Ph.D. with a Major in Counseling Psychology

Program Description and Application Information

Fully Accredited by the American Psychological Association since 1982

Recognized as the 2005 Department of the Year by the American Psychological Association of Graduate Students

Department of
Counseling Psychology and Guidance Services
Teachers College 605 Ball State University
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Note. This publication is not intended to replace but rather to supplement the Ball State University Graduate Catalog and the Guidelines for Doctoral Degree Programs of Teachers College.

Inquiries about the accreditation status of our Doctoral Program can be made to:

American Psychological Association
Office of Program Consultation & Accreditation
750 First Street NE
Washington, D.C. 20002-4242
Phone: (202) 336-5979; Fax: (202) 336-5978
Email: apaaccred@apa.org
Website: http://www.apa.org/ed/accreditation

Information contained in this publication was revised in March 27, 2013 but may be changed without notice.

Department of Counseling Psychology & Guidance Services

Our department's mission is to make a significant contribution to the fields of psychology and counseling through research, practice, service, and/or teaching, grounded in social justice and diversity paradigms tied to developmental, systems, holistic, and strength-based theories and strategies.

Philosophy of Training. We train students to become highly competent scientist-professionals in counseling, counseling psychology and/or social psychology to conceptualize and assist persons in the context of their relationships, educational and organizational settings, communities, environments, and the larger world. Students are taught to address and advocate for the psychological, social, spiritual, vocational, educational and physical well-being of individuals, families, groups, and organizations.

Our training philosophy is based on the principles and strategies reflected in our respective professional accrediting bodies (e.g., American Psychological Association; Council for Accreditation of Counseling and Related Educational Programs; Council on Rehabilitation Education). We have a particular focus on educational equity, equality for all groups, health and wellness, peace and human security, environmental preservation and enhancement, and sustainability. These principles and strategies are connected, in part, to the concepts reflected in UNESCO's Education for Sustainability Guidelines* and positive psychology.

*http://portal.unesco.org/education/en/ev.php-URL_ID=38232&URL_DO=DO_TOPIC&URL_SECTION=201.html

Ranking of Department and University

The Department of Counseling Psychology and Guidance Services (CPSY) was ranked 11th for scholarly productivity in four esteemed psychology journals, according to a study published in *The Counseling Psychologist* in 2005 and 8th in publications in *The Counseling Psychologist* in a study conducted in 2010. The American Psychological Association of Graduate Students recognized our Department as the 2005 Department of the Year. Three of our students were honored with the prestigious Ball State University Distinguished Doctoral Dissertation of the Year Award and one student has received an APA Minority Fellowship.

Ball State University was ranked as the nation's top wireless campus in a 2005 survey conducted by Intel Corporation and published in *U.S. News & World Report.* Additionally, in 2007, at its Annual National Role Models Conference, Minority Access recognized Ball State as a university committed to diversity. In 2006 and 2007, *The Princeton Review* named Ball State as one of the best universities in the Midwest.

Ph.D. with a Major in Counseling Psychology

"Counseling psychology draws upon and contributes to psychological knowledge, particularly in the following domains: vocational behavior…human cognition…human learning and behavior change…human communication and interpersonal behavior …and the nature of optimal person-environment fit" (Blocher & Biggs, 1983).

The primary goals and purposes of counseling psychology are inherently applied and broadly defined. Counseling Psychologists are concerned with normal human development throughout a broad range of personal, vocational, interpersonal, community, and cultural contexts. Counseling as a profession must address the cultural diversity that exists worldwide. It must also acknowledge the inequities that have existed, for example, as a result of ethnocentrism (e.g., racism), sexism, marginalization, structural violence, ageism, classism, societal trauma, and negative bias toward physically and emotionally disabled individuals. The doctoral program offered through CPSY was developed to train psychologists capable of meeting these goals in a wide variety of settings with diverse multicultural populations. Moreover, the CPSY Department at Ball State University is strongly committed to the training and professional representation of students from diverse cultural and ethnic communities from around the world.

Counseling Psychologists have been described as the generalists of applied psychology. To the degree that this characterization is valid, some confusion regarding the appropriate role of counseling psychology is understandable. However, we believe that Counseling Psychologists offer a perspective and several services that, taken as a whole, are unique among psychological specialties. Unlike their colleagues in clinical psychology, who frequently describe themselves as concerned with severely disturbed clients, Counseling Psychologists historically have been concerned with "hygiology, with the normalities even of abnormal persons, with locating and developing personal and social resources and adaptive tendencies so that the individual can be assisted in making more effective use of them" (Thompson & Super, 1964). Thus, although the Counseling Psychologist may work with an acutely disturbed person, he or she is primarily interested in helping that person develop the skills needed to prevent such disturbances and to help other, better functioning people reduce unnecessary stress and enjoy life more.

Achieving the goal of improving an individual's psychological development has traditionally involved such services as psychological assessment and individual and group counseling. These services have been rendered to both adults and younger people. Another particularly important service of the Counseling Psychologist has been vocational and career counseling. According to some (Fitzgerald & Osipow, 1986), this activity may be one of the Counseling Psychologist's major contributions to his or her clients; given the importance of job and career to self-esteem and life satisfaction, it is indeed difficult to dispute this assertion.

More recently, Counseling Psychologists have offered a variety of other services that can enhance a client's psychological development, including couple and family counseling, sex therapy, school counseling, health psychology, prevention, and gerontological counseling. Further, Counseling Psychologists consult in educational, medical, vocational, governmental, and correctional settings. In addition, Counseling Psychologists increasingly serve as program developers and evaluators of treatment, prevention, and intervention programs. Counseling Psychologists also engage in social action and justice work and conduct research and hold academic positions in university settings. Counseling Psychologists rely heavily on multicultural models to conceptualize and assist their various clients.

The major thrust of our program is to prepare students to perform these roles within the best traditions of professional practitioners and scientists of psychology. Toward this end, we have set several goals for successful doctoral candidates. We view these goals as mutually interdependent and reinforcing; they are not mutually exclusive.

Before proceeding we should note our program and curriculum are constructed according to what has been called the scientist-professional model of professional training in psychology (Meara et al., 1988). Our program emphasizes developing the skills needed by both the practitioner and the scientist. Like any psychology program, ours is dependent for its content on the theory and empirical data that make up the enterprise of psychology. Accordingly, successful students must demonstrate competence throughout the spectrum of psychological theory and method.

We believe our program goals reflect our consensual definition of counseling psychology, professional strengths, and programmatic purposes. We list the eight goals of our training program in this publication so that prospective students may compare them to their own professional interests.

Program Goals

Students will demonstrate:

1. breadth and knowledge of Counseling Psychology.
2. ability to think as scientist-professionals.
3. ethical and professional behavior.
4. competence as practitioners of counseling, assessment, consultation, psycho-education, and program development and evaluation.
5. competence as researchers.
6. competence as instructors.
7. competence in providing supervision.
8. multicultural and social justice competencies and involvement.

References

Blocher, D., & Biggs, D. (1983). *Counseling psychology in community settings.* New York: Springer Publishing Co.

Fitzgerald, L. E. & Osipow, S. H. (1986). An occupational analysis of counseling psychology. *American Psychologist*, 41, 535-544.

Meara, N., Schmidt, R., Carrington, D., Davis, K., Dixon, D., Fretz, B., Myers, R., Ridley, C., & Suinn, R. (1986). Training and accreditation in counseling psychology. *The Counseling Psychologist*, 16, 366-384.

Thompson, A. S., & Super, D. E. (Eds.). (1964). *The professional preparation of counseling psychologists*. New York: Teachers College, Columbia University.

Teaching Faculty 2012-13: Research and Teaching Interests

Charlene Alexander, Ph.D. (University of Nebraska, 1992)
Research interests: international counseling; multicultural counseling competency development; school counseling; racial and ethnic identity measurement and assessment. Teaching interests: school counseling; ethical issues; school counseling administration and supervision. Alexander is the director of the masters program in school counseling.

Sharon Bowman, Ph.D. (Southern Illinois University, 1989)
Research interests: diversity, including race/ethnicity, women, and LGBT; mentoring and supervision. Teaching interests: supervision; multicultural counseling; and practicum. Bowman is the Department Chairperson and is a Fellow of the American Psychological Association.

Jacob Yui-Chung Chan, Ph.D. (University of Wisconsin – Madison, 2009)
Research interests: positive psychology; community participation; aging; physical & psychiatric disabilities. Teaching interests: assessment; research;

vocational rehabilitation; positive psychology; psychosocial aspects of disability.

Lawrence H. Gerstein, Ph.D. (University of Georgia, 1983)
Research interests: peace, community, and cross-cultural psychology; social justice; applications of social psychology; emotion; Eastern philosophy. Teaching interests: research; peace psychology; social justice; brief therapy. Gerstein is director of the counseling psychology doctoral program and Center for Peace and Conflict Studies, a George and Frances Ball Distinguished Professor, and Fellow of the American Psychological Association.

Theresa Kruczek, Ph.D. (Ball State University, 1991)
Research interests: child and adolescent survivors of child sexual abuse; treatment outcome; prevention; child mental health risk and resiliency factors; family systems and school issues. Teaching interests: family systems; child and adolescent counseling; pediatric psychology; school issues. Kruczek is director of the practicum clinic.

Donald Nicholas, Ph.D. (University of Southern Mississippi, 1983)
Research interests: health psychology and behavioral medicine; psychosocial oncology; men and cancer. Teaching interests: practicum training; psychopathology; behavioral medicine, psychopharmacology.

Kristin Perrone-McGovern, Ph.D. (Virginia Commonwealth University, 1998)
Research interests: work-family interface; neuropsychology; career development; attachment; couples counseling; gender roles; giftedness; stress and coping; life satisfaction, positive psychology. Teaching interests: practicum training; counseling skills and theories; group therapy; career theories and counseling; couples therapy.

Paul Spengler, Ph.D. (State University of New York at Albany, 1991)
Research interests: clinical judgment; test construction; psychotherapy and career counseling; counseling persons with disabilities. Teaching interests: assessment; psychotherapy theory and research; family therapy; research methods; practicum training. Spengler is a Fellow of the American Psychological Association.

Molly Tschopp, Ph.D. (University of Wisconsin – Madison, 2002)
Research interests: implications of chronic illness; attitudinal barriers to rehabilitation and recovery; empowerment and advocacy issues; mental health service provision. Teaching interests: rehabilitation counseling; medical and psychosocial aspects of disability. Tschopp is the director of the masters program in rehabilitation counseling.

Stefania Ægisdóttir, Ph.D. (Ball State University, 2000)
Research interests: psychological help-seeking; coping; test development; cross-cultural/international psychology; generalization of psychological concept across nations; psycho-education; community outreach; prevention; application of social psychology constructs to counseling. Teaching interests: research methodology; assessment; program development and evaluation, multicultural counseling; career issues/theories. Ægisdóttir is the director of the masters program in Clinical Mental Health Counseling.

University Facilities, Services, and Support
Facilities of Department of Counseling Psychology & Guidance Services
The Department operates an in-house Counseling Practicum Clinic serving about 600 clients a year from Central Indiana. The clinic provides practicum and master's internship experiences for students enrolled in the graduate counseling programs. The clients are counseled by these students under the supervision of, and in consultation with, the faculty. The departmental, instructional, and research facilities of the Department occupy the 6th floor of the Teachers College building. The Practicum Clinic is in the basement of Teachers College and it includes counseling rooms, an observation corridor, and group observation rooms. The practicum and group counseling rooms are equipped with digital video cameras. Doctoral students share office space in the Department, and have access to computers. Teachers College has wireless internet capability. As stated earlier, the university was ranked as the nation's top wireless campus in a 2005 survey conducted by Intel Corporation and published in *U.S. News & World Report.*

University Student Services
Approximately 20,000 undergraduate and graduate students are enrolled at Ball State. Several university offices offer various kinds of support to help students who may need various kinds of support. The Office of Scholarships and Financial Aid, (765) 285-5600, has information about and applications for student loans. Admittance to the doctoral program includes a required doctoral assistantship described in detail on page 10.

The Health Center includes an outpatient clinic and infirmary providing care for acute illness and injuries. It offers health insurance coverage for singles

nd families. The Housing and Residence Life Office (765-285-8000) has nformation about graduate residence halls, family housing, and off-campus ıousing. The Office of Disabled Student Development is available to assist tudents with special needs. The campus is designed so students with hysical disabilities can easily be accommodated. Ball State has won national ecognition for its programs and services for disabled students. In 1987 and 991, the American Association of State Colleges and Universities/National Organization on Disability honored the university with the Disability Recognition Award for Creative Funding and Programming and the Recognition Award for Program Excellence. The Office of Multicultural Affairs administers programs for minority students, and the Center for nternational Programs offers activities and support for international students.

The Counseling and Psychological Services Center (APA-accredited nternship site) is available for free testing, study-skills assistance, and personal counseling. The Center offers practicum opportunities for graduate tudents to provide counseling and outreach services to clients served by the Center. The Fisher Institute for Wellness works collaboratively with the Department for assistantship, research and practice opportunities.

Recreational activities such as a symphony orchestra, concert & artist series, & sports facilities on campus are offered free or at reduced rates for students.

Living in Muncie

The university is in Muncie, Indiana, a city of approximately 70,000 esidents. Muncie is in east central Indiana, about 60 miles northeast of the tate capital, Indianapolis. Other nearby cities include Fort Wayne (80 miles way), Cincinnati (120 miles away), and Chicago (200 miles away).

Multicultural Programming Committee

Ball State is committed to increasing the recruitment, enrollment, & retention of students from diverse cultural and ethnic backgrounds. The CPSY Department shares this commitment; a more diverse student body provides a etter learning environment for all students. In 1988, the Department stablished a Multicultural Programming Committee (MPC) to assist in ecruitment and retention of diverse students. MPC includes a mix of faculty nd graduate students. One of MPC's goals is to encourage a multicultural erspective in the course work and training experiences of all students, egardless of cultural background.

Admission Requirements and Evaluation

Admission to graduate study in counseling psychology requires applicants apply to both the Graduate School and the CPSY Department. The doctoral program in counseling psychology has a selective admissions policy.

Interested persons may telephone the Departmental office toll free at (877) 486-7608, write to the director of training, Dr. Lawrence Gerstein, at the Departmental address, send an e-mail to lgerstein@bsu.edu or cpsydoc@bsu.edu, or visit our website www.bsu.edu/counselingpsych, for more information. Applicants also need to write (gradschool@bsu.edu) or call the Graduate School, (765) 285-1297, to receive application materials for graduate study (www.bsu.edu/gradschool).

General Background of Candidates Selected

The Department prefers candidates who have strong backgrounds in psychology and work experience related to counseling psychology. Candidates may hold a bachelor's or master's degree. In terms of bachelor's level applicants, we prefer individuals who majored in psychology, but this is not required. Master's level applicants must have majored in counseling, counseling and guidance, psychology, educational or school psychology, clinical psychology, social work, or a related field. Candidates admitted with only a bachelor's degree will first pursue a master's degree in counseling in our program and will be officially admitted into the doctoral program upon successful completion of their master's degree. Until this time, they will be conditionally admitted into the doctoral program.

Application Dates

All application materials must be received by December 1.

Tentative Timetable:

Initial Screening	Late December
Notification of admission status	Middle January
Interviews	Early February

Candidates begin the program and assistantships in August.

Background Required

Bachelor's candidates:

1. Bachelor's degree from an accredited institution and have an overall bachelor's GPA of at least 3.2 on a 4.0 scale.

2. Completed at least 15 semester or 24 quarter hours in undergraduate psychology classes with a GPA of 3.2 in such courses. Psychology majors are preferred, but this is not required.
3. Combined GRE (Verbal & Quantitative) of at least 302 (new scoring) or 1100 (old scoring).

Master's candidates

1. Master's degree from an accredited institution and have an overall master's GPA of at least 3.2 on a 4.0 scale.
2. Completed four graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. If Theories and Techniques are taken as one class, then Practicum and two other classes in counseling or counseling psychology are required in addition to the Theories/Techniques class.
3. Combined GRE (Verbal & Quantitative) of at least 298 (new scoring) or 1000 (old scoring). At our discretion, the Department may admit one applicant a year with GREs below 298 (new scoring) or 1000 (old scoring) assuming the applicant is outstanding in other areas and is competitive with others in the applicant pool.

Materials To Be Submitted for Application

International candidates: Applicants from other countries or living in the U.S. that are *not* U.S. citizens must apply by **October 15** to the CPSY Department through the Ball State Center for International Programs. The CPSY Department application is also required. All application credentials are evaluated by International Programs, the Graduate School, and the Department of Counseling Psychology and Guidance Services.

International candidates should obtain an application from the Center for International Programs instead of the Graduate School; **submit all application** materials directly to the Center for International Programs by **October 15** to allow time to process the application. For information about admission and application requirements, contact:

Center for International Programs
Ball State University
Muncie, IN 47306
(765) 285-5422; intadmit@bsu.edu
www.bsu.edu/web/international/

U.S candidates: Separate application materials must be sent to the Graduate School and CPSY Department. Applicants should submit their materials several weeks before the **December 1** deadline to allow time to process the application.

Submit the following materials to the Graduate School by December 1:

Graduate School
Attn: Doctoral Admissions
Ball State University
Muncie, IN 47306
(765) 285-1286; gradschool@bsu.edu
www.bsu.edu/gradschool/

1. **Graduate Admission Application Form and Application Fee.** Application form and graduate catalog are available from the Graduate School and online.
2. **Graduate Record Examination Scores – General Test** (verbal, quantitative, and analytical scores). Scores more than five years old are not accepted. The Graduate School will forward scores to the Department. Use the Departmental code 2005 for counseling psychology.
3. **Two (2) Official Transcripts of All Previous College Work.** This includes transcripts from institutions granting degrees and institutions at which courses were taken outside a degree program or for transfer credit. Transcripts must be issued directly from the institution of study. One set of transcripts should be sent to the Graduate School. (If you are a student or graduate of Ball State, the Graduate School will obtain your transcripts that are already on file).

Send the following application materials to the Department of Counseling Psychology and Guidance Services by **December 1**:

Department of Counseling Psychology and Guidance Services
Attn: Doctoral Admissions
Teachers College Room 622
Ball State University
Muncie, IN 47306-0585

1. **Departmental Application Form.** This form can be found on our website. The following documents must be attached to the application form: (a) brief autobiography (no more than 2 pages), (b) vita, and (e) matching interest form (see form on website). Applications without these documents will be considered incomplete.

2. **Three Letters of Recommendation.** Use the recommendation forms provided by the Department that are found on our website.

Applicants must register to take the Graduate Record Examination (GRE) approximately *four to six weeks before the testing date*. A computerized version of the exam is given weekly. Please note that it takes approximately six weeks for the scores to be sent to the Graduate School at Ball State University, so we recommend taking the GRE no later than early October. Information regarding the GRE (including registration application and list of test sites) can be obtained from many college testing centers or by calling the Graduate Record Examination Service at (609) 771-7670.

Applicant Evaluation by the Department

The application review is a three-step process. Credentials submitted by applicants are reviewed by the Department at each step. Successful candidates will be those who reach Step 3.

Step 1. To be considered for Step 1, candidates must have been reviewed by the Graduate School and must have

1. Received by date of entry a bachelor's degree or master's degree from an accredited graduate institution.
2. An overall undergraduate (bachelor applicants) or graduate (master's level applicants) grade-point average of at least 3.2 on a 4.0 scale.
3. For applicants with a bachelor's degree, taken at least 15 semester or 24-quarter hours in undergraduate psychology classes with a GPA of 3.2 in such courses. Psychology majors are preferred, but this is not required. For applicants with a master's degree, taken four or more graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. **Consideration will be given to a master's degree applicant only if the person is currently enrolled in or has completed a beginning practicum or its equivalent.** If the applicant is presently enrolled in such a practicum, acceptance to the doctoral program will be contingent upon its successful completion (with a grade of B or better).
4. Submitted all required application materials by the deadline.

Step 2. If conditions of Step 1 are met, the following criteria are considered:

1. *Quality of Transcripts*. Preference will be given to applicants with broad training in psychology. The Graduate School minimum GPA is 3.2 on a 4.0 scale, but successful applicants to the program generally have undergraduate or graduate GPAs higher than 3.5.
2. *Types of Experience*. Applicants who have experience in counseling psychology or closely related subjects are preferred.
3. *Test Scores*. Applicants with a bachelor's degree must have a combined GRE (Verbal & Quantitative) of at least 302 (new scoring) or 1100 (old scoring). Applicants with a master's degree must have a combined GRE (Verbal & Quantitative) of at least 298 (new scoring) or 1000 (old scoring). Applicants with a master's degree with scores below 298 (new scoring) or 1000 (old scoring) are encouraged to apply but should have substantial evidence of other academic and professional experience and accomplishments. At our discretion, the Department may admit one applicant a year with GREs below 298 (new scoring) or 1000 (old scoring) assuming the applicant is outstanding in other areas and is competitive with others in the applicant pool.
4. *Professional/Scholarly Activity*. Preference will be given to applicants who have completed a thesis, published professional articles, or have presented research, conducted workshops, or presented other material to professional societies, or assisted with research.
5. *Letters of Reference*. Consideration will be given to the qualification ratings circled on the three recommendation forms as well as to the written comments.
6. *Applicant's Autobiography, Professional Goals, Philosophy of Human Behavior and Counseling, Vita, Multicultural and Social Justice Experiences and Interests, and Matching Interest Form*. Preference will be given to applicants whose personal goals match the purposes of counseling psychology and the goals of the program. The autobiography will also serve as an example of the applicant's writing skills.

Step 3. Faculty review each applicant's file according to the listed criteria and rank each person individually. Composite ratings are then computed and ranked. Using these rankings, two groups of applicants are designated:

Invited for interview. Approximately 25 applicants are invited for a one-day, on-campus interview. Applicants meet with faculty and students and are introduced to the Ball State campus. If an on-campus interview is not possible, alternate procedures will be arranged.

Not invited for interview. These persons are denied admission for the coming year.

)nce interviews are completed, faculty's final rankings are complied and ›ffers made to based on these rankings. Applicants who receive an offer have ıntil April 15 to decide whether to accept the invitation to join the program.

\pplicant Pool

20+ applications have been considered annually in recent years. Ten tudents are admitted annually into the counseling psychology program. ypically, however, 2 students are already admitted prior to the interview. hese students were conditionally admitted into the PhD program with a .A. degree.

ttrition Rate

Ve accept only students who we believe will complete the program.

ear of irst nrollment	Number of students enrolled	Number and percentage who graduated with doctorate	Number and percentage still enrolled in program	Number and percentage no longer enrolled for any reason other than graduation
2006	9	7(78)	1(11)	1(11)
2007	10	6(60)	2(20)	2(20)
2008	10	7(70)	3(30)	0
2009	10	0	10 (100)	0
2010	10	0	10 (100)	0
2011	10	10(0)	9(90)	1(10)
2012	10	0	10 (100)	0

\cceptance of Offer for Admission to the Program

he Department supports the following statement adopted by the Council of raduate Schools in the United States:

esolution for Graduate Scholars, Fellows, Trainees, and Assistants

\cceptance of an offer of financial support (e.g., graduate scholarship, ellowship, traineeship, or assistantship) for the next academic year by a rospective or enrolled graduate student completes an agreement that both tudent and graduate school expect to honor. In that context, the conditions ffecting such offers and their acceptance must be defined carefully & nderstood by all parties. Students are under no obligation to respond to ›ffers of financial support prior to April 15; earlier deadlines for acceptance f such offers violate the intent of this Resolution. In instances where a tudent accepts an offer before April 15, & subsequently desires to withdraw that acceptance, s/he may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, & assistantship offer.

Characteristics of Doctoral Students Entering 2004-2012/13

	Mean	Minimum	Maximum
Age of Admission	26.3	23	46
Master's G.P.A	3.9	3.54	4.0
GRE Scores (V+Q)	1164	810	1550

Characteristics of Doctoral Students Entering 2004-2012/13 continued

Sex		**Race/Ethnicity**			
Men	25	Caucasian	62	Latino/a	2
Women	64	African American	4	Native American	2
		International	18	Asian American	1

Undergraduate Majors		Graduate Majors	
Psychology	72	Counseling Psychology Or Counseling	73
Counseling	1	Clinical Psychology	13
Other	16	Other	3

Ratio of Acceptance to Applicant of Entry Year 2012-13: 1:14 (7.1%)

Selected Scholarship of Students while in Ph.D. Program

Publications	Conference Presentations
Average of one	Average of three

Curriculum Requirements
Basic Requirements
Please note the following curriculum reflects the required coursework and experiences in our doctoral program. Applicants with only a bachelor's degree must also complete coursework and experiences required in one of our Department's master's programs in counseling. These programs include clinical mental health, school counseling, rehabilitation, or a double major in social psychology and clinical mental health.

Total hours. 105 (minimum) to 111 semester hours of graduate work beyond a bachelor's degree is required for graduation.

Minimum Time On-Campus. Two full-time academic years after the master's degree are required, but three years are preferred.

Major. The major must consist of a minimum of 73 semester hours of graduate work. Depending on the student's background, students will have a 73-hour major with two 15-hour cognates (a total of 103 semester hours) or a 73-hour major with one 24-hour cognate (a total of 97 semester hours).

Transfer Course Work. Courses successfully completed during the student's master's program may be used to meet some course requirements, subject to approval of the director of the doctoral program and the student's doctoral committee. Students must complete at least 48 hours in the doctoral program at the Ball State campus.

Doctoral Assistantship and Residency. All students are required to complete at least 2 academic years in residence as full-time students in the program, after a master's degree has been obtained. Although only 2 years are required, students are strongly encouraged to complete a third year on campus, during which the dissertation is completed, before beginning an internship. Bachelor's level students admitted to the doctoral program will be offered assistantships in the Department as they come available. The typical assignment for such persons will be work in the Practicum Clinic or CPSY Office. All first-year doctoral students entering with a master's degree are required to accept the assistantship. However, one first-year student each year may decline the assistantship, with the permission of the Department. The request must be made in writing when the offer of admission is accepted; approval will be determined once the doctoral class is complete. Students may decline the assistantship after the first year. Summer monies are usually available. During the assistantship period, a full-time commitment to the program is required. The assistantship carries a stipend. For the 2012/13 Fall and Spring Semesters, our doctoral students will earn $10,394.

For students on assistantship, tuition is waived for the entire calendar year; however, student fees are to be paid by the student. The assistantship training assignments constitute an integral part of the doctoral training program. Students must complete four training assignments during the course of their program whether or not the assistantship is accepted. These include teaching undergraduate courses, staffing the Department's Practicum Clinic, serving as a research assistant, and supervising master's level trainees. Most master's level students are able to graduate from the program in four to five years, including the internship year. Most bachelor's level students are able to graduate from the program in six years, including the internship year.

Dissertation. DISS 799, Doctor's Dissertation, must be taken for a minimum of 10 hours. The dissertation must be psychological and scientific in content, method, and analyses.

Program of Study
During his or her doctoral program, each student must complete the following course work:

A. Psychological Foundations

1. Biological aspects of behavior
   One of the following courses is required:
   PSYSC 668 Physiological Psychology (3)
   EDPSY 652 Introduction to Neuropsychology (3)

2. Cognitive aspects of behavior
   One of the following courses is required:
   PSYSC 616 Perception & Cognition (3)
   EDPSY 765 Theories of Learning (3)

3. Affective aspects of behavior
   The following courses are required:
   CPSY 636 Psychopathology
   CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
   PSYSC 613 Developmental Psychology (3)

CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 749 Individual Supervision Experience in Counseling Psychology (1-6)
CPSY 799, Internship in Counseling Psychology (0)

4. Social aspects of behavior
   The following course is required:
   SOPSY 610 Social Psychology (3)

   One of the following courses is required:
   SOPSY 615 Social Cognition (3)
   SOPSY 620 Group Dynamics (3)
   SOPSY 640 Social Psychology of Attitudes (3)
   SOPSY 655 Counseling Applications of Social Psych (3)
   SOPSY 660 Contemporary Social Psychology (3)

5. Individual differences in behavior
   The following courses are required:
   EDPSY 650 Individual Testing 11 (Wechsler Scales) (3)
   CPSY 636 Psychopathology (3)
   CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
   PSYSC 613 Developmental Psychology (3)

   One of the following courses is required:
   CPSY 652 Projective Personality Appraisal (3)
   CPSY 657 Objective Personality Appraisal (3)

6. History and systems of psychology
   The following course is required:
   PSYSC 691 Systems of Psychology (3)

7. Psychological Measurement
   The following course is required:
   EDPSY 746 Theories of Measurement (3)

8. Human Development
   The following course is required:
   PSYSC 613 Developmental Psychology (3)

9. Dysfunctional behavior or psychopathology
   The following courses are required:
   CPSY 636 Psychopathology (3)
   CPSY 746 Doctoral Practicum in Counseling Psychology (3)
   CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
   CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
   CPSY 720 Advanced Theories of Counseling (3)
   CPSY 799 Internship in Counseling Psychology (0)

B. Counseling Psychology Foundations

1. Professional Orientation and Ethics
   The following courses are required:
   CPSY 797 Doctoral Seminar in Counseling Psychology (3)
   CPSY 746 Doctoral Practicum in Counseling Psychology (3)
   CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
   CPSY 799 Internship in Counseling Psychology (0)

2. Theories & methods of assessment & diagnosis
   The following courses are required:
   CPSY 746 Doctoral Practicum in Counseling Psychology (3)
   CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
   CPSY 799 Internship in Counseling Psychology (0)
   EDPSY 650 (Individual Testing: Wechsler Scales) (3)

   One of the following courses is required:
   CPSY 652 Projective Personality Appraisal (3)
   CPSY 657 Objective Personality Appraisal (3)

3. Theories & methods of effective interventions
   The following courses are required:

CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 799 Internship in Counseling Psychology (0)

4. Theories & methods of consultation
The following courses are required:
CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 799 Internship in Counseling Psychology (0)

5. Theories & methods of supervision
The following courses are required:
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 720 Advanced Theories of Counseling (3)

6. Theories & methods of evaluating the efficacy of interventions
The following courses are required:
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 799 Internship in Counseling Psychology (0)

7. Cultural & individual diversity
The following courses are required:
CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
CPSY 799 Internship in Counseling Psychology (0)

8. Lifelong learning
The following courses are required:
CPSY 610 Career Theories and Realities (3)
CPSY 797 Doctoral Seminar in Counseling Psychology (3)
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 799 Internship in Counseling Psychology (0)
DISS 799 Doctoral Dissertation (10)

9. Practicum courses
The following courses are required after admission to the doctoral program even if they or equivalent courses were taken before admission:
CPSY 746 Doctoral Practicum in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)

A minimum of 400 hours of practicum is required, of which at least 150 hours are in direct service experience and at least 75 hours are in formally scheduled supervision. Prior to internship, students must be enrolled in CPSY 749, Individual Supervised Experience in Counseling Psychology (1-6), every semester seeing clients through the Department Clinic and/or community.

C. Research (Design, Methodology, and Statistics)

1. Before beginning the dissertation, students will have received training in the conduct and design of research through participation in research assistantship assignments and the following courses:

CPSY 753 Advanced Research Methods in Counseling Psychology (3)
ID 705 Research Colloquium (2)
EDPSY 642 Intermediate Statistics (3) (minimum grade of B)

2. Students are expected to complete the following:
   i. Write a research dissertation
   ii. Be involved with faculty members in continuing research during residency
   iii. Demonstrate writing skills associated with and appropriate to research in counseling psychology.

3. Students are expected to demonstrate proficiency in the following areas:
   i. Statistical Methods as demonstrated by a grade of A or B in one of the following courses:
      EDPSY 741 Applied Regression Analysis for the Social Sciences (3)
      EDPSY 742 Multivariate Statistical Techniques (3)
      EDPSY 743 Introduction to Factor Analysis (3)
   ii. Research techniques as demonstrated by a grade of A or B in the following courses:
      CPSY 753 Advanced Research Methods in Counseling Psychology (3)
      ID 705 Research Colloquium (2)

4. After successful completion of comprehensive exams, committee approval of a dissertation prospectus, and admission to candidacy to the doctor's degree, students may enroll in DISS 799, Doctoral Dissertation. A minimum of ten hours of DISS 799 is required. Further, post-internship, students must enroll in 3 hours of DISS 799 each Fall and Spring Semester until they graduate.

D. Cognates

Cognates may be in any of several specified subjects. There is flexibility in the development of areas of greatest interest for each candidate and areas related to the person's anticipated employment setting. A student must have either one 24-hour cognate in psychology or two 15-hour cognates, at least one of which must be in psychology. The most commonly chosen cognates for students in the program are:

Consultation
Diversity in Counseling Psychology
Educational Psychology
Gerontology
Health Psychology
Couple and Family Counseling
Psychological Assessment
Research Methodology
Neuropsychology
Anthropology
Social Justice
School Counseling
School Psychology
Social Psychology
Rehab Counseling
Wellness Management
Vocational Psychology
Sports Psychology
Other graduate programs directly related to the student's professional goals

Time to Completion

Since the class of 2005, it has taken students entering with a master's degree on average 5.5 years to complete their doctoral degree (Median = 5 years) with the percentage of students completing their doctoral degrees in less than 5 years 28.8%, 5 years 28.8%, 6 years 20.3%, 7 years 11.9% and longer than 7 years 10.7%. Since 2005, it has taken students entering with a bachelor's degree on average 6.3 years to complete their doctoral degree (Median = 6 years) with 75% finishing in 6 years and 25% in 7 years. Note that this data is based on graduation rates through August 2012.

Doctoral Committee Formation

Upon admission each student is advised by the director of training until a doctoral committee is appointed. The student's doctoral committee will consist of two faculty from the Department of Counseling Psychology and Guidance Services (one of whom serves as the chairperson), one or two cognate representatives, and an at-large university member who is appointed by the Graduate School. A doctoral committee chair is not identified until at least the tenth week of the fall semester of the first year. Committee selection is based on mutual agreement between the student and the faculty members selected. In general, each faculty member in the Counseling Psychology Department is limited to chairing three committees over a two-year period and serving as a member of two committees for each entering class.

Examinations

Students will be required to take comprehensive preliminary examinations (written and oral, see *Graduate Catalog*), normally after completing one and one-half to two years on campus in the program. Students must pass the examinations prior to applying for internship. A practitioner's skills examination, also required of all students, will normally be completed during the student's second year and must be passed prior to applying for internship

s well. All doctoral students, including graduates of our master's program, nust complete an APA ethics examination prior to seeing clients. A score of 80% on this examination is considered a pass. Students must successfully lefend their dissertation proposal by February 1 of the year in which they ubmit rankings for internship.

nternship

CPSY 799, Internship in Counseling Psychology (0 credit hours), must be aken for an academic year, full-time, or its equivalent over two years, for a ninimum time of 1,500 hours. The recommendation is that students take a alendar year internship, or its equivalent over two years, for a minimum ime of 2,000 hours in an APA-approved site. Sites not accredited by APA nust meet APPIC (Association of Psychology Postdoctoral and Internship Centers) criteria or be individually approved by the Graduate Studies Committee in accordance with the committee's internship guidelines.

n general, our students have done extremely well in securing an excellent nternship placement. Most have been placed in one of their top three ranked nternship sites. As of the 2011-12 internship year, ninety-four students had ecured a one-year, full time, paid doctoral internships since the 2000-01 nternship year. Ninety-five students had applied for internship (99% rate of lacement). Eighty-eight students (93.6%) were placed in APA/CPA ccredited sites. For the 2011-12 internship year, 11 of our students applied nd 9 were matched in APA internships with one student not matched at all.

Predoctoral Internship Placements 2000 to 2012/13

Type of Placement			
Counseling Center	54	Mental Health Center	17
Hospital	16	School	2
Veteran's Administration	11	Corrections	3
Air Force	1		
Status of Internship Placement			
APA Approved Site	96	Non-APA Approved Site	8

Performance Requirements

Comprehensive Review of Practitioner Skills

A major objective of the program is that our students function as capable practitioners upon graduation. Our system for ensuring competence involves wo evaluation procedures. The first consists of a series of faculty valuations of practitioner skills. All doctoral students are required to see clients throughout their time on campus. Their activity with their clients is supervised and evaluated by the faculty through either group or individual supervision. (Almost all regular faculty members are licensed psychologists with state certification or are license-eligible.) Deficiencies in practice are determined and necessary corrections effected. Practitioner skills are developed through a variety of experiential courses, each requiring direct client contact and formal supervision. During assistantship rotation, students are assigned to the Practicum Clinic office, where they have further client contact. In all of these activities, the student's committee monitors the student's experiential activities, as does the director of training.

A second and additional means of evaluating student competence is an evaluation procedure modeled after the ABPP examinations. In this evaluation, students submit samples of their best work to a panel of the faculty for evaluation. It should be noted that any work appropriate to the role of a Counseling Psychologist (e.g., counseling, career development, workshop planning, teaching, research, psycho-education, consultation, social action) is acceptable. The description of this procedure follows.

A. Evaluating Practitioner Skills

Three faculty members are elected each year to serve as evaluators of practitioner skills of doctoral students. This committee conducts oral examinations twice a year; the specific times are announced at the beginning of each semester. Students qualify to sit for this examination after presenting to the committee a portfolio of practitioner skills appropriate to the role of a Counseling Psychologist. The portfolio must include audio or videotapes, or both, case conceptualizations, and written materials along with other documents, such as teaching evaluations and summaries of outreach, research and other projects. These materials must be presented to the committee at least two weeks before the scheduled examinations. If the committee judges these materials to be acceptable, the student is invited to take the examination. If either the portfolio materials or the oral examination is judged by the committee to be unsatisfactory, the committee makes specific recommendations to the student regarding improvements needed. Students not satisfactorily completing this requirement are eligible to re-submit their portfolios for the next examination. In no case may a student apply for internship before having successfully completed this requirement. A student who does not satisfactorily complete this examination in three attempts is recommended for termination from the program.

3. Guidelines for Committee to Evaluate Practitioner Skills of Doctoral Students

The following list of general skills and professional behavior is used to determine competencies of the student to be evaluated. The competent counseling psychology practitioner demonstrates:

1. Personal commitment to development of professional competencies
2. Appropriate verbal and nonverbal communication skills
3. Problem-identification and assessment skills
4. Case conceptualization and theoretical integration skills
5. Goal-setting skills
6. Appropriate multicultural counseling skills
7. Appropriate plans for client change
8. Effective intervention strategies
9. Understanding of counseling process factors
10. Ability to evaluate counseling progress and assess outcomes
11. Termination and referral skills
12. Understanding and use of ethical principles in practice

Graduation

Formal application for graduation must be made through the Graduate School according to the deadlines established by that office. One of the several forms required by the Graduate School is an updated course-check sheet, which must be approved by the director of training. The Department requires two hardbound copies of the completed dissertation; one for the Department and one for the student's chairperson. Over the years, our graduates have secured excellent positions in a host of settings.

Positions Held by Counseling Psychology Doctoral Graduates (July 1994 to August 2012) from Available Information

	Number
Faculty member or psychologist at university or college	63
Psychologist in private practice	16
Psychologist in agency, institution, VA, or hospital	60
Military	4
Post-doctoral fellowship	8

Licensure of Doctoral Graduates 2005 to 2012

Outcome	2005 to 2012
Total number of students with doctoral degrees conferred on transcript in time period	63
Number of students with doctoral degrees conferred on transcripts and eligible to be licensed	49
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	38
Number with doctoral degrees living outside of the USA and not required to be licensed	4
Number of students with doctoral degrees where position (e.g., professor) does not require licensure	5
Number of students with doctoral degrees that are eligible for licensure but have not become licensed	2
Number of students with doctoral degrees that are not yet eligible for licensure	14
Licensure percentage	95[1]

Note. [1]This percentage was calculated by dividing 38 (number licensed) by the total number (40) of graduates that were required to be licensed for their positions, eligible for licensure, and also living in North America.