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# ***Graduate Program in Counseling Psychology***

***At Colorado State University***

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The Graduate Program in Counseling Psychology at Colorado State University has full accreditation from the American Psychological Association. (Committee on Accreditation, American Psychological Association, 750 First Street, NE, Washington DC 20002-4242, (202) 336-5979) The application and supporting documents for the counseling program must be received by December 15 of any given year. Instructions and special forms are included at the end of this brochure.

## ***Program Objectives***

The Graduate Program in Counseling Psychology at Colorado State University is based on a scientist practitioner model of training with a primary emphasis on the development of science based practitioner knowledge and skills. As such, the goal of the program is to produce students who are capable of advancing psychology as a science and who are proficient in the use of a variety of counseling and clinical techniques. In meeting this goal, students must demonstrate excellence in three basic areas:

1. Psychological Theory - Fundamental to being a counseling psychologist is a broad knowledge of the theoretical basis of psychology. Breadth of knowledge in general psychology is developed largely through the core curriculum, which includes topics such as human learning and memory, animal learning, personality, social psychology, measurement, history of psychology, physiological psychology, developmental psychology, neuropsychology, and statistics. The core curriculum provides a conceptual foundation for research, scholarship, and the development of skills in assessment and intervention.

2. Research - Students are expected to become intelligent consumers and contributors. To meet this end, students take courses in both basic and advanced statistical and methodological concepts. Research involvement is required at both the master's and doctoral levels. Students are encouraged to join faculty in ongoing research endeavors.

3. Assessment and Clinical Intervention - Training begins during the first year of the program and continues throughout, culminating in a year's internship. Required course work in personality theory, developmental theory, diversity issues, testing, psychopathology, and counseling/psychotherapy theory provide the foundation for a conceptual understanding of problems, life circumstances, and intervention strategies. Additionally, students are expected to develop an area of specialization (e.g., a student might choose a child specialty and include courses in child assessment, child interventions,

and school consultation; a student might select an adult emphasis and prepare for a career in a university counseling center, or a student might seek experience in geropsychology or health psychology.

These general areas are supplemented by seminars, such as topics in clinical health psychology and behavioral medicine, child intervention, geropsychology, neuropsychological assessment, cognitive behavior therapy, and projective techniques.

Skill development through practicum placements begins with interviewing/prepracticum courses in the first year and continues with placements in the University Counseling Center the second year and in the Psychological Services Center the third year. In the second year, practicum students work with clients with educational, vocational, and/or developmental problems. Clients in the third-year practicum are typical of persons seen in a community mental health center. Students begin treating adults, children, and families with various psychological problems during their third-year practicum. Advanced practica are selected based on each student's interests and professional goals. Advanced practica in community settings are encouraged. After completion of academic requirements and the intensive practicum training, doctoral students are required to complete an APA accredited one-year internship which is consistent with the student's professional goals.

The program is marked by an emphasis on human development as a constant, underlying process with an awareness of and a concern for the human condition. Students are expected to be responsive to the problems and characteristics of groups that are not adequately served by the present systems: people of color, the economically disadvantaged, physically and socially isolated groups, etc. While seminars dealing with specific issues are offered, the program includes appropriate and relevant content pertaining to under served populations in every course and practicum. Advanced practica which include supervised practice with these groups are encouraged. Awareness and knowledge of multicultural issues is a necessity in our changing society.

## ***Nature of the Counseling Psychology Program***

The program offers only a Doctor of Philosophy (Ph.D.) degree. The master's degree is included as part of the doctoral program. Students planning on becoming counseling psychologists should be committed to the completion of the Ph.D. The Counseling Psychology Program is designed as a five-year program of full-time fall and spring semester enrollment, with one year being the required internship. Part-

time enrollment is not encouraged. Students entering with master's degrees typically take three years plus internship to complete doctoral requirements.

Comprehensive examinations consist of developmental tasks and evaluation of the resulting competencies. They are aimed at eliminating any weaknesses and maximizing the student's strengths in line with his/her career goals. Exams generally cover ethics, teaching, clinical intervention skills, and the specialty area. They may range from theoretical papers, research articles and presentations, counseling, supervision, and teaching projects, to defending professional skills. Although knowledge of a foreign language may be appropriate as a comprehensive task for a particular student, there is no formal language requirement.

A one-year internship is required. A.P.A.-approved internships are strongly encouraged, and the vast majority of students complete such internships. Prior to beginning the internship, the student must successfully pass an internship readiness clinical competency examination. Its purpose is to determine the extent to which the student's assessment and intervention skills are sufficient for internship. Feedback on clinical morels is given formally mid-semester and at semester end during each practicum course.

A dissertation based on an original investigation of a problem in psychology must be completed and a final oral examination passed.

The program is planned to enable students to progress step-by-step, simultaneously developing a knowledge base and the professional skills needed to apply that knowledge to human problems. Evaluation of progress takes several forms. First, there is the usual instructor evaluation in courses, and students must maintain a B average (3.00 on a 4.00 scale) in required courses. Second, faculty committees review and evaluate competencies on required tasks such as practica, the master's thesis, dissertation, internship, and comprehensive examinations. There are also reasonable maximum times for the completion of all Ph.D. requirements. Additionally, all program faculty meet and discuss the progress of first-year students at the end of each of the first two semesters. Yearly discussions are held on advanced students. The purposes of these discussions are for positive/negative feedback and for consideration of developmental/remedial planning as needed.

The courses listed on the following pages are required for the doctoral program. The nature of the Counseling Program is being constantly evaluated by faculty and student representatives. As a result, changes may be made in the courses and requirements to improve the program. Students may, therefore, experience some changes while in the program, but care is taken so that these changes do not substantially delay completion of the degree requirements.

#### **Program Costs 2008/09 Academic Year:**

Full time in-state tuition is \$2810.25 per semester (\$312.25 per credit hour)

Full time out of state tuition is \$8626.50 per semester (\$958.50 per credit hour)

Additional expenses include:

1. General fees per semester - \$554.78
2. University facility fee - \$10 - \$150
3. University tech fee - \$20

The Counseling Program has been successful in eliminating most if not all of tuition and fees through research and teaching assistantships. Out of state students most often are successful in gaining in-state tuition after their first year.

#### **Student Demographics (2008/09)**

There are a total of 45 active graduate students enrolled in the Counseling Program. The graduate students are comprised of 38 females and 7 males. 35 Caucasian, 6 Hispanic, 3 Asian, and 1 American Indian are representative in the present graduate student population.

#### **Applications and Acceptance**

For the 2008 entering class there were 249 reviewed applications. Of these, 14 offers were made and 7 students accepted our offer of admission.

#### **Student Disclosure of Personal Information**

The Program does not normally require graduate students to disclose personal information regarding sexual history of abuse and neglect, past or present psychological treatment, and relationships with parents, peers, spouses or significant others. The only exception is when any of this information is judged to be necessary to evaluate or obtain assistance for students whose personal problems are preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others.

#### **Attrition**

During the past seven years approximately six percent of students who matriculated in the Counseling Program left the program for various reasons.

#### **Program Statistics**

Mean and median number of years to program completion for students who came in with Bachelors and Masters during the last seven years (for all graduates)

1. Bachelors Mean = 6.56  
Median = 6.0
2. Masters Mean = 5.43  
Median = 5.0

Percentage of incoming students with bachelor degrees completing the program in:

1. fewer than five years = 0 percent
2. five years = 43 percent
3. six years = 20 percent
4. seven years = 17 percent
5. more than seven years = 20 percent

Percentage of incoming students with masters degrees completing the program in

1. fewer than five years = 29 percent
2. five years = 29 percent
3. six years = 20 percent
4. seven years = 17 percent
5. more than seven years = 14 percent

#### **Internships**

During the past seven years 100 percent of the students in the Counseling students were successful on obtaining paid, APPIC member, APA accredited internships for six of those years and 87 percent obtained the same types of internships during one year. In a

recent survey, the Counseling Program rated among the top ten programs in the United States for APPIC matches.

## ***Diversity in the Counseling Program***

The Counseling Program welcomes diversity among its graduate students and faculty. Our environment values the contributions from a student body that offers diversity through ethnicity, gender, age, sexual orientation, religious affiliation, disabilities, geographic representation, etc. We have a history of doctoral graduates who have provided such perspectives in all categories and we are committed to maintaining such diversity.

## ***Our History of Success***

**Ethnic Minority Students**, In the past ten years we have admitted over 20 students from culturally diverse origins, with all ethnic groups represented. Two of our recent students illustrate that culturally diverse students thrive in our program:

- o Latina: Recipient of a Federal Minority Research Grant; selected for travel to conduct research in Mexico; on several conference programs.
- o Asian/American: two publications; on the program of the American Psychological Association's convention; on Tri-Ethnic Center's grant.

**Faculty**, The faculty includes:

- o Dr. Ernest Chavez, a Latino, who was elected Chairperson of the entire Department and is co-director of the funded Tri-Ethnic Center.
- o Dr. Richard Suinn, an Asian American, who was the 1999 President of the American Psychological Association, and past chair of the APA Commission on Ethnic Minority Recruitment, Retention and Training.

**The Atmosphere**, Evidence of the presence of a supportive environment:

- o A diversity course is a core requirement for all students in the program.
- o Current faculty discussions have centered on: maintaining a positive environment for diverse students, broadening the coverage of diversity in coursework and practicum, and improving on recruitment of diverse students. We were selected for the APA multicultural tour in 2004.

## ***"We Welcome Your Application!"***

## ***Required Course of Study***

The sequence of courses has been designed to facilitate both the scientist and the practitioner roles throughout the program. The courses have been sequenced to meet prerequisites for advanced courses including practica and the internship. Students will be able to select research topics, advanced practica, seminars, and internships which are consistent with their professional goals and personal interests.

## ***Students who wish to waive PSY652 and PSY653 should follow the following steps.***

Contact the PSY 652 instructor prior to the Fall semester to arrange to take PSY 652 waiver test. Students who score at least 80% on the exam are permitted to waive the course. Students scoring between 70% and 79% are strongly encouraged to take the class, but they may waive the course with the permission of the instructor and the student's advisor.

Students who pass the PSY 652 waiver exam may elect to also take the PSY 653 waiver exam. Interested student should contact the PSY 653 instructor prior to the Spring semester to arrange to take the waiver exam. The same procedures apply for both exams.

Things students should know before, during, and after the tests

1. Students can only take the waiver tests once at the beginning of Fall and Spring semesters, respectively. Pre-requisite for taking PSY 653 waiver test is to pass PSY 652 waiver test.
2. Students will receive the result and will not receive their answers or be allowed to keep the questions. Their results will also be passed to their advisors for reference.
3. Students can bring whatever books and notes they wish, but no programmable calculators or handheld computers, to their testing sessions.

**COUNSELING PSYCHOLOGY Doctoral PROGRAM**  
**REQUIRED COURSE OF STUDY – Class of Fall 2008**

| COURSE NUMBER   | COURSE   | CR  | COURSE NUMBER          | COURSE  | CR  |
|---|--|-----|------------------------|---|-----|
| <b>FALL I</b>   |  |     | <b>SPRING I</b>        |   |     |
| PSY 596V  | Orientation (Group Study)  | 1   | PSY 611                | Clinical Skills: Theory and Practice II   | 3   |
| PSY 600H  | Advanced Psychology - Developmental  | 3   | PSY 653                | Methods of Research in Psychology II (Statistics)   | 4   |
| PSY 610   | Clinical Skills: Theory and Practice I   | 3   | PSY 655                | Research Issues and Models - Counseling   | 3   |
| PSY 652   | Methods of Research in Psych. I (Statistics)   | 4   | PSY 720                | Psychopathology   | 3   |
| PSY 727   | Theories of Vocational Psychology  | 2   | PSY 727                | Theories of Vocational Psychology   | 1   |
|   |  |     |                        |   |     |
| <b>FALL II</b>  |  |     | <b>SPRING II</b>       |   |     |
| PSY 670   | Psychological Measurement- Personality   | 3   | PSY 672                | Psychological Assessment: Intelligence  | 3   |
| PSY 686AV   | Practicum--Counseling and Diag. I (UCC)  | 3   | PSY 686AV              | Practicum--Counseling and Diag. I (UCC)   | 3   |
| PSY 775 or PSY 675  | Diversity Issues in Counseling or Ethics and Professional Psychology Practice  | 3   | PSY 600A-H             | Core Requirments (optional)   | 3   |
| PSY 600A-H  | Core Requirements (See categories below)   | 3   | PSY 699AV              | Thesis-Counseling   | 3   |
| PSY 699AV   | Thesis-Counseling  | 3   |                        |   |     |
| <b>FALL III</b>   |  |     | <b>SPRING III</b>      |   |     |
| PSY 675 or PSY 775  | Ethics and Professional Psychology Practice or Diversity Issues in Counseling  | 3   | PSY786 AV              | Adv. Practicum--Counseling & Diag. II (PSC)   | 3   |
| PSY 722   | Empirically Supported Treatments   | 3   | PSY 600A-H             | Core Requirements (optional)  | 3   |
| PSY 786AV   | Adv. Practicum--Counseling & Diag. II (PSC)  | 3   | PSY 699AV or PSY 799AV | Thesis--Counseling<br>Dissertation--Counseling  | 3-6 |
| PSY 699AV or PSY 799AV  | Thesis--Counseling<br>Dissertation--Counseling   | 3-6 |                        |   |     |
| <b>FALL IV</b>  |  |     | <b>SPRING IV</b>       |   |     |
| PSY 786EV   | Adv. Practicum -- PSC and/or External  | 3   | PSY 786EV              | Adv. Practicum--PSC and/or External   | 3   |
| PSY 600A-H  | Core Requirements (optional)   |     |                        | Theories and Application of Supervision/Consultation  | 3   |
| PSY 799AV   | Dissertation--Counseling   | 3-6 | PSY 596                | ProSem  | 1   |
|   |  |     | PSY 799AV              | Dissertation--Counseling  | 3-6 |
| <b>FALL V</b>   |  |     | <b>SPRING V</b>        |   |     |
| PSY 787V  | Internship   | 1   | PSY 787V               | Internship  | 1   |
| PSY 799AV   | Dissertation--Counseling   | 3   | PSY 799AV              | Dissertation--Counseling  | 3   |
| <b>ADDITIONAL REQUIREMENTS</b><br>(These courses are required but may be taken at any time) |  |     |                        |   |     |
| COURSE NUMBER   | COURSE   |     |                        | COMMENTS  |     |
| Variable  | Elective Seminars (Offered on a Rotational Basis)  |     |                        |   |     |
| PSY 729   | Examples: Group Projectives<br>Marriage and Family Health Psychology   |     |                        | 6 credits are required for Ph.D. (Any course in the University is appropriate if approved by the student's doctoral committee.)   |     |
| PSY 600A-H  | Core Requirements<br>Timing of core requirements is optional—however, a total of 3 core course are required for the Master's degree. |     |                        | A total of 5 core courses are required for Ph.D. -- one from each of the following groupings:<br>(Group A: = PSY 600B, PSY 600C, PSY 600D)<br>(Group B: = PSY 600E, PSY 600F)<br>(Group C: = PSY 600H )<br>(Group D: = PSY 600G)<br>(Group E: = PSY 600A) |     |
|   | Comprehensive Projects = Ethics, Teaching, Internship Readiness, and Specialization/Spike  |     |                        |   |     |

**Updated 2008**

## ***Counseling Program Faculty***

Larry J. Bloom, Professor and Counseling Program Coordinator/Director of Training Ph.D., University of Kansas, 1975. Area of specialization: Clinical psychology, behavioral medicine, forensic psychology, interpersonal relationships. Phone: (970) 491-5214  
E-mail: larry.bloom@colostate.edu

Silvia S. Canetto, Professor, D.Psy, University of Padua, Italy, 1977; Ph.D., Northwestern University Medical School, 1987. Area of specialization: Gender issues in suicidal behaviors, hastened death, adult development and aging, and couple psychology. Teaching and impact of gender courses. Phone: (970) 491-5415  
E-mail: silvia.canetto@colostate.edu

Ernest L. Chavez, Professor and Department Chair, Ph.D., Washington State University, 1976. Area of specialization: Assessment ethnic/minority issues, substance use, adolescent issues, educational outcomes. Phone: (970) 491-6364  
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Jerry L. Deffenbacher, Professor, Ph.D., University of Oregon, 1975. Area of specialization: Cognitive behavior theory, anxiety and anger research and reduction. Phone: (970) 491-6871  
E-mail: jerry.deffenbacher@colostate.edu

Bryan J. Dik, Assistant Professor, Ph.D., University of Minnesota, 2005. Area of Specialization: Vocational Psychology with emphasis on vocational and leisure interest measurement; developing increasingly precise methods of testing person – environment fit theories of work adjustment; and examining moderator models stemming from these theories. Phone: (970) 491-3235  
E-mail: bryan.dik@colostate.edu

Kathryn Rickard, Associate Professor, Ph.D., University of Georgia, 1983. Area of specialization: Clinical psychology, Exercise and sport psychology, women's health psychology, and parent-child relations. Phone: (970) 491-5121  
E-mail: kathryn.rickard@colostate.edu

Lee A. Rosén, Professor, Director of the Psychological Services Center, and Ph.D., State University of New York at Stony Brook, 1984. Area of specialization: Child psychopathology and child psychotherapy, disruptive behavior disorders, attention deficit hyperactivity disorder. Phone: (970) 491-5925  
E-mail: lee.rosen@colostate.edu

Michael F. Steger, Assistant Professor, Ph.D., University of Minnesota, 2005.

Area of specialization: Understanding well-being and meaning in life, psychological predictors and physical health and health-risk behaviors, facilitators and benefits of engaging in meaningful work, and social cognitive processes in dating relationships. Phone: (970) 491-7324  
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Tammi Vacha-Haase, Associate Professor, Ph.D., Texas A&M University, 1995. Area of specialization: Geropsychology. Phone: (970) 491-5729  
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## ***Adjunct Faculty***

Frederick Beauvais, Senior Research Scientist, Ph.D., Colorado State University, 1975. Area of specialization: Clinical/counseling psychology, substance abuse, cross-cultural psychology. Phone: (970) 491-6828  
E-mail: fred.beauvais@colostate.edu

Mark S. Benn, Assistant Professor, Psy.D., University of Northern Colorado, 1986. Area of specialization: Multicultural issues, rape education for men, HIV/Aids education, supervision and training, parenting education (Senior Psychologist, University Counseling Center). Phone: (970) 491-5728  
E-mail: mark.benn@colostate.edu

Dominic Brewer, Assistant Professor, Ph.D., University of Colorado at Boulder, 1984. Area of Specialization: Child management, anger management, and clinical psychology. (University Counseling Center) Phone: (970) 491-5780  
E-mail: barry.brewer@colostate.edu

Susan L. MacQuiddy, Assistant Professor, Ph.D., Colorado State University, 1985. Area of specialization: Eating disorders, existential/humanistic psychotherapy (Senior Psychologist, University Counseling Center). Phone: (970) 491-6496  
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Randall C. Swaim, Assistant Professor, Ph.D., Colorado State University, 1987. Area of specialization: Ethics, substance use, cross-cultural research. Phone: (970) 491-6961  
E-mail: randall.swaim@colostate.edu

Patricia L. Mestas Vigil, Assistant Professor, Ph.D., Colorado State University, 1988. Area of specialization: Ethnic minority issues, sexual abuse, adult children of alcoholics (Senior Psychologist, University Counseling Center). Phone: (970) 491-5748  
E-mail: patricia.vigil@colostate.edu

## ***Emeritus Faculty***

Charles W. Cole, Professor, Ph.D., University of Missouri, 1963.

Area of specialization: Clinical assessment, and health psychology especially cardiovascular psychophysiology.

E-mail: [Charles.cole@colostate.edu](mailto:Charles.cole@colostate.edu)

Scott B. Hamilton, Professor, Ph.D., University of Montana, 1978. Area of specialization: Clinical psychology, stress and coping processes, child behavior problems, applied social psychology.

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C. Dean Miller, Emeritus Professor, Ed.D., University of Colorado, 1963. Area of specialization: Staffing, consultation, learning, cognitive styles.

Eugene R. Oetting, Professor, Ph.D., University of Wisconsin, 1959. Area of specialization: Drug use, deviance, prevention, cultural identification.

Phone: (970) 491-1615

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Richard M. Suinn, Emeritus Professor, Ph.D., Stanford University, 1959. Area of specialization: Behavior therapy and behavior modification, stress management, ethnic minority issues, treatment of anger or anxiety.

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