

Graduate Program in Counseling Psychology

At Colorado State University

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 1st of any given year. Instructions and special forms are available on our website at <http://www.colostate.edu/Depts/Psychology/counseling/>.

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, lifespan 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 of, and contributors to science. 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.

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 an underlying process, with an awareness of, and a respect for the social contexts of individual difficulties in functioning and coping. Students are expected to be educated about, and responsive to the issues and perspectives of underserved groups, including people of color, the economically disadvantaged, sexual orientation and cultural minorities, older adults, and persons with disabilities. While

seminars dealing with specific issues are offered, the program strives to include content pertaining to underserved populations in every course and practicum. Advanced practica which include supervised practice with these groups are encouraged. Knowledge and applied training in diversity issues is a necessity in our diverse and global 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. 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 2011/12 Academic Year:

Full time in-state tuition is \$3996.00 per semester
(\$440.00 per credit hour)

Full time out of state tuition is \$9796.05 per semester
(\$1088.45 per credit hour)

Additional expenses include:

1. General fees per semester - \$622.34
2. University facility fee - \$180 - \$240
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 (2011/12)

There are a total of 34 active graduate students enrolled in the Counseling Program. The graduate students are comprised of 26 females and 8 males.

Applications and Acceptance

For the 2011 entering class there were 273 reviewed applications. Of these, 13 offers were made and 6 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 undergraduate 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 eight years 61 students applied for internships. 59 or 97.6% were successful in obtaining APA approved internships. 1 student obtained an AAPIC, non APA-approved position and 1 student is not yet placed.

Diversity in the Counseling Program

The Counseling Program welcomes diversity among its graduate students and faculty. Our graduate students and faculty represent a diversity of personal characteristics and backgrounds, with regard, for example, to ethnicity, culture, geographic, provenience, first-language, nationality, age, sexual orientation, generation in college, religious affiliation, and ability status. Our program also values a diversity of perspectives and contributions from its students and faculty.

Our History of Success

Ethnic Minority Students, In the past ten years we have admitted to the program over 20 underrepresented ethnic minorities students. As an example of the success of ethnic minority students in our program here are two cases

- o A Latina student was the Recipient of a Federal Minority Research Grant.
- o An Asian/American student had two publications during graduate school; presented at the American

Psychological Association's convention; was on Tri-Ethnic Center's grants.

The Diversity of our Faculty includes:

- o Dr. Silvia Sara Canetto, an international, multi-lingual faculty, with a long-standing record of international scholarly collaborations in Europe, Africa, the Middle East, and South America. A Fellow of the Society for Counseling Psychology, she has been the recipient of several education and mentoring awards, including Colorado State University Cermak Excellence in Advising Award and APA Strickland Henderson-Daniel Distinguished Mentoring Award.
- o Dr. Ernest Chavez, a Latino, who was Chairperson of the Department and co-director of the Tri-Ethnic Center. He has also been the recipient of several mentoring awards, including, most recently, Colorado State University Cermak Excellence in Advising Award.
- o Dr. Richard Suinn, an Asian American emeritus faculty, 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 Climate, Evidence of a climate supportive of diversity includes the following:

- o As a way to affirm the importance of diversity perspectives in our training, content about gender, ethnicity, culture, social class, sexual orientation, nationality, and ability is consistently addressed in the first-semester of the first year, required Lifespan Developmental Psychology course.
- o A diversity in counseling course is a core requirement for all students in the program.
- o Current faculty discussions have centered on maintaining a positive environment for the diversity students in the program, broadening the coverage of diversity in coursework and practicum, and improving the diversity of students we bring to the program. We were selected for the APA multicultural tour in 2004.

"We Welcome Your Application!"

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

COURSE NUMBER	COURSE	CR	COURSE NUMBER	COURSE	CR
FALL I			SPRING I		
PSY 596C	Orientation (Group Study)	1	PSY 596C	Orientation (Group Study)	1
PSY 600H	Advanced Psychology – Lifespan Developmental	3	PSY 611	Clinical Skills: Theory and Practice II	3
PSY 610	Clinical Skills: Theory and Practice I	3	PSY 653	Methods of Research in Psychology II (Statistics)	4
PSY 652	Methods of Research in Psych. I (Statistics)	4	PSY 655	Research Issues and Models - Counseling	3
PSY 727	Theories of Vocational Psychology	2	PSY 720	Psychopathology	3
FALL II			SPRING II		
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 Requirements	3
PSY 600A-H	Core Requirements (See categories below)	3	PSY 699AV	Thesis-Counseling	3
PSY 699AV	Thesis-Counseling	3			
FALL III			SPRING III		
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	3
PSY 786AV	Adv. Practicum--Counseling & Diag. II (PSC)	3	PSY 699AV or PSY 799AV	Thesis--Counseling Dissertation--Counseling	3-6
PSY 699AV or PSY 799AV	Thesis--Counseling Dissertation--Counseling	3-6	PSY 786J	Advanced Practicum-Vocational Assessment	3
FALL IV			SPRING IV		
PSY 786EV	Adv. Practicum -- PSC and/or External	3	PSY 786EV	Adv. Practicum--PSC and/or External	3
PSY 600A-H	Core Requirements (optional)		PSY 792A	Theories and Application of Supervision/Consultation	3
PSY 799AV	Dissertation--Counseling	3-6	PSY 596	ProSem	1
			PSY 799AV	Dissertation--Counseling	3-6
FALL V			SPRING V		
PSY 787V	Internship	1	PSY 787V	Internship	1
PSY 799AV	Dissertation--Counseling	3	PSY 799AV	Dissertation--Counseling	3
ADDITIONAL REQUIREMENTS (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			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 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: (Group A: = PSY 600B, PSY 600C, PSY 600D) (Group B: = PSY 600E, PSY 600F) (Group C: = PSY 600H) (Group D: = PSY 600G) (Group E: = PSY 600A)	
	Comprehensive Projects = Ethics, Teaching, Internship Readiness, and Specialization/Spike				

Updated 2011/12

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
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Silvia Sara Canetto, Professor, D.Psy, University of Padua, Italy, 1977; Ph.D., Northwestern University Medical School, 1987.
Area of specialization: Cultural norms and scripts of gender (by age, sexual orientation, social class, and disability) and suicidal behaviors/hastened death. Women's and men's interest, persistence and success in science, math and engineering. Adult and older adult development. Teaching and impact of gender courses. Cultural relativism and human rights.
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Ernest L. Chavez, Professor, Ph.D., Washington State University, 1976.
Area of specialization: Assessment ethnic/minority issues, substance use, adolescent issues, educational outcomes.
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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.
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Bryan J. Dik, Associate Professor, Ph.D., University of Minnesota, 2005.
Area of Specialization: Vocational psychology, with emphasis on a sense of calling in the work role: meaning, purpose, religion and spirituality in career development; vocational interest measurement, and computer-assisted career development interventions.
Phone: (970) 491-3235
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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.
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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.
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E-mail: lee.rosen@colostate.edu

Michael F. Steger, Associate 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.
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Tammi Vacha-Haase, Professor, Ph.D., Texas A&M University, 1995.
Area of specialization: Geropsychology.
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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.
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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).
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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)
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Susan L. MacQuiddy, Assistant Professor, Ph.D., Colorado State University, 1985.
Area of specialization: Eating disorders, existential/humanistic psychotherapy (Senior Psychologist, University Counseling Center).
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Randall C. Swaim, Assistant Professor., Ph.D., Colorado State University, 1987. Area of specialization: Ethics, substance use, cross-cultural research.
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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).
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Emeritus Faculty

Charles W. Cole, Professor, Ph.D., University of
Missouri, 1963.
Area of specialization: Clinical assessment, and health
psychology especially cardiovascular psychophysiology.
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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.
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Richard M. Suinn, Emeritus Professor, Ph.D., Stanford
University, 1959. Area of specialization: Behavior
therapy and
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minority issues, treatment of anger or anxiety.
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