

Counseling Psychology Graduate Program

Colorado State University

The Ph.D. Program in Counseling Psychology at Colorado State University (CSU) is accredited by the Commission on Accreditation from the 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://psychology.colostate.edu/apply-to-become-a-psychology-student/#1522252907776-bfba5fd0-04ed>

Program Objectives

The Graduate Program in Counseling Psychology at CSU is a doctoral program rooted in 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 capable of advancing psychology as a science and who are proficient in diverse counseling and clinical techniques. In meeting this goal, students must demonstrate excellence in three areas:

1. Discipline Specific Knowledge - Fundamental to being a Counseling Psychologist is having solid discipline specific knowledge. Students in the program acquire discipline specific knowledge in the field of psychology, broadly construed, to serve as a foundation for further training in health services psychology. The program core curriculum includes topics such as lifespan developmental psychology, neuropsychology, human learning and memory, social psychology, history of psychology, psychometrics, statistics, and research methods. The core curriculum provides a conceptual foundation for the development of the profession-wide competencies.

2. Research – Consistent with our primary aim to train students with the knowledge and skills to generate and use research to advance the science and practice of Health Service Psychology, our training is particularly strong in research. Students take courses in both basic and advanced quantitative methods, research design, and in psychometrics. Advanced training and experience in research are obtained and assessed at the master's and the doctoral levels. Students are also expected to be active participants in our faculty's ongoing research labs.

3. Profession-Wide Competencies - Training in profession-wide competencies begins during the first year of training via coursework and clinical experience culminating in a year-long internship. Required courses include ethical and legal standards, individual and cultural diversity, psychopathology, psychological assessment, intervention, and supervision/consultation, as these courses offer the foundation for a conceptual understanding of problems in social and cultural context, and empirically-supported interventions.

Skill development through practicum placements begins with interviewing/prepracticum courses in the first year and continues with Practicum I at the CSU Health Network or our Psychological Services Center (PSC) in the second year. Practicum II is completed at the PSC in the third year. In Practicum I, students generally work with clients presenting educational, vocational, and developmental concerns. In Practicum II, students gain additional clinical experience with diverse clients in a community mental health setting, treating adults, children, and families with psychological concerns. Advanced practica occurs during Practicum III where students pursue practicum placements at external mental health clinics that meet students' interests and professional goals and/or continue to pursue advanced experience through the PSC. Advanced practica in community settings are encouraged but not required. After completion of academic requirements and practicum training, students are required to complete a one-year full-time doctoral internship.

Consistent with Counseling Psychology values, the Counseling Program's commitment is that in research and clinical training students learn to conceptualize individual problems and develop interventions based on an assessment of social and cultural contexts, in consideration of power/privilege versus powerlessness and disadvantage dynamics, and with the goal of fostering social justice. It is the program's goal that students be educated about, and responsive to the issues and perspectives of socially and culturally discriminated individuals and groups, including women, persons of color, people with low socioeconomic standing, sexual orientation, cultural, linguistic and national minorities, immigrants, older adults, persons with disabilities and other disadvantaged statuses.

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 doctorate. The Counseling Psychology Program provides students with full-time training through fall and spring semester enrollment for five years, with one year being the required APA-accredited internship.

Comprehensive examinations consist of evaluation of research and clinical competencies in health services psychology. The Clinical Comprehensive Exam (CCE) covers clinical intervention and assessment skills, as well as skills for delivering ethical and culturally competent practice. The research examinations consist of a written and oral exam via master's thesis and doctoral dissertation research studies.

A one-year full-time doctoral internship is required to fulfill graduation requirements. The vast majority of students in the Counseling Psychology program complete APA-accredited internships. Prior to the internship application, students must successfully pass their CCE and master's thesis examination and propose their dissertation. Feedback on clinical competencies 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 designed 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 CCE. 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 in the program, and annual evaluations are held for all students. The purpose of the evaluations is to discuss positive and negative feedback regarding students' progress in the program and to review their development of research and clinical competencies, and in some cases to determine if a student requires a remediation plan.

The courses listed on the following pages are required for the doctoral program. Changes to the curriculum and training may occur to improve the program. Changes are executed in a manner to avoid substantial delays in completion of the degree requirements.

Residency:

The program requires the equivalent of four full-time academic years of graduate study and the completion of an internship prior to the awarding of the doctoral degree. At least two of the academic training years within the program must be at CSU, and these must be in full-time residence at CSU. An exception to the four years occurs when students request credit to be transferred or waived for coursework from a previous institution. However, students who transfer or waive credit are still required to meet the minimum of 3 full-time academic years of graduate study in the program.

Program Costs 2020-2021 Academic Year:

Full time in-state tuition is \$10,520 per academic year.

Full time out-of-state tuition is \$25,791 per academic year.

Additional expenses include:

1. University fees: \$2351
2. estimated cost for books/materials: \$500

The Counseling Program has been successful in eliminating most if not all of tuition through research and teaching assistantships. Out of state students often gain in-state tuition after their first year, during which they establish residency in Colorado.

For general information on graduate assistantships, please visit the Graduate School website:

<http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-assistantships/>

For information on other forms of financial support, please visit:

<http://catalog.colostate.edu/general-catalog/graduate-bulletin/financial-support/>

Student Demographics (2020/2021)

There are currently 42 students (30 women) enrolled in the Counseling Program for 2020/2021.

Applications and Acceptance

For 2020, there were 207 completed applications, 9 were offered admission, 6 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 ten years approximately 13 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 bachelor's and master's degrees during the last ten years (for all graduates):

Mean = 5.53
Median = 5.25

Percentage of incoming students completing the program in:

- Fewer than five years = 9%
- Five years = 58%
- Six years = 20%
- Seven years = 11%
- More than seven years = 2%

Doctoral Internships

During the past 10 years, 59 students applied for APA-approved doctoral internships. 59 or 100% were successful in obtaining an APA-approved internship.

Diversity in the Counseling Program

The Counseling Program welcomes diversity among its graduate students and faculty. Our program seeks to have graduate students and faculty who represent a diversity of personal characteristics and backgrounds, with regard to ethnicity, culture, geographic provenience, first-language, nationality, age, generation in college, religious affiliation, and ability status. Our program also values a diversity of perspectives and contributions. Thus, identities related to gender, sex, ethnicity, culture, social class, sexual orientation, nationality, and ability is addressed in our training. We strive for a program that is inclusive and supportive of a diversity of students' identities, and are actively seeking to broaden the coverage of diversity in coursework and practica. We also strive to improve the diversity among our students and faculty.

Our Demographics and Our History

Ethnic Minority Students: In the past ten years, 12 underrepresented ethnic minority students were admitted to the program.

Faculty Demographics (2021/22): The core counseling psychology faculty includes 4 women and 6 men.

Faculty from underrepresented backgrounds include:

- Dr. Rachel E. Brenner, an early career professional (ECP) who identifies as a queer, cis-woman faculty. She received several awards

in research and mentorship during her doctoral work such as the Research Excellence Award from the Iowa State University (ISU) Graduate College, the Excellence in Undergraduate Mentoring Award and Outstanding Empirical Article Award from the ISU Department of Psychology, and the John A. and Elaine V. Bathe Award from the ISU Counseling Psychology program for her excellence in research, clinical practice, supervision, and teaching.

- 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 CSU's 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 received several mentoring awards, including, most recently, Colorado State University Cermak Excellence in Advising Award. In 2019 he was named a Professor Laureate, the highest honor granted faculty by the College of Natural Sciences.
- Dr. Noah Emery, a biracial indigenous faculty member, who is dedicated to social justice, health equity, and the recruitment, retention, and career development of trainees from historically underrepresented backgrounds. He serves on the diversity, equity, and inclusion membership and executive committees of the Society of Addiction Psychology. In recognition of these efforts, he received the Society of Addiction Psychology's Service Recognition Award.

We Welcome Your Application!

The sequence of courses listed in the following page have 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.

COUNSELING PSYCHOLOGY PROGRAM

REQUIRED COURSE OF STUDY

Appendix A – Counseling Psychology Program’s Schedule of Courses per Year

COURSE NUMBER	COURSE	CR	COURSE NUMBER	COURSE	CR
FALL I			SPRING I		
PSY 596C	Orientation	1	PSY 596C	Orientation	1
PSY 720	Psychopathology	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 692F	Foundations of Psychology*	3	PSY 692F	Foundations of Psychology*	3
FALL II			SPRING II		
PSY 670	Psychological Assessment: Personality	3	PSY 672	Psychological Assessment: Intelligence	3
PSY 686A	Practicum I--Counseling and Diag. I (UCC)	3	PSY 686A	Practicum I--Counseling and Diag. I (UCC)	3
PSY 775	Diversity Issues in Counseling	3	PSY 727	Theories of Vocational Development	3
PSY 699A	Thesis-Counseling	3	PSY 600K	Measurement	3
			PSY 699A	Thesis-Counseling	3
FALL III			SPRING III		
PSY 675	Ethics and Professional Practice	3	PSY786 A	Practicum II--Counseling & Diag. II (PSC)	3
PSY 722	Empirically Supported Therapies	3	PSY 699A or PSY 799A	Thesis--Counseling Dissertation--Counseling	3-6
PSY 786A	Practicum II--Counseling & Diag. II (PSC)	3	PSY 786J	Advanced Practicum-Vocational Assessment	3
PSY 699A or PSY 799A	Thesis--Counseling Dissertation--Counseling	3-6			
FALL IV			SPRING IV		
PSY 786E	Practicum III -- PSC and/or External	3	PSY 786E	Practicum III--PSC and/or External	3
PSY 799A	Dissertation--Counseling	3-6	PSY 792C	Counseling Supervision Seminar	3
			PSY 799A	Dissertation--Counseling	3-6
FALL V			SPRING V		
PSY 787	Internship	1	PSY 787	Internship	1
PSY 799A	Dissertation--Counseling	3	PSY 799A	Dissertation--Counseling	3
*Students may elect to replace Modules in the Foundations of Psychology course with corresponding core courses offered by the department (600A-H).					

Updated for 2021-2022

Counseling Program Faculty

Rachel E. Brenner, PhD, Assistant Professor, Iowa State University, 2018.

Area of Specialization: Help-seeking stigma, self-compassion, measurement, LGBTQ health, and masculinity.

E-mail: rachel.brenner@colostate.edu

Silvia Sara Canetto, DPsy, Professor, University of Padua, Italy, 1977; **Ph.D.**, Northwestern University Medical School, 1987.

Area of specialization: Cultural norms and scripts of gender and suicidal behaviors/hastened death. Women's and men's interest, persistence and success in science, math and engineering. Stereotypes of gender, sexual orientation, ability and aging. Gender, culture and human rights.

E-mail: silvia.canetto@colostate.edu

Bradley Conner, PhD, Associate Professor, University of California, Los Angeles, 2006.

Area of specialization: Quantitative psychology, genetics, genomics, sensation seeking and compulsive and impulsive behavior disorders across the lifespan.

E-mail: brad.conner@colostate.edu

Ernest L. Chavez, PhD, Professor, Washington State University, 1976.

Area of specialization: Assessment ethnic/minority issues, substance use, adolescent issues, educational outcomes.

E-mail: ernest.chavez@colostate.edu

Bryan J. Dik, PhD, Professor, Director of Training for the Counseling Program, University of Minnesota, 2005.

Area of Specialization: Vocational psychology, with emphasis on a sense of calling; meaning and purpose in the work role; the intersection of faith and work; and computer-assisted career development interventions.

E-mail: bryan.dik@colostate.edu

Noah N. Emery, PhD, Assistant Professor, University of South Dakota, 2018.

Area of Specialization: Substance use and co-occurring conditions across the lifespan, emotional functioning, mechanisms of behavior change, intervention development, and ecological momentary assessment.

E-mail: noah.emery@colostate.edu

Hollis C. Karoly, PhD, Assistant Professor, University of Colorado Boulder, 2018.

Area of Specialization: Neuroscience, substance use disorders and polysubstance use, neurobiology and neuroimaging, pharmacology, laboratory drug administration studies and gut-brain interactions

E-mail: hollis.karoly@colostate.edu

Mark Prince, PhD, MS, Assistant Professor, Syracuse University, 2014.

Areas of specialization: Applied Statistics, Addictive Behaviors, Mechanisms of Behavior Change, Treatment/Intervention Development.

E-mail: mark.prince@colostate.edu

Kathryn Rickard, PhD, Associate Professor, University of Georgia, 1983.

Area of specialization: Exercise and sport psychology, women's health psychology, and parent-child relations.

E-mail: kathryn.rickard@colostate.edu

Michael F. Steger, PhD, Professor, University of Minnesota, 2005.

Area of specialization: Understanding well-being, meaning in life, and meaningful work.

E-mail: michael.f.steger@colostate.edu

Psychological Services Center Director

Michael Brinker, PsyD, Assistant Professor and PSC Director, University of Denver, 2012.

Areas of specialization: Pediatric neuropsychology; clinical assessment, pediatric oncology, prenatal polysubstance exposure, neurodevelopmental issues, and working with medically complex clients.

E-mail: michael.brinker@colostate.edu

