

**THE COUNSELING PSYCHOLOGY PROGRAM  
AT COLORADO STATE UNIVERSITY  
1994--1995**

1. Describe (a) the objectives of your program and (b) the philosophy, model and options of training, if any, by which your doctoral students are prepared for the profession of psychology. Please attach your institution's catalog for graduate education, the program's brochure, and any other special publications that provide information about the program.

**Training Model and Objectives**

At the most general level, our program in counseling psychology is intended to produce psychologists who are equipped to deliver a broad range of psychological services across a variety of social environments. Equally important, such a practitioner should be equipped to modify their repertoire and continue to function effectively throughout political, economic, and cultural changes. In brief, we have placed a premium on flexibility via skills with potential for transfer and adaptability via modes of thinking about problems. This philosophy has been implemented in a training model with two major features:

(1) First, from the initial structuring of the program, there has been a consistent attempt to combine the strongest elements of counseling and clinical psychology into a set of training experiences that would produce a generalist practitioner. This early decision was implemented in several ways.

Approximately half of the full-time program faculty are graduates from APA-approved counseling psychology programs and half are from APA-approved programs in clinical psychology. The curriculum, therefore, requires courses representative of both areas, and practica provide training in assessment and interventions with techniques, populations and problems traditionally associated with both clinical and counseling.

This is reflected in experiential as well as didactic program components. The first practicum, which occurs after courses in interviewing, psychopathology, and life-span

development have been completed, is a full-year placement in the University Counseling Center. Supervisor screening in this agency are intended to provide students with experience emphasizing relatively short-term treatment models with clients who have potential for above-average functioning who are psychologically impaired typically because of developmental and/or relationship problems. Intervention here is aimed at the restoration of personal effectiveness and the resumption of normal developmental processes leading to adult maturity.

The second practicum, which follows coursework in intellectual assessment, personality assessment, and models of intervention (humanistic, psychodynamic, and behavioral), is a full-year placement in the Psychological Services Center, a training agency serving child, adolescent, and adult outpatients from the non-university community. The student experience during this second year is intended to provide training in dealing with clients who are in greater situational difficulty, who may have relatively fewer resources available for dealing constructively with problems, and who often demonstrate higher levels of psychopathology.

Both of these year-long practica are marked by one-on-one supervision, group supervision, weekly case conferences, and in-service training (e.g., topics such as suicide assessment and crisis management, managed care and the future of professional practice, where and how to apply for internships, etc.).

While no further practica are required to complete the program, students are strongly encouraged to--and typically do--take a third (advanced) practicum in one of a number of off-campus agencies. These include public schools, Poudre Valley Hospital, the Family Stress Center, the Denver VA, the Asian-Pacific Center (Denver), and Mountain Crest Hospital as well as other locations. Advanced practica on-campus typically involve supervised work through either the Psychological Services Center or the University Counseling Center.

(2) The second primary feature is the program's commitment to a scientist-practitioner model. As noted by the APA's Committee on Accreditation (CoA), "Science and practice are not opposing poles; rather together they equally contribute to excellence in training

in psychology. Therefore, education and training in preparation for entry level practice as a psychologist should be broad and professional in its orientation, not narrow and technical, and it should be based on the existing and evolving body of knowledge and methods in the science and practice of psychology. This more general knowledge should be well integrated with the specific knowledge, skills, and attitudes that define a particular specialty in professional psychology. The relative emphasis a particular program places on science and practice should be consistent with its training objectives. However, all programs should enable their students to understand the value of science for the practice of psychology and the value of practice for the science of psychology (c.f., Guidelines and Principles for Accreditation of Programs in Professional Psychology, p. 2, August, 1994).

Since our program is, of course, involved in the production of practitioners more than scientists (only a small percentage of our students seek and obtain employment in academic settings), our emphasis has been on the productive utilization of research and scholarly knowledge. Students are expected to develop skills in scientific inquiry, evaluative research, clinical assessment, case conceptualization and intervention. They are encouraged to develop skills in the integration of scientific inquiry and professional practice. Following the recommendations of the Council of Counseling Psychology Training Programs, we have sought to (a) create an environment that fosters scientific attitudes toward the skills involved in the application of Counseling Psychology, (b) review and revise curricular requirements so as to emphasize skills in the integration of science and practice, (c) increase the production and consumption of theory and research via professional publications, and (d) the sponsorship of scientific and professional exchanges at local, regional, and national levels.

This orientation goes beyond the use of data to select interventions or the establishment of a data base to enable quality assessment. It is an attitude toward the use of data in assessment and therapy. This provides a mechanism for professional growth--information is used in the continuous revision of practice. Openness to information generates a kind of

flexibility in thinking, enabling personal change in response to inevitable changes in the parameters of service delivery.

We believe that our orientation towards a generalist practitioner provides the best framework for training students to provide a broad range of psychological services within a variety of settings and to maximize potential for adaptive functioning in a rapidly changing professional environment. We believe that the use of scientific ways of thinking about psychological phenomena enables our students to be creative in their approach to problems as well as systematic in their search for solutions. They can be competent consumers and producers of applied research; and, ultimately, this combination of skills and attitudes will enable them to have an optimal impact on the problems of children, adolescents, and adults.

In order to implement this philosophy of training, we have attempted to create an academic situation which makes it possible for students to achieve competence in eight basic areas. Prior to graduation, therefore, every student in the program is expected to have the following characteristics:

- (1) a broad understanding of core content in the field of psychology;
- (2) a working knowledge of current methods of psychological inquiry and experience in independent inquiry and research;
- (3) an in-depth understanding of theory and research concerning both normal development and psychopathology;
- (4) skills in case conceptualization, models of intervention, and the ability to integrate theory with practice;
- (5) skills in assessment focused on the understanding of cognitive functioning, personality, psychological and vocational development, and behavior;
- (6) knowledge of issues related to professional practice with diverse populations;
- (7) understanding of the practice frameworks mandated by professional ethics, regulatory legislation, and credentialing requirements; and

- (8) demonstrated expertise in at least one area of special interest as the first step toward the achievement of excellence in some aspect of assessment, therapy, teaching, or research.

These objectives are met via the curriculum (which has both didactic and experiential components), a defined set of developmental tasks, and competency examinations. It is expected that these characteristics will emerge over time. (These aspects of the program and their evaluation have been set forth in documents describing student evaluation guidelines and describing our system of comprehensive examinations.)

2. Please describe the way in which leadership is exercised in your program (i.e., how program responsibilities are shared among the faculty and students, how program decisions are made, etc.).

### Program Leadership

The department is organized into three, relatively independent programs or sections -- Experimental, Counseling and Industrial/Organizational. The faculty meet regularly as a department and the department reviews and ratifies many general processes regarding graduate education. The department also has an executive committee, composed of the three section chairs and a member at large. This committee meets regularly and is advisory to both the department head and the faculty. The major locus of decision making about the graduate program in counseling psychology is within the counseling program faculty. Voting members of the counseling program faculty includes all full time faculty, all part time faculty and four student representatives (one from the first year class, one from the second year class, one from the third year class, and one from the fourth year and beyond). All members have equal voting rights, including student representatives. Students are excused from meetings in which other students are reviewed and discussed. The "core" faculty (defined by university and departmental code as full-time, tenure-track), have primary responsibility for the graduate program. Although it has never occurred, a decision made by the entire program faculty may be reversed or altered by a vote of the full-time faculty. A member of the core faculty may challenge a decision and call for a separate meeting of the core faculty to review any decision made in the larger meeting.

The counseling program faculty meet weekly throughout the regular academic year. The Section Coordinator/Director of Training is responsible for organizing the agenda and bringing issues to the program faculty in a timely and orderly fashion. Faculty and committees are strongly encouraged to organize issues, proposals, concerns, etc., in writing and to distribute these materials several days prior to meetings. A number of standing committees, e.g., practicum, admissions, climate issues, student financial assistance, etc., and ad hoc

committees, e.g., steering committee for program review, orientation, etc., also bring recommendations to the floor, initiate discussion, and serve as a resource for the program faculty. Efforts are made to involve all faculty in various standing and ad hoc committees. Recently a concerted attempt was made to look at equity across faculty and further discussions are contemplated to increase the chances that all faculty will share in these program responsibilities. Open discussion in a "committee as a whole" or "town council" format typically precedes taking a vote on matters. Input from all, including non-voting students in attendance, is encouraged. Votes of this body are primary decision/making processes. Generally, majority vote governs the decision. When relative to department code, items are forwarded by the program chair to the department head for discussion in upcoming departmental meetings. The program chair also attempts to meet on a regular basis with the director of the University Counseling Center in order to maintain and nurture the close working alliance between the program and the center. Relevant issues from these meetings are cycled back to the program faculty as a whole in the weekly meetings.

The two clearly identified leadership positions affecting the counseling program are the Director of the Psychological Services Center and the Director of Training:

The Director of the Psychological Services Center is responsible for the organization and daily functioning of the center including issues such as client assignment, coverage of emergency times, assignment of supervisors, agency management, arrangement of guest speakers and advanced seminar presentations, etc.

The Director of Training is responsible for organizing and conducting program faculty meetings, implementing relevant decisions or coordinating their implementation, monitoring program issues and processes, serving as a program representative to relevant external groups, handling correspondence with various professional organizations and with groups wanting to use students and/or faculty as research subjects, coordinating student orientation, organizing graduate and under-graduate teaching loads, meeting with University Counseling Center

Director and staff for coordination of practicum placement and other program-agency training activities, and serving as the program representative to the departmental executive committee.

**3.1 In the “Criteria for Accreditation” the statement is made that: “a quality faculty is essential to the development and maintenance of an excellent program”**

### **Program Faculty and Students**

#### **Faculty**

The counseling program faculty include ten full-time, tenure-track faculty, three full-time faculty on temporary appointments, and five part-time faculty. Of the full-time (tenure-track) faculty, two are of minority background (Asian American and Latino), and three are female. There are three full-time faculty on temporary appointments, and these faculty are female.

Part-time faculty include three senior staff from the University Counseling Center, one senior member of the Tri-Ethnic Center for Research, and one faculty on a half-time "transitional" appointment. Part-time faculty are very important to the program. Each teaches at least one academic course per year and provides practicum supervision, advising, and research supervision. Because of their integral involvement in the program, they hold full voting rights and responsibilities in program affairs. The high involvement of the part-time faculty contributes strength to the training experiences for students. The University Counseling Center provides a significant resource for practicum training, and the Tri-Ethnic Center provides financial support for a number of graduate students as well as research opportunities.

#### **3.1a How is quality reflected in your program faculty?**

The faculty maintain a high level of professional activity. Their activities range from research involvement and publication, service on editorial boards, membership in professional organizations, service on local and national committees, consultation with community agencies, workshops, and independent professional practice. (See enclosed vitae for greater detail). All program faculty who are eligible for licensure in Colorado are licensed; and four hold Diplomates from the American Board of Professional Psychology. Four are Fellows of one or

more divisions of APA; and all of these are Fellows in Division 17. All faculty have served as invited reviewers for a wide range of professional journals and textbook publishers; and four have served on one or more editorial boards of major journals such as Journal of Counseling Psychology, Journal of Consulting and Clinical Psychology, Professional Psychology: Research and Practice, Behavior Therapy, Journal of Gender, Culture, and Health, and Clinical Psychology: Science and Practice, Suicide and Life Threatening Behavior, Omega, and Death Studies. Faculty are also active in presentations and workshops at state, regional, and national levels. Two of our faculty have been listed in a recent publication of The Counseling Psychologist (April, 1993) as among the most productive scholars in Division 17.

Several faculty serve on grant review panels; and one is a former chair of a study group for the National Institute on Drug Abuse. Several faculty regularly serve as accreditation site visitors for APA. Faculty have also served in other professional roles, such as, membership on ABPP examining committees, the Colorado State Board of Psychologist Examiners, APA Board of Directors, Chair of the APA Education and Training Board and the Board of Ethnic Minority Affairs, Chair of the APA Commission on Ethnic Minority Recruitment, Retention, and Training, and President of AABT. The Director of Training is an active member of the Council of Counseling Psychology Training Programs (CCPTP). One of our program faculty has been nominated this spring as a candidate for the presidency of the APA (See Appendix #1--Faculty Commitments).

An unusual example of program visibility and quality is provided by the recently-established linkage between the department and the Social Development Office/University of Kuwait. From an initial listing of 200 counseling and clinical programs, the Colorado State program was selected as among a final list of twenty. Criteria for selection involved accreditation, visibility and reputation of the counseling or clinical program as well as the quality of the university. At this point, the nature of the program was examined to determine the likelihood of a good fit between the emphases of the program and the type of training seen as useful and/or adaptable to the post-war situation in Kuwait. The Director of Training of

each program in the short list was contacted to determine interest in the development of a proposal to establish a two-year, masters-level training program for selected graduates of the University of Kuwait's Department of Psychology. At a subsequent meeting in Toronto, the representative of Kuwait's Social Development Office stated that the committee in charge of program development was very positive about our generalist model and our deliberate blending of elements from both clinical and counseling traditions. It was stated that they believed that some modification of this program, targeted toward the production of supervisors of community-oriented clinical services, would better meet their needs than many of the more narrowly focused programs. These discussions will be continued at the end of May in Kuwait. While such a program, if put into place, would be free-standing and not an intrinsic part of our Ph.D. program, the invitation to submit proposals depended upon a positive review of the type and quality of potentially available faculty resources.

**3.1b How does your faculty model the training philosophy of your program?**

The scientific activities of faculty are manifest in research and scholarly activities (see enclosed vitae for greater details). Several books and psychological tests have been authored by program faculty. Faculty have also written a significant number of invited articles and book chapters in addition to being very active in publishing numerous research and scholarly articles. Two faculty (Deffenbacher and Suinn) have recently been recognized as among the most productive and significant contributors to research in counseling psychology. Faculty research and scholarly efforts also have resulted in significant awards. For example, Oetting was awarded the first College of Natural Science Award for Research and Scholarship (Senior Scientist); and, additionally, he was the recipient of ACPA's Career Research Award. Suinn was one of three recipients of a university-wide award for the integration of scholarly and teaching functions; Canetto was the recipient of a Rotary Foundation Scholarship for International Understanding; and McNamara was the recipient of Graduate Student Research Award from the American College Personnel Association. Faculty research interests are diverse and have included: depression; anger; anxiety, Type A behavior patterns; eating

disorders; chronic pain; alcoholism; hyperactivity in children; marital maladjustment; learning disabilities and learning styles; college major choice and change; career development, psychology of teaching; psychology of gender; agency consultation processes; management of psychological problems in the classroom; issues in health psychology and behavioral medicine, such as, psychophysiological response to psychological stress and the atherogenic effects of recreational use of cocaine; social factors in drug abuse; suicidal behavior; program evaluation; neuropsychology; aging; minority issues in career development and in psychology, parent-child interactions, and attitudes toward nuclear war.

**3.1c In what ways does your sponsoring institutions support continued development of your faculty?**

The institution, through general and departmental resources, has consistently provided resources to support and facilitate the professional and scientific development of program faculty. Some examples include the following:

- a. Travel funds are available to faculty who have reason to attend professional conventions, workshops, or conferences (e.g., APA, AABT, CCPTP).
- b. Sabbatical opportunities for program faculty are the same as those for other departmental and university faculty.
- c. The university provides free computer time for unfunded research, a significant asset for many faculty in the program.
- d. Some departmental monies have been allocated to improvement of research equipment for the program faculty and purchase of some video equipment.
- e. Departmental monies have been allocated for the purchase of Apple Macintosh (SE) computers plus printers for the faculty. These have been well-maintained. The availability of this equipment has enhanced faculty productivity and has improved communication via the e-mail network.
- f. All faculty receive an allocation of \$150.00 per year from departmental monies which may be used for anything related to teaching, research, or professional

development (e.g., minor equipment, reproduction of surveys, purchases of psychological tests, postage for survey research, etc.)

- g. There are university-based small grants for research purposes. At the present time, this consists of Faculty Improvement Committee (FIC) grants. The university has recently increased the total dollars available for FIC grants which may make more monies available as program faculty have competed successfully for FIC grants in the past.
- h. Various offices within the university, usually with cost-sharing by the department, provide funding for guest speakers.
- i. The department provides space (office, therapy and testing rooms) for the Psychological Services Center as well as one full-time secretarial/administrative staff.
- j. The department provides office space for graduate students plus a computer lab with printing and internet (i.e., lit search) capabilities.

**3.1d What initiatives in the past few years has your program taken to facilitate the same?**

Program faculty have also taken action to improve professional and research development via internal initiatives:

- a. One step was to set up a forum through which faculty could discuss their needs, and other faculty could help generate ways of problem-solving or assisting. This has, on occasion, generated different uses of equipment, redeployment of graduate assistants, shifted teaching schedules, and the like so that a faculty member could pursue some important professional activity.
- b. Traditionally, graduate students on teaching assistants were primarily involved in classroom activities. After considerable discussion, faculty developed a plan for recruiting and training advanced undergraduates for many of these functions and to redeploy some of the graduate teaching assistants so that a portion of

their efforts could be directed towards research. In the pairing of new students to advisors, efforts are made to match faculty research and student skills/interests to research projects. Faculty also try to share needs regarding research programs so that students may be shifted to meet key needs. These procedures are options generally available to faculty. When they are used they have worked well for faculty and student research development.

- c. A recent development, and the result of many years of documented space limitation, is the likelihood of additional space for the entire department. This, of course, directly impacts the program in that (1) PSC will recover therapy rooms lost to faculty and student offices, (2) first-year students will have more adequate office space, (3) some faculty will have full-sized offices (rather than converted storage closets), and (4) there is the possibility of developing a research facility for use by both faculty and students.

**3.2 Please describe the responsibilities, if any, of your core program faculty in regard to teaching, advising, or otherwise supervising undergraduate and graduate students not in your APA-accredited doctoral program. How does that involvement affect workload of your core faculty, especially in regard to their responsibilities for your doctoral program students?**

### **Faculty Responsibilities**

Faculty commitments have been summarized in Table #1. There are a significant number of responsibilities that are not directly program-related. Drs. Hamilton and McNamara have significant administrative involvements beyond the counseling program: department chair and associate department chair, hence their reductions in program involvement. Drs. Oetting and Chavez also have significant administrative duties as the directors of the Tri-Ethnic Center for Prevention Research. Dr. Deffenbacher has a part-time commitment to a research grant. All other faculty typically teach three classes per year, at least one of which is at the undergraduate level (see Appendix #7--Staffing Patterns). In addition, program faculty have

undergraduate advising responsibilities. (The department has a large number of undergraduate majors.)

Additionally, some faculty have been heavily involved in Psi Chi, work with minority students who are majors, work with undergraduate research and teaching assistants, and the like. Thus, undergraduate teaching, advising, and other involvements draw significantly on faculty time and commitments. The proportion is difficult to estimate, but would be at least 25% of their time. These, and other commitments, e.g., serving on editorial boards, involvement in committees at departmental and university levels, speaking engagements and/or participation in community groups, naturally influence the amount of time available for graduate education, training, and research functions. (Also see Appendix #1--Faculty Commitments).

**3.3 What steps have you taken to ensure that cultural and individual diversity are represented among faculty and students?**

For at least the past 10 years, diversity among candidates has been a major factor in hiring--not simply in the counseling program but across the entire department. This has gradually produced a faculty that is more gender-balanced and multicultural. We anticipate that this emphasis will continue as new positions become available. Our goal in this regard is to evolve into a faculty that is both qualified in terms of academic and applied skills and representative of the composition of our student group.

For an equivalent length of time, graduate students have been recruited and supported via procedures intended to insure both quality and diversity. This is an emphasis that has been implemented in a variety of ways throughout the entire department. In recognition of our success within the university, the department last year received an award from the Colorado Commission on Higher Education for our success in graduate minority recruitment. The department also won the Colorado State University award for diversity.

**3.4 What special qualities do you seek among students admitted to your doctoral program, individually and as a class? How successful in recent years have you been in achieving this?**

### **Students**

The program receives more than 300 applications per year. Of these, approximately 15-20 highly qualified applicants are offered admission. The desired actual class is 7-10 students per year. The size has been kept in this range in order to facilitate a good faculty to student ratio (approximately 4 students to 1 faculty) for mentoring and practicum and research supervision. Since the program faculty, the department, and the university respect the need for culture and individual diversity, an effort is made to structure each class so as to achieve balanced gender representation and ethnic diversity. Qualified students with disabilities are especially encouraged to apply. These efforts have resulted in classes with a number of positive characteristics. As indicated in Table 3, we have selected and recruited applicants so as to obtain students with excellent potential, stratified across the dimensions of gender and ethnicity.

At the most general level, the program seeks to admit students who possess the following characteristics:

- a. strong academic potential;
- b. strong interest in counseling psychology;
- c. strong interest in scientific as well as practitioner skill development;
- d. demonstrated commitment to scientific and/or applied psychology;
- e. sufficient personal maturity, self-awareness and interpersonal skill to profit from practitioner training components; and
- f. awareness of and concern for diverse elements of the human condition.

Our students have been very competitive for quality pre-doctoral internships. They typically obtain a placement among their top three choices and are notified in the first day. The only situation in which a student has not been offered an internship has occurred when the

student has imposed severe restrictions on placement location because of personal or family issues. Our students typically go to APA-approved internships; usually these are in medical settings with a smaller number going to university counseling centers and community mental health consortiums. Feedback from internship agencies suggests that our students compare quite favorably with students from other programs, whether those programs emphasize training in counseling or clinical psychology (see Appendix #8--Internship Placement).

Graduation rates for classes admitted to our program have varied over the years from 90 to 100%. Our follow-up data suggest that our students believe that they were prepared as well or better than other students for their internships, post-doctoral positions, and subsequent employment. They have qualified for licensing in a wide variety of locations, and they have passed their licensing examinations without undue difficulty. They have been generally quite successful in finding appropriate employment. (See Table 4.) During the past three years the graduates of the program entered the job market in the following placements:

- a. 19% Mental Health Care
- b. 33% Hospitals
- c. 14% Private Sector
- d. 10% University Counseling Center
- e. 14% Academic position
- f. 00% School Psychologist
- g. 10% Other

## Facilities and Financial Resources

**4.1 What unique facilities for use in training are available to your faculty and students, both on- and off-campus? How are they used by the program? What problems, if any, do you have with your current facilities, and what plan of action have you to address those problems?**

**On campus.** Campus facilities contain the usual classrooms, copy centers, etc. In addition, the campus contains a quality library with excellent interlibrary loan and computer literature search services. The program has access to a very good computer lab and statistics/computer consulting facilities. Facilities more closely connected to the training program include a number of offices for student instructors and teaching assistants, eight observation rooms with one-way mirrors, cameras and videotape recorders, test kits for intellectual and personality assessment, neuropsychological testing equipment and facilities, access to an EEG laboratory with hookups to analog recorders for computer analyses, group and family therapy rooms with facilities for both videotape recording and feedback, a testing center, and the Psychological Services Center, the program's training clinic. In addition, the University Counseling Center which is integrally connected with the program is on the same floor as the counseling program, and their rooms and facilities are used extensively in training and research activities. The training space of the program and the University Counseling Center were designed for integrated uses when the building was planned, so facilities have not had to be adapted to already existing structures.

The Tri-Ethnic Center For Prevention Research has supported at least seven students during the past three years and continues to operate in a nationally visible fashion. Its facilities provide exceptional resources for research training. Faculty and student research space is much more limited. However, classroom and other resources noted above have been adapted when necessary. As noted earlier in this report, there is some possibility that the Department will obtain additional space on the first floor in the B-wing of our building. In this event, our

long-standing problem with research space--and our frequent need to make multiple use of single areas--may be significantly improved.

**Off campus.** The program has used a number of off campus practicum sites. Practica sites include governmental and private mental health agencies, the local schools, and psychiatric and general hospitals. Placements have been variable, depending on student needs, interest, and agency capacity, however, some of the most frequently-used off-campus sites have included:

1. Asian-Pacific Center (Denver)
2. Fort Collins Family Medicine Center (Fort Collins)
3. Martin Luther Home (Fort Collins)
4. Aurora Regional Medical Center (Aurora)
5. Evergreen Treatment Center, Poudre Valley Hospital (Fort Collins)
6. Rocky Mountain High School, and other schools in the Poudre R-1 district (Fort Collins)
7. Mountain Crest Hospital (Psychiatric, Fort Collins)

These sites provide access to client populations not available via the University Counseling Center or the Psychological Services Center. Students, therefore, have the opportunity for greater exposure to Asian minorities, family-oriented treatment, developmentally disabled adults, heart patients, adolescent and adult psychiatric admissions, and children and adolescents with school problems (e.g., LD and ADHD).

The facilities and resources are adequate for most purposes. The video and audio recording systems have recently been updated. Mobile videotape units are available for both teaching and practicum supervision. Students have easy access to both IBM and Macintosh computers and to software used in test scoring, etc. Continual efforts to improve these elements are being pursued through university, departmental, and grant monies. Monies generated from the Psychological Services Center are used to develop and maintain testing

materials, and to bring in quality speakers as part of the in-service training program for third-year students.

**4.2 What financial resources are available to support faculty and students?**

**Student Financial Support**

Student financial support continues to be a concern. While the program has generally been able to provide at least some support to students, it has been with considerable effort. Additional sources of student funding would be a greatly added resource, enhancing our abilities for student recruitment as well as student development. An effort is made to provide some support to all the counseling students who have applied. The sources of this support come from departmental assistantships, training and research grants, and other relevant university-based funding sources. Three students are supported via practica arrangements with the local school district and the counseling program, eight students from the University Counseling Center, one student directly funded by the Tri-Ethnic Research grant, and ten students by department funds. Qualified students also may receive any of the three instructorships from the department. Several students have also competed successfully for the department's teaching fellowship. Location and development of financial opportunities are activities of the committee on student financial resources, which collects and distributes information to students and faculty and actively explores employment possibilities with campus and non-campus agencies.

**Faculty Financial Support**

Financial support for faculty is never as much as desired; however, in addition to items such as office space, the department/university provides secretarial support and funds for classroom instructional materials. The Psychological Services Center is a well-equipped facility which supports the training and supervision of graduate students via videotaping and monitoring of therapy sessions. test kits, computerized assessment software, computers, and printers. Each faculty member is provided with an amount of money to be used for

academic/professional supplies (e.g., books, software, etc.). Faculty also receive support in the form of travel funds. These funds help to support faculty in their attendance at professional conventions and workshops. In many cases, the stipend has been sufficient to cover the entire amount. Program faculty also benefit from university support at the department-wide level. Recent examples are the addition of two new FTE based upon diversity via "bridge grants." Faculty career development grants also provide for cost sharing in the support of faculty. A major source of support has been grant-generated indirect cost, a portion of which is returned to the department. These funds made it possible to purchase computers for faculty and such funds continue to be of importance in the maintenance and upgrading of that equipment. As in many other locations, much of our business is now conducted via e-mail. Communication has been significantly enhanced by this capability.

## **Program Processes**

**5.1 How is the integration of practice, theory, and research accomplished in your program consistent with your program objectives and its training model or emphases? How do you assess the conceptual abilities of your students to integrate theory, research, and practice and what types of feedback, if any, do you receive in that regard from sources outside the program about the abilities or deficiencies of your students? (e.g., field practicum supervisors, internship supervisors, initial employers of program graduates, etc.)**

**5.2 How do you ensure that students achieve sufficient breadth of understanding in the field of psychology and related disciplines, as well as sufficient depth of knowledge and experience in their professional specialty area?**

The following section describes how our training objectives are implemented within the program. Also discussed are methods for assessing the conceptual abilities of the students in integrating therapy research and practices and methods for receiving external feedback regarding student's performance.

**Objective 1: General Knowledge of Psychology.** Graduates of the Counseling Program must demonstrate a basic command of general psychology and have appropriate knowledge of theory and research in core content areas. Students must complete at least three credit hours in each of five basic areas. Reference to Table 8 makes clear the relationship between course requirements and APA guidelines.

Following the approval of their advisor, students may elect courses from within certain categories. Three core psychology courses must be completed for the masters degree, and all five cores must be completed for the Ph.D.

**Objective 2: Research Training.** Students are expected to begin a career-long involvement as intelligent consumers of research literature; furthermore, they are expected to contribute to the knowledge base in psychology. Although most of our graduates will spend the majority of their professional careers directly providing psychological services, they are

expected to use theory and research to guide and evaluate the delivery of services and to acquire the necessary skills to advance the science of psychology through scholarship and research.

Research training is integrated throughout the program. The Core Psychology requirements (PY 600 A-H) not only provide students with a broad psychological background, they also expose them to a variety of approaches to psychological understanding. The first-year statistics sequence (PY 652, PY 653) provides extensive coverage of the statistical concepts necessary for understanding and conducting psychological research and employs a 1-credit laboratory where students are trained in using the on-campus computer facilities to analyze and interpret prepared data sets. The required year-long Counseling Research Methods class (PY 655 A&B) introduces students to fundamental design and research concepts relevant to the student's major field of study. Students are given extensive exposure to experimental, quasi-experimental, correlational, evaluative, and qualitative research designs and methods. Additionally, a portion of the Ethics course (PY 792) covers ethical issues related to research involving human subjects. These specific research-oriented elements are augmented by continuous exposure to the most recent empirical research as it is presented and discussed within all courses included in the graduate curriculum.

Involvement in research is encouraged throughout the student's tenure in the program. At a minimum, the student must write an empirically-oriented thesis and dissertation and orally-defend this original study in front of a four-person examining committee (see later section on masters and doctoral committees). Beyond this, students are encouraged to conduct other studies, either independently or in collaboration with faculty, to prepare these articles for publication, and to present them at regional and national conferences. Facilitating involvement in research is always a stated, but sometimes unreached, goal of scientist-practitioner programs. However, despite the heavy curricular demands of our program, we have been extremely pleased with the research productivity of our students--most students have 1-5 publications at graduation, and have presented one or more papers at regional/national conventions.

**Objective 3: Normal Development and Psychopathology.** In the Fall Semester of the first year, students take our course in life-span development (PY 600H). Coverage in this course provides a broad background of research and theory on normal child, adolescent, and adult social/personality development. In the Spring Semester, when students are in the second semester of their pre-practicum training, they take Psychopathology (PY 720). This course provides an extensive review of theory and research covering the full gamut of diagnosable conditions (child/adolescent/adult), as well as a careful examination of DSM-IV, including considerable practice in multiaxial and differential diagnosis. Thus, these two courses, along with the associated practica, provide a strong exposure to both normal developmental issues and psychopathology. In the third year, students take Theories of Vocational Development (PY 727), which provides theoretical and applied information relevant to career assessment and decision-making. This background is viewed as being extremely important in preparing broad-based Counseling psychologists who are capable of evaluating and treating a wide range of emotional problems (i.e., from phase-of-life issues to chronic mental disorders).

**Objective 4: Conceptualization, Treatment, and Skill Integration.** In the first year, the development of basic self-exploratory counseling skills is a central focus of the Interviewing course (PY 610/611). Students are involved in extensive role-plays and demonstrations, interviews with introductory psychology students, intakes at the University Counseling Center, and short-term treatment with clients having V-code diagnoses. First-year students are also provided with an opportunity to observe a more advanced student with an ongoing case in PSC. (This is accomplished via a series of videotapes which are used in PY 610/611.) This course also provides an early evaluation of the student's potential as a therapist, allowing for prompt remediation in potential problem areas. Students are introduced to clinical assessment via PY 720 (psychopathology) which introduces the mental status examination as well as an examination of DSM IV classification criteria.

In the second year, students take a 6-credit, year-long sequence in Theories of Counseling and Psychotherapy (PY 728 A,B,C). This sequence is taught as three, 2-credit courses, each with a different instructor having expertise in that particular conceptual system. The three courses cover theory, research, and practice in client-centered/humanistic, psychodynamic, and cognitive-behavioral interventions. Attention is given to short-term, problem-focused procedures as well as to the more traditional, longer-term approaches, focused on personality change. While it is difficult for any single course to convey the full depth and complexity of any of these theoretical perspectives, these courses provide the basic foundation necessary to understand and evaluate other conceptually-aligned intervention procedures. Students are also exposed to objective personality assessment (PY 670) and individual ability testing (PY 672 during this year).

Concurrent with the year-long sequence in intervention theory, students are enrolled in their first practicum in the University Counseling Center (UCC). Here, students work with an average of 4 clients per week (with an attempt to provide at least one experience with an ethnic minority), with problems ranging from developmental and interpersonal concerns to moderately severe anxiety and mood disorders (all cases are centrally screened so that students work with more difficult cases as the year progresses). Additionally, practicum students conduct and write-up intakes. It is during the two-hours per week of individual supervision (provided by Senior Staff as well as Interns from UCC's APA-approved internship program) that students are encouraged to examine the linkages between theory and practice and to use the assessment and intervention strategies taught in previous courses to conceptualize and treat presenting problems. In addition to individual supervision, students attend a weekly practicum seminar (where didactic training in assessment, diagnosis, case conceptualization, therapeutic interventions, as well as other relevant topics takes place in addition to informal and formal case presentations). Each semester students are expected to do a formal case presentation including a case write-up and show a segment of a videotaped client session. Students are invited to attend the UCC weekly staff meetings and monthly in-service trainings (where

students hear presentations on such topics as suicide assessment, psychopharmacology, alcohol/drug abuse, consultation, domestic violence, sexual abuse, crisis intervention, certification procedures, time-limited therapy, etc.).

In the third year, students are enrolled in a practicum in the Psychological Services Center (PSC), a setting similar to an outpatient community mental health center. Here, faculty expectations regarding students' skills in assessment, conceptualization, and treatment shift to cases involving greater levels of pathology. Clients range from children through adults. While the majority are low income, they present with a wide range of problems. In PSC, students see 5 clients per week, conduct psychological evaluations, write comprehensive assessment reports, provide intake and emergency coverage, and attend a two-hour case conference each week. Since students at this level have completed much of the required curriculum, supervision (i.e., 1-hour per week individual and 1 1/2-hours per week group provided by full-time faculty) involves the integration of clinical skills that the student will need to demonstrate during the Internship Readiness Exam (see section on "Doctoral Comps").

Advanced practica and the internship further expand student skills and abilities along a number of important conceptual and skill dimensions. External practica and internships are carefully coordinated, and information concerning the student's performance is regularly received by the adviser and discussed during an evaluation meeting held at the end of each semester the student is off-campus (see "Evaluation and Assessment" section).

**Objective 5: Counseling/Clinical Assessment.** During their first semester, students take Interviewing (PY 610). Interviewing is designed not only to train students in basic rapport-building and self-exploration counseling skills, but to teach them how to use these skills to track cognitive, affective, and behavioral themes and to begin developing working conceptualizations of client issues. In the Spring Semester, interview training is continued (PY 611). Thus, the rudiments of interview-based assessment are introduced in this year-long course and refined in subsequent courses and practica.

During the second-year practicum in the University Counseling Center, interview procedures are integrated with structured diagnostic protocols as students begin to generate working diagnoses, case conceptualizations, and treatment plans related to older-adolescent and adult clients. Written case reports and oral presentations are a required aspect of this practicum experience. In the spring, students take our course in the assessment of intelligence (PY 672) in which they gain proficiency in administering, scoring, and interpreting individually-administered tests of intellectual ability (e.g., WAIS-R, WISC-R, WPPSI, etc.). Required case reports, involving the integration of information from these instruments with data obtained from other assessment sources (e.g., MMPI-I; MMPI-II), are an important experiential training component of this course. As part of Psychopathology (PY 720), students are also trained in the performance of mental status examinations, the assessment of potential for suicide/violence, etc.

Assessment skills gained during the first two years are further developed and refined during the third-year clinical practicum in the Psychological Services Center. Formal diagnostic reports and integrated case presentations are required, and more advanced skills are taught via individual supervision and didactic presentations by the Counseling faculty and regional experts. Assessment competencies are part of the required internship readiness exam which must be completed by the end of the third year.

Many other courses and seminars include significant assessment components. For example, the year-long advanced seminars in Group Therapy, Child/Family Assessment and Treatment (see other examples later in the section on "Areas of Special Interest") each provide didactic and experiential training and supervision in the use and interpretation of assessment devices specifically tailored to these topical areas. For those students wishing to make clinical assessment an area of special expertise, the sequence of optional seminars in advanced individual assessment provides extensive coverage of research, theory, and practice related to projective testing and neuropsychological evaluation (PY 792).

**Objective 6: Human Diversity.** Historically, one of the Counseling Program's curricular goals has been to integrate content on diversity issues into all graduate courses. The faculty felt that developing separate courses to deal with diversity content perpetuates the idea that sensitivity to diversity issues is somehow outside the mainstream of psychology, thus serving to further alienate and isolate students from an under represented background and interfere with the receptiveness of students to this important information. Through a careful review of the curriculum, content related to diversity issues was systematically integrated into every course and practicum taught within the Counseling Program. For example, in Developmental (PY 600H), content which demonstrates how developmental issues and processes are differentially reflected in various cultures is presented. Required testing courses (PY 670 and PY 672) cover information related to the attitudes and responses of different minority groups to testing procedures, test interpretation involving minority clients, and the inappropriate and discriminatory use of test information.

Based upon a subsequent review by the Minority/Diversity Committee, it was recommended that a course in diversity counseling also be developed in order to (1) systematically addresses the large literature on human diversity; (2) to help students apply their understanding of human diversity to counseling practice and research. The Diversity Issues in Counseling course (PY 792) examines diversity in clients and counselor. Diversity issues covered in this course include gender, age, educational and socioeconomic opportunities, sexual orientation, racial, ethnic, linguistic, cultural, national, and religious background, immigration status and disability. An understanding of diversity issues in clients involves appreciating the meaning and consequences of personal characteristics such physical appearance or physical ability and social hierarchies, such as social class, within a particular culture for clients' health and coping. An understanding of counselor's diversity issues involves appreciating the meaning and consequences of one's own personal characteristics, social status, and cultural background in terms of one's own diagnostic, intervention, and ethical judgments.

**Objective 7: Ethical and Legal Issues.** Portions of the Interviewing (PY 610; PY 611), taken in the first year, introduce students to basic professional issues (e.g., ethics, state law pertaining to psychologists, guidelines for therapy with women and minority clients, etc.). This material is supplemented by presentations and supervision in other courses and practica (e.g., ethics of test usage in testing courses, responsibility for impaired or suicidal clients in practica). The Ethics course (PY 792), generally taken during the third year, is required of all students. This course deals broadly and extensively with ethical principles applied to the practice of psychology and makes use of actual case examples in which students identify the ethical principles involved and routes of resolution. Progress in the area of ethical/responsible professional behavior is assessed by means of required ethics and internship readiness comps (see material on "Doctoral Comp Exams").

**Objective 8: Advanced Coursework and Areas of Special Interest.** Students are expected to develop area(s) of advanced skill and expertise beyond the basic program requirements. The student, in conjunction with his/her graduate committee, designs a program of additional course work and experiences which round out skills and competencies aligned with the student's career objectives. The student, again in consultation with the committee, selects additional required seminars, the fourth-year practicum, and fifth-year internship sites that are likely to expand and sharpen particular skills. Additionally, students complete a "spike of excellence" or "specialty comp." (For a complete description, see Appendix #2--Evaluation Guidelines, file copies of comp exams are available for review.) This task is designed to develop a specific area of expertise unique to the student and his/her interests.

Student involvement in non-credited but professionally-relevant activities are an important adjunct to formal training. Such experiences provide for the development of additional skills as well as for the expression of special interests.

The following list was obtained via survey of on-campus students in the fall of 1994. Some are volunteer activities; others represent paid employment. Some positions were obtained on the student's initiative; others were obtained with the assistance of faculty:

- Telephone Counseling--Contact 214
- Collin County Intervention for Youth (City House)
- Hospice of Larimer County
- Larimer County Suicide Resource Center
- Denver Children's Home
- Ability Testing for a psychologist in independent practice
- Lutheran Family Services (parenting groups)
- Suicide Resource Center
- Fort Collins Head Injury Team
- Sexual Assault Victims Advocacy Team (SAVA), through Larimer County Mental Health Center
- School Psychologist
- Victims Assistance Team (sexual assault, emergency, on-call, crisis)
- Sexual Assault Support Group Facilitator
- Alaska Native Medical Center
- Pastoral Counseling
- Lectures on Native American Culture and Beliefs
- Larimer County Mental Health Center (residential home)
- Neuropsychological Testing (children) for the National Jewish Center for Immunology and Research
- Learning Disability Assessment for the university's Learning Assistance Center
- Martin Luther Homes (assessments)
- Good Shepherd Homes (assessments)
- Larimer County Youth Adolescent Shelter (SAFE)

While the locations may vary, such activities have been typical of our student groups over the years. This is a clear demonstration of student commitment as well as an aspect of quality. It is also apparent that, for many of our students, professional identification is well established.

5.3 Please describe the ways in which the progress of each student in your program is assessed, how students are advised about their program plans, and how they receive feedback about their progress. What special methods are employed to facilitate progress among students experiencing difficulties? What policies and procedures are in place to terminate the enrollment of students whose performance is not satisfactory? How are students counseled about those procedures?

### Assessment of Student Progress

The assessment of student progress takes place continuously throughout the program. All students must maintain a 3.0 grade point average, receive satisfactory grades in every practicum, and successfully complete the Internship Readiness, Ethics, and Teaching "comps" in order to continue in the program. A Specialty Comp, unique to each student, is designed by the student and the student's committee in order to give the student a significant set of skills and information--a "spike of excellence." Research skills, of course, must be demonstrated via the traditional master's thesis or by other supervised research approved by the student's committee. Beyond these general academic requirements, students are continually monitored by the program faculty in terms of their potential as scientist-practitioners. First-year students are reviewed at the beginning and end of their second semester. Off-campus students are evaluated at the end of every semester. Other students (2nd-4th year) are evaluated at the end of each academic year. This evaluation involves all program faculty and includes both positive and negative information about the student. Advisers are responsible for summarizing information discussed during the evaluation meeting and providing written and oral feedback to the student to aid in his/her professional development. In those cases where serious concerns about scientific or professional behavior are raised, the program faculty may recommend specific remedial tasks and performance criteria that the student must meet to remain in the program. In such cases, students are evaluated more frequently, in accordance with the tasks and timelines for completion. (See Appendix #2--Student Evaluation Guidelines, for more extensive coverage of this topic.)

5.4 How does your program work with students in their selection of internship training agencies and what particular characteristics must those agencies have for your students? How does your program maintain communication with the internship agencies at which your students are training, and what expectations do you have in regard to formal reports from those agencies? For the relevant students in the most recent academic year, how many did not receive internship offers and why, and how many accepted unfunded slots and why?

### **Internship: Procedures and Outcomes**

The internship provides the final set of supervised experiences to integrate and enhance the student's ability to provide professional services. A full-time, one-year, APA-approved predoctoral internship is required.

A central file is maintained that provides current information regarding APA-approved internships in settings most likely to be of interest to our students. This, of course, is in addition to the APPIC Directory, which is available for reference in the Section/PSC office.

In the spring of the third year, students (two or three) who have gone through the application/acceptance procedure, provide an in-service consultation during the regular meeting of students and faculty involved in the Psychological Services Center. The students at that point are in the process of completing their second full year of practicum and have either completed or scheduled their Internship Readiness Examination. This is an orientation which provides information concerning applications and interviewing plus a sharing of interview experiences, etc. Once students have completed the internship examination, they are free to investigate and apply to any APA-approved internship site. Students who have special interests and/or needs which make alternative internship locations more appropriate must secure advance approval from the program faculty. Each student application is accompanied by a letter from the Director of Training stating the nature of the student's training program and that the student has met all pre-internship requirements.

The Director of Training receives mid-year and termination summary reports from supervisors and/or training directors at the majority of internship sites. Program administrative staff also perform a routine telephone follow-up of each student in the second semester of the internship year. (See Appendix #4--Student Questionnaire.)

As the data indicate, students from our program have typically obtained highly desirable internships, many of them from settings noted for large numbers of applicants and rigorous selection procedures. Students have usually been accepted by one of their top three choices. According to our data, the "worst" year was 1989 when 80% of our students were offered their top internship. In many years, including 1994, 100% of our students received offers from their first or second choice agency. These internship programs have included some of the best/most prestigious programs in the nation: Harvard Medical School, St. Elizabeth's Hospital, University of New Mexico Medical School, University of Oregon Medical School, University of Texas Counseling Center, Palo Alto Veterans Administration Hospital, University of California (Berkeley) Counseling Center, University of Maryland Counseling Center, Denver Veterans Administration, University of Colorado Medical School, Northwestern Medical School, Denver General Hospital, etc.

Almost all of our students have received offers of internships; over the past several years, whenever a student has not received an offer, it has been because of family or other circumstances which limited the student to local options. None have been obliged to accept unfunded internships. Outcomes for students from the most recent academic year (1993-94) have been presented in Table 10. All students received invitations from either their first or second choice internship agencies (see Appendix #8--Internship Placement).

Feedback from internship supervisors typically has been very positive. For at least the past eight years, we have received no unfavorable reports of student performance. According to our follow-up data, our students rate themselves, on average, as "very well prepared" for their internship. This is consistent with reports from supervisors at internship sites, who typically comment that our students are skilled in psychotherapy, case consultation and case

presentation. Their skills in assessment are equal or superior to those of interns from other programs, whether they have been trained in clinical or counseling.

This point was made in a recent letter from the supervisor of internship training at Denver General Hospital:

. . . we have found the interns [from Colorado State] to be a better match for our clinical program than the state sponsored clinical psychology program. Your interns are exceptionally well prepared, are well rounded professionals and have had more than sufficient training experiences.

Feedback from internship agencies suggests that our students generally demonstrate a strong blend of professional abilities along with a sound knowledge of ethics. A consistent report is that our students are able to conduct themselves at a professional level and that they are skilled in their interactions with peers and supervisors.

**5.5 How does your program assess its students' overall competence to practice as professional psychologists, to include their understanding of ethical and other professional issues, standards of practice, professional skills, and the knowledge appropriate to serve populations culturally and individually diverse?**

The overall professional competence of students is evaluated in several ways: via coursework, practicum performance, competency examinations, and internship performance. This type of assessment is continuous from program entry through the internship and concludes only at the point of graduation. The major components of this process are the pre-practicum (interviewing) courses (PY 610; PY 611), the second-year practicum (typically in UCC), the third-year practicum (typically in PSC), the ethics seminar (PY 792), the (optional) advanced practica (PY 786EV), the ethics comp examination, and the internship readiness examination. (See Appendix #2--Student Evaluation Guidelines for more extensive coverage of this topic.)

5.6 Please list the titles of colloquia, guest lectures, workshops or other similar special events arranged by your program during the most recent academic year.

The following is a list of enrichment experiences made available to both students and faculty over the most recent (1993-94) academic year:

Lee Rosén, Ph.D., Associate Professor, CSU, Behavior Therapy.

Sandra Deraney-Reilly, Ph.D., Private Practitioner, Ft Collins, CO; Sam Sappington, Ph.D., Staff Psychologist, University Counseling Center, CSU, Ft. Collins, CO; Dottie Morris, Ph.D., Staff Psychologist, University Counseling Center, CSU, Ft. Collins, CO. Panel Discussion of Three Different Theoretical Approaches and Their Use in Treatment.

Ed Kotin, Ph.D., Private Practitioner, Ft. Collins, CO. Jung's Analytic Theory of Personality.

Judit Nemeth, M.S. CSU Graduate Student, Franz Kohut's Self Psychology.

Peter Poses, Ph.D., LMFT, Private Practitioner, Ft. Collins, CO. Bipolar Disorder.

Paul Bell, Ph.D., Professor, CSU, Alzheimer's Disease.

Patricia Sabadell, Ph.D., Private Practitioner, Denver, CO. Depression.

Connie DeWars, M.A., R.N., C.S., Medication Clinic, Colorado Psychiatric Hospital, University of Colorado Health Sciences Center, Denver, CO. The Use of Medications in the Treatment of Schizophrenia.

Sam Sappington, Ph.D., Staff Psychologist, University Counseling Center, CSU, Ft. Collins, CO. Cross-Cultural Perspectives in Counseling Psychology.

Sam Sappington, Ph.D., and Janine D'Anniballe, University Counseling Center, CSU, Ft. Collins, CO. Working with Gay and Lesbian Clients.

Cynthia Swindell, Ph.D., Staff Psychologist, University Counseling Center, CSU, Ft. Collins, CO. Gestalt Therapy.

Mark Benn, PsyD. Director of Training, University Counseling Center, CSU, Ft. Collins, CO. The Existential Psychotherapy of Rollo May.

David MacPhee, Ph.D., Associate Professor, Human Development and Family Studies, CSU, Ft. Collins, CO. Cognitive development in Children.

Frederick Beauvis, Ph.D., Senior Research Scientist, Tri-Ethnic Center for Prevention Research, Ft. Collins, CO. Substance Abuse and Treatment.

Paul Bell, Ph.D. Professor of Experimental Psychology, CSU, Ft. Collins, CO. Alzheimer's Disease.

David MacPhee, Ph.D., Associate Professor, Human Development and Family Studies, CSU, Ft. Collins, CO. Piagetian Concepts in Children's Cognitive Development.

Rus Funk, MSW, Treatment Center for Child Sexual Abuse, Baltimore, MD Men and Violence.

Linda Heinrich, R.N., CSU Health Education, Ft. Collins, CO. What's New with AIDs.

Jerry Gritts, R.N., Quality Home Medical Service, Greeley, CO. A Personal Encounter with AIDs.

Panel of CSU Undergraduate Students. Gay, Lesbian and BiSexual Alliance.

Terri Enrquez, R.N., Certified Nurse Midwife, Private Practitioner, Ft. Collins, CO. Women and Health Care.

Diane Sparling, R.N., Certified Nurse Midwife, Private Practitioner, Ft. Collins, CO. Women in the Medical System.

Jim Banning, Ph.D., Professor, School of Occupational and Educational Studies, CSU, Ft. Collins, CO. Qualitative Analysis.

Scott Hamilton, Ph.D., Department of Psychology Chair, CSU, Ft. Collins, CO. Philosophy of Science and Psychology: A Conversation.

Keith James, Ph.D., Associate Professor, Industrial/Organizational Psychology, CSU, Ft. Collins, CO. Meta-analysis.

Toni Zimmerman, Ph.D., Assistant Professor, Human Development and Family Studies, CSU, Ft. Collins, CO. Family Therapy.

Harry Brod, Ph.D., Professor, University of Delaware. Men's Lives and Men's Studies: Today's Perspectives and Problems.

Harry Brod, Ph.D., Professor, University of Delaware. The Construction of Masculinities in the Canonical Texts of Western Political Theory.

Howard Kushner, Ph.D., Professor and Director of the Master of Arts in the Liberal Arts, San Diego State University. Psychiatric Syndromes and Their Limitations: The Value of Medical History for the Diagnosis and Treatment of Tourette's Syndrome and Childhood Movement Disorders.

Howard Kushner, Ph.D., Professor and Director of the Master of Arts in the Liberal Arts, San Diego State University. Social Construction and Essentialism: The Case of the Masculinity of Suicide.

Harry C. Triandis, Ph.D. University of Illinois. The Role of Culture in Social Psychological Processes.

Elizabeth Scarborough, Ph.D. Telling Women's Lives: Psychology, History, and Collective Biography.

Donald Wayne Viney, Ph.D. Professor of Experimental Psychology, CSU, Ft. Collins, CO: Father Knows Best: Women and Western Religion.

Philip E. Berghausen, Jr., Ph.D. Private Practitioner and Management Consultant for Business and Government. Sunnyvale, CA. Glasnost at Chernobyl: The Behavioral Aspects of the Chernobyl Nuclear Power Plant Meltdown.

Kevin Powell, M.A., Psychology Graduate Student, CSU, Ft. Collins, CO. Childhood Violence.

Kevin Powell, M.A., Psychology Graduate Student, CSU, Ft. Collins, CO. Conduct Disordered Children.

Kevin Powell, M.A., Psychology Graduate Student, CSU, Ft. Collins, CO. Schizophrenia.

Kevin Powell, M.A., Psychology Graduate Student, CSU, FT. Collins, CO. Stress Management.

Charles Cole, Ph.D., Director of Training, Department of Psychology, CSU, Ft. Collins, CO. Projective Assessment.

Diana Davis, M.S., Psychology Graduate Student, CSU, Ft. Collins, CO. Biofeedback.

Maureen Huff, Psychology Graduate Student, CSU, Ft. Collins, CO. Trauma After Sexual Assault.

Beth Firestein, Ph.D., Assistant Professor, Southern Illinois University. Bisexuality: The Psychology and Politics of an Invisible Minority.

Lee Rosén, Ph.D., Associate Professor, Department of Psychology, CSU, Ft. Collins, CO. Assessment and Treatment of ADHD Children and Adolescents.

Lee Rosén, Ph.D., Associate Professor, Department of Psychology, CSU, Ft. Collins, CO. Parent/Adolescent Conflict.

CSU Student affiliated with Resources of Disabled Students (name withheld), Organic Brain Disorder.

Judy Johnston, M.S.W., Larimer County Child Protection Service, Ft. Collins, CO. Child Abuse Reporting.

Barbara Plested, M.S., Tri-Ethnic Center, Ft. Collins, CO. Case Documentation.

Panel of Speakers, Alcoholics Anonymous, Larimer County, Ft. Collins, CO. The Reality of Alcoholism.

Arthur Jones, Ph.D., Professor of Psychology, Denver University, Denver, CO. Healing and Hope: The Wisdom of the Spirituals.

## Program Evaluation and Planning

### 6.1 By what means do you evaluate the overall effectiveness of your program?

As noted previously, the program relies heavily on weekly, full program meetings to conduct its business. It is through this process that it engages continuously in its primary evaluation and planning processes. Input from current students, former students, practicum and internship agencies, departmental and university sources, etc., is regularly sought, both formally through letters and questionnaires and informally through personal contact, but it is the weekly meetings through which the program faculty discuss the information and make decisions. This process is facilitated by a set of standing and ad hoc committees which collect information, make proposals, and guide discussion on specific topics and by day long, pre-semester work sessions.

Weekly meetings--supplemented whenever required by special agenda--are devoted to program monitoring and review. Several years ago, program faculty initiated a review of philosophy and objectives. The program has endured a more-or-less continuous state of revision since that time. While progress, at times, seems painfully slow, a number of changes have been implemented. Thus, program evaluation and planning has become a process of continuing evolution. Some of the topics that have provided a focus for our most recent activities have been described in the following paragraphs:

At a general level, the problem addressed can be stated as What is the most desirable configuration for a graduate program in counseling psychology? Stated more specifically, What coursework and non-course experiences should define our core curriculum? One problem is that the so-called "core" keeps changing. The "real" world of professional practice has been changing even faster? Do we preserve what we believe is valuable from the past or do we rush into a market-driven program? We are pushed from the past and pulled by the future. The immediate solution is somehow pack more in to the program. How can we ensure that our students have adequate grounding in the core of counseling psychology while introducing greater flexibility in student degree programs?

Such problems cannot be put to rest. They emerge year after year. The creative tension produced by the conflict, however, enlivens specific issues as they emerge. Topics that have required the greatest amount of program attention in the last few years are issues of diversity, science, changes in professional practice, and student load.

(a) How is minority/diversity content to be integrated into the curriculum? It is clear that program faculty have agreed on the goal of diversity among students and faculty; and this is a recruitment issue. If we are to have a psychology that applies to everyone, we must have diversity in the curriculum as well. There are problems in achieving those objectives. We have moved forward in a series of approximations. Initially, each instructor agreed to introduce materials into his/her course related to issues of diversity. Some were more able to do this more successfully than others. Since accelerated progress in this area seemed desirable, the faculty agreed to set aside a portion of their assigned GTA time to search for additional appropriate diversity content. As a part of our earlier initiative, the section also created a course in multicultural counseling. This is a required course and, while the timing is flexible, it must be completed prior to the internship. Diversity objectives are also met via the programming of the Psychological Services Center. For example, the PSC has designed a Diversity Workshop for this spring (1995). All of these actions, of course, are intended to provide for enriched diversity content. These efforts will eventually be complemented by our increased attention to diversity issues in the recruitment of faculty replacements.

(b) How can we provide an adequate emphasis for the scientist part of our model? What does it mean to be a scientist-practitioner? Where should research fit into our program? As do the majority of programs, we require basic and advanced courses in statistics; and, unlike some programs, we also require a year-long course in research methods and design in which students develop research proposals in interaction with their advisors. This course was moved to the first year in order to give greater emphasis to the scientist element and in order to help students finish their theses on schedule. (This move, in fact, has greatly reduced the numbers of students who exceed our deadline for completion of the master's requirements.) It

is, of course, the desire of many of our faculty that students become involved in research independently of their work on theses and dissertations. Many students, in fact, have become involved in such research, as indicated by presentations at professional conferences and conventions (e.g., currently, at least seven students presenting at the forthcoming RMPA convention) and by journal submissions and publications. We also believe that it is important for such activity to continue once our students have left campus and/or have graduated. Over the years, many of our former students have remained active in research and textbook publication. (Our most recent follow-up data on our interns and post-doctoral students shows that among that group there are presently four journal publications plus one acceptance and two under review.) There is, of course, more to be done in this area.

(c) Should instruction in life-span development be part of our core? (The most recent revision of the new accreditation criteria from the APA implies that it should.) What about prescription privileges for psychologists? Should we offer a seminar in the psychopharmacology of psychotropic medications? (APA is pushing in this direction, but there is strong opposition from many program directors.) Should we teach our students about the professional environment created by corporate psychology (i.e., "managed" care)? Are skills in assessment becoming more important? (Many of our students on internship say that this is one of the three most positive features of our program and/or that a negative feature of our program is our inadequate emphasis of assessment skills.) We expect such issues to become increasingly salient over the coming year.

(d) How can we create a program with flexibility enough to allow for individual differences among students, the development of idiosyncratic interests, that will decrease stress and promote more meaningful, in-depth learning? We believe that a good program makes room for the encouragement of special interests, but how do we make sure that every student leaves as a well-grounded psychologist with at least the "core" of the specialty of counseling psychology? Do we have too many required courses, comps, practica? Previous site visit reports has suggested that this may be the case. But this ensures a continuing dilemma. Do we

require more each year as the body of "necessary" information increases so that our pursuit of the generalist scientist-practitioner can be more completely realized? Do we provide some more comfortable minimum, confident in the student's ability to decide what to learn; confident that the student's adaptability will produce adequate survival rates?

This dilemma, of course, is not unique to our program. This problem was discussed informally at a recent (February 3--5, 1995) meeting of the Council of Counseling Psychology Training Programs. In discussing the nature of the core curriculum in counseling psychology, it was noted that we keep adding courses and requirements without dropping any. This was related to the fact that the average time to the Ph.D. now appears to be nearly seven years. (One training director at the conference commented that the average for their program was five years. This attracted significant attention until she noted that they accepted only students at the master's level!) While is it possible to complete our program in four years, many students opt for a fifth year in order to complete their work in a way that may be best for them given their particular objectives. Over the years, the numbers of such students have increased. This is hardly surprising. We have recently come to terms with the fact that we have a five-year expectancy, but we have also taken steps to reduce specific requirements wherever possible and to allow for the development of emphases, such as, family/adolescent assessment and counseling or behavioral medicine. (It may be that in the future some of these "tracks" or emphases will be given formal structure.) One of our first actions was to eliminate the requirement of nine semester hours of non-psychology coursework--at some emotional cost for those of use who are the product of a liberal arts tradition. Subsequently, several required courses were retained as options (often, however, strongly recommended). Materials from some specialty seminars were adopted into existing courses, and these seminars were eliminated. Another step was for a member of our program faculty to take over the developmental core (PY600H); and now it meets a program as well as a departmental requirement. This created more room in the first year and allowed our course in research methods to be moved there, thus creating additional flexibility in the third year.

As noted earlier, program evaluation, planning, and change is a continuously-evolving process, fueled by our awareness of problems created by change. We believe that this process works in a better (albeit more deliberate) way when there is a maximum level of involvement and interaction. There is constant tension, of course, between optimization of the decision-making or democratic aspects. Delineation of the working unit is frequently dictated by time limits and by appropriateness. Given these constraints, however, it is obvious that efforts are made to actively include all relevant individuals and groups within the program, the department and the university. For example, students are expected to be involved in curriculum planning; they have membership of all committees except for those concerned with the evaluation of other students and distribution of funding opportunities. Students have three voting representatives to the meetings of the program faculty. These students routinely collect student input and bring it back to the program discussions. There is also a student member on each program committee (except for committees directly responsible for student evaluation and distribution of funding opportunities). The director of training also solicits information by a variety of questionnaires and brings this information to the discussions. Committees may do the same, and they routinely contain one or more students. Students may meet together and ask for specific topics to be put on the agenda which have always been honored. All students may attend program meetings and may contribute to the discussion, though only the three representatives may vote.

**6.2 What particular aspects of your program seem especially attractive to new students? What do advanced students and recent graduates regard as special strengths of the program?**

Recent data suggest that students are initially attracted to our program because the blending of counseling and clinical psychology makes sense to them in terms of their interests as future practitioners. They also respond positively to the variety in faculty background and specializations. They frequently mention the fact that the program has a strong reputation. New students also appear to appreciate the gradual and systematic acquisition of counseling skills, one-on-one practicum supervision, and the encouragement of special interests.

Many of the faculty are seen as available and supportive. In the perceptions of advanced students and recent graduates, our strengths lie in the fact that the program is continuously evaluated. While there is considerable variability, student response to our follow-up questionnaire suggests that their perception of the most valuable aspects of the program is most typically in the practicum experience (with either the experience with the client population or the supervisory experience emphasized). This is followed by training in assessment (often with the comment that still more experience is needed).

The majority of students on-campus see the program as demanding. This is particularly true of students in the first two years. While there is marked variability in the intensity of student response as well as in their attitude toward the nature of the load (i.e., necessary-unnecessary, etc.), it is generally seen as heavy. In some cases, the pressure is somewhat increased by external commitments (i.e., volunteer activities, professional employment). For some students, there is a continuing struggle to find the time to meet requirements for practicum, research, and course management:

"Course load is at times excruciating, particularly the first semester with an 18 credit load plus thesis development."

At best, things could be improved:

"Course load--Okay, except I think offering a few seminars or courses during the summer could help ease the burden of having to take full loads while working on research, seeing clients, and working (assistantships)."

When similar questions are asked of students who have completed their degree requirements, the consensus seems to be that "it was pretty demanding at the time--even overwhelming--but now it seems worth it."

**6.3 What strengths or deficiencies in the training of your students have been noted in the past few years by state licensure boards and initial employers of your graduates? How is such information obtained and used by your program faculty?**

Follow-up of graduates beyond their first employment or post-doctoral placement has not been systematic. Much contact, however, is maintained by faculty advisors and thus there

is a considerable amount in informal follow-up. To the best of our knowledge, none of our students have experienced any difficulty in applications for state licensing.

**6.4 Does your program have a regular method for planning (e.g., changes in goals and objectives, resources and processes for their attainment, etc.)? If so, please describe that process by indicating (a) how it is coordinated with departmental and institutional planning; (b) how it is sensitive to new scientific developments or changes in the profession of psychology; and (c) how students, faculty, and academic administrators are involved in the planning process.**

The departmental administration is directly involved in these discussions as the current department chair and associate chair are members of the program faculty. Relevant information can also be sought from the director of the University Counseling Center, as he, too, is a program faculty member. Thus, the faculty can directly seek information from or make input to these individuals. And the director of training and the director of the counseling center meet to discuss issues affecting both systems.

The department also may be involved in at least four other ways. First, the director of training and the department chair meet regularly to discuss issues relevant to the program. Second, as program coordinator, the director of training also meets with other section chairs and an at-large faculty member to discuss issues involving the integration of the three programs and the welfare of the department in general. Third, many program changes must be reviewed by and voted upon by the department as a whole. Fourth, the department may request information from the program. For example, the program is asked routinely to provide information concerning the nature of admissions processes and characteristics of admitted classes. Thus, departmental administration is involved in a variety of ways and at all levels.

The program's interface with the university administration is primarily on specific topics; for example, when stimulated by an institutional initiative, program review and prioritizing tends to be coordinated with and routed through the department chair. That is, the department chair typically is the primary spokesperson for the program in interfacing with the

dean of the college and the provost. The director of training or other program faculty may be involved directly depending on the nature of the issues and expertise involved. At the section level, program review is an ongoing process, stimulated by discussions among the program faculty and student representatives. The raw materials for discussion and revision come from the experiences of faculty and students with the internal workings of the program and from faculty involvement with organizations external to the program. For example, one of our section members is also a member of the university's faculty council. Another is involved in university planning. The Director of Training is a member of the CCPTP, and much useful information concerning topics such as accreditation criteria, pre- vs. post-doctoral internships, prescription privileges for psychologists, and core curricula in counseling, etc., is subsequently disseminated to program faculty. Input from these external sources impacts program structure as well as subject matter, and helps to guide changes in courses and practicum experiences..

**6.5 At the time of the last major accreditation review, what criterion issues, if any, were invited by the Committee to the program's attention for further effort in program development? What actions have been taken, with what results, in addressing those issues?**

The previous APA site visit (April, 1992) was helpful in that preparation of materials caused faculty to engage in a critical review of all aspects of the program. The results of that visit led to the participation of all faculty members and a majority of students in a continuing self-study which has provided the opportunity for an extensive examination of the counseling program and its relationship to the department. Of course, the site visit was immediately helpful in that students as well as faculty had the opportunity to interact with individuals external to this environment--these experienced professionals listened to what we told them and provided feedback as to their perceptions of our program. Their perceptions were expressed in the site review report; and this report was distributed to students and faculty across the Department. Our review of the team's report stimulated an extensive series of discussions among students as well as faculty.

The most significant overall limitation of our program, according to the site reviewers, was the failure of the program to meet its goals of diversity across dimensions of gender, ethnicity, and lifestyle. At present, the program's fourteen full time faculty members consist of eight male faculty, three full time (tenure-track) female faculty and three full-time (non tenure-track) female faculty. Program faculty also include three part-time male, and two part-time female faculty. Of these, two female faculty are at the associate professor level. Two full-time faculty and one part-time faculty are ethnic minorities. One male faculty is on a half-time appointment for two years (transitional retirement). We anticipate approval for our request for a tenure-track replacement; and, pending administrative support, we intend to actively recruit qualified diversity candidates to this position.

As a program faculty, in the interests of promoting awareness and sensitivity to gender relationships, a number of specific activities were scheduled:

The first of these was a two-day, off-campus workshop held prior to the start of the fall semester of 1992. An experienced team of consultants, Dr. Bob Archibald and Dr. Les Berkus of ALTA Associates, led the faculty in an exploration of personal and professional issues as these interact with gender in the workplace.

Events in the spring semester of 1993 continued the exposure of faculty to information concerning imbalances in gender, power, and status in organizations. These activities included (1) a viewing of a videotape of the Minnich's CSU presentation on gender and diversity within the curriculum, (2) a film, "The Tale of O," based on research regarding the experiences within the work setting associated with imbalances in numbers (i.e., greater numbers of males than females) was presented as part of a larger departmental presentation by Dr. Nancy Betz, an expert consultant in the area of women's career development; (3) a meeting between Dr. Betz and each member of the counseling faculty oriented toward an understanding of the current interpersonal issues within the program; and (4) a three-hour discussion with program faculty, during which time Dr. Betz introduced a set of proposals intended to improve the interpersonal climate for male as well as female faculty. (5) The last scheduled event was a workshop on the

topic of the social and legal aspects of sexual harassment in university settings. This workshop was attended by faculty from across the department.

A second issue concerned a continuing need for additional curricular content relating to diversity issues. The program now requires students to take a semester long course in multi-cultural issues of counseling as well as to take other course and practica in which diversity issues have been subsumed. Faculty have also volunteered graduate assistant time for the location and development of course materials which focus on gender, ethnicity, and lifestyle.

A third issue focused on the need for more core faculty. Advanced (fourth and fifth year) students stated that they were not receiving sufficient faculty time. This issue has been addressed in two major ways: First, approval is currently being sought for the replacement of retiring faculty (noted above); additional approval has been requested for the replacement of Dr. E. R. Oetting, who has been fully-funded by a grant from NIDA for several years. Second, core faculty who have been released from counseling program courses because of undergraduate commitments, administrative assignments, and grant buy-outs are returning to their instructional roles in the graduate program. The extent to which temporary faculty are utilized in the graduate curriculum will be reduced (beginning in the fall semester, 1995). Specifically, research methods, interviewing, and supervision of third-year and advanced practica will be assigned primarily to full-time, tenure-track faculty. The undergraduate commitments of these faculty will be assumed by graduate student instructorships and temporary part-time faculty. Additional capacity for student tracking, etc., has been obtained by the addition of a full-time secretary so that two secretaries are available to deal with many of the administrative aspects of the counseling program and its training agency, the Psychological Services Center.

A fourth issue concerned faculty relationships. Faculty were not seen as having equal access to the opportunity structure, to the decision-making process, etc. Many problems appeared to involve gender-based inequalities. These concerns led to changes in the section's administrative structure and procedures, and to the establishment of the Climate Committee.

This committee is concerned with the quality of workplace climate for all faculty and students in the counseling program. Its role includes periodic assessment (monitoring of climactic quality) as well as suggestions for change. While there is still opportunity for significant improvement, faculty and students have stated that congeniality and communications have undergone a marked improvement. (For additional detail, see Appendix #5--APA Issues memo listing issues raised by the recent APA site review, and Appendix #6--Summary of Counseling Section Activities.)

**6.6 What other initiatives or plans, if any, are currently being considered or are in the process of being implemented that may effect change in your program over the next few years?**

In addition to our attention to issues raised by the previous and current site review, subsequent changes in the content and structure of our program are likely to be affected by (a) changes in the APA accreditation criteria, and (b) changes in the parameters of service delivery as mandated by political and market forces. It is clear to us that there are a number of topics which are not represented in a structured and systematic way in our present program. Some of these topics have received attention from the faculty; some have not. Information bearing on the majority of the currently-important areas has been imbedded in coursework, practicum supervision, and in-service training programs. In the near future, we will turn our attention to these issues and consider the extent to which such elements should be emphasized and their placement in the program.

Topics that have received attention are skills related to consultation with community agencies; business aspects of practice (e.g., billing, networking, obtaining referrals, office location, record-keeping, etc.); licensing and credentialing; managed care and professional practice; quality issues and cost-effective service delivery; working with other professionals; working in multi-disciplinary, multi-provider systems; and working in a pluralistic, multicultural, and changing society. Our recognition of the need for providers of psychological services increasingly to function across specializations is manifest in a number of ways. One

of the better documented responses to this issue, however, was the development of a formal structure for a “spike of excellence” comprehensive in cooperation with the I/O section (approved spring, 1993).

We also will continue to modify the structural aspects of the program by seeking to select and recruit faculty in a way as to provide the best fit for our student group. This, of course, is an evolutionary process, depending on financial support from the department as well as the university, retirements, instructional needs, etc.

### Comments

All full-time and part-time faculty participated in the review of issues raised by the APA review team, and they met as a committee of the whole to discuss problems and generate solutions. The Director of Training prepared a preliminary draft of this program report. This draft was then distributed to each faculty member for input. At the same time, student representatives were asked for their review and comment. The Director of Training and volunteer faculty then incorporated all information, suggestions, etc., into a second draft. This draft was then circulated to all students and other departmental faculty for their review. This material was incorporated into the final version.

