

Ph.D. with a Major in Counseling Psychology

Program Description and Application Information

*Fully Accredited by the
American Psychological Association*



Department of
Counseling Psychology and Guidance Services
Teachers College 622 * Ball State University
Muncie, Indiana 47306-0585 (765)285-8040
Toll Free 1(877)486-7608 Fax (765)285-2067
www.bsu.edu/counselingpsych
rangzen@aol.com

Contents

Ph.D. with a Major in Counseling Psychology

Program Goals

References

Teaching Faculty of 2002-03 Topics of Research and Interest

University Facilities, Services, and Support

Living in Muncie

Multicultural Programming Committee

Admission Requirements and Evaluation

Curriculum Requirements

Performance Requirements

Graduation

This publication is not intended to replace but rather to supplement the *Ball State University Graduate Catalog* and the *Guidelines for Doctoral Degree Programs of Teachers College*.

Information contained in this publication was revised in 2002 but may be changed without notice.

Ph.D. with a Major in Counseling Psychology

“Counseling psychology draws upon and contributes to psychological knowledge, particularly in the following domains: vocational behavior...human cognition...human learning and behavior change...human communication and interpersonal behavior ...and the nature of optimal person-environment fit.”

(Blocher & Biggs, 1983)

The primary goals and purposes of counseling psychology are inherently applied and broadly defined. Counseling psychologists are concerned with normal human development throughout a broad range of personal, vocational, and interpersonal contexts. We have developed the doctoral program offered through the Department of Counseling Psychology and Guidance Services at Ball State University to train psychologists capable of meeting these goals in a wide variety of settings.

Counseling psychologists have been described as the generalists of applied psychology. To the degree that this characterization is valid, some confusion regarding the appropriate role of counseling psychology is understandable. However, we believe that counseling psychologists offer a perspective and several services that, taken as a whole, are unique among psychological specialties. Unlike their colleagues in clinical psychology, who frequently describe themselves as concerned with severely disturbed clients, counseling psychologists historically have been concerned with “hygiology, with the normalities even of abnormal persons, with locating and developing personal and social resources and adaptive tendencies so that the individual can be assisted in making more effective use of them” (Thompson & Super, 1964). Thus, although the counseling psychologist may work with an acutely disturbed person, he or she is primarily interested in helping that person develop the skills needed to prevent such disturbances and to help other, better functioning people reduce unnecessary stress and enjoy life more.

Achieving the goal of psychological development of the individual has traditionally involved such services as psychological assessment and individual and group counseling. These services have been rendered to both adults and younger people. Another particularly important service of the counseling psychologist has been vocational and career counseling. According to some (Fitzgerald & Osipow, 1986), this activity may be one of the counseling psychologist’s major contributions to his or her clients; given the importance of job and career to self-esteem and life satisfactions, it is indeed difficult to dispute this assertion.

More recently, counseling psychologists have begun to offer a variety of other services that can enhance a client’s psychological development. These services have included marriage and family counseling, sex therapy, school counseling, health psychology, prevention, and gerontological counseling. Furthermore, counseling psychologists consult in educational, medical, vocational, and correctional settings. In addition, counseling psychologists increasingly serve as evaluators of treatment and intervention programs. Counseling psychologists also conduct research and hold academic positions in university settings.

The major thrust of our program is to prepare students to perform these roles within the best traditions of professional practitioners of psychology. Toward this end we have set several objectives for successful doctoral candidates. We view these ends as mutually interdependent and reinforcing; they are not mutually exclusive.

Before proceeding we should note that our program is constructed according to what has been called the scientist/practitioner model of professional training in psychology (Meara et al., 1988). Our program emphasizes developing the skills needed by both the practitioner and the scientist. Like any psychology program, ours is dependent for its content on the theory and empirical data that make up the enterprise of psychology. Accordingly, successful students must demonstrate competence throughout the spectrum of psychological theory and method.

We believe our program goals reflect our consensual definition of counseling psychology, professional strengths, and programmatic purposes. We list and describe them in this publication in order that prospective students may compare them to their own professional interests.

Program Goals

- I. To be a good counseling psychologist, one must first be a good psychologist. Students will be well grounded in the history of psychology as a science, professionally literate regarding its major theoretical perspectives, broadly trained in its different specialty areas, and conversant with its current literature. Students will demonstrate competencies in these objectives through course work, research projects, and systematic examination.
- II. Students will be expected to have well-developed skills as therapeutic practitioners. They will “know therapy as opposed to knowing about therapy” (Dimick & Huff, 1970). All students are required to be performing counseling and therapy continuously using multiple modalities throughout their program. Their clients will be from a broad range of backgrounds and will have a wide variety of

- complaints. Students will be supervised by faculty who are themselves licensed counseling psychologists. Evaluation of the therapeutic skills of students is continuous throughout the program; in addition, a comprehensive review of student skills will be undertaken before the external internship.
- III. Students must demonstrate both theoretical and working knowledge of a range of counseling strategies. They will demonstrate special competence in their treatment modality of preference. Evaluation processes cited in goals I and II will be used to assess these abilities.
- IV. Students will demonstrate competencies in psychological and psychoeducational assessment procedures. These will include personality, intelligence, and vocational assessment instruments. Students will be expected to understand theories of test construction, administration, and interpretation.
- V. Students must develop basic research skills to evaluate current research findings in the professional literature. They will be competent in designing and statistically evaluating professionally relevant research. Students will be encouraged to develop and pursue special competence in applied research and program evaluation. All students will complete a series of research-design and statistical analysis courses.
- VI. Students will possess a broad knowledge of the theories and practice of career and life planning. They must also be competent in facilitating the career and life plans of their clients.
- VII. Students must be committed to the ethical practice of psychology. In addition to knowledge of the ethical guidelines promulgated by American Psychological Association and other professional bodies, we require sensitivity and awareness of the moral and philosophical ramifications of intervening in the lives of others.
- VIII. Students shall be encouraged to develop consultation skills within a variety of settings including educational, correctional, medical, and occupational sites.
- IX. Students will be given experience in counseling supervision, administration, research and teaching in counseling psychology.

- X. Students will be strongly encouraged to hold membership and to be involved in professional activities in APA and in regional and state psychological associations. Early development of professional identification with counseling psychology will be encouraged.
- XI. Students will be expected to demonstrate writing skills adequate for professional publication.
- XII. Students are expected to have a consistent integration of the roles of psychologist, counselor, and researcher. Students are expected to develop an appreciation of their own strengths and weaknesses.

References

- Blocher, D., & Biggs, D. (1983). *Counseling psychology in community settings*. New York: Springer Publishing Co.
- Dimick, K., & Huff, V. (1970). *Child counseling*. Dubuque, Iowa: W. C. Brown.
- Fitzgerald, L. E. & Osipow, S. H. (1986). An occupational analysis of counseling psychology. *American Psychologist*, 41, 535-544.
- Meara, N., Schmidt, R., Carrington, D., Davis, K., Dixon, D., Fretz, B., Myers, R., Redley, C., & Suinn, R. (1986). Training and accreditation in counseling psychology. *The Counseling Psychologist*, 16, 366-384.
- Thompson, A. S., & Super, D. E. (Eds.). (1964). *The professional preparation of counseling psychologists*. New York: Teachers College, Columbia University.

Teaching Faculty of 2002-03 Topics of Research and Interest

The year after the name of the institution is the year in which the doctoral degree was awarded.

Stefania Ægisdóttir, Ph.D.
Ball State University, 2000

Research interests: attitudes toward psychologists and psychological services; expectations about counseling; test development; clinical judgment; cross-cultural/national counseling; generalization of psychological concept across nations; psychoeducation; community service; at-risk youth; criminal behavior; application of social psychology constructs to counseling. Teaching interests: research methodology; assessment; counseling theories and techniques; multicultural counseling; counselor training and supervision; career theories.

Charlene Alexander, Ph.D.
University of Nebraska, 1992

Research interests: multicultural counseling; racial and ethnic identity; multicultural counseling with school populations; development of multicultural counselors; racial and ethnic identity measurement and assessment. Teaching interests: ethical issues; counseling administration and supervision.

Sharon Bowman, Ph.D.
Southern Illinois University, 1989

Research interests: cross-cultural psychology; vocational psychology and career development; feminism and black women; graduate women and mentoring; career development of black students. Teaching interests: supervision; multicultural counseling; career theories and counseling. Bowman is department chairperson.

David Dixon, Ph.D.
University of Minnesota, 1972

Research interests: applications of social psychology to counseling; family and marital therapy; professional issues; gifted and talented; sensation seeking. Teaching interests: family therapy; professional issues; research methodology; practicum training; theories and techniques of change. Dixon is a Fellow of the American Psychological Association.

Lawrence Gerstein, Ph.D.
University of Georgia, 1983

Research interests: organizational psychology; applications of social psychology; Eastern philosophy and psychology; conflict resolution. Teaching interests: research methodology; social psychology; family therapy

techniques; vocational psychology. Gerstein serves as director of the doctoral program in counseling psychology and is a Fellow of the American Psychological Association.

Phyllis Gordon, Ph.D.
Illinois Institute of Technology, 1992

Research interests: attitude formation toward people with disabilities; group dynamics; family issues pertaining to chronic illness; multicultural and gender barriers to integration. Teaching interests: vocational rehabilitation counseling; cultural sensitivity; vocational psychology. Gordon is director of the master's program in counseling.

Theresa Kruczek, Ph.D.
Ball State University, 1991

Research interests: child and adolescent survivors of child sexual abuse; family systems and school issues. Teaching interests: family systems; pediatric psychology; school issues.

Donald Nicholas, Ph.D.
University of Southern Mississippi, 1983

Research interests: health psychology and behavioral medicine; wellness; systems theory and health; health promotions; psychosocial oncology. Teaching interests: practicum training; psychopathology; behavioral medicine.

Kristin Perrone, Ph.D.
Virginia Commonwealth University, 1998

Research interests: career development and vocational counseling; dual-career couples; marital and family dynamics; counseling process and outcome research; group dynamics. Teaching interests: career theories and counseling; supervision; practicum training; counseling skills and theories; group techniques; couples therapy.

Paul Spengler, Ph. D.
State University of New York at Albany, 1991

Research interests: clinical judgment; test construction; psychotherapy and career counseling process and outcome; family therapy; counseling persons

with disabilities. Teaching interests: assessment; career counseling; psychotherapy theory and research; family therapy; psychopathology; supervision; practicum training.

Michael White, Ph. D.

Pennsylvania State University, 1975

Research interests: social cognition and perception; social psychology and language; political psychology; prosocial behavior and helping; stereotyping. Teaching interests: social psychology; research methodology. White is director of master's program in social psychology.

University Facilities, Services, and Support

Facilities of the Department of Counseling Psychology

The departmental, instructional, and research facilities of the Department of Counseling Psychology, which occupy the sixth floor of the Teachers College building, include ten practicum rooms, an observation corridor, and group observation rooms. Most facilities on the floor are linked to a central control room for use of audio and video media. The department operates an in-house Counseling Practicum Clinic that serves about six hundred clients a year from Muncie and surrounding communities. The clinic provides practicum and master's internship experiences for students enrolled in the graduate counseling programs. The clients are counseled by these students under the supervision of, and in consultation with, the faculty.

University Student Services

Approximately 19,000 undergraduate and graduate students are enrolled at Ball State. Several university offices offer programs to help students who may need various kinds of support. The Office of Scholarships and Financial Aid, (765) 285-5600, has information about and applications for student loans. Admittance to the doctoral program includes a required doctoral assistantship for the first year in residency and an assistantship during the second and third years if a student desires one. (See page 10 for more information about assistantships.)

The Health Center, with an outpatient clinic and an infirmary, provides care for acute illness and injuries and offers health insurance coverage for singles and families. The Housing and Residence Life Office, (765) 285-8000, has information about the graduate residence halls, family housing, and some off-campus housing. Disabled Student Development is

available to assist students with special needs. Ball State's campus is designed so that students with physical disabilities can easily be accommodated. Ball State has won national recognition for its programs and services for disabled students. In 1987 and 1991, the American Association of State Colleges and Universities/National Organization on Disability honored the university with two awards, the Disability Recognition Award for Creative Funding and Programming and the Recognition Award for Program Excellence. The Office of Multicultural Affairs administers special programs for minority students, and the Center for International Programs offers activities and support for international students.

The Counseling and Psychological Services Center (an APA-approved internship site) is available for free testing, study-skills assistance, and personal counseling. The center also offers training opportunities for graduate students majoring in counseling psychology in the form of counseling and outreach services to clients served by the center. The Fisher Institute for Wellness works collaboratively with the department for both research and practice opportunities.

Recreational activities such as a symphony orchestra, concert and artist series, and sports facilities on campus are offered free or at reduced rates for students.

Living in Muncie

The university is in Muncie, Indiana, a city approximately 71,000 residents. Muncie is in east central Indiana, about 60 miles northeast of the state capital, Indianapolis. Nearby cities include Fort Wayne (80 miles away), Cincinnati (120 miles away), and Chicago (200 miles away).

Multicultural Programming Committee

Ball State University is committed to increasing the recruitment, enrollment, and retention of students from diverse cultural and ethnic backgrounds. The Department of Counseling Psychology and Guidance Services shares this commitment; a more diverse student body provides a better learning environment for all students. The Department has established a Multicultural Programming Committee (MPC) to assist in recruitment and retention of diverse students. MPC includes a mix of faculty and graduate students. One of MPC's goals is to increase the number of applicants from cultural groups underrepresented in the profession, and to ensure that all applicants receive fair consideration. MPC's second goal is to encourage a multicultural perspective in the course work and training experiences of all students, regardless of cultural background.

Admission Requirements and Evaluation

Admission to graduate study in counseling psychology requires that applicants apply to both the Graduate School and the Department of Counseling Psychology. Applicants must apply to the department because the doctoral program in counseling psychology has a selective admissions policy.

Interested persons may telephone the departmental office toll free at 1(877) 486-7608, write to the director of training at the departmental address, send an e-mail to rangzen@aol.com, or visit our website www.bsu.edu/counselingpsych, for more information. Applicants also need to write or call the Graduate School, (765) 285-1297, to receive application materials for graduate study.

General Background of Candidates Selected

The department selects candidates who have strong backgrounds in psychology and work experience related to counseling psychology. Candidates must hold master's degrees in counseling, counseling and guidance, psychology, educational or school psychology, clinical psychology, social work, or a related subject. The program follows a scientist/professional model of training.

Application Dates

All application materials must be postmarked by January 15.

Tentative Timetable:

Initial Screening	January
Notification of admission status	early-February
Interviews	late-February

Candidates will begin the program in August.

Assistantships begin in August.

Background Required

- A. You must hold a master's degree from an accredited institution and have an overall master's G.P.A of at least 3.2 on a 4.0 scale.
- B. You must have completed four graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. If Theories and Techniques are taken as one class, then

Practicum and two other classes in counseling or counseling psychology are required in addition to the Theories/Techniques class.

Early Admission Process for CPSY Students

Students who are CURRENTLY enrolled in one of our department's master's programs in counseling are invited to apply for early admission to the doctoral program. The faculty adopted this policy to provide outstanding master's students with the opportunity to continue their education in our department without interruption. CPSY students choosing this option must meet the following requirements: be scheduled to graduate by July of the year of admission; have completed or be currently enrolled in a counseling internship; have a master's G.P.A of 3.75 or greater in one of counseling master's programs; and have GREs (V + Q) at 1100 or greater. These applicants should also demonstrate strong backgrounds in psychology and have work experience related to counseling psychology. All application materials must be filed by October 1 of the academic year before the student would start the doctoral program. A decision will be made by the end of October. Only two (2) students will be selected through this early process. CPSY students not meeting these more stringent requirements are strongly encouraged to apply for the regular deadline of January 15. Further details are available in the CPSY office.

Materials To Be Submitted for Application

International candidates:

Applicants from other countries or those who live in the United States who are *not* American citizens must apply to the Department of Counseling Psychology through the Center for International Programs at Ball State University. The CPSY department application is also required. All application credentials are evaluated by the Director of International Programs, the Graduate School, and the Department of Counseling Psychology.

International candidates should obtain an application from the Center for International Programs instead of the Graduate School; submit **all** application materials directly to the Center for International Programs by January 1.

For information about admission and application requirements, please contact:

Center for International Programs
Ball State University
Muncie, IN 47306

(765) 285-5422
www.bsu.edu/web/international/

U.S. candidates:

Separate application materials must be sent to both the university's Graduate School and to the Department of Counseling Psychology. Applicants are encouraged to submit their materials several weeks before the deadline of January 15 to allow time to process the application.

Submit the following application materials required to the Graduate School before January 15.

Graduate School
Attn: Doctoral Admissions
Ball State University
Muncie, IN 47306

Toll free at 1(866) 285-GRAD
www.bsu.edu/gradschool/

1. **Graduate Admission Application Form and Application Fee.** Application form and graduate catalog are available from the Graduate School.
2. **Graduate Record Examination Scores – General Test** (verbal, quantitative, and analytical scores). Scores more than five years old are not accepted. The Graduate School will forward scores to the department. Use the departmental code for counseling psychology.
3. **Graduate Record Examination Scores – Psychology Subject Test.**
4. **Two (2) Official Transcripts of All Previous College Work.** This includes transcripts from institutions granting degrees and those institutions at which courses were taken outside a degree program or for transfer credit. Transcripts must be issued directly from the institution of study. Upon receipt, the Graduate School will forward one set of your transcripts to the department. (If you are a student or graduate of Ball State, the Graduate School will obtain your transcripts that are already on file).

Send the following application materials to the Department of Counseling Psychology and Guidance Services by January 15.

Department of Counseling Psychology and Guidance Services
Attn: Doctoral Admissions
Teachers College Room 622
Ball State University
Muncie, IN 47306-0585

1. **Departmental Application Form.** This form is included in the application packet. The following documents must be attached to the application form: (a) autobiography and professional career goals, (b) vita, (c) philosophy of human behavior and counseling, (d) multicultural experiences and interests, and (e) matching interest form. Applications without these documents will be considered incomplete.
2. **Four Letters of Recommendation.** Use the recommendation forms provided by the department, which are included in the application packet.

Applicants must register to take the Graduate Record Examination (GRE) approximately *four to six weeks before the testing date*. A computerized version of the exam is given weekly. Although a late registration period does exist, a late fee is assessed for such registrations. The written test is given nationally in October, December, February, April, and June. Please note that it takes approximately six weeks for the scores to be sent to the Graduate School at Ball State University, so we recommend taking the GRE no later than December. Information regarding the GRE (including registration application and list of test sites) can be obtained from many college testing centers or by calling the Graduate Record Examination Service at (609) 771-7670.

Applicant Evaluation by the Department

The application review is a three-step process. Credentials submitted by applicants are reviewed by the department at each step. Successful candidates will be those who reach Step 3.

Step 1. To be considered for Step 1, candidates must have applied to and been reviewed by the Graduate School and must have

- A. received by date of entry a master's degree from an accredited graduate institution.

- B. achieved an overall master's grade-point average of 3.2 or better on a 4.0 scale.
- C. taken four or more graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum.
Consideration will be given to a student's application only if the student is currently enrolled in or has completed a beginning practicum or its equivalent. If the student is presently enrolled in such a practicum, acceptance to the doctoral program will be contingent upon its successful completion (with a grade of B or better).
- D. submitted all required application materials by the deadline.

Step 2. If conditions of Step 1 are met, the following criteria will be considered:

- A. *Quality of Transcripts.* Preference will be given to applicants with broad training in psychology. The Graduate School minimum G.P.A is 3.2 on a 4.0 scale, but successful applicants to the program generally have graduate G.P.A.s higher than 3.5.
- B. *Types of Experience.* Applicants who have experience in counseling psychology or closely related subjects are preferred.
- C. *Test Scores.* The department does not use a cutoff score for the Graduate Record Examination. However, successful applicants generally have scores above 1050 on the General Test (verbal plus quantitative) and scores above 500 on the Psychology Subject Test. Applicants with scores below 1050 are encouraged to apply but should have substantial evidence of other academic and professional experience and accomplishments. *
- D. *Professional/Scholarly Activity.* Preference will be given to applicants who have completed a thesis, written professional articles, or have presented research, conducted workshops, or presented other material to professional societies.
- E. *Letters of Reference.* Consideration will be given to the qualification ratings circled on the four recommendation forms as well as to the written comments.

- F. *Applicant's Autobiography, Professional Goals, Philosophy of Human Behavior and Counseling, Vita, Multicultural Experiences and Interests, and Matching Interest Form.* Preference will be given to applicants whose personal goals match the purposes of counseling psychology and the goals of the program. These documents will also serve as examples of the applicant's writing skills.

Step 3. The faculty will review each applicant's file according to the listed criteria and rank each candidate individually. Composite ratings will then be computed and ranked. Using these rankings, two groups of applicants will be designated. The groups are as follows:

Invited for interview. Approximately 30 applicants will be invited for a one-day, on-campus interview. Applicants will meet with faculty and students and be introduced to the Ball State campus. If an on-campus interview is not possible, alternate procedures will be arranged.

Not invited for interview. These candidates will be denied admission for the coming year.

After the interview process is completed, final rankings of the faculty will be compiled and offers made to applicants based on these rankings. Applicants who receive an offer have until April 15 to decide whether to accept the invitation to join the program.

Applicant Pool

Fifty to seventy applications have been considered annually in recent years. Ten students are admitted annually into the counseling psychology program.

Attrition Rate

We accept only students who we believe are capable of completing the program. Of students accepted within the past five years, none have been dropped because of low grades.

Acceptance of Offer for Admission to the Program

The department supports the following statement adopted by the Council of Graduate Schools in the United States:

* If competitive in relation to other criteria, the department will only admit one applicant with a GRE of less than 1000.

Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants

Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties. Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Characteristics of Doctoral Students Entering The Program for Years 1998-2001

	Mean	Minimum	Maximum
Age of Admission	28	23	37
Master's G.P.A	3.84		4.0
GRE Scores (V+Q)	1060	690	1300

Sex

Men 12
Women 24

Race/Ethnicity

Caucasian 25
African American 4
Hispanic 2
International 5

Undergraduate Majors		Graduate Majors	
Psychology	31	Counseling Psychology Or Counseling	20
Other	5	Clinical Psychology	7
		Psychology	5
		Other	4

Ratio of Acceptance to Applicant of Entry Year 2001-02: 1:4

Current Positions Held by Counseling Psychology Doctoral Graduates of July 1994-July 2001 from Information Available

	Number
Faculty member or psychologist at university or college	11
Psychologist in private practice	9
Psychologist in agency, institution, or hospital	17
Post-doctoral fellowship	4

Curriculum Requirements

Basic Requirements

Total hours. A minimum of 97 semester hours of graduate work beyond a bachelor's degree is required.

Minimum On-Campus Time. Two full-time academic years after the master's degree are required, but three years are preferred.

Major. The major must consist of a minimum of 73 semester hours of graduate work. Depending on the student's background, students will have a 73-hour major with two 15-hour cognates (a total of 103 semester hours) or a 73-hour major with one 24-hour cognate (a total of 97 semester hours).

Transfer Course Work. Courses successfully completed during the student's master's program may be used to meet some course requirements, subject to approval of the director of the doctoral program and the student's doctoral committee. Students must complete at least 48 hours in the doctoral program at the Ball State campus.

Doctoral Assistantship and Residency. All students are required to complete at least two academic years in residence as full-time students in the program. Although only two years are required, it is typical for students to complete a third year in residence, during which the dissertation is completed, before beginning an internship. All students are required to accept a twenty-hour-a-week assistantship during the first academic year of required residency. However, one first-year student each year may decline the assistantship, with the permission of the department. The request must be made in writing when the offer of admission is accepted. The assistantship constitutes an integral part of the training program. First year assignments typically include teaching undergraduate courses and working in the Counseling Practicum Clinic office. During the assistantship period, a full-time commitment to the program is expected and required. The assistantship carries a stipend. Tuition is waived for the entire calendar year; however, student fees are to be paid by the student. Assistantships during the summer and the third year cannot be guaranteed, but in the past they typically have been available at lower stipends. Assistantships are available for all students in their second year, but students may choose to decline the assistantship for the second year. Student's assignments during the second-year assistantship consist primarily of research with their committee chairs and practicum supervision. Assignments may also involve assisting administrators and teaching. Students who do not have assistantships are still required to participate in teaching, research, supervision and administrative activities. Most students are able to graduate from the program in four to five years.

Dissertation. DISS 799, Doctor's Dissertation, must be taken for a total of 10 hours. The dissertation must be psychological and empirical in method and content, with statistical treatment of data.

Program of Study

During his or her doctoral program, each student must complete the following course work:

A. Psychological Foundations

1. Biological bases of behavior (e.g., physiological psychology, comparative psychology, sensation, psychopharmacology)

One of the following courses is required:

PSYSC 668 Physiological Psychology (3 semester credit hours)
PSYSC 695 Seminar in Psychology (Psychopharmacology) (3)
EDPSY 652 Neuropsychological Assessment (3)

2. Cognitive-affective bases of behavior (e.g., learning, memory, perception, thinking, motivation, emotion)

One of the following courses is required:

PSYSC 615 Learning and Motivation (3)
EDPSY 765 Theories of Learning (3)
EDPSY 611 Development of Creative Thinking (3)
EDPSY 768 Psychological Theories of Cognitive Development (3)

3. Social bases of behavior (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory)

Two of the following courses is required:

SOPSY 610 Social Psychology (3)
SOPSY 615 Social Cognition (3)
SOPSY 620 Group Dynamics (3)
SOPSY 640 Social Psychology of Attitudes (3)
SOPSY 655 Counseling Applications of Social Psychology (3)
SOPSY 660 Contemporary Social Psychology (3)

4. Individual behavior (e.g., personality theory, human development, individual differences, abnormal psychology)

The following courses are required:

CPSY 636 Psychopathology (3)
CPSY 678 Theories and Techniques of Counseling the Culturally Different (3)

5. History and systems of psychology

The following course is required:
PSYSC 691 Systems of Psychology (3)

B. Counseling Theory, Supervision, and Practice

1. Theories and techniques

The following courses are required:
CPSY 688 Process and Techniques of Group Counseling
CPSY 720 Advanced Theories of Counseling

2. Practicum courses

The following courses are required after admission to the doctoral program even if they or equivalent courses have taken before admission:

CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)

3. A minimum of 400 hours of practicum is required, of which at least 150 hours are in direct service experience and at least 75 hours are in formally scheduled supervision. It is recommended that students enroll in CPSY 749, Individual Supervised Experience in Counseling Psychology (1-6), every semester in which they see clients before the internship.

4. Refer to section entitled Performance Requirements.

C. Professional Orientation and Ethics

The following courses are required:
CPSY 797 Doctoral Seminar 1 in Counseling Psychology

D. Assessment Techniques

1. General assessment

The following course is required:
EDPSY 746 Theories of Measurement (3)

2. Intelligence assessment

The following course is required:
EDPSY 650 Individual Testing 11 (Wechsler Scales) (3)

3. Personality assessment

One of the following courses is required:
CPSY 652 Projective Personality Appraisal (3)
CPSY 657 Objective Personality Appraisal (3)

E. Career Development and Assessment

The following course is required:
CPSY 610 Career Theories and Realities

F. Research (Design, Methodology, and Statistics)

1. Before beginning the dissertation, students will have received training in the conduct and design of research through participation in research assistantship assignments and the following courses:
CPSY 753 Advanced Research Methods in Counseling Psychology (3)
ID 705 Research Colloquium (2)
EDPSY 642 Intermediate Statistics (3) (minimum grade of B)
2. Students are expected to complete the following:
 - i. Write an empirical dissertation
 - ii. Be involved with faculty members in continuing research during residency
 - iii. Demonstrate writing skills associated with and appropriate to research in counseling psychology.
3. Students are expected to demonstrate proficiency in two of the following areas:
 - i. Computer competency as demonstrated by successful completion of the Counseling Psychology

- departmental Computer Competency Project or an approved equivalent.
- ii. Research techniques as demonstrated by a grade A or B in the following courses:
 - EDPSY 741 Applied Regression Analysis for the Social Sciences (3)
 - EDPSY 742 Multivariate Statistical Techniques (3)
 - EDPSY 743 Introduction to Factor Analysis (3)
 - iii. Foreign language applicable to research area of student as determined by the Department of Modern Languages and Classics.
4. After successful completion of comprehensive exams, committee approval of a dissertation prospectus, and admission to candidacy to the doctor's degree, students may enroll in DISS 799, Doctoral Dissertation. Ten hours of DISS 799 are required. Once these hours have been taken, students must maintain continuous enrollment (during the academic year) until the degree is completed. Typically, this requires enrollment in DOC 700, Doctoral Candidate (0).

G. Elective in Counseling Psychology (3)

H. Cognates

Cognates may be in any of several specified subjects. There is flexibility in the development of areas of greatest interest for each candidate and area related to the candidate's anticipated employment setting. A student must have either one 24-hour cognate in psychology or two 15-hour cognates, at least one of which must be in psychology. The most commonly chosen cognates for students in the program include the following:

Consultation	Neuropsychology
Multicultural Counseling	Psychology
Educational Psychology	School Psychology
Gerontology	Social Psychology
Health Psychology	Vocational Rehabilitation Counseling
Marriage and Family Counseling	Wellness Management
Psychological Assessment	Vocational Psychology

Research Methodology
College Student Personnel

Other graduate programs directly related to the student's professional goals

Doctoral Committee Formation

Upon admission each student is advised by the director of training until a doctoral committee is appointed. The student's doctoral committee will consist of two faculty from the Department of Counseling Psychology (one of whom serves as the chairperson), one or two cognate representatives, and an at-large university member who is appointed by the Graduate School. A committee is not appointed until at least the tenth week of the fall semester of the first year. Committee selection is based on mutual agreement among the student and the faculty members selected. Each faculty member in the counseling psychology department is limited to chairing two committees and serving as a member of two others for each entering class.

Examinations

Students will be required to take comprehensive preliminary examinations (written and oral, see *Graduate Catalog*), normally after completing one and one-half to two years on campus in the program. A practitioner's skills in examination, also required of all students, will normally be completed during the student's second year. Students will be required to pass a departmental ethics exam before seeing clients. Students are also expected to pass the departmental Computer Competency Project. All of these examinations must be satisfactorily completed either before accepting or beginning an internship.

Internship

CPSY 799, Internship in Counseling Psychology (0 credit hours), must be taken for an academic year, full-time, or its equivalent over two years, for a minimum time of 1,500 hours. The recommendation is that students take a calendar year internship, or its equivalent over two years, for a minimum time of 2,000 hours in an APA-approved site. Sites not approved by APA must meet APPIC (Association of Psychology Postdoctoral and Internship Centers) criteria or be individually approved by the Graduate Studies Committee in accordance with the committee's internship guidelines.

Performance Requirements

Comprehensive Review of Practitioner Skills

A major objective of the program is that our students function as capable practitioners upon graduation. Our system for ensuring competence involves two evaluation procedures. The first consists of a series of faculty evaluations of practitioner skills. All doctoral students are required to see clients throughout their time on campus. Their activity with their clients is supervised and evaluated by the faculty through either group or individual supervision. (All regular faculty are licensed psychologists with state certification or eligible for license.) Deficiencies in practice are determined and necessary corrections effected. Practitioner skills are developed through a variety of experiential courses, each requiring direct client contact and formal supervision. During assistantship rotation, students are assigned to the Practicum Clinic office, where they have further client contact. In all of these activities, the student's committee monitors the student's experiential activities, as does the director of training.

A second and additional means of evaluating student competence is an evaluation procedure modeled after the ABPP examinations. In this evaluation, students submit samples of their best work to a panel of the faculty for evaluation. It should be noted that any work appropriate to the role of a counseling psychologist (e.g., counseling, career development, workshop planning) is acceptable. The description of this procedure follows.

A. Evaluating Practitioner Skills

Each year a three-member committee is elected from the teaching faculty to serve as evaluators of practitioner skills of doctoral students. Oral examinations are conducted by this committee twice a year; the specific times are announced at the beginning of each semester. Students qualify to sit for this oral examination after being presented to the committee a portfolio of practitioner skills appropriate to the role of a counseling psychologist. The portfolio must include audio or videotapes, or both, case studies, and written materials along with other documents, such as teaching evaluations. These materials must be presented to the committee at least two weeks before the scheduled examinations. If the committee judges these materials to be acceptable, the student is invited to take the oral examination. If either the portfolio materials or the oral examination is judged by the committee to be unsatisfactory, the committee makes specific recommendations to the student regarding improvements needed. Students not satisfactorily completing this requirement are eligible to re-submit their portfolios for the next examination. In no case may a student begin an internship before having completed this

requirement. A student who does not satisfactorily complete this examination in three attempts is recommended for termination from the program.

B. Guidelines for Committee to Evaluate Practitioner Skills of Doctoral Students

The following list of general skills and professional behavior is used to determine competencies of the student to be evaluated.

The competent counseling psychology practitioner demonstrates

1. Personal commitment to development of professional competencies
2. Appropriate verbal and nonverbal communication skills
3. Problem-identification and assessment skills
4. Case conceptualization and theoretical integration
5. Goal-setting skills
6. Appropriate plans for client change
7. Effective intervention strategies
8. Understanding of counseling process factors
9. Evaluation of counseling progress and assessment of outcomes
10. Termination and referral skills
11. Understanding and use of ethical principles in practice

C. Computer Competency Project

The Counseling Psychology Computer Competency Project is a demonstration of skills using computers to organize and analyze research data. These skills include creating and editing data files, writing programs for analyses, running statistical programs (SPSSX, BMDP, SAS, etc.), and interpreting the results of computer analyses. The Project must be completed before a student accepts a doctoral internship. The student may acquire these skills through several different methods (e.g., course work, independent study, assistantship training); no specific courses or statistical programs are required.

Graduation

Formal application for graduation must be made through the Graduate School according to the deadlines established by that office. One of the several forms required by the Graduate School is an updated course-check sheet, which must be approved by the director of training. The department requires one hard-bound copy of the completed dissertation.

