Counseling Psychology
Graduate Program
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 must be received online by December 1st of any given year. The instructions and required forms can be found at http://www.colostate.edu/Depts/Psychology/counseling/

Program Objectives

The Graduate Program in Counseling Psychology at Colorado State University is a doctoral program based on the 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 emphasis (e.g., a student might choose a child emphasis 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 their area of emphasis to be 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 who are disadvantaged such as people of color and people with low-socio economic standing, 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 APA-accredited internship. Part-time enrollment is not encouraged.

Comprehensive examinations consist of developmental tasks and evaluation of the resulting competencies. Exams generally cover ethics, teaching, clinical intervention skills, and the area of emphasis. The comps 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 APA-accredited internship is required to fulfill the graduation requirements. The vast majority of students in the Counseling Psychology program complete APA-accredited 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 the 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 of their training in the program. Yearly discussions are held on advanced students. The purposes of these meetings is to discuss positive/negative feedback regarding students' progress in the program and to review their development of functional and foundational competencies, and in some cases to determine if a student requires a remedial plan.

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 2015/16 Academic Year:
Full time in-state tuition is $4673.90 per semester
Full time out of state tuition is $11457.90 per semester ($1088.45 per credit hour)

Additional expenses include:
1. General fees per semester - $792.49
2. University facility fee - $20.75 per credit hour
3. University tech fee - $25

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 (2015/16)
There are currently 32 students enrolled in the Counseling Program for 2015-16. The program consists of 10 males and 22 females.

Applications and Acceptance
For the 2015 year, there were 320 applicants: 12 were offered admission and 7 accepted admittance.

Student Disclosure of Personal Information
The program does not 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 or posing a threat to themselves or to others.

Attrition
During the past seven years approximately 5.4 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)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Mean</th>
<th>Median</th>
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<tbody>
<tr>
<td>Bachelors</td>
<td>5.65</td>
<td>5</td>
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<tr>
<td>Masters</td>
<td>4</td>
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</table>
Percentage of incoming students with undergraduate degrees completing the program in:
- Fewer than five years = 0%
- Five years = 64%
- Six years = 15%
- Seven years = 10%
- More than seven years = 7%

Percentage of incoming students with masters degrees completing the program in:
- Fewer than five years = 100%
- Five years = 0%
- Six years = 0%
- Seven years = 0%
- More than seven years = 0%

Internships
During the past eight years 62 students applied for internships. 60 or 97.6% were successful in obtaining APA approved internships.

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 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, over 21 underrepresented ethnic minority students were admitted to the program. As an example of the success of ethnic minority students in our program:

- A Latina student was the Recipient of a Federal Minority Research Grant.
- 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:

- Dr. Evelinn A. Borrayo, is a Latina Professor and currently the Director of Training (DOT) for the Counseling Psychology program and previously the Program Director of the Clinical Health Psychology doctoral program at the University of Colorado Denver. She has been the Executive Director of the Latino Research and Policy Center at the Colorado School of Public Health. Dr. Borrayo was also the recipient of the 2005 APA Presidential Citation to Latino/a Early Career Psychologists.
- Dr. Silvia Sara Canetto, an international, multilingual 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.
- 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.
- 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: 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. A diversity in counseling course is a core requirement for all students in the program. 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 PROGRAM

## REQUIRED COURSE OF STUDY

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<th>COURSE NUMBER</th>
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<th>COURSE NUMBER</th>
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<td>PSY 596C</td>
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<td>Advanced Psychology – Lifespan Developmental</td>
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<td>Clinical Skills: Theory and Practice II</td>
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<td>Clinical Skills: Theory and Practice I</td>
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<td>PSY 653</td>
<td>Methods of Research in Psychology II (Statistics)</td>
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<td>PSY 652</td>
<td>Methods of Research in Psych. I (Statistics)</td>
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<td>PSY 655</td>
<td>Research Issues and Models - Counseling</td>
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<td>PSY 727</td>
<td>Theories of Vocational Psychology</td>
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<td>PSY 670</td>
<td>Psychological Measurement- Personality</td>
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<td>Psychological Assessment: Intelligence</td>
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<td>PSY 686AV</td>
<td>Practicum—Counseling and Diag. I (UCC)</td>
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<td>PSY 686AV</td>
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<td>PSY 775 or</td>
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<td>PSY 600A-H</td>
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<td>PSY 653</td>
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<td>PSY 786EV</td>
<td>Adv. Practicum -- PSC and/or External</td>
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### ADDITIONAL REQUIREMENTS
(These courses are required but may be taken at any time)

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<th>COURSE NUMBER</th>
<th>COURSE</th>
<th>COMMENTS</th>
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<tr>
<td>PSY 600A-H</td>
<td>Core Requirements</td>
<td>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)</td>
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<tr>
<td></td>
<td>Timing of core requirements is optional—however, a total of 3 core course are required for the Master’s degree.</td>
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<tr>
<td></td>
<td>Comprehensive Projects = Ethics, Teaching, Internship Readiness, and Specialization/Spike</td>
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</tbody>
</table>

Updated for 2015-2016
Counseling Program Faculty

Evelinn A. Borrayo, PhD, Professor, Director of Training for the Counseling Psychology program, University of North Texas, 1999. Area of specialization: Clinical health psychology, psycho-oncology, medically underserved populations, health disparities, and mixed-methods (quantitative and qualitative methods).
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Bryan J. Dik, PhD, Associate Professor, 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.
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Lee A. Rosén, PhD, Professor, Director of the Psychological Services Center, 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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Michael F. Steger, PhD, Associate Professor, 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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