaching assistantship as an internship. The number of positions depends on the courses availability each semester. Teaching assistantship is not a requirement to graduation and completing Internship hours. Teaching assistantship will be qualified as internship for not more than one semester, students are expected to choose other internship types for the rest of their time in the program. Teaching assistantship is documented in the same way other internship types are documented (see Appendices 1 and 2). The experience of a teaching assistant include but are not limited to:

- involvement in planning of all or some sessions of the course
- co-leading at least one seminar or lecture
- leading a discussion with students
- developing and conducting pop-quizzes and exams
- assistance during conducting exams
- assistance in scoring and grading student works
- assistance in developing lectures and activities
- meeting with students to help them prepare for class

By-track expectations

Completion of Internship is one of the core requirements for each track. Therefore, students are expected to align their internship practice with their track expectations.

Students of Counseling track are expected to do an internship in a counseling center, psychiatric hospital, school, assessment/testing center or hospital unit, or any other agency that provides counseling or psychotherapy services. The primary goal of Internship in this track is practicing providing face-to-face individual and/or group counseling to adults, children or families.

Upon completion of internship in the counseling track, students are expected to:

- effectively apply the basic skills of counseling in practice
- know and apply contemporary theories in counseling and psychotherapy
- be comfortable using key assessment instruments (cognitive, personality, vocational) in psychological practice and make recommendation based on them
- be comfortable with the process of assessment and diagnosis
- effectively collect collateral information regarding their clients and use it in treatment

- demonstrate advanced skills of case conceptualization
- use supervision experience effectively
- be comfortable serving as supervisors for other psychologists-in-training

Supervision. Students of counseling track might have an opportunity to provide supervision to counselors-in-training at lower levels of training. The number of supervision hours will be calculated on top of the face-to-face hours requirement. Student who happen to provide supervision are expected to provide at least 10 hours of supervision total, during the fourth semester of study. The supervisee dyads assignments will be determined by the Department.

Students of Industrial and Organizational psychology track are expected to do their internship in a human resources department of a state or private organization, a human resources agency or any other organization that work in the field of human resources or career/vocational consultancy. The goal of internship in this track is to obtain practical experience working face-to-face with personnel, get familiarity and experience in hiring and staff evaluation procedures, get experience in vocational assessment and career counseling, get familiarity with organizational processes in a business company.

Upon completion of internship in Industrial/Organizational psychology track, students are expected to:

- effectively apply key theories in organizational psychology, vocational development and career counseling
- effectively use key vocational assessment instruments and provide recommendations on their basis
- know and apply theory of organizational psychology in their work with personnel, in organization and facilitation of corporate events and procedures
- know and use basic counseling skills in their practice (when appropriate)
- use supervision experience effectively

Students of Applied Research track are expected to do their internship in an applied research center/laboratory as a researcher or a research assistant. Students in this track are supposed to actively participate in research teams at the Department, take leading roles in research teams in offering research topics and conducting research, and demonstrate their knowledge and skills through completion of their master's dissertation.

Upon completion of internship in Applied Research track, students are expected to:

- demonstrate good knowledge of quantitative and qualitative methods in psychology and social sciences
- demonstrate advanced skills in planning and conducting research in psychology and social sciences
- demonstrate advanced supervision skills while working with research assistants and other staff
- demonstrate knowledge of ethics in applied research and use ethics principles in managing research data collection
- be familiar with methodology adapted in other social sciences fields and be an informed user of research in related fields (social work, nursing, sociology, anthropology)
- know and use basic counseling skills in their work with research participants

Research teams. (See the description of RTs in General Requirements Section). Student of Applied Research Track are expected to complete 4 full consecutive semesters of Research Teams. A different team can be chosen each semester, based on interests of the student. Students

can choose to work for more than 1 team each semester, but in this case they still have to complete 4 consecutive semesters of research.

Internship Colloquium course (PSY 610, PSY 612)

The Internship Colloquium course will be offered to students engaged in internship practice during their second years of study. The purpose of the course is to create a platform for interns in all tracks to share their experience during their internship and also will provide didactic instruction on issues relevant to practice in psychology, including career choices in psychology, ethics, multicultural competence in psychological practice and research, standards of care in psychology, self-care for psychologists, supervision and other.

Important!!! Students who do any internship involving client work (counseling, career counseling or leading any types of groups, or doing assessment) MUST be enrolled in Internship Colloquium course DURING the whole period of their internship.

Hours requirements

Students are expected to complete a minimum of 448 hours of internship total. Minimum of 224 hours will be counted towards Internship I and minimum of 224 hours – towards Internship II.

Important: The 224 hours for each Internship CANNOT be completed during less than 3 month.

So, interns are expected to be engaged in the field experience for at least 16 hours a week (2 working days) while doing internship hours. These hours can be distributed throughout the week. At least 25% of this time should be direct hours (see definition below).

The following distribution of activities is expected to comprise the hours for each Internship:

- Direct hours (face-to-face work with clients/patients/research participants or research assistant supervision) – minimum 56
- Individual supervision – minimum 15 (calculated as an hour a week)
- Group supervision – minimum 15 hours (Internship Colloquium course can be counted towards group supervision if needed)
- Professional meetings, collateral work, documentation, research on site, preparation and other – maximum 194

Direct hours are defined as any face-to-face work with individuals, groups, couples/families, company personnel, research or other, independently or under live supervision (with the supervisor in the room). Direct hours of work are characterized by direct involvement of the trainee in the care for the clients, such as providing individual, family, couples or group psychotherapy, leading or co-leading vocational or career guidance groups, providing consultations to individuals of families, conducting job interviews or consultations, conducting research interviews or focus groups, or other. Direct hours cannot include shadowing (observation of the work of other professionals), phone communication with clients or other providers, or any form of supervision.

Multiple tracks. Students of MAPAP are allowed to do more than one track. For this, they are expected to successfully fulfill all the academic requirements of the AUCA, all the classes requirements of each track (see your program of study and checklist).

In case if students want to complete more than one track, they are expected to fulfill full hours requirements towards each track. (for example, to complete 2 tracks, students are expected to complete $448 \times 2 = 896$ hours total)

Internship Site

Internship site is a counseling agency/center, hospital, HR department, applied research center, school or any other agency that is either providing psychological services to general public, offering assessment, providing consultancy, conducting applied research or oversees the human resources affairs in a given organization. To qualify as internship site, an agency/center should have at least one psychologist on staff, in addition to any other staff (psychiatrists, social workers, teachers etc.). Internship site should be able to provide at least 1 hours of supervision a week by a qualified specialist (see requirements to supervisors below), and be able to provide an independent or shared workload in the amount sufficient to meet the hours requirement listed above.

Internship at the Institute for Behavioral Health and Applied Research

Students of any track will have an opportunity to do their internship at AUCA Institute for Behavioral Health and Applied Research, upon approval. The Institute implements a number of projects yearly and students are encouraged to apply to work as assistants for different research, career training and counseling internship opportunities.

Please check the requirements and opportunities at <http://www.bh institute.tk/> (Russian only so far). Or please check with your internal supervisor.

Supervisors

Students of all tracks must work under supervision during their internship. The internship site is expected to provide at least one continuous (non-stop) hour of supervision a week.

On-site (external) supervisor:

An on-site supervisor, or external supervisor, is a person who works full-time or part-time at the chosen internship site and provides direct supervision to student, in the minimum of 1 hour a week (either face-to-face or distantly). It is recommended that external supervisor is a certified psychologist (with a diploma in counseling, clinical, organizational psychology, or research methods in behavioral or social sciences). In case when the psychologist on staff is not available to supervise the student, external supervisor can be a social worker or a psychiatrist by training, in which case the supervision dyad is to be approved by the internal supervisor. The external supervisor is responsible for providing the intern with an appropriate workload, providing necessary additional didactic training/information to the intern and providing mid-semester and final evaluation of the work of the intern.

Faculty (internal) supervisor:

Faculty supervisor, or internal supervisor, is by default the faculty member who teaches the respective Internship Colloquium section in which the intern is enrolled. The responsibilities of the internal supervisor include overseeing the overall internship experience and internship trajectory of the student, providing necessary didactic training, communicating with the internship sites in order to ensure the quality of internship experience for the student, and evaluating the student's progress and as trainee. The internal supervisor is responsible for grading the students' progress based on the evaluation provided by the external supervisor and based on the report of the student during the Internship Colloquium course.

Internship contract

Every student is required to sign a copy of an Internship Contract with the internship site (see the Appendix). The final version of the contract is a result of a collaborative work of the Program, Internship Site, and the student, and is supposed to set the goals of the given semester of internship,

describe the experience that the intern will be getting at the site, specify the nature, time and amount of supervisor that will be provided, and specify the procedure of the evaluation of the site.

Supervision tracking and report forms (see Appendices)

The following standard forms will be provided to students by the program. The student is responsible for these forms to be filled out timely and submitted to the program on the dates required by the program:

- Internship contract
- Hours tracking form
- Dissertation defense attendance form

Optional forms:

Site and supervision experience evaluation form (for student) – Use this form if you would like to provide specific feedback regarding your Internship placement.

11. Graduate Assistantship Policy

1. Purpose

Graduate Assistantship (GA) is to provide graduate students with an opportunity to enhance their graduate learning experience complementary to other aspects of their education in the field.

GA additionally serves as a means for students to obtain a tuition waiver from the Department of Psychology.

Graduate assistants are students of MAPAP who closely work with designated faculty and assist the faculty with teaching or research responsibilities, or conducting special projects within the University or Department. Under the GA designation, students receive assignments that require advanced academic and research skills. GA benefits professional development of the students, their research and pedagogical competencies, and academic and organizational collaboration skills.

2. Graduate Assistantship Requirements and Load

Graduate Teaching Assistant (GTA) and Graduate Research Assistant (GRA) are two major appointments of Graduate Assistantship at the Division of Social Sciences of AUCA. It is required for GTA and GRA to know AUCA academic regulations, policies, deadlines, department's internal regulations, and procedures or other AUCA offices.

Graduate Teaching Assistants (GTAs) may be assigned as classroom co-teachers, classroom assistants, lab assistants, or other positions directly related to classroom instruction. GTAs may assist in developing and grading course assignments, quizzes and exams. GTAs should be supervised by at least one faculty member experienced in the discipline. GTAs may be assigned to teach or assist an undergraduate course only. They may not assist in teaching a graduate course or undertake any responsibilities related to graduate level teaching.

Graduate Research Assistants (GRAs) may assist professors with research activities and participate in research projects of university institutes and centers. GRAs assist in developing research and evaluation surveys, collecting data, data analysis, data presentation, and/or writing draft research reports. It is required that all GRAs complete an Institutional Review Board (IRB) qualification exam prior to beginning their research duties. GRAs should be supervised by at least one faculty member experienced in the field of study.

Graduate Research Assistants for Special Projects may be asked to assist designated faculty with one or several projects related to various responsibilities at the Department or at the level of the University. Special projects that students may be asked to serve at can include but are not limited to: development of recruitment materials, organization of departmental academic events, developing departmental website or other promotion materials, and other.

3. Workload

The academic load of a GA student should not exceed 4 hours a week. Students may compensate working less hours on one week with working more hours during other weeks, upon discussion with the designated faculty. Students report directly to the Program Coordinator on the hours of GA responsibilities completed each week.

4. Eligibility

To receive an assistantship, the graduate student must meet the following eligibility requirements:

- Hold status of “active full-time student” of graduate program of the Division
- Maintain an overall grade point average (GPA) of 3.0

5. Appointments

Students eligible for a GA position are appointed to work with MAPAP faculty members, based on the number of GA positions for each faculty.

6. Tuition Waiver for Graduate Assistants

GA students are offered partial tuition waivers in the amount of up to 20%. No additional monetary compensation is provided.

See Appendix for GA Agreement.

The GA positions might be offered in the amount of full, half and quarter position with 4, 2 or 1 hour of workload a week respectively.

7. Termination of Appointments

An assistantship appointment may be terminated by the student or the Program during the term of appointment. The reasons for termination may be but not limited to inability to maintain good academic standing, poor assistantship performance, and unsatisfactory service. The assistant must be provided with written notice and an opportunity to respond to the department head or the dean prior to termination.

Upon termination of the appointment by the faculty, the program is required to provide the student with a respective GA position with another faculty.

Termination of the appointment may result in changes in tuition to be paid by the student.

12. Exchange Programs 2019-2020

1. Graduate School of Social Sciences, University of Wuppertal, Germany

<https://www.uni-wuppertal.de/en/study-international/degree-programs/>



2. Department of Counseling and School Psychology, University of Massachusetts, Boston

<https://www.umb.edu/academics/cehd/counseling>



13. Ethics in Psychology

For English version of Code Ethics please refer for American Psychological Association Code of Conduct. <https://www.apa.org/ethics/code/>

The following is the **Ethics Code for Psychologists of Kyrgyzstan** in Russian.

Этический Кодекс психологов Кыргызстана

Идея разработки данного этического кодекса была озвучена в 2005 году сотрудниками кафедры «Психология» Американского Университета в Центральной Азии. Концепция этого документа носила интегративный характер и была направлена на объединение сообщества психологов Кыргызстана для обсуждения этических аспектов преподавания, проведения научных и прикладных исследований и ведения психологической практики. Концепция была сформулирована и обсуждена с международным экспертом Шэрон Хорн, доктором психологических наук, профессором Университета Массачусетс, США. В результате был представлен план разработки этического кодекса психологов Кыргызстана в сотрудничестве с представителями профессорско-преподавательского состава университетов Кыргызстана, практикующими психологами, аспирантами и студентами. Представленный текст является продуктом работы рабочей группы психологов-преподавателей и практиков, и не является официально принятым документом для организации действий психологов в Кыргызстане.

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Введение

Настоящий Этический Кодекс Психологов Кыргызстана (далее Кодекс) имеет своей главной целью установление основополагающих прав и обязанностей, вытекающих из особенностей профессиональной деятельности психолога. Кодекс должен служить специалистам практическим руководством при разрешении проблемных и конфликтных ситуаций, возникающих в процессе профессиональной деятельности психологов. Кодекс направлен на предоставление психологу специфических моделей поведения в тех или иных ситуациях, связанных с профессиональной деятельностью психолога. Кодекс призван оградить общество от бесконтрольного и неквалифицированного использования психологических

знаний, защитить психологов и психологию от дискредитации. Кодекс составлен в соответствии с действующим законодательством Кыргызской Республики (далее КР), а так же в соответствии с Конвенцией Сотрудничества Независимых Государств о правах и основных свободах человека.

Этические принципы кодекса призваны обеспечить:

А: решение профессиональных задач в соответствии с этическими нормами;

Б: защиту законных прав людей, с которыми психологи вступают в профессиональное взаимодействие: обучающихся, воспитанников, студентов, клиентов, педагогов, супервизоров, участников исследований и др. лиц, с которыми работает психолог;

В: сохранение доверия между психологом и клиентом;

Г: укрепление авторитета психологов-консультантов, тренеров, исследователей и других представителей психологического сообщества среди населения КР.

Области применения

Этический Кодекс распространяется на все профессиональные виды деятельности психолога. К ним относятся клиническая и консультативная психологическая практика, диагностика, обучение, тренинг и супервизорство, создание тестовых и измерительных методик, обучающее консультирование, организационное консультирование, проведение социальных вмешательств и другая подобная деятельность.

Этические нормы устанавливают обязательные правила профессиональной психологической деятельности психолога. Этические нормы не исчерпывают всех ситуаций профессиональной деятельности психолога.

Условия соблюдения Кодекса могут быть включены в текст трудового договора с психологом. Соответствие деятельности психолога положениям Кодекса является необходимым условием при аттестации специалиста. В ходе аттестации факты грубого нарушения Этического кодекса могут быть квалифицированы как несоответствие занимаемой должности, и могут повлечь за собой меры, предусмотренные трудовым законодательством. Для решения спорных этических вопросов создается этическая комиссия, состав которой полностью определяется профессиональной организацией Кыргызстана. В своей профессиональной деятельности психологии должны учитывать имплицитные и эксплицитные правила, действующие в том социальном окружении, где они работают, рассматривая их как элементы существующей ситуации и оценивая последствия соблюдения или отклонения от них для профессиональной деятельности психологов.

В процессе принятия решения касающегося профессионального поведения, психолог должен учитывать данный Этический Кодекс как свод правил, основанный и дополняющий существующее законодательство КР.

Психологи могут отвергнуть любой вид ограничений или помех своей профессиональной независимости и законному осуществлению своих профессиональных функций в соответствии с правами и обязанностями, устанавливаемыми настоящим кодексом.

Основные понятия

1. Наименование «психолог» может быть принято лицом, имеющим университетское образование по специальности «психология», а также лицами, которым в установленном порядке присвоены ученые степени кандидата наук по отраслям и специальностям психологической науки.

2. Под психологическим консультированием понимается оказание профессиональной психологической помощи и поддержки человеку (семье) посредством организации такого взаимодействия консультанта и клиента, построенного на базе научно-обоснованных концептуальных и процессуальных моделях, при котором происходит трансформация страдания клиента в усиление его способности к развитию и осознанному выбору.

3. Психологическая поддержка – система социально-психологических способов и методов, способствующих социально-профессиональному самоопределению личности в ходе формирования ее способностей, ценностных ориентаций и самосознания, повышению ее конкурентоспособности на рынке труда и адаптированности к условиям реализации собственной профессиональной карьеры. Психологическая поддержка осуществляется путем оптимизации психологического состояния человека как следствие полного разрешения или снижения актуальности психологических проблем, препятствующих трудовой, профессиональной, социальной самореализации на каждом из этапов жизни отдельного человека, малых групп, коллективов, формальных и неформальных объединений людей.

Основные методы психологической поддержки включают:

- а) психологическое просвещение;
- б) психологическое и психотерапевтическое консультирование;
- в) психологическая диагностика;
- г) психологический тренинг;
- д) психологическая коррекция;

Общие этические принципы деятельности психолога

1. Принцип: Уважение прав человека

1.1. Уважение и принятие личности клиента, его прав и достоинств

В своей профессиональной деятельности психолог с уважением относится к правам других людей на установки, мнения, моральные нормы и т.п. Психолог не имеет права осуществлять действия, которые могут оскорбить или унижить честь и достоинство клиентов (Национальная программа Кыргызской Республики “Права человека” на период 2002-2010 годы).

1.2. Забота о благополучии клиента

Во время консультирования, проведения исследований, тренингов и др. психолог заботится о благополучии клиентов и делает все возможное, чтобы предотвратить или уменьшить неблагоприятные последствия от своей профессиональной деятельности.

1.3. Запрет на манипуляцию, принуждение и давление со стороны психолога

1.3.1. Психолог не принимает подарков и услуг от клиентов взамен на оказанную им помощь, поскольку такая практика является серьезным источником конфликтов, и провоцирует эксплуатацию и девальвацию профессиональных отношений.

1.3.2. Психолог не имеет право оказывать на клиентов/респондентов давление любого вида и пользоваться служебным положением для оказания подобного давления. Любой человек имеет право отказаться от участия в психологическом обследовании или исследовании.

1.3.3. Психолог не имеет право принуждать клиентов/респондентов к обследованию/участию в исследовании, скрывая или искажая информацию о целях и методах обследования/исследования. Психолог обязан предоставить информацию об обследовании/исследовании в том объеме, в котором информация не повлияет на результаты обследования/исследования и заручиться информированным согласием клиентов/респондентов.

1.4. Запрет на дискриминацию

В своей профессиональной деятельности психолог следует принципам Декларации Прав Человека и избегает дискриминации на основе возраста, пола, национальности, вероисповедания, сексуальной ориентации, или иного признака, оговоренного в Декларации Прав Человека и в Конституции КР.

1.5. Конфиденциальность (см. принцип 2 Кодекса)

Конфиденциальность подразумевает защиту частной жизни клиента и любой информации, сообщаемой им психологу. Обязанность каждого психолога - использовать информацию о клиенте только в интересах самого клиента. Любая сообщаемая клиентом информация не может стать известной третьему лицу, за исключением случаев, прописанных в законодательстве КР.

1.6. Запрет на злоупотребление служебным положением

Права и обязанности психолога при работе с клиентами основываются на принципе профессиональной автономии и не зависят от решений профессионалов более высокого ранга и администрации. Психолог осознанно берет на себя ответственность за все свои профессиональные действия и решения. При принятии профессиональных решений психолог руководствуется исключительно профессиональными знаниями и этическими принципами, и не использует собственное служебное положение для осуществления манипуляции или давления на клиентов/студентов/респондентов.

1.7. Запрет на вступление в близкие взаимоотношения с клиентом

Психологи должны избегать внепрофессиональных контактов с клиентами. Если же в силу обстоятельств психолог не может избежать внепрофессиональных отношений, то психолог обязан прекратить работу с данным клиентом и перенаправить его(ее) к другому соответствующему специалисту.

1.8. Объективность

Психологи осуществляют диагностику и вмешательство только в рамках, определенных профессиональными отношениями. Психологические отчеты и рекомендации строятся только на информации, полученной посредством валидного, стандартизированного, квалифицированного психологического инструментария и профессионального не предвзятого наблюдения и должны быть объективными.

1.9. Обязательное обсуждение результатов обследования/исследования

Результаты обследования и проведенного исследования должны быть объяснены клиентам на доступном им языке, независимо от того, кем и как проводилось

обследование/исследование — психологом, ассистентом или в автоматическом режиме. При обсуждении результатов должны учитываться такие характеристики как возраст, образования, язык общения респондентов/клиентов и т.п.

Данные о целях и результатах обследования/исследования должны сообщаться в той форме и объеме, в которых они не повлияют на результаты текущего обследования/исследования, но в то же время будут понятными и достаточными для информирования клиента/респондента.

2. Принцип: Конфиденциальность

2.1. Соблюдение тайны психологического консультирования

2.1.1. Психологической тайной считается информация любого рода, связанная с частной жизнью клиента, касающаяся религиозных, политических и других убеждений, расовой, национальной и другой принадлежности, сексуальных и других предпочтений клиента, а также с родом занятий, историей психологического расстройства (при его наличии) или специфических проблем, с которыми клиент обратился к психологу.

2.1.2. Психолог должен обсудить с клиентом/респондентом необходимость соблюдения психологической тайны и информирует клиента о том, что любая информация, полученная психологом от клиента/респондента не будет разглашена без его(ее) согласия. Обсуждение конфиденциальности как обязательного условия работы должно проходить на самых ранних этапах взаимодействия с клиентом/респондентом.

2.2. Хранение информации о клиенте

2.2.1. Информация о клиенте/респонденте не должна быть доступна никому кроме психолога, работающего непосредственно с данной информацией. Ответственность за недоступность данных о клиентах/респондентах целиком лежит на психологе.

2.2.2. Психологу следует минимизировать любую информацию, содержащуюся в отчетах или записях сессий в любой форме. Любая информация, позволяющая идентифицировать клиента/респондента (имя, место работы и т.п.), должна быть закодирована. Психологу следует кодировать любую информацию, поступающую от клиента/респондента для повышения степени защиты этой информации и повышения конфиденциальности процесса работы с клиентом.

2.2.3. Психолог может использовать конфиденциальную информацию о клиенте/респонденте только в случаях, предусмотренных законодательством КР, а также, если это направлено на защиту клиента/респондента или на защиту прав третьих лиц.

2.3. Публикация данных, содержащих информацию о клиенте/респонденте

2.3.1. При использовании конфиденциальной информации о клиенте/респонденте в научных публикациях, лекциях и научных выступлениях, в ходе которых возможна идентификация клиента/респондента, психолог обязан получить письменное разрешение от клиента/респондента об использовании данной информации. При использовании информации о клиенте/респонденте, психологу необходимо предоставлять ссылку на тот факт, что данная информация была использована с согласия клиента/респондента.

2.3.2. Психолог имеет право обсуждать конфиденциальную информацию о клиенте/респонденте с коллегами во время профессионального общения или с целью получения консультации коллег, при этом изменяя или не предоставляя информацию о личности и частной жизни во избежание идентификации клиента, и предоставляя информацию только в объеме необходимом для получения профессионального совета.

3. Принцип: Профессионализм и компетентность

3.1. Необходимый уровень образования

Психологом может именоваться специалист, имеющий профессиональное теоретическое университетское образование по специальности «психология», предусмотренное стандартами образования КР, а также лицо, которому в установленном порядке присвоена ученая степень кандидата наук по отраслям и специальностям психологической науки.

3.2. Оценка собственных профессиональных возможностей

Психологу необходимо осознавать уровень собственных профессиональных возможностей, соотносить уровень своих знаний и возможностей с профессиональными требованиями в каждой конкретной ситуации и ответственно подходить к выбору методов работы.

Психологу необходимо осознавать ответственность при работе со случаями, которые не входят в круг его (ее) компетентности, и отказываться от вмешательства в подобных ситуациях. Если запрос клиента находится вне компетенции психолога, то он обязан перенаправить клиента к специалисту, компетентному в этой области. (см. пункт 5.03)

3.3. Профессиональная организация и взаимодействие специалистов¹.

Профессиональная организация психологов должна иметь своими целями следующее:

- способствование обмену опытом между специалистами
- регламентация деятельности психологов
- формирование корпоративного духа сообщества
- осуществление связи с общественностью
- проведение информационно-просветительской работы
- проведение работы над профилактикой выгорания
- способствование повышению квалификации членов сообщества

Профессиональное общение между специалистами-психологами следует считать одним из основных средств повышения профессиональных навыков и улучшения качества предоставляемых услуг. Одной из основных задач профессиональной организации должно являться регулирование стандартов психологического образования в КР и сертификация специалистов-психологов. Одной из основных целей создания профессиональной организации является поддержание связи с общественностью, ведение информационно-просветительской работы, а также пропаганда и обеспечение открытости и прозрачности в работе и разработках психологов.

3.4. Знание этического кодекса

Данный Кодекс является документом, с которым должен быть ознакомлен каждый психолог. Знание Кодекса является необходимым условием для теоретической подготовки и осуществления профессиональной деятельности психолога. Помимо Кодекса, психолог

Предполагается, что психологами должна быть создана профессиональная ассоциация как регламентирующий и регулирующий орган. Данный орган будет создан на основе принципов, изложенных в кодексе. Данная ассоциация будет иметь право сертифицировать деятельность психологов в КР. Планируется, что сертификат, выдаваемый данной ассоциацией, будет являться документом, необходимым для осуществления профессиональной деятельности психолога. Условием для получения сертификата должно быть прохождение экзамена на профессиональную пригодность, который должен проводиться в рамках деятельности ассоциации.

должен быть ознакомлен с другими положениями, затрагивающими этические вопросы, и представлять применимость этих норм к своей работе.

Незнание, непонимание или заблуждение относительно этических норм не может быть оправданием неэтичного поведения.

4. Принцип: Ответственность

4.1. Ответственность за решения, результаты работы и возможные последствия

4.1.1. В своей профессиональной деятельности психолог руководствуется своими знаниями и опытом, на основе которых он(а) самостоятельно принимает решение и лично несет за него ответственность. При принятии решения об оказании психологической помощи психолог несет ответственность за последствия выбранного и использованного им вмешательства.

4.1.2. При возникновении сомнительных и спорных ситуаций при консультировании, психолог обязан проконсультироваться с экспертом в соответствующей области и объективно рассмотреть полученные рекомендации. В том случае, если специализация психолога не позволяет считать его компетентным для консультирования в конкретном случае, психолог обязан перенаправить клиента к компетентному эксперту.

4.1.3. Психологи должны отказаться от вмешательства, если они уверены, что их помощь будет использована во вред или против законных интересов индивидов. В любой сфере своей деятельности психолог прежде всего заботится о благополучии клиента и не использует результаты работы ему во вред.

4.2. Информированность клиента/респондента

Психолог обязан предоставить на первых этапах взаимодействия с клиентом/респондентом полную информацию относительно целей и форм взаимодействия, размера оплаты, использования полученной от клиента информации и степени её конфиденциальности, возможности неэффективности вмешательства и возможных последствиях работы. Во избежание конфликтных ситуаций, психологу рекомендуется ответить на все вопросы клиентов о предстоящем консультировании на самых ранних стадиях работы.

4.3. Ответственность клиента/респондента

До начала консультационной работы, психолог обязан информировать клиента/респондента об ответственности за достоверность и корректность любой информации, предоставляемой психологу во время психологического консультирования. Психолог не несет ответственности за результаты консультирования при условии предоставления клиентом/респондентом недостоверной информации, в случае если эта информация является ключевой для проведения консультирования.

4.4. Добровольное согласие

4.4.1. Перед проведением обследования, консультаций или исследования психологу необходимо получить осознанное согласие от клиента/респондента. Информированное согласие означает, что клиент/респондент, являясь дееспособным, получил исчерпывающую информацию относительно всех процедур, используемых в ходе обследования/консультирования/исследования и дал(а) свое согласие на их проведение без давления или уговоров со стороны психолога/исследователя.

4.4.2. Соглашение между психологом и клиентом, подтверждающее добровольное согласие клиента/респондента, должно быть оформлено в соответствии с требованиями,

установленными в профессиональном сообществе, при этом вся информация должна быть изложена с использованием понятных для клиента терминов и понятий. Психолог должен вести учет того, когда, как и от кого было получено согласие.

4.4.3. В тех случаях, когда клиент/респондент не может дать информированное согласие, психологи обязаны получить разрешение от тех, кто в соответствии с законом несет ответственность за клиента, в соответствии с пунктами 4.2 и 4.4 данного Кодекса.

Дополнительно, психологи-консультанты информируют недееспособных клиентов о проводимых вмешательствах, сообразуясь с их психическим состоянием и особенностями, а также стараются получить их одобрение и учитывают личностные пристрастия и интересы.

4.5. Ответственность перед организациями, контролирующими деятельность психолога

Психолог знает о своей профессиональной и научной ответственности перед обществом, перед организациями, в которых он(а) работает и перед профессиональным сообществом. Психолог поддерживает профессиональные стандарты поведения и участвует в рассмотрении случаев поведения, не соответствующих этическим стандартам. Психологу не безразлично соответствие научного и профессионального поведения коллег этическим нормам.

4.6. Ответственность за распространение тестов и других профессиональных материалов

Психолог отвечает за определение круга специалистов, которым могут быть представлены материалы по использованию методик. Доступ к психологическим методикам должен ограничиваться людьми, чьи профессиональные интересы гарантируют профессиональное использование методик, и чья квалификация позволяет интерпретировать полученные результаты.

4.7. Проведение исследований

4.7.1. Решение психолога осуществить исследовательский проект предполагает его ответственность за предвидимые научные и социальные последствия, включая воздействие на лиц, группы и организации, участвующие или непосредственно затронутые исследованием, а также непрямой эффект, как, например, влияние научной психологии на общественное мнение и на развитие представлений о социальных ценностях.

4.7.2. Психолог планирует и проводит исследования в соответствии с действующим законодательством и профессиональными требованиями к проведению психологической деятельности.

4.8. Регламентация взаимоотношений с другими специалистами

Работа психолога базируется на обязанности проявлять уважение к другим профессионалам, особенно в областях, близко соприкасающихся в своей деятельности с психологией.

Когда интересы психологического обследования или вмешательства требуют тесного сотрудничества с профессионалами из других областей, психологи должны обеспечивать и поддерживать соответствующее взаимодействие.

5. Принцип: Честность

5.1. Использование власти и давления

Психолог не должен использовать власть или превосходство по отношению к клиенту, которое дает профессия, для извлечения прибыли или получения преимуществ как для себя, так и для третьих лиц (см. пункт 1.6.)

5.2. Манипуляция

Психолог не должен применять манипуляцию по отношению к клиенту/респонденту. (доп. описание см. в принципе 1, пункт 4)

5.3. Отказ от вмешательства

Психологи должны отказаться от вмешательств, если:

а) их помощь будет использоваться во вред интересам клиента (доп. описание см. в принципе 1, пункт 2; а также принцип 4, пункт 1)

б) их услуги требуются для рекламной или коммерческой кампании

В случае, когда услуги психолога требуются для рекламной или коммерческой компании, он должен сотрудничать **только** с целью обеспечения правдивости информации и охраны интересов индивидов.

Клинические психологи находятся под запретом организовывать рекламу себе или какому-либо определенному методу лечения. Им также запрещается публиковать обещания возврата денег в случае неуспеха лечения.

в) уровень компетентности не позволяет быть уверенным в результативности вмешательства

Психолог занимается профессиональной деятельностью только в границах своей компетентности, которая определяется образованием, формами повышения квалификации и соответствующим профессиональным опытом. Психолог может взяться за выполнение только такой работы, которая дает возможность соблюдения вышеперечисленных критериев.

В чрезвычайных ситуациях, когда необходимо оказать срочную психологическую помощь клиенту, для которого не доступна другая служба помощи, психолог может оказать данную помощь. Психолог обязан осознавать свою ответственность в данной ситуации и в своих действиях руководствоваться исключительно интересами клиента.

г) достигнута поставленная цель при консультировании и/или формируется психологическая зависимость

Психолог должен стремиться к завершению вмешательства и не продлевать его методами сокрытия информации или обмана как в случае достижения поставленной цели, так и в случае невозможности ее достижения после применения доступных методов и средств на протяжении достаточного времени.

В случае, когда психолог уверен, что дальнейшая работа с клиентом не приносит результата, а лишь усиливает психологическую зависимость от консультаций и наносит вред, вмешательство необходимо прекратить и/или передать альтернативному источнику помощи, при этом облегчая передачу и непрерывность лечения через сотрудничество с другими профессионалами.

14. University Services

Library and other research-oriented resources:

AUCA library provides access to hard-copy and electronic resources, and is very responsive to the requests of students and faculty.

Library webpage: <https://library.auca.kg/>

Electronic databases available for psychology students: PsycARTICLES (searchable from library page).

MAPAP provides students with exclusive access to a larger number of psychology electronic databases. Please approach Program staff for access.

Student research funding:

SILC (Student Intellectual Life Committee) offers some funds for graduate research based on the number of applicants, monthly.

SILC application page: <https://auca.kg/en/silc/>

Funding from MAPAP. The Program provides funds for student research on request. Please approach program coordinator for more information.

Academic Advising:

Advising Office webpage: https://auca.kg/en/academic_advising/
Room 341.

Shared Services Center:

Staff of Shared Services office can help with routine documents processing, such as submission of late registration forms, application for Academic or Medical Leave, application for grade of W, getting your parking space etc.

SSC webpage: <https://ssc.auca.kg/>

Room: 200

Counseling Services on campus:

AUCA provides students with free confidential counseling services.

Counseling Services page: <https://cs.auca.kg/>

Room 416.

Help with writing, English or statistics on campus:

You can get support of a tutor while working on your course papers or statistics assignments. Writing and Academic Resources Center provides offers such services.

WARC webpage: https://auca.kg/en/writing_and_academic_resource_center/

Ethics in Research. Institutional Review Board:

Institutional Review Board (IRB) is the structure that regulates all the research activities on campus from the position of ethics in research. IRB webpage: <https://irb.auca.kg/>

E-course page with IRB resources: <https://e-course.auca.kg/course/search.php?search=irb>

Appendices and Forms

1. MAPAP Study Plan 2019-2020

General requirements:

First year	
Fall Semester	Spring Semester
ANTH/PSY/SOC/CAS 517: Foundations of knowledge PSY 603: Research methods in applied psychology PSY 503: Contemporary theories of personality PSY 502: Biological bases of behavior PSY 615: Contemporary theories of counseling I (code) Graduate Writing PSY 600: Research team (0 credits)	PSY 611: Assessment in psychology PSY 601: Behavioral statistics PSY 511: Research and writing colloquium part I PSY 625: Abnormal psychology PSY 600: Research team (0 credits) Electives (6)
Second year	
PSY 610: Internship colloquium I PSY 512: Research and writing colloquium part II Dissertation writing (6 credits) Electives (12)	PSY 612: Internship colloquium II MAPAP/MAANTH/MASOC/MACAS 670: Research and writing colloquium part III Dissertation writing (6 credits) Electives (12)

Concentration requirements: Counseling psychology (18 credits to declare a track)

Fall Semester	Spring Semester
First year	
	PSY 627: Cultural diversity in counseling
Second year	
MAPAP 625: Group psychotherapy PSY 606: Family therapy	PSY 617: Projective methods in personality assessment Contemporary counseling theories II

Concentration requirements: Child and adolescent counseling (18 credits to declare a track)

Fall Semester	Spring Semester
First year	
	PSY 627: Cultural diversity in counseling
Second year	
PSY 615: Child and adolescent counseling (code) Applied Behavioral Analysis	(code) Educational psychology and school-based interventions PSY 613: Child psychopathology

Concentration requirements: Research (18 credits to declare a track)

Fall Semester	Spring Semester
First year	
PSY 600: Research team (0 credits)	ANTH/PSY/SOC 530: Qualitative methods in psychology PSY 600: Research team (0 credits)
Second year	
PSY 600: Research team (0 credits)	PSY 600: Research team (0 credits)

MAPAP Study Plan 2018-2019

General requirements:

First year	
Fall Semester	Spring Semester
ANTH/PSY/SOC/CAS 517: Foundations of knowledge PSY 601: Behavioral statistics PSY 503: Contemporary theories of personality PSY 502: Biological bases of behavior PSY 615: Contemporary theories of counseling I (code) Graduate Writing PSY 600: Research team (0 credits)	PSY 611: Assessment in psychology PSY 603: Research methods in applied psychology PSY 511: Research and writing colloquium part I PSY 625: Abnormal psychology PSY 600: Research team (0 credits) Electives (6)
Second year	
PSY 610: Internship colloquium I PSY 512: Research and writing colloquium part II Dissertation writing (6 credits) Electives (12)	PSY 612: Internship colloquium II MAPAP/MAANTH/MASOC/MACAS 670: Research and writing colloquium part III Dissertation writing (6 credits) Electives (12)

Concentration requirements: Counseling psychology (18 credits to declare a track)

Fall Semester	Spring Semester
First year	
	PSY 615: Child and adolescent counseling
Second year	
MAPAP 625: Group psychotherapy PSY 606: Family therapy	PSY 627: Cultural diversity in counseling PSY 628: Substance use, addiction and counseling

Concentration requirements: Child and adolescent counseling (18 credits to declare a track)

Fall Semester	Spring Semester
First year	
	PSY 615: Child and adolescent counseling
Second year	
(code) Applied Behavioral Analysis for diverse settings	PSY 627: Cultural diversity in counseling (code) Educational psychology and school-based interventions

Concentration requirements: Research (18 credits to declare a track)

Fall Semester	Spring Semester
First year	
PSY 600: Research team (0 credits)	ANTH/PSY/SOC 530: Qualitative methods in psychology PSY 600: Research team (0 credits)
Second year	
PSY 600: Research team (0 credits)	PSY 600: Research team (0 credits)

2. Dissertation title page formatting template.

Running Head: THE ROLE OF GOOD GRADES IN STUDENT'S WELL-BEING

The Role of Good Grades in Student Well-Being

A Master Dissertation Presented

by

STUDENT S. STUDENT

Submitted to the Department of Psychology

American University of Central Asia

in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

May 2019

Master of Arts Program in Applied Psychology

THE ROLE OF GOOD GRADES IN STUDENT'S WELL-BEING

Abstract

This study examined the role of getting good grades by student of psychology department as a factor pertaining to their well-being. Forty students participated in this study...

Keywords: students, academic standing, well-being

3. External Reviewer Evaluation Form.

American University of Central Asia
Master of Arts Program in Applied Psychology
EXTERNAL REVIEWER GRADE REPORT
 Date __.05.2019

<u>The Reviewer Name and Title:</u>	
<u>Master Student Name:</u>	
<u>Master Dissertation Topic:</u>	
Please, assess the Master Dissertation paper based on the following criteria:	
Criteria	Percentage
Topic: novelty and conceptualization, research problem	15%
Structure: focus, relevance, coherence, research design and logic	15%
Analysis: depth, argumentation and development of discussion	20%
Research: execution, consistency of interpretation	20%
Bibliography and ability to incorporate research data	20%
Language competencies: writing expression, style, coherence and unity, grammar, spelling, punctuation	10%

Percent grade _____

Letter grade (please consult the scale below) _____

Grading scale:

A	96-100%	B-	76-80%	D+	56-60%
A-	91-95%	C+	71-75%	D	51-55%
B+	86-90%	C	66-70%	D-	46-50%
B	81-85%	C-	61-65%	F	0-45%

Please, write a review of the Dissertation paper on a separate page, using the criteria above.

4. Internship Contract

American University of Central Asia – Master of Arts in Applied Psychology Program

Internship Field Placement Contract for: Fall _____ Spring _____

The following Master-level student:

Name _____

Phone _____ Email _____

Is placed as a psychology trainee at:

Site's phone _____

Site address:

The internship placement will consist of ____ hours per week during the year(s) of _____

The placement will begin on _____ and will end on _____

Vacation time will be: _____

This is paid/unpaid internship (choose one that applies).

The intern will have experience in the following areas upon completion of the internship (please specify populations served and exact services provided):

The student must be on-site for the following times:

The student's primary supervisor is _____

Degree/specialty _____

Additional supervisors (please list names, specialties/degrees, and hours of supervision):

The primary field supervisor agrees to:

1. Provide ____ hours of supervisor per week.
2. Oversee ____ hours of additional supervision per week (optional).
3. Provide the appropriate work load to the student.
4. Oversee that appropriate didactic training is provided to the student.
5. Provide supervision that takes into consideration that student's training objectives in the Program (the student will provide his/her transcripts, coursework and career goals) as well as student's individual learning goals, which are the following:

- 6. Be available to discuss the student's progress at Internship site with the Program's Director of Training or internal faculty supervisor either by phone or in person.
- 7. Complete written evaluation of the student's progress in training using the evaluation forms provided by the Program.
- 8. Please include any other contractual agreements between supervisor and supervisee:

Primary field supervisor _____ Date _____

Faculty supervisor _____ Date _____

Student _____ Date _____

5. Internship hours tracking sheet. Please use one for each place of internship:

Total hours of internship

MAPAP

Student name _____

Track _____

Semester _____

Internship site _____

Dates of internship _____

Activities	Hours
Direct hours	
Ex.: (individual counseling sessions)	
Ex.: (participating in interviews with employees)	
Ex.: (co-leading a training for staff)	
Ex.: (leading a group)	
Etc.	
<i>(add cells if needed)</i>	
Indirect hours	
Ex.: (individual supervision)	
Ex.: (group supervision, including Colloquium class)	
Ex.: (participation in meetings at the internship site)	
Ex.: (preparation for sessions)	
Etc.	
<i>(add cells in needed)</i>	

Student signature _____ date _____

External supervisor signature _____ date _____

Stamp (if relevant)

6. Dissertation defense attendance form.

Dissertation defense attendance form

Student name _____

Track _____

Dissertation attendance date _____

Candidate's name _____

Dissertation title

Signature of the candidate _____

Signature of the dissertation supervisor _____

7. (Optional) **Internship site evaluation form – for student.** Please fill this out in case you would like to let us know of your experience with your external supervisor at your internship site. We would appreciate your feedback.

Site and Supervision Experience Evaluation Form – Student

Name of Student _____ Semester _____

Practicum Site _____

Primary Supervisor _____

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly Disagree

Domain I: SUPERVISION.

My supervisor and I have established a comfortable working rapport with one another.

SA A N D SD

Supervision creates a climate conducive to open communication and productive use of supervision time.

SA A N D SD

My supervisor keeps appointments with me and arrives on time.

SA A N D SD

My supervisor provides me the minimum 1 hour of one-on-one supervision each week.

SA A N D SD

My supervisor provides appropriate information and teaching to clinical work and professional development.

SA A N D SD

My supervisor has been accessible to me between appointments to assist on more urgent concerns.

SA A N D SD

My supervisor gives clear feedback about my competencies and skills.

SA A N D SD

My supervisor explains his/her criteria fairly in evaluating me.

SA A N D SD

My supervisor has urged my adherence to high ethical standards.

SA A N D SD

My supervisor models specific assessment and/or treatment procedures for me.

SA A N D SD

My supervisor encourages me to consult the conceptual and empirical literature for empirically valid procedures.

SA A N D SD

My supervisor has shared the theoretical and technical knowledge regarding assessment relevant to patients' needs and problems.

SA A N D SD

My supervisor has shared the theoretical and technical knowledge regarding treatment interventions relevant to patients' needs and problems.

SA A N D SD

My supervisor has shared the theoretical and technical knowledge regarding case conceptualization relevant to patients' needs and problems.

SA A N D SD

My supervisor has shared knowledge regarding community resources available to assist patients, or to facilitate appropriate referrals.

Domain II: SITE INFORMATION

Site has a consistent philosophy, theoretical orientation and plan to guide its treatment, practices and assessment

SA A N D SD

Site provides an adequate forum for discussing intervention issues

SA A N D SD

The practices, services, and professionals at the site follow ethical guidelines

SA A N D SD

Work expected of students is appropriate

SA A N D SD

Students are treated with respect and in a professional manner

SA A N D SD

The site provides avenues for professional development (e.g., workshops, training)

SA A N D SD

The site provides group supervision to students

Please attach a brief narrative evaluation of your training site and your experience in supervision below. Include the specific knowledge and skills you acquired at this training site for the reporting period.

Please attach the hours tracking sheet to this evaluation before submitting.

8. Internship contract in Russian.

Контракт между супервайзером и студентом

AUCA - MAPAP Американский Университет Центральной Азии – Магистратура в Прикладной Психологии

Контракт на супервизию в течении: Осенний семестр Весенний семестр

Следующий студент-магистрант:

Имя _____ Год _____

обучения _____

Тел _____ Email _____

Направлен для прохождения практики в:

Тел учреждения _____

Адрес: _____

Практика будет включать в себя _____ часов в неделю в течении следующего
года: _____

Дата начала _____ Дата окончания: _____

Даты отпуска: _____

Это оплачиваемая/неоплачиваемая практика (подчеркните).

Данный студент будем иметь следующие конкретные знания и навыки по истечении
практики (пожалуйста, укажите конкретные характеристики клиентов):

Студент обязан находится на рабочем месте в течении следующих дней недели и часов:

Основной супервайзер, ответственный за обучение и оценку студента:

Академическая степень и специальность супервайзера

Дополнительный супервайзеры (Укажите имена, степени и часы предоставления
супервизии):

Основной супервайзер обязуется:

1. Предоставлять _____ полных непрерывных часов супервизии в неделю.
2. Предоставить _____ дополнительных часов супервизии через других супервайзеров
данного учреждения.
3. Предоставлять достаточное разумное количества работы для студента.
4. Организовать прочес предоставления инструкций и необходимого обучения
посвященного специфике работы в данном учреждении.
5. Предоставлять супервизию, в течении которой принимались бы во внимание
требования программы обучения, а также следующие цели данного студента (студент
должен указать как минимум две конкретные цели):

6. Быть готовым обсуждать прогресс студента на практике в руководстве программы или внутренним супервайзером студента лично или по телефону.
7. Заполнять формы оценки прогресса студента по просьбе программы обучения.
8. Далее обе стороны могут включить дополнительные требования к студенту или супервайзеру:

Основной внешний супервайзер _____ Дата _____
Внутренний супервайзер _____ Дата _____
Студент _____ Дата _____

Form 2. Internship hours log in Russian.

**Пройденные часы практики
Магистратура в Прикладной Психологии
Американский Университет в Центральной Азии**

Имя студента _____
Специализация внутри программы (трэк) _____
Семестр _____
Название организации _____
Дата заполнения _____

Род деятельности	Часы практики
Часы непосредственной работы с клиентами (персоналом, и т.д.)	
<i>(добавьте ячейки при необходимости)</i>	
Часы посвященные другим видам деятельности (супервизия, заполнение документов и т. д.)	
<i>(добавьте ячейки при необходимости)</i>	

Подпись студента _____ Дата _____

Подпись внешнего руководителя практики _____ Дата _____

Печать организации (при наличии)

9. Graduate Assistantship Agreement.

Master of Arts Program in Applied Psychology
Graduate Assistantship Agreement

By signing of this agreement _____
Student's name

(hereinafter referred to as the Student) undertakes the duties of _____
full-time, half-time, quarter-time

Graduate Assistant stipulated in Graduate Assistantship Policy of Master of Arts Program in Applied Psychology Handbook (MAPAP) during the period of academic year.

As a Graduate Assistant, Student is supposed to complete the designated amount of work a week determined by the Program Coordinator or the assigned faculty, and report to the Program coordinator.

Upon signing this Agreement, you agree with the requirements described in the Graduate Assistantship Policy of MAPAP.

Student _____ Date _____

Program coordinator _____ Date _____