

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. (Commission 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 (CSU) 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 and Research - Fundamental to being a counseling psychologist is a broad knowledge of the theoretical and research basis of psychology. Breadth of knowledge in general psychology is developed largely through the core curriculum, which includes topics such as lifespan developmental psychology, human learning and memory, animal learning, personality, social psychology, measurement, history of psychology, physiological 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 skilled consumers of, and contributors to science. To meet this end, students take courses in both basic and advanced quantitative and qualitative methods and research design. Research training and experience 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 lifespan developmental theory and research, diversity theory, research, practice and ethics, personality theory and research, testing, psychopathology, and counseling/psychotherapy theory and research provide the foundation for a conceptual understanding of problems in social and cultural context, and contextualized intervention strategies.

Skill development through practicum placements begins with interviewing/prepracticum courses in the first year and continues with Practicum I at placements such as the CSU Health Network in the second year. Practicum II is completed at the Psychological Services Center (PSC) the third year. In Practicum I, students work with clients that have educational, vocational, and developmental problems. In Practicum II, students gain additional clinical experience with a diversity of persons seen in a community mental health setting where students treat adults, children, and families with various psychological problems. Advanced practica occurs during Practicum III where students pursue external practicum placements at other mental health institutions that meet the students' interests and professional goals 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 the practicum training, doctoral students are required to complete an APA accredited one-year internship which is consistent with the student's professional goals.

Consistent with counseling psychology, the Counseling program's commitment is that in research and clinical training students learn to conceptualize individual problems and to 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 from low-socio economic standing, sexual orientation, cultural, linguistic and national minorities, immigrants, older adults, persons with disabilities and other disadvantage 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 is designed as a five-year program of full-time fall and spring semester enrollment, 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 in ethical and culturally competent practice. The research examinations consist of a written and oral exam via a Master's Thesis and dissertation research studies. Although knowledge of a foreign language is encouraged, there is no formal language requirement.

A one-year APA.-accredited internships is required to fulfill the 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 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 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. Yearly evaluations are held on advanced 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 remedial plan.

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

Program Costs 2016-17 Academic Year:

Full time in-state tuition is \$5,919.79 per semester
Full time out of state tuition is \$12,907.49 per semester
(\$1,311.80 per credit hour)

Additional expenses include:

1. General fees per semester - \$831.89
2. University facility fee - \$290.50
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 often gain in-state tuition after their first year.

Student Demographics (2016/17)

There are currently 35 students enrolled in the Counseling Program for 2015-16. The program consists of 24 female and 11 male students.

Applications and Acceptance

For 2016, there were 229 completed applications. 10 were offered admission, 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 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 Bachelors and Masters during the last seven years (for all graduates)

Bachelors - Mean = 5.09

Median = 5

Masters - Mean = 4.75

Median = 4.5

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

- Fewer than five years = 4.08%
- Five years = 65.31%
- Six years = 20.41%
- Seven years = 4.08%
- More than seven years = 6.12%

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

- Fewer than five years = 50%
- Five years = 25%
- Six years = 25%
- Seven years = 0%
- More than seven years = 0%

Internships

During the past seven years 44 students applied for internships. 42 or 95.5% 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, and generation in college, religious affiliation, and ability status. Our program also values a diversity of perspectives and contributions from its students and faculty.

Diversity, As a way to affirm the importance of a diversity of perspectives in our training, content about gender, sex, ethnicity, culture, social class, sexual orientation, nationality, and ability is addressed in the first-year. Current faculty discussions on developing the diversity training and making the program inclusive and supportive of a diversity of students features, as next steps, broadening the coverage of diversity in coursework and practica, and improving the diversity of students and faculty in the program.

Our Demographics and Our History

Ethnic Minority Students: In the past ten years, over 22 underrepresented ethnic minorities students were admitted to the program.

Faculty Demographics (2016/17): The counseling psychology faculty includes 3 women and 6 men.

Faculty from underrepresent backgrounds include:

- 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 is the Associate Director of Research at the Latino Research and Policy Center at the Colorado School of Public Health. She is 1-of-9 voting members of the state's Board of Health appointed by the Governor.
- 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 been the recipient of several mentoring awards, including, most recently, Colorado State University Cermak Excellence in Advising 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

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 I--Counseling and Diag. I (UCC)	3	PSY 686AV	Practicum I--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 (see categories below)	3
PSY 600A-H	Core Requirements (see categories below)	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	Practicum II--Counseling & Diag. II (PSC)	3
PSY 722	Empirically Supported Treatments	3	PSY 600A-H	Core Requirements (see categories below)	3
PSY 786AV	Practicum II--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	Practicum III -- PSC and/or External	3	PSY 786EV	Practicum III--PSC and/or External	3
PSY 600A-H	Core Requirements (see categories below)		PSY 792A	Theories and Application of Supervision/Consultation	3
PSY 799AV	Dissertation--Counseling	3-6	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	
PSY 600A-H	Core Requirements Timing of core requirements varies—however, a total of 3 core course are required for the Master’s degree.			A total of 6 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) (Group F: = PSY600K)	

Updated for 2016-2017

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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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.
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Bradley Conner, PhD, Associate Professor, University of California, Los Angeles, 2006.
Area of specialization: Clinical Psychology, quantitative psychology, genetics, genomics, sensation seeking and compulsive and impulsive behavior disorders across the lifespan.
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Ernest L. Chavez, PhD, Professor, Washington State University, 1976.
Area of specialization: Assessment ethnic/minority issues, substance use, adolescent issues, educational outcomes.
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Bryan J. Dik, PhD, 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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Kathryn Rickard, PhD, Associate Professor, 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, PhD, Professor, 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, 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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Mark Prince, PhD, MS, Assistant Professor, Syracuse University, 2014.
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