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COUNSELING PSYCHOLOGY: AN ORIENTATION

In the 2nd edition of The Handbook of Counseling Psychology, Brown and Lent (1992) repeated the definition of the specialty developed by the Division of Counseling Psychology in 1985, "Counseling psychologists utilize scientific approaches in their development of solutions to the variety of human problems resulting from interactions of intrapersonal, interpersonal, and environmental forces. Counseling psychologists conduct research, apply interventions, and evaluate services in order to stimulate personal and group development, and prevent and remedy developmental, educational, emotional, health, organizational, social, and/or vocational problems." (p. 21). The field of counseling psychology has been significantly influenced by the following factors: vocational-guidance, mental health, psychometrics, a non-medical approach to counseling, and the social/economic climate following WW II (Whiteley, 1984). In 1952, the Veteran’s Administration created the position of counseling psychologist to assist veterans in their readjustment to society and to help them train for future careers.

Counseling psychologists are both scientists and practitioners of psychology (Gelso & Fretz, 1992). Counseling psychologists identify and build clients’ strengths. Counseling psychologists work from a developmental perspective; seeking to expand coping skills and facilitate adjustment. Counseling psychologists have historically work in college and university settings, either in academic programs or counseling centers (Fitzgerald & Osipow, 1986), but they also are employed in a wide variety of service and research settings including private practice, public schools, community mental health, prisons, businesses, employee assistance programs, drug and alcohol treatment centers, psychiatric hospitals and veterans administration medical centers.

It is expected that upon completing the Counseling Psychology program at NMSU, graduates will be involved in culturally-competent research and practice which promote: 1) enhancement of optimal human development 2) prevention of personal and interpersonal problems through client education and training, and 3) assistance with the remediation of existing psychological problems. In addition to therapeutic functions, counseling psychologists make unique contributions to the research base of the field. To further clarify the professional socialization of the students in our program the following definition of Counseling Psychology, which appeared in The Counseling Psychologist, is shared:

ARCHIVAL DESCRIPTION OF COUNSELING PSYCHOLOGY

Counseling psychology is a general practice and health service-provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Counseling psychology centers on typical or normal developmental issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology. Within the context of life-span development, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situation influences (including the context of cultural, gender, and lifestyle issues), and the role of career and vocation on individual development and functioning.
Client populations served by counseling psychologists can be organized along the following three dimensions: individuals, groups (including couples and families), and organizations. Counseling psychologists work with individual clients of all ages such as children who have behavior problems; later adolescents with educational and career concerns or substance abuse problems; adults facing marital or family difficulties, career shifts, or overcoming disabilities; and older adults facing retirement. They work with groups in a variety of settings toward achieving solutions to many of these same problems as well as toward enhancement of personal and interpersonal functioning.

Counseling psychologists also consult with organizations and work groups to help provide a work environment conducive to human functioning and to enhance the ability of organizations to increase productivity and effectiveness. The problems addressed by the specialty of counseling psychology are varied and multifaceted. They are addressed from developmental (life span), environmental, and cultural perspectives. They include, but are not limited to:

- educational and vocational career/work adjustment concerns;
- vocational choice, and school/work/retirement transitions;
- relationship difficulties, including marital and family difficulties;
- substance abuse problems;
- learning and skill deficits;
- stress management and coping;
- organizational problems;
- adaptation to physical disabilities, disease, or injury;
- personal/social adjustment;
- personality dysfunction; and
- mental disorders.

The procedures and techniques used within counseling psychology include, but are not limited to, the following: individual, family, group, and systemic counseling; behavioral and psychotherapeutic intervention; crisis intervention; disaster and trauma management; psychodiagnostic assessment techniques; psychoeducational/preventive programming; organizational consulting; program evaluation and treatment outcome; training; clinical supervision; test construction and validation; and methodologies for quantitative and qualitative inquiry. Intervention procedures and techniques have as their focus change in client cognitions, feelings, and behavior and may be preventive, skill-enhancing, or remedial. The intervention procedures may range from short-term or time-specified to longer-term approaches.

Building on a core knowledge base of general psychology (i.e., the biological, cognitive/affective, social, and individual bases of behavior, history, and systems of psychology) common to the other applied specialties within professional psychology, the competent and skillful practice of counseling psychology requires knowledge of career development and vocational behavior; individual differences (including racial, cultural, gender, lifestyle, and economic diversity); psychological measurement and principles of psychological/diagnostic and environmental assessment; social and organizational psychology; human life-span development, consultation, and supervision; psychopathology; learning (cognitive, behavioral); personality; methods of research and evaluation; and individual and group interventions (counseling/psychotherapy).

The Society of Counseling Psychology of the American Psychological Association (APA), the Society for Counseling Psychology, is the primary professional organization for Counseling Psychologists. The Counseling Psychologist and The Journal of Counseling Psychology are the two principal journals.

INSTITUTIONAL SETTING

New Mexico State University is a thriving center of higher education deeply rooted in the tricultural tradition of the Southwest. Situated at the gateway to Mexico, the university's 6,250-acre campus is among the largest in the world. The campus is located on the southern edge of Las Cruces, which has a population of 98,000. Total fall 2008 enrollment for NMSU main campus and branch campuses was 31,316. The main campus enrollment was 17,198, which included approximately 2,700 graduate students.

The University was founded in 1888 (the first higher education institution in New Mexico), and since that time has become a dynamic force in education and research. New Mexico State University is accredited by the Commission on Higher Education of the North Central Association (NCA) of Colleges and Schools. Classified by the Carnegie Foundation as a Doctoral High Research Institution, NMSU grants and contracts expenditures exceeded $154 million in the last fiscal year, a gain of more than 20% over the expenditures in 2004. NMSU consistently ranks in the top 110 institutions in the nation by research expenditures. The university anchors the southern end of the New Mexico Rio Grande Research Corridor. NMSU ranks 18th in industry-supported research and development, and is third in the nation in NASA-sponsored contracts. With extension and research sites in every county, New Mexico State is developing distance-education capabilities to extend its reach to all the citizens of the state.

Regular faculty members on the main campus number 675. The faculty/student ratio is 1 to 19. The professional and classified staff total 3,388. NMSU offers 76 degree programs at the Bachelor level, 51 at the Master’s, 22 at the Doctoral, and 3 in Specialist in Education.

The University is classified as a minority institution under Title III of the U.S. Department of Education and minority enrollment at the main campus is 49 percent (41.7 percent Hispanic, 2.9 percent American Indian, 2.7 percent African-American and 1.3 percent Asian-American). NMSU also maintains branch campuses at Alamogordo, Carlsbad, Grants, and Doña Ana, with two campuses located in Las Cruces. Many of these students come from the metropolitan areas of Albuquerque, New Mexico; El Paso, Texas; and Juarez, Mexico. The latter two cities have a combined population of approximately 1.8 million and are within 50 miles of the NMSU campus. The Counseling Psychology doctoral program is housed in The College of Education (COE), which has an enrollment of 1,627 undergraduate students and 995 graduate students. The College of Education is accredited by the North Central Association, The National Council for Accreditation of Teacher Education, and the New Mexico State Department of Education. The COE is a charter member of the Holmes Group, a select group of major research institutions whose goal is the improvement of teacher education. The College of Education offers graduate degrees in the Departments of Counseling and Educational Psychology, Curriculum and Instruction, Educational Management and Development, and Special Education/Communication Disorders.

HISTORY OF THE DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

The history of the Department of Counseling and Educational Psychology has been characterized by several changes in philosophy and in title reflecting the national evolution of the field of counseling psychology. In 1905, Psychology became a formal discipline at NMSU with the establishment of the Department of Political Economy and Psychology. In 1909, it was renamed The Department of Psychology and Pedagogy; in 1918, it became the Department of Vocational Education; and in 1925, the name changed to the Department of Agricultural Education. In 1930, the Department of
Education was established at NMSU and located in Dove Hall. In 1936, the Department of Education & Psychology originated within the College of Education. In 1955 the College of Teacher Education was established. In 1963, two departments were created in the College of Education, the Department of Psychology and the Department of Guidance and Psychological Services. The Department of Guidance & Psychological Services had 4 faculty and offered a master's degree and a specialist in education degree. In 1967, the Department of Psychology moved to the College of Arts & Sciences and has evolved into a program which emphasizes engineering, cognitive, and social psychology. In 1967, the Department of Guidance and Psychological Services, which had remained in the College of Education, added 2 faculty positions and a doctoral degree. In 1968, the College of Education relocated to O'Donnell Hall, where it is presently located, and the Department of Guidance and Psychological Services became the Department of Educational Psychology. In 1973, the Department became the Department of Counseling & Educational Psychology and offered both masters and doctoral degrees in counseling and guidance. The doctoral degree has always been based on the scientist-practitioner model. In 1983, the Department changed the degree title for the doctorate to Counseling Psychology. Currently the Department has 9 full-time faculty.

DEPARTMENT MISSION STATEMENT

The Department of Counseling and Educational Psychology provides educational programming designed to prepare professionals in the fields of professional counseling, school psychology, and counseling psychology. It is expected that CEP students will emerge from the Department's educational programs with professional competencies and interpersonal skills to enable them to work effectively with diverse populations in a variety of educational and community settings. This mission is accomplished by advancing an understanding of human behavior through teaching, research, and service. The Department promotes community outreach by developing positive working relationships with the public and private schools as well as other community institutions which can benefit from the professional competencies of the faculty and students.

OVERVIEW OF THE COUNSELING PSYCHOLOGY PROGRAM AT NMSU

The Counseling Psychology program at New Mexico State University has been accredited by the American Psychological Association since 1995. The program received a 7 year reaccreditation in 1998, and again in 2005 (For more information on accreditation contact the Office of Program Consultation and Accreditation, APA, 750 First Street, NE, Washington, DC 20002, 202.336.5979, http://www.apa.org/ed/accreditation). Graduates may apply for state licensure or certification in Psychology. NMSU counseling psychology graduates are trained to hold academic positions at colleges and universities, work in counseling centers, medical settings, correctional facilities, and mental health agencies. Graduates are also qualified to enter private practice after obtaining state licensure or certification.

The program, housed within the College of Education, offers educational experiences in the foundations of scientific psychology (history and systems of psychology; biological, cognitive/affective, individual and social basis of behavior) and the applied substantive area of counseling psychology. The program is based on the scientist-practitioner model and stresses integration of theory, research, and practice. Through course work and supervised practice, students develop knowledge and skills in the following areas: appraisal; diagnosis; treatment planning; individual, family and group counseling; child and adolescent counseling; career counseling; addictions counseling; consultation; and supervision. Course work on research design and statistics, combined with supervised independent research projects and dissertations, refine students’ research skills. As scientists, counseling psychologists possess the expertise to evaluate the degree to which clients are achieving their goals, and to conduct research increasing the body of knowledge on the theory and practice of counseling psychology.
The counseling psychology program at New Mexico State University fosters increased sensitivity to the cultural context within our work and the cultural diversity in our society. Culturally competence in theory, practice, and research are stressed in both course work, counseling experiences, and research opportunities.

The ethics and standards of practice for psychologists are stressed throughout the program. All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologist. A copy of the most recent APA Ethical Standards and Code of Conduct for Psychologists can be found in Appendix A and at: http://www.apa.org/ethics/. Students are advised and encouraged to consult with their advisors, other faculty and supervisors on issues of ethical and professional concern. **The Ethics document should be read before seeing any clients in the Beginning Practicum.**

Self-exploration through in-depth supervision and personal awareness activities are integral elements in classes and practica. Individuals admitted to the program are expected to maintain high standards of personal and professional conduct. Annual progress reviews for students in the program include not only consideration of academic performance, but also reviews of personal attributes that reflect upon students’ ability to effectively and ethically function as professional counseling psychologists. In particular, the training values of the NMSU counseling psychology program reflects the Model Training Program Values on Diversity that were approved by the counseling psychology training organizations. See Appendix A. **If you believe you would have difficulty aspiring to the Values and Dispositions document please discuss this with the training director immediately.**

The knowledge base of counseling psychology forms the foundation of the program. This knowledge base is demonstrated in students' course work, experiences in psychological assessment, techniques of intervention, practicum placements, internship, qualifying and comprehensive examinations, and the doctoral dissertation. The required internship, minimally 1,500 hours (preferably 2,000 hours in an APA approved site), must be approved by the Director of Training and the Counseling Psychology Training Committee Faculty. The doctoral dissertation is an empirical investigation which, when completed, adds to the knowledge base of counseling psychology. The dissertation is conducted under the supervision of the faculty advisor, who possesses expertise in the area being investigated.

**COUNSELING PSYCHOLOGY PROGRAM MISSION STATEMENT**

The NMSU doctoral program in Counseling Psychology is based on the Model Training Program in Counseling Psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998). Our philosophy in implementing this scientist-practitioner model stresses an integration of theory, research, and practice in a pluralistic society. The faculty are role models of psychology professionals who are actively involved in the integration of science and service. The program produces well-trained generalists who will meet the needs of the citizens of NM and the United States, through the use of thorough assessment, a variety of intervention modalities, and the dissemination of psychological knowledge from a developmental and multiculturally-sensitive perspective. Training occurs via a developmentally sequenced, multiculturally-focused curriculum of didactic coursework, experiential training, and graduate assistantships that expose the students to basic psychological foundations and specialized training in Counseling Psychology. Throughout all aspects of the program two qualities are instilled in our students: self-reflection and critical thinking (e.g. application of theory and hypothesis generation), particularly as these qualities relate to greater multicultural awareness and competence, and to optimal ethical decision-making and professional behavior.

**GOALS OF NMSU COUNSELING PSYCHOLOGY PROGRAM**

**Goal 1:** Produce well-trained generalists in applied psychology capable of competently utilizing a wide variety of assessments, modalities, and types of interventions; and in disseminating psychological information.
Goal 2: Nurture active learners and critical/scientific thinkers capable of integrative thinking, application of theory, hypothesis generation, and self-reflection.

Goal 3: Develop in students a contextual understanding of psychology and the environments in which they work and live so as to produce culturally-responsive, developmentally-aware, and strengths-based psychology professionals.

OBJECTIVES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Objective 1: Students will demonstrate current theoretical knowledge in each of the foundational areas of psychology and in the substantive area of Counseling Psychology.

Objective 2: Students will demonstrate proficiency in performing the three main functions of the scientist-practitioner: reviewing and applying research findings to one's practice, thinking and carrying out one's work scientifically, and doing research which contributes to the knowledge base of counseling psychology.

Objective 3: Having conceptualized diagnosis as a hypothesis-building process, students will demonstrate competence in psychological assessment by engaging in a multicultural, multi-setting, multi-source and multi-method evaluation process.

Objective 4: Students will demonstrate the ability to counsel a diverse clientele with a variety of presenting problems employing multiple treatment modalities.

Objective 5: Students will utilize a developmental focus in conceptualizing and working with clients.

Objective 6: Students will develop an awareness of the impact of cultural diversity on their interactions and will utilize this awareness in their conceptualizations of these interactions.

Objective 7: Students will disseminate psychological information to others.

Objective 8: Students will demonstrate optimal professional behavior, as exhibited in ethical behavior, professional involvement, and attitudes of life-long learning.

OUTCOME COMPETENCIES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Objective 1: Students will demonstrate current theoretical knowledge in each of the foundational areas of psychology and in the substantive area of Counseling Psychology.

Competency 1a: Students will demonstrate basic knowledge across the core foundational areas of psychology.

This competency is met by completion of the general psychology core courses in the following areas: Biological Bases of Behavior (Psychopharmacology), Cognitive-Affective Bases of Behavior (Learning Theory), Social Bases of Behavior (Psychology of Multiculturalism, Psychology of Social Identities, Group Theory and Practicum), Individual Differences (Human Development, Appraisal of Personality, and Diagnosis & Treatment Planning) and History and Systems of Psychology. The assessment of this competency is made by the student achieving a grade of B- or better in these required courses.

Competency 1b: Students will demonstrate an understanding and synthesis of the theory, research, and practice of the counseling psychology knowledge base.

This competency is met by completion of: the “Relevance to Counseling Psychology” section of their dissertation; the comprehensive exam process, and theory application in papers for the three theory/practicum classes (Individual, Group, and Supervision). The assessment of this competency is made by the Dissertation Committee's approval of the dissertation section, the student passing the comprehensive exam, and achieving a grade of B- or better on the theory application papers.

Objective 2: Students will demonstrate proficiency in performing the three main functions of the scientist-practitioner: reviewing and applying research findings to one's practice, thinking and carrying out one's work scientifically, and doing research which contributes to the knowledge base of counseling psychology.
Competency 2a: Students will demonstrate the use of theoretical and research based approaches to counseling and psychotherapy.

This competency is met by students learning about process and outcome research methodology in Counseling Research Methods (CEP 632), citing and utilizing evidenced based treatment approaches in their supervised work with clients in Counseling Theory and Practicum (CEP 673) and Advanced Counseling Practicum (CEP 678), and in their case conceptualization papers for these courses. The assessment of this competency is made by students earning a grade of B- or better in 673 and 678 and satisfactorily citing empirical evidence in their case conceptualization papers in these practica.

Competency 2b: Students will be able to critically evaluate research literature, proposals, and other relevant research materials.

This competency is met by students’ completion of: CEP 511 (Edumetrics); CEP 636 (Advanced Educational Measurement and Statistics); CEP 637 (Multivariate Research Procedures and Analysis); EDUC 576; journal critiques in their research methods course (CEP 632), their Qualifying Exam Research Project, the Comprehensive exam question on research/statistics, their dissertation proposal, their dissertation, and Chapter 6 of the dissertation – a publishable journal article. The assessment of this competency is made by students obtaining at least a B- in each of the classes, passing the Qualifying Exam Research Project, passing the comprehensive exam research/statistics question, passing their dissertation proposal, their final defense of the dissertation, and the committee’s approval of their chapter 6.

Competency 2c: Students will demonstrate the ability to successfully complete the research process.

This competency is met by completion of CEP 511 (Edumetrics); CEP 636 (Advanced Educational Measurement and Statistics); CEP 637 (Multivariate Research Procedures and Analysis); EDUC 576; CEP 632 and the Qualifying Exam Research project; the dissertation writing course (CEP 693), the dissertation proposal, CEP 700 (dissertation hours), the completed dissertation, and their chapter 6—a publishable paper from their dissertation. The assessment of this competency is made by students obtaining at least a B- in each of the courses. Students will pass the Qualifying Exam Research Project, their dissertation proposal, their final defense of the dissertation, and the committee will approve their chapter 6.

Objective 3: Having conceptualized diagnosis as a hypothesis-building process, students will demonstrate competency in psychological assessment by engaging in a multicultural, multi-setting, multi-source and multi-method evaluation process.

Competency 3a: Students will demonstrate awareness of and skill in the various forms of interview and observation.

This competency is met by completion of CEP 647 (Appraisal of Cognitive Functioning) and CEP 648 (Appraisal of Personality). Specifically, students are required to conduct clinical interviews with all volunteer clients as well as observe behavior during individual testing sessions with volunteers. Students are required to present these findings in written format (i.e., psychological reports). Students will also utilize interview skills in the Psychology of Multiculturalism (CEP 517), Diagnosis and Treatment Planning (CEP 5/651), Family Theory (CEP 5/662), Counseling Theory and Practicum (CEP 673), Advanced Counseling Practicum (CEP 678), and Internship (CEP 680). The assessment of this competency is made by students earning a grade of B- or better in these required courses. Further, students are required to achieve a minimum level of competency or “mastery” (i.e., B-) on the individual activities of clinical interviews and psychological reports as indicated on instructor or supervisor evaluation forms.

Competency 3b: Students will demonstrate awareness of and skill in the various forms of formal and informal tests and testing procedures.

This competency is met by completion of CEP 647 (Appraisal of Cognitive Functioning) and CEP 648 (Appraisal of Personality). Specifically, students are required to administer, score, and interpret individual tests of intelligence, behavior rating scales, projective and objective personality tests with volunteer clients who vary in age. Students will also utilize assessments in Diagnosis and Treatment Planning (CEP 5/651), Family Theory (CEP 5/662), Counseling Theory and Practicum (CEP 673), and Advanced Counseling Practicum (CEP 678). The assessment of this competency is made by students earning a grade of B- or better in these required courses, achieving a minimum level of competency
or “mastery” (i.e., B-) on these individual activities, and achieving a minimum level of competency or “mastery” (i.e., B-) on the individual test protocols as indicated on instructor or supervisor evaluation forms.

Competency 3c: Students will demonstrate awareness of and skill in the various forms of collateral assessment. This competency is met by completion of CEP 647 (Appraisal of Cognitive Functioning) and CEP 648 (Appraisal of Personality). Specifically, students are required to interview, conduct review of records, or otherwise objectively collect collateral data from significant others/individuals of volunteer clients in order to facilitate a comprehensive evaluation. Students are then required to integrate this information into written format via psychological reports. The assessment of this competency is made by students earning a grade of B- or better in these required courses. Further, students are required to achieve a minimum level of competency or “mastery” (i.e., B-) on these individual activities.

Objective 4: Students will demonstrate the ability to counsel a diverse clientele with a variety of presenting problems employing multiple treatment modalities.

Competency 4a: Students will demonstrate knowledge of a range of counseling theories and ability to utilize specific theories guiding different treatment interventions. This competency is met by students being exposed to four primary theoretical orientations in Counseling Psychology Theory/Practicum (CEP 673) and Group Theory/Practicum (CEP 677): Reality Therapy, Individual Psychology, Person-centered, and Interpersonal Process. Additional theories are presented in other practica and internship. In CEP 673 students must demonstrate the ability to conceptualize and intervene using three primary theoretical orientations, and they must demonstrate the same using a theory of their choosing in CEP 678. In Advanced Practicum (CEP 678) students are encouraged to select theoretical orientations that provide a good fit with them personally, including well-organized, integrative eclecticism. It is believed that students need to learn several theories well in order to be able to adapt to the diverse client needs, values, and interpersonal styles that are likely to be represented among clients in a multicultural society. The importance of applying theory to practice with clients is stressed in all of the practica, internship and in other courses (e.g., Career, Addictions, and Child/Adolescent Counseling). The assessment of this competency is made by students earning a grade of B- or better in Counseling Theory and Practicum (CEP 673) and Advanced Counseling Practicum (CEP 678). Students’ performance on this competency is also evaluated through live supervision, review of recordings of their sessions, examination of their case notes, and observation of their case presentations. Students must receive at least “Adequate” ratings on all supervisor evaluation form items related to this competency for all practica and internship.

Competency 4b: Students will be knowledgeable about evidence-based treatments and practices. Students are required to examine the empirical research on theories and interventions from primary sources. This competency is met by students learning information about evidence-based treatment for specific diagnosis in Diagnosis and Treatment Planning (CEP 5/651); and students citing and utilizing evidence-based treatment approaches in their supervised work with clients in Advanced Counseling Practicum (CEP 678). The assessment of this competency is made by students earning a grade of B- or better in CEP 651, 673, and 678. Students must cite empirical research in their treatment plan/intervention section of their case conceptualization papers in 678 to receive a satisfactory grade (B- or better).

Competency 4c: Students will utilize and evaluate the effectiveness of treatment approaches with a variety of clients, based on the clients’ needs and context.

This competency is met by students utilizing differential treatment plans in Diagnosis and Treatment Planning (CEP 5/651); students employing a pre to post test comparison of SCL-90-R and GAF ratings in their supervised work with clients in Counseling Theory and Practicum (CEP 673) to evaluate the effectiveness of specific treatment approaches with specific clients addressing specific concerns, and by reviewing client progress with supervisors in all practica. The assessment of this competency is made by students earning a grade of B- or better on these assignments in CEP 651; completion of the pre-/post-test assignment in CEP 673; and mid-semester and final evaluations in all practica. Students’ performance on this competency is also evaluated through live supervision, review of recordings of their
sessions, examination of their case notes, and observation of their case presentations. Students must receive at least “Adequate” ratings on all supervisor evaluation form items related to this competency.

**Objective 5:** Students will utilize a developmental focus in conceptualizing and working with clients.

*Competency 5a: Students will demonstrate a theoretical understanding of human and career development and their relationship to optimal human functioning.*

This competency is met by students being required to take Human Development (CEP 512) and Career Life Planning & Vocational Assessment (CEP 552). The assessment of this competency is made by students earning a grade of B- or better in each of these two required courses.

*Competency 5b: Students will utilize developmental theory in their assessment and conceptualization of client circumstances.*

The competency will be met by students being required to incorporate a developmental context in their work with clients. This is discussed in Human Development (CEP 512), Child and Adolescent Counseling (CEP 5/658), Family Therapy Theory and Technique (5/662), both multicultural courses (CEP 517 & 519), and practiced during all practica. Developmental models of assessment and conceptualization will be essential portions of assessment and conceptualization coursework [e.g., Psychology of Multiculturalism (CEP 517) and Diagnosis and Treatment Planning (CEP 651)] and practicum coursework within students’ programs of study. Case presentations will require that students address developmental theory in their conceptualization in all practica. Comprehensive exam questions address this developmental conceptualization within the intervention domain and case study. The assessment of this competency is made by students earning a grade of B- or better in each of their assessment and conceptualization courses and in their practica; earning a grade of B- or higher on their case conceptualization papers in practica; and earning a “Pass” grade on their Written and Oral Comprehensive Examinations relative to those questions and case study inquiries requiring a developmental assessment and conceptualization of client circumstances.

**Objective 6:** Students will develop an awareness of the impact of cultural diversity on their interactions and will utilize this awareness in their conceptualizations of these interactions.

*Competency 6a: Students will be able to apply multicultural theories and an understanding of the cultural context in their assessments, conceptualizations, and interventions with various culturally diverse individuals and to themselves.*

This competency is met by students having to apply identity development and acculturation models to their own lives in Psychology of Multiculturalism (CEP 517); completing case presentations that require students to address cultural variables in their client conceptualization in Diagnosis & Treatment Planning (CEP 5/651) and all practica; and answering comprehensive exam questions that address the cultural context within the various domains tested. The assessment of this competency is made by students earning a grade of B- or higher on the application papers, on case conceptualization papers in CEP 678, receiving “Acceptable” ratings on cultural diversity section of supervisor evaluation forms, passing the written comprehensive exam, and articulating the cultural context in the case vignette in the oral comprehensive exam.

*Competency 6b: Students will be aware of and incorporate multicultural constructs or cultural demographic variables in the research process.*

This competency is met by students learning in Psychology of Multiculturalism (CEP 517) how multicultural issues have not been addressed in research, completing CEP 632 and the Qualifying Exam Research project in which they are required to address some aspect of multiculturalism, and writing research papers in CEP 517 and Psychology of Social Identities (CEP 619) that demonstrate an application of multicultural research to diverse populations. The assessment of this competency is made by students earning a grade of B- or higher in CEP 517 and CEP 632, passing their Qualifying Research project, and earning a grade of B- or higher on the research papers in CEP 517 and CEP 619.

*Competency 6c: Students will complete practica experiences with clients representing minority, disadvantaged, or under served populations.*
This competency is met by students serving minority clients or persons from oppressed groups in Counseling Theory/Practicum (CEP 673), Group Theory/Practicum (CEP 677), Advanced Practicum (CEP 678), and/ or Behavioral Health Practicum (CEP 670). The assessment of this competency is made by students earning Satisfactory grades (B- or higher) in these practica, and receiving “Acceptable” ratings on the cultural diversity section of supervisor evaluation forms.

Objective 7. Students will disseminate psychological information to others.

Competency 7a: Students will supervise and train mental health clinicians.

This competency is met by students being required to take Supervision Theory/Practicum (CEP 679). The assessment of this competency is made by students earning a grade of B- or better in the course and receiving ratings of 2 (minimally competent) or higher, and an average of 2.5 or higher on the practicum evaluation form.

Competency 7b: Students will provide outreach and psychoeducational interventions to individuals and groups.

This competency is met by students being required to take Group Theory/Practicum (CEP 677) where they learn about psychoeducational groups, and provide psychoeducational interventions in the context of their group work experience. Students are also required to observe or co-present with a staff member for one outreach program and design and (co)present another program in Advanced Practicum (CEP 678), and provide career interventions as part of a service learning project in Career and Life Planning (CEP 5/652). The assessment of this competency is made by the instructors’ rating of “Pass” on the outreach written materials, satisfactory ratings from participants of program, and completion of the service learning activity and CEP 677.

Competency 7c: Students will teach psychological concepts in a variety of settings.

This competency is met by students teaching undergraduates via a G.A. Assignment for undergraduate instruction which includes receiving supervision and training of their teaching activities; giving presentations to classmates in CEP courses; and presenting at professional meetings including the annual departmental Multicultural Research Symposium. The assessment of this competency is made by students earning a B- or better for their presentation grade in their own courses as students, and completion of the presentation at the Multicultural Research Symposium.

Competency 7d: Students will consult with other professionals and communicate effectively in a variety of settings.

This competency is met by students being required to take Supervision Theory/Practicum (CEP 679) where they learn consultation models, in US-Mexico Border Health Issues (CEP 563) where they learn to work in interdisciplinary teams, and Diagnosis and Treatment Planning (CEP 5/651) where they learn about the referral process. Students must also consult with staff (within and across disciplines) in their practica (CEP 670, 678, & 679) and internship (CEP 680). The assessment of this competency is made by the students’ attendance in CEP 679, earning a B- or higher in CEP 5/651 and CEP 563, providing evidence of consultation in their case conceptualization in CEP 670, and receiving a rating of “Adequate” on practicum evaluation forms for items related to consulting with staff.

Objective 8: Students will demonstrate optimal professional behavior, as exhibited in ethical behavior, professional involvement, and attitudes of life-long learning.

Competency 8a: Students will be well-versed in the Ethical Principles of Psychologists and Code of Conduct, skilled in ethical decision-making, and committed to their own professionalism.

This competency is met by students completing Professional and Ethical Issues in Counseling Psychology (CEP 622); and addressing ethical issues and professional behavior in all practica, internship, and GA assignments; and in most classes such as Diagnosis & Treatment Planning (CEP 5/651), Career Planning (5/652), and Research (CEP 632). The assessment of this competency is made by students earning a grade of B- or better in CEP 622, adequate ratings of ethical behavior in annual reviews, and ratings of “adequate” or higher on ethical behavior by practica and internship supervisors.

Competency 8b: Students will develop a professional identification with counseling psychology.

This competency is met by students completing a major research paper on history of counseling psychology in CEP 622; completing of a short paper on contemporary issues in counseling psychology and psychology; being members of APA
and The Society of Counseling Psychology; and attending local, regional, and/or national conferences. The assessment of this competency is made by students earning a grade of B - or better on the major paper on counseling psychology and on the short paper on contemporary issues in counseling psychology; membership noted on their annual evaluation form; and attendance at conferences noted on their annual evaluation form.

Competency 8c: Students will demonstrate the ability to self-evaluate and reflect on their training experiences. This competency is met by students engaging in self-evaluation for the annual evaluation process and on self-evaluation forms in Counseling Theory/Practicum (CEP 673), Group Practicum (CEP 677), Advanced Practicum (CEP678) and Supervision Theory/Practicum (CEP 679); and completing self-reflection papers for CEP 678 and 679. The assessment of this competency is made by students receiving validating or corrective feedback from faculty and obtaining “Adequate” ratings on supervisor evaluation forms on items indicating level of self-knowledge.

Many of these competencies are based on a criterion of a grade of B- or better. If students do not achieve that grade level, they will be required to engage in some form of remediation, as determined by the instructor, which may or may not require retaking the class. Documentation of these remediation efforts will be placed in the students’ file and will not be listed on their transcript.

RELATIONAL GOALS FOR THE FACULTY IN OUR WORK WITH STUDENTS

1. Honor contractual agreements/syllabi/programs/GA
2. Interact respectfully
3. Encourage students’ freedom of expression
4. Provide clear and concise information
5. Provide reasonable access to faculty
6. Provide constructive feedback and be open to the same
7. Create a supportive environment
8. Keep our knowledge base current
9. Provide quality instruction in clinical and research skills
10. Network and mentor students into the profession
11. Announce milestones well in advance
12. Provide attentive advising
13. Be committed to student recruitment, retention, and graduation
14. Treat students as individuals.
15. Be sensitive to special circumstances
16. Treat students equitability
17. Be aware of and assist with due process
18. Be knowledgeable of, and assist with, appeals process

DEMOGRAPHICS OF THE DEPARTMENT

The Counseling Psychology doctoral program has a current enrollment of 33 students, of which 18 (60%) are female and 12 are male. There are 16 (55%) ethnic minority students currently enrolled in the program. The department annually reviews approximately 60 completed applications and makes offers to approximately 12 students each year for an acceptance rate of 30%. During the past three years, only two students have left the program, resulting in a 6% attrition rate.

In 2004 we were awarded the APA Richard Suinn Award for the Recruitment and Retention of the Ethnic Minority Students for excellence and recruitment of ethnic minority in doctoral students in psychology. Forty five percent of our program faculty or contributors are ethnic minorities; 15% are gay, lesbian or bisexual; and 60% are women.
DOCTORAL STUDENT ORIENTATION

Each year, the Department hosts an orientation for doctoral students before the Fall Semester begins. The meeting provides an opportunity for faculty to provide an overview of the program, to introduce their research interests, and to answer student questions. The Director of Training also alerts students about important time markers during the first year of study. Prior to this meeting this Doctoral Handbook is distributed. During the Orientation time is set aside for discussion about the contents of the Handbook.

STUDENT REPRESENTATIVE TO COUNSELING PSYCHOLOGY TRAINING COMMITTEE MEETING

The doctoral students in the Department of Counseling and Educational Psychology select a student representative to attend the bi-weekly Counseling Psychology Training Committee (CPTC) meetings. By having a student representative attend these meetings, students have a direct voice in the operation of the program. This process encourages an open dialogue between faculty and students. It also provides the student representative with a unique, first-hand view of the process involved in being a faculty member at the university.

Along with the student representatives, all doctoral students in the CEP department are invited to request a joint student/faculty meeting anytime there is an issue students feel need to be addressed by the program community. Students and faculty are both encouraged to submit items for the meeting agenda. Faculty use this time to gather feedback from the students which allows them to take into account the student perspective as they make decisions regarding the doctoral program.

The Student Representative and/or the President of the Doctoral Student association should survey all the students about any issues they want to address so that the meeting can be data driven. The purpose is to allow students to address any programmatic issues so that faculty can explain the reason for such policy or curriculum or consider changing such policy if it is found to be problematic. The student issues will be addressed by the Student Representative and/or the President of the Doctoral Student association with as many students in attendance as possible.

DOCTORAL STUDENT ASSOCIATION

The Doctoral Student Association (DSA) is one of 29 official bodies entitled to work within the student government (Associated Students NMSU or ASNMSU). CEP doctoral student needs are conveyed through representation to the Graduate Student Council (GSC), a subgroup of ASNMSU. The stated purpose of the DSA is to enlarge and broaden the Counseling Psychology expertise of CEP doctoral students. A second purpose is advocacy, including representation at GSC meetings and electing students to serve as representatives on faculty committees and thereby convey student needs. The DSA surveys doctoral students each year to identity concerns that can be addressed by the program and the department.

Most importantly the DSA is an association, a community, and a fellowship of doctoral students all seeking the same goal: expertise in counseling psychology, personal and professional connections with others on this same path, and identity within a group of like-minded individuals.

The CEP Doctoral Student Association is open to all doctoral students in the department. The membership elects officers on an annual basis and one of the CEP faculty serves as advisor to the organization. The CEP Doctoral Student Association, in coordination with the faculty, works to sponsor lectures or colloquia, meets with and interviews prospective new faculty and student applicants, and provides a means for graduate student networking, improvement of facilities and/or equipment available for doctoral student use, and provision of financial support for doctoral student research and travel.
PROFESSIONAL ACTIVITIES

A significant part of developing the professionalism of incoming students relates to encouraging active involvement in professional organizations at the state, regional, and national level. The major professional organizations are as follows:

American Psychological Association
750 First Street, NE
Washington, D.C. 20002-4242
(800) 374-2721
http://www.apa.org

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
http://www.counseling.org/

Association of Black Psychologists
P.O. Box 55999
(202) 722-0808
http://www.abpsi.org/

National Latino Psychologists Association
http://www.nlpa.ws/index.html

NM Psychological Association
2425 San Pedro N.E., Suite D
Albuquerque, NM 87110
(505) 883-7376
http://www.nmpa.com/

Most of the professional organizations provide reduced membership fees for students. The Director of Training has student affiliate application forms. The professional bulletin board in the Department is used to post upcoming professional meetings and calls for proposals.

Students who are admitted to the Counseling Psychology doctoral program are expected to conform to the ethical codes of the American Psychological Association. Failure to conform to these codes may result in remedial work, or disciplinary action and termination from the program. Students are also expected to retain professional liability insurance to protect them as they engage in direct service to clients. Direct service to clients begins in their first year in the program and continues until completion of internship. Liability insurance can be secured by students through ACA or APA as Student Affiliates.

STUDENT AFFILIATE GROUP: THE SOCIETY OF COUNSELING PSYCHOLOGY

Students in the CEP Department are strongly encouraged to become members of the Student Affiliate Group (SAG) of the Society of Counseling Psychology (SCP). SAG provides an avenue for students to become actively involved in SCP. Members receive The Counseling Psychologist and a newsletter that contains information regarding current professional and training issues. The newsletter also provides an opportunity to publish articles. Relevant topics include professional development, current research, ideas for future research, and issues related to being a psychologist-in-training.

LICENSURE

Each state has established requirements for licensure as a psychologist and there is limited reciprocity between states. Students can obtain current information about New Mexico licensure by contacting the New Mexico State Board of
Psychologist Examiners, PO Box 25101, Santa Fe, New Mexico 87104, (505) 476-7077, Fax (505) 476-7087. The national Professional Examination in Psychology has been given in Albuquerque in October and April of each year. Licensure is not the province of the department.

### FACULTY AND STAFF

#### DEPARTMENT HEAD

**JONATHAN SCHWARTZ, PH.D. (NEW MEXICO STATE UNIVERSITY)**

**RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS**

Professor, Licensed Psychologist (TX)

Editorial Board — The Counseling Psychologist

Research: Gender roles, particularly regarding men and masculinity, the intersection of prevention and social justice, intimate violence and prevention of intimate violence, and the incorporation of ecological approaches within the field of psychology.

Email: jschwart@nmsu.edu

**RECENT PUBLICATIONS**


#### ROLE OF DEPARTMENT HEAD

The Counseling and Educational Psychology Department Head is responsible for the administration of the Department, including insuring the Department provides an environment which promotes excellence in teaching, research and service. The Department Head advocates for the Department and the Counseling Psychology program within the College and the University.

#### DIRECTOR OF TRAINING

**EVE M. ADAMS, PH.D. (THE OHIO STATE UNIVERSITY)**

**RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS**

Associate Professor, Licensed Psychologist (OH & NM)

Editorial Board — *Training and Education in Professional Psychology*

Principal Investigator – HRSA GPE Grant for Integrated Behavioral Health in Primary Care Settings;

Research: Multicultural identity and career development, supervision & training issues, gay & lesbian issues, and women’s issues.

Email: eadams@nmsu.edu

RECENT PUBLICATIONS


ROLE OF DIRECTOR OF TRAINING

The Director of Training is the chair of the Counseling Psychology Training Committee and is responsible for:
1. Maintaining contact with APA regarding accreditation, including completing the annual report.
2. Maintaining documentation of student’s records, practicum evaluations, and logs.
3. Chairing the accreditation process and serving as the representative to the APA accreditation site team.
4. Coordinating training policies and providing information to students and faculty regarding national trends in counseling psychology.
5. Coordinates the doctoral admissions process.

OTHER CORE PROGRAM FACULTY

CHARLES H. HUBER, PH.D., ABPP (UNIVERSITY OF SOUTH CAROLINA)

RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS

Professor, Licensed Psychologist (NM)
Author and Editor, of 17 books and professional journals
Diplomates in Family Psychology and Cognitive-Behavioral Psychology, American Board of Professional Psychology

Teaching: Family Psychology and Therapy, Clinical Supervision, Human Development
Research: Cognitive-Behavior Therapy, Family Resilience
Email: chuber@nmsu.edu

RECENT PUBLICATIONS

Counselor Education & Supervision, 48, 167-178.


Rachel Navarro Ph.D. (University of Missouri – Columbia)

Research, Teaching, and Professional Affiliations

Assistant Professor
Acting Secretary for Division 35 Section on Latina/Hispanic Women’s Concerns, Co-chair
Programming Committee of Div 17 Section on Ethnic and Racial Diversity

Teaching: Career/Life Planning and Vocational Assessment, Counseling Psychology Research, Education Experimentation, Psychology of Multiculturalism, Appraisal of Cognitive Functioning, Counseling Practicum, Appraisal, and Counseling Research.

Research: Academic academic and career development of Latino/a Youth and Young Adults; campus climate, academic retention, and LGBTQA issues.

Email: rnavarro@nmsu.edu

Recent Publications


Michael Waldo, Ph.D. (University of Utah)

Research, Teaching, and Professional Affiliations

Professor, Licensed Psychologist (MT & NM)
Author of 38 journal publications, one book, eight book chapters, 60 national convention presentations, and two Editorial board memberships.

Chair of the editorial board for “Prevention in Counseling Psychology: Theory, Research, Practice and Training.” Fellow in the Society of Counseling Psychology and the Association for Specialists in Group Work.

Teaching: Individual/family/group counseling and consultation/supervision, professional issues, research

Research: Relationship Enhancement prevention and therapy, group work, spouse abuse counseling.

Email: miwaldo@nmsu.edu

Recent Publications


ASSOCIATED PROGRAM FACULTY

ELSA ARROYOS-JURADO, PH.D. (THE UNIVERSITY OF IOWA)

RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS

Associate Professor

McNair Scholar; Co-authored NIMH Training Grant and a Children’s Miracle Network Research Grant; Co-Director of Training for School Psychology Program

Teaching: Theory and practice of school psychology, assessment, educational psychology

Research: Traumatic brain injury in school age-children and multicultural competency in school psychology training and practice

Email: elsaaj@nmsu.edu

RECENT PUBLICATIONS


HEEJUNG CHUN, PH.D. (THE UNIVERSITY OF MISSOURI)

RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS

Assistant Professor

Teaching: Appraisal of Intelligence, School Psychology Research, Consultation

Research: Adolescent problem behaviors, risk and protective factors, resilience, prevention and intervention, and the well-being of immigrant adolescents

Email: chun@nmsu.edu

RECENT PUBLICATIONS


GINGER DICKSON, PH.D. (THE UNIVERSITY OF IOWA)

RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS

Assistant Professor, National Certified Counselor

Teaching: Counseling Theories and Techniques, Counseling Practicum, Professional Issues in Mental Health Counseling

Research: Counselor training, supervision, and development, development of multicultural counseling
competencies, issues of diversity and social justice, career development, enhancing school-belonging among Hispanic adolescents.

Email: gdickson@nmsu.edu

RECENT PUBLICATIONS


LISA GRAYSHIELD, PH.D. (UNIVERSITY OF NEVADA – RENO).

RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS
Assistant Professor
Teaching: Counseling Research, Organization and Administration of School Programs, Theory and Technique for the School Psychologist
Research: Multicultural Counseling Competencies, American Indian Issues, and Retention Issues for American Indian Students.
Email: llgray@nmsu.edu

RECENT PUBLICATIONS

IVELISSE TORRES-FERNANDEZ, PH.D. (THE UNIVERSITY OF IOWA)

RESEARCH, TEACHING, AND PROFESSIONAL AFFILIATIONS
Assistant Professor
McNair Scholar; Co-authored NIMH Training Grant and a Children’s Miracle Network Research Grant; Co-Director of Training for School Psychology Program
Teaching: Human Development, Counseling Theory & Technique for School Psychologists, Professional Issues in School Psychology, Diagnostic Classification in School Psychology, Curriculum-Based Assessment and Intervention
Research: Social-emotional development in children and adolescents, resiliency, child and adolescent psychopathology, multicultural issues.
Email: itfernan@nmsu.edu

RECENT PUBLICATIONS
OTHER CEP FACULTY

GLADYS DE NECOCHEA, PH.D (UNIVERSITY OF CALIFORNIA, SANTA BARBARA)

Associate Dean of the College of Education and Associate Professor
Specializations: Student Affairs, Organizational Consulting, Supervision
Email: gdenecoc@nmsu.edu

ENEDINA GARCÍA-VÁZQUEZ, PH.D. (THE UNIVERSITY OF IOWA)

Associate Dean of the Physical Sciences Laboratory, Professor, Licensed Psychologist (IA)
President-Elect of NM Assoc. of School Psychology, Associate Editor - Trainer's of School Psychology "Forum",
President-elect Phi Kappa Phi - NM Chapter.
Teaching: Learning theory
Research: Social, emotional and cultural factors of academic success, acculturation in children and adolescents, assessment strategies with diverse populations, intervention techniques
Email: evazquez@nmsu.edu

Recent Publications:

LUI S A. VÁ ZQUEZ, PH.D. (THE UNIVERSITY OF IOWA)

Associate Dean of the Graduate School, Professor, Licensed Psychologist (IA)
Assoc. Editor of *Journal of Multicultural Counseling and Development*; Interdivisional Pipeline Project of APA—Division 45 Representative; Program Chair of National Multicultural Summit III.
Teaching: Individual, family, and multicultural theories of counseling, practicum, technique, and bilingual counseling
Research: Phenotype, acculturation and identity development, bilingual ethics
Email: lvazquez@nmsu.edu

Recent publications:

CEP STAFF

ALMA GROSS, DEPARTMENT SECRETARY

Email: algross@nmsu.edu
# NMSU Counseling Center Staff Who Supervise Doctoral Students

## Maria Arizaga, Ph.D. (New Mexico State University)
Training Director; Licensed Psychologist  
**Specialization/Interests:** Supervision and training, survivors of incest/sexual abuse, multicultural issues, and gay, Lesbian, bisexual, and transgender issues.  
**Email:** marizaga@nmsu.edu

## Karen Schaefer, Ph.D. (University of Illinois at Urbana-Champaign)
Counseling Center Director; Licensed Psychologist  
**Specialization/Interests:** Post traumatic stress disorders, physical abuse and neglect, sexual abuse/rape, women's issues and development, and animal-assisted therapy.  
**Email:** kschaefe@nmsu.edu  
**Publications:**  

## Brandy Smith, Ph.D. (University of Memphis)
Staff Psychologist  
**Specialization/Interests:** Multiculturalism (race, ethnicity, sexual orientation, body size, religion, spirituality, age, gender, ability); developmental  
**Email:** blsmith@nmsu.edu

## Erin Towner, Psy. D. (Argosy University – Phoenix)
Psychology Resident  
**Specialization/Interests:** Sports psychology, LGBTQ clients, training of future psychologists, implementation of suicide prevention efforts.  
**Email:** etowner@nmsu.edu

## Corey Vas, Ph.D. (Iowa State University)
Staff Psychologist  
**Specialization/Interests:** Anxiety disorders, stress management, biofeedback, gay/lesbian/bisexual Issues, and career counseling.  
**Email:** cvas@nmsu.edu

## Other Supervisors for the Program
### Robert Mayfield, Ph.D. (New Mexico State University)
Behavioral Health Faculty, The Southern New Mexico Family Medicine Residency Program

### Sherri Terrell, Ed.D. (Western Michigan University)
Director of UTEP Counseling Center, Licensed Psychologist

## CEP Facilities
The Department of Counseling and Educational Psychology is located in O'Donnell Hall, where most of the classes are taught. The main office is 205 O'Donnell Hall.
THE COUNSELING AND SCHOOL PSYCHOLOGY TRAINING AND RESEARCH CENTER

The Training Center is a training/service facility that provides excellent opportunities for supervised counseling and supervision-of-supervision. The Training Center consists of rooms used for counseling, paperwork and consultation, supervision/observation rooms, testing, and research. Four of the rooms are set up for videotaping. These rooms have one-way mirrors, microphone-speakers for live supervision and headsets for supervisors to listen-in on sessions. One room is designed for group work, and includes a large dry-erase workboard. One of the rooms serves as the office for the Graduate Student Testing Coordinators. Another room serves as the office for the Training Center Coordinators. Equipment including laptops with web-camera capabilities are available for needed supervision outside of the Training Center. **A one time lab fee of $50 will be assessed** when students take their first practicum in the Center to help defray the costs of equipment upkeep over the span of their time in the graduate program.

GRADUATE STUDENT LOUNGE

The Graduate Student Lounge is located in O’Donnell Hall 223. It is open to all graduate students as a place to congregate. It offers a public lounge area with couch, lockers, and a table. It also contains a work area with computers and monitors. Graduate students gather here to discuss classes and study. One of the benefits of the Commons is in providing an open environment for students to work and socialize. Lockers are available to students for secure storage of books and other materials.
**CEP DOCTORAL STUDENT PROGRAM INFORMATION**

**REGISTRATION/FINANCIAL RESPONSIBILITY**

In order to register on-line students must obtain Registration Overrides from their advisor. Doctoral students are expected to complete a minimum of 6 credits in the Summer, 12 credits in the Fall semester and 12 credits in the Spring semester of the first year of doctoral study.

All charges are payable at registration unless arrangements for deferred payment are made with the Business Office. Carrying charges will be made on deferred payments. **Registration is not complete until all charges are paid, or until arrangements for payment have been made in the Business Office.** (Graduate Catalog)

**GRADUATE ASSISTANTSHIPS**

The CEP department awards 20 half-time graduate assistantships. They involve 10 hours per week and the current stipend is listed in the NMSU Graduate Catalog. Graduate Assistantships involve varied assignments such as assisting with courses, teaching a course, research assignments, assisting with counselor supervision, and graduate program administration. Graduate assistantships typically are developmentally sequenced as follows: First year - assisting an experienced instructor in undergraduate teaching and participating in a faculty led research team; Second year- independent teaching of an undergraduate course and assisting in administration of a graduate program or the counseling and school psychology training and research Center; third-year supervision of Master’s level counseling practicum while being supervised by a faculty member. (See Graduate Assistant Handbook for further details on assistantship responsibilities). All students with graduate assistantships are required to attend a Graduate Assistant orientation for the Department and the graduate school.

In addition to the twenty departmental assistantships, students routinely find assistantships at the Department of Educational Management and Development, the Center for Learning Assistance, the University Counseling Center, and other student services offices on campus. The department also consistently applies for additional funding from the Graduate School in the form of Diversity Awards, Commission on Higher Education Fellowships, McNair Fellowships, Research Cluster Fellowships, and Tuition Fellowships.

It is expected that all doctoral students will be involved in a ten-hour graduate assistantship or a ten hour teaching assignment during their first three years in the program. In addition to a stipend, the “out-of-state” portion of tuition fees is waived. Graduate assistants may authorize the business office to deduct all fees and tuition directly from their paychecks on a monthly basis. This procedure enables graduate assistants to enroll without making a down payment. In addition to CEP departmental assistantships, students are eligible for assistantships available from other academic departments and facilities on campus.

By accepting a graduate assistantship, the student is required to enroll for at least 9 credits of graduate work each fall and spring semester. If students take any incompletes that would drop the number of earned credits below 9 hours for that semester, their assistantships will be lost.

**RESEARCH MENTORSHIP**
First year students are assigned an Advisor, who will assist them with a research project during their first year in the program that fulfills the requirement of the Qualifying Project. This research project is also a major class assignment for CEP 632. Ideal this study will help solidify the direction of the student’s dissertation study.

The following steps should be completed when meeting with one’s advisor for the Qualifying Project:
1. the project on which the student will be working should be clearly identified by the student and the Advisor;
2. the student should outline their expected contribution to the research project;
3. authorship credit should be concretely discussed and an initial agreement reached with the Advisor.

Authorship credit will be addressed with each student by the Advisor and guided by the Ethical Principles of Psychologists and Code of Conduct. At times it may be necessary to revisit authorship credit and renegotiation of authorship credit decisions is encouraged in cases where the level or quality of the contribution has changed over time. In cases where disputes may arise related to authorship credit, the student is encouraged to follow the standard university grievance procedures which are referenced in this handbook.

### GRADUATE SCHOOL RESIDENCY REQUIREMENT

All doctoral students in the Ph.D. program in Counseling Psychology must satisfy the residency requirement of the Graduate School by enrolling in two consecutive semesters, excluding summer. After completion of 30 credits of graduate work and following admission into the doctoral program, students must petition for residency. During these two semesters, students must be engaged full-time, (at least 9 credits of graduate course work each semester) in academic pursuits on campus. Since the department requires full-time enrollment, doctoral students automatically meet this requirement.

### IN-STATE STATUS

Out-of-state students may apply for out-of-state tuition waivers after one year in the Program. It is important that students coming from out of state establish residency in New Mexico so that they will not be charged out-of-state tuition. Information on how to apply for out-of-state tuition waivers is available from the Registrar’s Office in the Educational Services Building.

### RESEARCH

Students take six courses specifically aimed at the development of research skills. A student desirous of rapid progress through the doctoral program should begin dissertation planning at the earliest possible date. Students begin background research in support of their dissertations by working with their adviser or a research team during their first year in the program. This work culminates in students contributing to a publishable manuscript which is completed before the end of their second Fall semester in the program. Students also present this research at a Graduate Research Symposium the Department sponsors each year. Completion of this paper and offering a presentation at the symposium is required for completion of the Qualifying Procedure.

Students are encouraged to begin formal planning of the dissertation proposal early. Most students and advisors work efficiently by pursuing some modification of the following model: First, the student identifies some broad area of research interest in common with the advisor. It is important that students choose dissertation topics which fall within their advisor’s areas of interest and expertise. The student and advisor begin to develop a research question (this phase may consist of relatively informal conversation, and “brainstorming”). At some point, the advisor will request a written document; for example, a brief Dissertation Proposal (two pages or so) which consists of an abstract, a specific question, and an outline of a relevant design. Oral and written feedback from the advisor is provided to sharpen both
the question and design. The end point of this interchange between student and advisor is a formal Dissertation Proposal that both the student and the advisor agree is suitable for presentation to the Doctoral Committee. For all research papers students are required to use the most recent edition of the Publication Manual of the American Psychological Association in preparing the Dissertation Proposal.

PRACTICA

Six practica (18 credits) are required of doctoral students. Students take practica in the following sequence: CEP 673 Counseling Psychology Theory/Practicum, CEP 677 Group Work Theory/Practicum, CEP 678 Advanced Counseling Psychology Practicum (two semesters an approved training site, CEP 679 Supervision Theory/Practicum, and CEP 670 Behavioral Health Practicum. Development of competence in practica is of critical importance in the program. If students need additional time to develop skills in any one of the practica, faculty may recommend they prolong or repeat that practicum before progressing to the next practicum in the sequence. Because of the extensive clinical involvement students are required to have liability insurance throughout the program. Student insurance is available through APA for a nominal fee. In addition a one-time user fee ($45) for funding of the training center equipment/overhead will be assessed at the time of the first practicum.

Each practicum involves students in a minimum of 150 hours of direct service, resulting in students completing 900 hours of supervised experience prior to beginning their internships. The total number of direct service/contact hours is currently 260 hours. It is recommended that students obtain additional direct service hours through Field Experiences in the community and/or enroll for additional hours in the CEP 698 Field Experience in Counseling Psychology.

PRACTICA ACTIVITIES

The purpose of the following information is to give students an understanding of the time commitment required for each of the practica. This chart does not include the assignments that one can schedule based only on one’s own schedule, but rather it reflects the activities that will require scheduling around others’ schedules.

INDIVIDUAL PRACTICUM (CEP 673)
- Group seminar 2.5 hours a week
- Individual supervision 1 hour/wk
- 4 clients for 8 one hour sessions each

GROUP PRACTICUM (CEP 677)
- 18 hours of individual supervision
- 2 ½ hours a week of class or group supervision
- 18 hours of leading or co-leading a departmental leadership training group
- 12 hours of supervising master’s level group leaders
- 12-18 hours of leading or co-leading a community group

ADVANCED PRACTICUM (CEP 678 - FALL)
- 12 hours a week needs to be scheduled for the following:
  - 2 hours for the seminar
  - 1 hour individual supervision
  - 7 hours at the Counseling Center (5 client and 2 paperwork hours)
  - 2 hours to co-lead a professional development group (CEP 524)

- Observe 2 SI interpretation
- Observe and/or co-present 2 outreach presentations
- Minimum number of direct service hours for course is 45 hours.

ADVANCED PRACTICUM (CEP 678 - SPRING)
• 10 hours a week needs to be scheduled for the following:
  • 2 hours for the seminar
  • 1 hour individual supervision
  • 7 hours at the Counseling Center (5 client and 2 paperwork hours)
  • Present or co-present 2 outreach presentations

SUPERVISION PRACTICUM (CEP 679- FALL)
  • Seminar time: 2 ½ hrs/wk for 16 wks = 40 hrs
  • Individual supervision with instructor: 1 hr./wk @ 16 wks = 16 hrs
  • Live supervision of 572 student: 1 ½ hrs/wk @ 13 wks = 13 hrs
  • Face to face supervision of 572 student: 1 hr/wk @ 15 = 15 hrs
  • Attend case presentations of 572 student: 2 at 1hr = 2 hrs
  • Live supervision of 550 student: 1 ½ hrs/wk @ 8 wks = 12 hrs
  • Face to face sup/class support of 504: 1 hr/wk @ 8 = 8 hrs
  • Attend case presentations of 550 students: 2 at 1hr = 2 hrs

BEHAVIORAL HEALTH PRACTICUM (CEP 670 - SPRING)
  • Direct service at community site – 12 hours a week
  • Individual supervision – 1 hour a week
  • Group seminar 2 hours a week

ADVANCED PRACTICUM PLACEMENT SITE APPROVAL

The default (and preferred) placement for Advanced Practicum is NMSU’s Counseling Center. At this time the only other site that has been approved is UTEP’s Counseling Center. Students must enroll for a minimum of 3 credits during Fall and Spring Semester

The following list of criteria is needed for the CPTC to approve other Advanced Practicum sites. These criteria are marked as N = necessary, P = preferred. April 1st is the deadline for students to submit new sites for review.

<table>
<thead>
<tr>
<th></th>
<th>1 licensed psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>2 licensed psychologists</td>
</tr>
<tr>
<td>N</td>
<td>Demonstrated commitment to in-service training via orientation day or series of workshops</td>
</tr>
<tr>
<td>N</td>
<td>Minimum of 45 direct service hours</td>
</tr>
<tr>
<td>N</td>
<td>1 hr. of face to face supervision per week with a licensed psychologist</td>
</tr>
<tr>
<td>N</td>
<td>1 hr. of tape review by supervisor outside of the face to face time</td>
</tr>
<tr>
<td>N</td>
<td>Some sessions can be taped (audio or video)</td>
</tr>
<tr>
<td>P</td>
<td>All sessions can be taped</td>
</tr>
<tr>
<td>N</td>
<td>A variety of service with on-going individual counseling as the predominant modality (≥20 hrs.) and some exposure to assessment</td>
</tr>
<tr>
<td>P</td>
<td>A variety of other activities such as career clients, outreach, couples, families, children, group, geriatrics, and intakes</td>
</tr>
<tr>
<td>P</td>
<td>Some form of accreditation</td>
</tr>
<tr>
<td>N</td>
<td>Case material can be presented to other doctoral students enrolled in the Advanced Practicum</td>
</tr>
<tr>
<td>P</td>
<td>Not a place where they’ve been employed</td>
</tr>
<tr>
<td>N</td>
<td>Not a place where they’re currently employed</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCE IN COUNSELING PSYCHOLOGY

Additional direct service hours can be obtained by students who elect to gain further applied experience under the course CEP 698: Special Topics - Field Experience in Counseling Psychology.

In order for a site to be approved for students it must meet the following criteria:
• The site must have a licensed mental health professional (Psychologist, LISW, LPCC, LMFT, psychiatrist) or
• Other non-licensed helping professionals may be approved as the on-site supervisors if a faculty member provides the weekly supervision.
• There must be weekly supervision.
• The site must provide some form of training activities beyond weekly supervision.
• Faculty of record must have some form of formal communication with the site supervisor and the student at mid-semester.
• Written evaluations of the site/site supervisor and the student must occur at the end of each semester.

New sites must be approved by the training committee prior to the semester the student will begin the Field Experience with October 15 and April 1 deadlines. A list of already approved sites can be found in Appendix B. Generally the student’s advisor should be listed as the instructor of record for CEP 698, but other faculty can serve in this capacity. The instructor of record with the student must draw up a formal contract with the on-site supervisor to assure that adequate hours and supervised experiences are attained. The student must have liability insurance. Copies of the contract and an evaluation form also can be found in Appendix B.

REQUIRED HOURS PER CREDIT FOR FIELD EXPERIENCES TAKEN UNDER “SPECIAL TOPICS”:

<table>
<thead>
<tr>
<th>Credit</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50 hours total/10 hrs/wk</td>
</tr>
<tr>
<td>2</td>
<td>100 hours total/6.7 hrs/wk</td>
</tr>
<tr>
<td>Direct Service</td>
<td></td>
</tr>
<tr>
<td>Individual Supervision</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>150 hours total/10 hrs/wk</td>
</tr>
<tr>
<td>4</td>
<td>200 hours total/13 hrs/wk</td>
</tr>
</tbody>
</table>

DOCUMENTING SUPERVISED HOURS

A form for documenting practicum and field experience is provided in Appendix C. A series of forms in an Excel spreadsheet will help you keep track of practicum hours on a weekly basis, and summarized for the semester. This spreadsheet can be found on the Doctoral Program’s webpage: http://education.nmsu.edu/cep/phd/forms.html. These forms will also help you summarize your hours when applying for internship. These forms must be submitted to the Training Director at the end of each semester after obtaining your supervisor’s signature on the form.

DOCTORAL QUALIFYING PROCEDURE

The purpose of the doctoral qualifying procedure is the assessment of student competencies in practice and research. Early in students’ programs they document their knowledge in foundational areas in counseling psychology. These areas include: Human Development, Cultural Diversity, Professional Issues, Research & Statistics, Diagnosis & Treatment Planning, Counseling Theory & Technique, and Group Work. The program assesses students’ strengths and areas in which students have potential deficits. Recommendations for additional study in foundational areas (potentially including additional course work) may be based on this assessment.

In the first year of doctoral study students complete the practice portion of the qualifying procedure through the following courses: CEP 673: Counseling Psychology Theory/Practicum (3 credits) and CEP 677: Group Work Theory/Practicum (3 credits). The research portion of the procedure through CEP 511 Edumetrics, CEP 636: Advanced
Educational Measurements & Statistics (an experimental statistics courses may be substituted) and CEP 632: Research Seminar in Counseling Psychology.

In addition to successfully completing research course work, students are involved with research through their academic advisor and, potentially other faculty members throughout their first year of study. This research mentor is expected to meet at least biweekly with their mentee during the fall semester, and ideally in the spring semester as well.

As a part of their involvement in this research project, students contribute to a publishable manuscript or grant proposal that is submitted for funding. The product (manuscript or proposal) is submitted to the advisor by the last day of fall semester in their second year of study. A form for documenting students’ contributions to a research manuscript or proposal is provided in Appendix D. Each student’s contribution should be a minimum of 20% of the total project. The advisor determines the acceptability of the manuscript, and then submits it to the Training Director for it to be placed in the student’s file.

In addition, the manuscript or proposal will be presented at a graduate research symposium sponsored by the Department, and typically it is also submitted to APA for possible presentation at the National Convention, and subsequently submitted for publication in a professional journal or for funding. Because the focus of the Departmental research symposium is on multicultural issues, and because this is an overall emphasis of the department, the manuscript and presentation must address multiculturalism in some way. The following statement was approved by the CPTC to help direct faculty and students in this matter:

**DEFINING MULTICULTURALISM AND MULTICULTURAL RESEARCH**

Multiculturalism attempts to understand people within their context (Leach & Carlton, 1997). Arredondo (1999) offered a conceptualization of identity that takes into account cultural, historical, familial, and social contexts across three domains. Dimension A, includes race, ethnicity, culture, gender, language, physical disability, sexual orientation, and social class. Dimension B includes individuals' educational background, geographic location, income, marital status, religion, work experience, citizenship status, military experience, and hobbies. Dimension C accounts for historical moments and eras. Arredondo’s dimensions illustrate that there are several layers of cultural identities that intersect (Constantine, 2001).

Multicultural counseling research programs can be divided into five different topical areas: (a) variables pertinent to the minority client, including behavior and social patterns, values, sociopsychological development trends of various minority groups, counselor preference and perceived effectiveness; (b) counseling process variables, including intervention techniques used with specific groups; (c) the effectiveness and relevance of traditional assessment techniques with multicultural populations; (d) variables involved in counselors’ cultural biases and the implications for counseling outcome and client welfare; and (e) professional issues and development, including the development of multicultural counseling training programs (Ridley, Espelage, Rubinstein, 1997).

The goals for multicultural research should be to create useful knowledge that can help inform social policies and multicultural practices, evaluate and refine multicultural theories; identify and describe cultural processes and differences; and promote social justice (Quintana, Troyano, & Taylor, 2001).

Cross-cultural research specifically addresses (a) research that investigates psychological constructs, measures, and theories that developed within one culture and extended to other cultural groups, and (b) research that attempts to compare one culture to another (Quintana, Troyano, & Taylor, 2001).
A student’s master’s thesis may be submitted for the qualifying research project if it was an empirical study where data was collected. If students take this option they must produce a manuscript from their thesis with an updated literature review completed. It is up to the student’s advisor to determine if the thesis is of an acceptable quality, particularly regarding how well it addresses multiculturalism is some way.

In order to receive a pass on the qualifying procedure, the student must:

- Successfully complete any remedial work needed in foundational areas of Counseling Psychology
- Complete all course work required in the first year of study
- Achieve a minimum grade of B in the identified practice and research courses
- Achieve a minimum G.P.A. of 3.0, and
- Submit a research project for review and acceptance by the faculty advisor by the last day of Fall semester of the second year of study.

The student will be notified in writing of the result of their progress. The following three options are possible:

- Admit the student to further work toward the doctorate
- Recommend a reevaluation of the student’s progress after the lapse of one semester; or
- Recommend a discontinuation of graduate work

(NMSU Graduate Catalog, 2009-10, p. 20)

An inability to meet the criteria established for the doctoral qualifying examination (including not meeting the deadline of September 30 for the research manuscript) will result in a selective review meeting at which time a remedial plan, or termination from the program will be discussed.

**FACULTY ADVISOR**

Doctoral students are assigned a faculty advisor as soon as they are admitted to the program. The Advisor’s role is to provide support and encouragement throughout the program, and to chair the student’s qualifying project, comprehensive oral exam, and dissertation proposal and final defense. The faculty Advisor is assigned based on faculty availability and similar research interests with the student.

A student may choose to switch advisors at any point in the program. To initiate this change process students should consult with the faculty member they would like as their new advisor, in order to determine their availability and fit. This discussion should be followed by talking with their current advisor to explain why they would like to make the change.

**PROGRAM OF STUDY**

After the doctoral student passes the doctoral qualifying procedure, he/she is required to file a prelimenary "Program of Study and Committee for Graduate Students Pursuing the Doctorate" form with the Graduate School (See Appendix E). A sample completed form is provided (See Appendix F). The program of study form is completed in consultation with the student’s advisor and is approved by the Counseling Psychology Training Committee before being sent to the Graduate School.

It is the responsibility of the student and the advisor to create a Doctoral Committee which may consist of either four or five members. This committee has at least three CEP faculty to represent the major area plus one other faculty member, not from CEP, to serve as the Graduate Representative. It is required that at least one of member of counseling psychology students’ dissertation committees needs to be a counseling psychologist.
When the student schedules the comprehensive examination, they are required to file a final program of study which identifies all courses taken as part of their doctoral program. Students may complete a "Change of Program of Study" form to identify course changes in the preliminary program or they may wait to identify changes on the final program of study submitted to the Graduate School (See Appendix G). Occasionally, students may need to replace doctoral committee members or may elect to change advisors. Both of these changes are recorded on the "Change of Program of Study" form and must have advisor approval.

**COMPREHENSIVE PORTFOLIO AND EXAMINATION**

**COMPREHENSIVE EXAM PORTFOLIO STATEMENT OF PURPOSE**

The comprehensive examination is an opportunity for the student to demonstrate an ability to integrate broad and specific knowledge of the field of counseling psychology from a scientist-practitioner perspective. This knowledge is derived from coursework, professional activities (e.g., organizational membership, conference attendance), broad reading in the field of counseling psychology, and practical experience (e.g., providing therapy/assessment, conducting research, receiving/providing supervision).

Integration, roughly, involves reasoned synthesis, application, and communication – from a scientist-practitioner perspective -- of knowledge gained from empirical research, theory, practical experience, and ethical and multicultural considerations in the field of counseling psychology. The comprehensive exam is an outcomes measure of the training program’s curriculum. Following the College of Education’s “Conceptual Framework”, we are assessing to what degree you can demonstrate: content knowledge in your specialty, thinking grounded in theory, effective and reflective practice/application, and critical thinking about all of this learning. Students will have the opportunity to demonstrate such abilities in their portfolio submission and discussion of the portfolio with their committee.

**COMPREHENSIVE EXAM PROCESS**

Students should meet with their academic advisor and/or the training director to discuss the portfolio procedure and their plans for completing comprehensive examinations, and in consultation with their doctoral committee regarding how competency in each area will be met.

Students should work closely with their academic advisor to assemble their portfolio and submit a completed version to their advisor at least 10 working days before meeting with their committee during the Comprehensive Exam. The portfolio should be comprised of a narrative summary for each competency area (i.e., a narrative for Measurement and Assessment, a narrative for Counseling Theories and Practice, etc). These written narratives should be approximately 5 to 7 single-typed pages for each competency area. These written narratives will reference various documents that you have produced while in the program which should be attached as Appendices. Below you will find suggestions for how these documents might be used for different areas, but be aware that these products might be used in several multiple times across several areas. *Thus, the listing of potential products is just a suggestion.*

The advisor will distribute the portfolio to each committee member, and committee members will judge the level of competency achieved (See standards for each area below). A minimum rating of “2-Meets Standards” (an average score across all raters) on each competency is required as a passing score. If a rating of “2” is not achieved, the student will meet with the advisor to formulate a plan so that the competency can be achieved through additional activities. Students who provide exceptional narrative may achieve ratings of “3- Exceeds Standards.”
After each committee member has reviewed the student’s portfolio, a meeting will be held with the committee and the student to allow for discussion of each section of the portfolio. This meeting will constitute the Comprehensive Oral Exam for the Graduate School. In addition to discussing the portfolio the student will be given a client case vignette that they will need to discuss in order to demonstrate an adequate ability to apply concepts from their coursework to the client situation. Therefore the majority of coursework that fulfills the Counseling Psychology Curriculum should be completed at the time of Comprehensive Exams (the exceptions are CEP 563, 670, & 679). **Successful completion of comprehensive examinations must be achieved by October 30th of the year in which the student is applying for pre-doctoral internship.**

The scoring rubrics that follow are provided to assist students in considering what material to include in their doctoral portfolios. Specifically, students are expected to demonstrate competence in the following five areas:

1. Professional Development & Self-Evaluation
2. Research and Scientific Thinking
3. Measurement, Assessment, and Psychological Testing
4. Counseling Theories and Practice
5. Multicultural Issues and Culturally-Responsive Interventions

To facilitate students’ documentation of coursework for both the portfolio and for subsequent licensure/certification, students are encouraged to keep copies of all course syllabi and assignments from all classes.

**Special Instructions Concerning Inclusion of Case Material/Case Write-Ups:**
Oftentimes, students use clinical case material in the portfolio, either in the narrative portion or in the Appendices (documentation). When doing so, it is imperative that this is done in a manner that protects and disguises the identity of the client. For example, if including a case presentation write-up from a practicum class or field placement, this case presentation must not include any information that could identify the client. This may entail removing all identifying/demographic data contained in the write-up. In short, it is the students’ responsibility to adhere to all legal and ethical guidelines ensuring that confidential material is not released and that case material be discussed only in a way in which the identity of the client is not revealed. Also, you may not include in this portfolio any clinical documents that are part of a client’s official record/file from any agency. See **Appendix H** for an informed consent form for release of the de-identified case write-up.

**PROFESSIONAL DEVELOPMENT & SELF-EVALUATION**

**GENERAL DESCRIPTION**
The doctoral student has a working knowledge of, and exhibits skills, values and behavior consistent with, current professional issues with respect to: (a) the practice of counseling psychology as a scientist-practitioner within a variety of employment settings, (b) history, trends, and professional organizations relevant to your identity as a Counseling Psychologist, (c) demonstrating awareness and responsibility for her/his professional development and self-improvement.

This section is intended to have the student write about their own development as a counseling psychologist. Students should be as comprehensive as possible in addressing their strengths, current areas of growth, and areas of growth achieved during the program, including their reflections on supervisors and advisor feedback and examining their competencies within the frameworks of the APA’s Professional Guideline Statements and the Diversity Values statements. Supervisory goals for the rest of the student’s program (including internship) are also expected to be discussed in this narrative, as well as their identity as a Counseling Psychologist.
POTENTIAL PRODUCTS
- Self-reflection papers from CEP 678: Advanced Practicum
- APPI essays
- Self-assessment on values & dispositions listed on annual evaluation. Describing personal/professional development in these areas while in the program.
- Supervisor evaluations
- Professional Identity paper from CEP 622
- Teaching Evaluations
- Outreach Evaluations

PERFORMANCE INDICATORS
1. articulates the basic assumptions and current conceptualizations of the scientist-practitioner model of training, and identify ways s/he has incorporated the model into her/his own career path.
2. demonstrates experience-based knowledge of a variety of roles, responsibilities, and employment settings available to counseling psychologists. Can articulate the social impact and meaning of her/his anticipated career choice.
3. produces evidence of a history and commitment to one’s own professional development.
4. demonstrates understanding of the challenges facing the profession of counseling psychology, and articulates the historical precedence as well as the future implications of these trends.
5. demonstrates an awareness and commitment to the importance of participation in professional organizations.
6. practicum, field placement, and supervision final evaluations indicate established competencies with respect to professional and ethical-legal issues.
7. documents a plan to further develop her/his professional competencies as well as professional identity.

MEETS THE STANDARD (RATING OF 2)
1. demonstrates an adequate level of integration and depth of knowledge and understanding of a wide range of professional issues across different roles, responsibilities, and employment settings.
2. effectively demonstrates an understanding of and commitment to the scientist-practitioner model in a manner consistent with her/his current and anticipated career path.
3. provides satisfactory evidence of a history of commitment to, and responsibility for, one’s own professional development (e.g., through attendance at conferences, workshops, seminars, lectures, grand rounds, and membership in professional organizations).
4. all practicum, field placement, and supervision final evaluations are included and consistently demonstrate ratings of established competencies with respect to professional and ethical-legal issues, and/or there is a developmental trend that indicates satisfactory resolution of professional development remediation with respect to professional and ethical-legal issues identified as problematic during the course of training.
5. provides evidence of an appropriate level of depth in understanding the challenges facing the profession of counseling psychology, and effectively articulates the historical precedence as well as the future implications of these trends.
6. provides satisfactory evidence of the ability to engage in self-reflection regarding one’s growth and areas of strength as well as areas of improvement.

NOT YET MEETING THE STANDARD (RATING OF 1)
1. demonstrates limited integration of knowledge, skills, values, and behavior related to a wide range of professional issues across different roles, responsibilities, and employment settings.
2. *does not evidence* a developmental trajectory across training and/or career path reflective of the values and assumptions underlying the scientist-practitioner model of training and practice.

3. *substantial evidence* of a historical/developmental commitment to one’s own professional development (e.g., attendance at conferences, workshops, seminars, lectures, grand rounds, and membership in professional organizations) *is not* contained in documents archived in the portfolio.

4. *does not effectively articulate or demonstrate* an understanding of the challenges facing the profession of counseling psychology.

5. all practicum, field placement, and supervision final evaluations are included and consistently demonstrate *ratings below established competencies* with respect to professional and ethical-legal issues, and/or there is a developmental trend that indicates unsatisfactory resolution of professional development remediation with respect to professional and ethical-legal issues identified as problematic during the course of training.

6. there is documented evidence that the student has been sanctioned by ethical and/or legal bodies, or failed to meet remedial requirements following a sanction, for unethical or illegal conduct during the course of training.

7. *does not provide satisfactory evidence of* the ability to engage in self-reflection regarding one’s growth and areas of strength as well as areas of improvement.

**INSUFFICIENT EVIDENCE (RATING OF 0)**

Evidence is insufficient to make a determination about this standard.

**RESEARCH AND SCIENTIFIC THINKING**

**GENERAL DESCRIPTION**

The doctoral student knows, understands, and can demonstrate the scientific skills required to be a counseling psychologist. Such skills include critical thinking, hypothesis generation and testing/utilizing these hypotheses in scholarship, teaching and counseling practice. The doctoral candidate understands quantitative and qualitative research methodologies and a wide range of approaches to data analysis. S/he can apply this knowledge to designing her/his own research or evaluation project (including their own counseling effectiveness), to critically evaluate research produced by others, and to disseminate the results of psychological research to others.

**POTENTIAL PRODUCTS:**

- Dissertation Proposal
- Qualifying research project
- Article critiques
- Evaluation of work with clients
- Teaching Evaluations
- Outreach Evaluations
- Posters or handouts from professional presentations
- Teaching outline/lesson plans

**PERFORMANCE INDICATORS**

1. locates, analyzes and synthesizes research reports to provide rationale for her/his current research.

2. selects and applies appropriate research designs, methodologies, and methods of data analyses.

3. integrates findings into the broader literature and articulates implications of the findings.

4. demonstrates scientific/research proficiency through assuming a major role in a research study that results in a complete manuscript suitable for submission in a peer-reviewed journal

5. presents at a professional conference. The study must be within the field of counseling psychology and must be data-based.
6. is sensitive to and can incorporate multicultural perspectives in all phases of research.
7. effectively critiques research designs, analyses and findings.
8. demonstrates an ability to effectively communicate psychological information to clients, students, other health care professionals, and the general public.

MEETS THE STANDARD (RATING OF 2)
1. demonstrates an appropriate depth of knowledge and understanding of research design and data analysis.
2. finds and analyzes the important theoretical and empirical literature in a topical area and effectively presents a rationale and justification for new research.
3. effectively selects and applies appropriate research methodology and data analytic techniques, to address important basic or applied research questions.
4. consistently demonstrates an ability to integrate research findings into a broader literature and to articulate the implications of the findings.
5. demonstrates the ability to effectively present research in written and oral forms.
6. demonstrates an ability to effectively critique research designs, analyses, and findings.
7. effectively communicates psychological information to clients, students, other health care professionals, and/or the general public.

NOT YET MEETING THE STANDARD (RATING OF 1)
1. demonstrates limited depth of knowledge and understanding of research design and data analysis.
2. demonstrates limited ability to find and analyze the important theoretical and empirical literature in a topical area and cannot effectively present a rationale and justification for new research.
3. articulates a rationale underlying selection and application of appropriate research methodology and data analytic techniques, to address important basic or applied research questions.
4. does not demonstrate an ability to integrate research findings into a broader literature and to articulate implications of the findings.
5. does not demonstrate an ability to present research in written and oral forms.
6. demonstrates limited ability to critique research designs, analyses, and findings.
7. demonstrates limited effectiveness in communicating psychological information to clients, students, other health care professionals, and/or the general public.

INSUFFICIENT EVIDENCE (RATING OF 0)
Evidence is insufficient to make a determination about this standard.

MEASUREMENT, ASSESSMENT, AND PSYCHOLOGICAL TESTING

GENERAL DESCRIPTION
The doctoral student knows, understands, and can apply the principles of measurement and assessment. Such skills include in synthesizing divergent data, understanding psychometrics in scholarship and testing practice. The doctoral student is familiar with a wide range of testing instruments and can effectively interpret testing results to others.

POTENTIAL PRODUCTS:
- Reports from both assessment classes
- Protocols from both assessment classes
- Career assessments
- List of various screening and assessment instruments used in counseling practice
- Critique of instruments used in research projects
PERFORMANCE INDICATORS

1. knows and understands the concepts of reliability, validity, and test construction.
2. selects, administers, and accurately interprets a wide range of assessment instruments appropriate for practice as a counseling psychologist.
3. writes psychological assessment reports targeted to referral questions.
4. uses data from assessment instruments as needed to guide counseling treatment plans and interventions.
5. uses knowledge of diversity issues to select appropriate assessment measures and interpret results.
6. knows, understands, and applies ethical and legal principles in assessment and measurement.
7. documents a plan to further develop her/his assessment and measurement competence.

MEETS THE STANDARD (RATING OF 2)

1. demonstrates an appropriate depth of knowledge and understanding of psychometrics and assessment, including ethical and multicultural issues.
2. selects instruments targeted to the referral question(s) and have strong psychometric properties, then administers and interprets those assessment instruments effectively.
3. effectively integrates assessment results with client background information and behavioral observations to provide a comprehensive assessment report with specific recommendations (e.g., learning disability assessment).
4. effectively integrates assessment results with client background information and behavioral observations to provide a comprehensive treatment plan and interventions (e.g., clinical therapy).

NOT YET MEETING THE STANDARD (RATING OF 1)

1. demonstrates limited depth of knowledge and understanding of psychometrics and assessment, including ethical and multicultural issues.
2. does not yet effectively select instruments targeted to the referral question(s) and have strong psychometric properties, and does not yet administer and interpret those assessment instruments effectively.
3. can not yet effectively integrate assessment results with client background information and behavioral observations to provide a comprehensive assessment with specific recommendations.
4. can not yet effectively integrate assessment results with client background information and behavioral observations to provide a comprehensive treatment plan and interventions.

INSUFFICIENT EVIDENCE (RATING OF 0)

Evidence is insufficient to make a determination about this standard.

COUNSELING THEORIES AND PRACTICE

GENERAL DESCRIPTION

The doctoral student: (a) has a working knowledge of leading counseling theories and research, (b) has developed an integrated and well-articulated personal theory of counseling applicable to clients from diverse backgrounds, (c) can develop treatment plans and evaluate their effectiveness, (d) can incorporate and synthesize theories from a variety of theoretical orientations and modalities, and (e) demonstrates ethical-legal awareness and decision-making.

Given the program’s emphasis on examining clients in their sociocultural, vocational, & developmental contexts it is important to apply theories from: Career, Human Development, Multicultural Counseling, Group, and Family. Such theories need to be integrated or synthesized when conceptualizing clients in the products used for this section.
POTENTIAL PRODUCTS:

- Case Presentation from Advanced Practicum
- Response to Ethical Vignettes
- Client paper from Career
- Group Design & Evaluation Papers
- Theory Paper from CEP 673

PERFORMANCE INDICATORS

1. accurately describes the constructs and major theoretical propositions of theories and systems of thought.
2. articulates an integrated personal theory for the influences on clients' typical presenting problems. The personal theory describes mechanisms of change facilitated by counseling.
3. uses her/his personal theory to develop case conceptualizations and treatment plans from client intake data. Treatment plans include elements that address clients’ personal strengths and resources.
4. effectively implements a range of counseling interventions.
5. evaluates effectiveness of interventions and treatment outcomes.
6. demonstrates knowledge of and adherence to the APA Ethical Principles of Psychologists and Code of Conduct and relevant federal, state, and local laws regulating professional psychology.
7. documents a plan to further develop her/his counseling and practice competence.

MEETS THE STANDARD (RATING OF 2)

1. demonstrates in-depth knowledge of the major counseling theories and constructs.
2. uses client intake information to develop and articulate a case conceptualization consistent with the tenets of leading theories of counseling.
3. develops and articulates a personal theory of counseling that addresses influences of a client's presenting problem(s) from developmental, biological, social, and cultural perspectives.
4. uses this personal theory to develop a treatment plan that is logically consistent with the stated personal theory of counseling. The treatment plan is closely integrated with the personal theory and draws upon the student's stated mechanisms of client change. The plan includes elements that address the client's coping skills and resources.
5. has a depth of knowledge and the ability to use tools to evaluate the success of treatment both on the process level of individual sessions and in terms of overall counseling outcome(s). Practicum and field placement evaluations demonstrate the ability to effectively implement a range of counseling interventions.
6. exhibits knowledge of, and values and behavior consistent with, the APA Ethical Principles and Code of Conduct, other published APA practice guidelines, and relevant federal, state, and local laws regulating professional psychology.

NOT YET MEETING THE STANDARD (RATING OF 1)

1. The doctoral student has limited knowledge of major counseling theories and constructs and can adequately conceptualize a client from only a limited range of theoretical perspectives.
2. The doctoral student’s stated personal theory of counseling is not well articulated, contains logically inconsistent elements, or does not clearly describe mechanisms of change.
3. The treatment plan does not address one or more of the following influences on clients: developmental, social, biological, or cultural. Some elements of a proposed treatment plan are largely unrelated to the student’s personal theory of counseling. The treatment plan describes only what the counselor will do, not how the client will collaboratively participate in terms of active coping. The student is unable to develop a plan for evaluating the success of either individual interventions or the treatment as a whole.
4. Practicum and field placement evaluations demonstrate limited ability to implement a range of counseling interventions.
5. Does not effectively articulate an understanding of critical ethical-legal issues that impact competent professional activities carried out by psychologists.

INSUFFICIENT EVIDENCE (RATING OF 0)
Evidence is insufficient to make a determination about this standard.

MULTICULTURAL ISSUES AND CULTURALLY-RESPONSIVE INTERVENTIONS

GENERAL DESCRIPTION
The doctoral student understands and demonstrates multicultural competencies and applies these competencies to a wide range of professional activities. The doctoral student will demonstrate the competencies of self-awareness regarding attitudes, biases, and values; knowledge about specific issues of within-group differences and the impact of socio-cultural context; and skills in working with individuals, groups, and/or systems who operate from a variety of cultures or worldviews.

POTENTIAL PRODUCTS
• Multicultural Analysis of career theory
• Genogram, self-reflection papers or journal entries from both CEP 517 & CEP 619
• Qualifying project or dissertation project focused on multiculturalism and/or social justice
• Multicultural analysis in case presentation papers (e.g. examining issues of privilege, oppression, worldview, and/or identity development in conceptualizing the client; counselor’s countertransference/bias issues)
• Culturally Responsive Intervention Proposal
• Social Justice Project
• Values & Dispositions Self-Evaluation

PERFORMANCE INDICATORS
1. articulates an integrated conceptualization of multicultural competencies that guides professional activities.
2. demonstrates awareness of her/his personal values and beliefs related to own and other cultural groups and how this awareness influences her/his professional activities, such as practice, research, advocacy/consultation and professional relationships.
3. understands key theories within multicultural psychology and applies this knowledge to her/his professional activities related to practice, research, and professional relationships.
4. demonstrates culturally relevant skills in working with a diversity of individuals, groups, couples, families, and/or systems.
5. documents a plan to further develop her/his multicultural competence based on an accurate assessment of her/his present awareness, knowledge, and skills, especially related to general counseling psychology performance indicators (e.g., professional issues, counseling and supervision, research, and career development).

MEETS THE STANDARD (RATING OF 2)
1. demonstrates adequate depth of knowledge and understanding of conceptualization(s) of multicultural psychology competencies.
2. consistently demonstrates: (a) awareness of personal values and beliefs related to own and other cultural groups, and the impact of that awareness on professional activities; (b) knowledge about key important
EVALUATION OF COMPREHENSIVE PORTFOLIO AND ORAL EXAMINATION

The Comprehensive Portfolio and Examination includes the written portfolio as well as the oral exam. The portfolio is submitted and completed by students no later than the first week in the Fall semester of the year that they apply for internship. In order to take the comprehensive oral examination, students must have completed all required course work for the first and second years. Students must also have obtained a grade of B or better in all practice courses. The doctoral student must file the "Committee for Doctoral Comprehensive Examination" form with the Graduate School at least 10 working days before the oral examination. (See Appendix)

The student does not proceed to the oral examination until the written examination/portfolio is scored and passed. The grading of the portfolio is done by the three CEP faculty on the student’s doctoral committee. The rating scale for the portfolio is: 0= insufficient evidence, 1=not yet meeting standards, 2=meets the standard, 3=exceeds expectations. In essence, a score of 0 or 1 is a “failing” rating and a score of 2 or 3 is a “passing” rating. Raters should only use whole numbers when giving a score. If there is a discrepancy in ratings among the faculty on a section then the two ratings that are in agreement (regarding “Pass” or “Fail”) will be considered the score for that section. A student may proceed to the oral exam if they receiving a passing score on all five sections of the portfolio. If a student receives failing scores on one section then they must re-do that section that semester, but after at least two weeks. If they receive a pass score on this remediated section then they may proceed to the oral exam. If a student fails two or more sections then they are required to re-do those sections the following semester. If they receive passing scores on these sections they may proceed to the oral exam. See the table below for a summary.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Questions Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-do failed sections by the end of the next semester</td>
<td>≥2 questions.</td>
</tr>
<tr>
<td>Re-do one failed section this semester</td>
<td>1 question</td>
</tr>
<tr>
<td>Proceed to the oral exam</td>
<td>None</td>
</tr>
</tbody>
</table>

If a student fails one or more sections a second time, the committee will convene to decide whether further remediation on the part of the student is advisable. Thus the committee will vote for a “final failure” or a “failure with remediation.” If the student fails any part of the written exam a third time it will result in automatic dismissal from the program.
INTERNETWORK IN COUNSELING PSYCHOLOGY

Preparation for internship placement should begin spring semester of the second year of study. Students are advised to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory and website (http://www.appic.org/) and meet with their advisor and the Training Director to prepare for the application process. It is highly recommended that students select APA approved internship sites. Students who do not acquire an APA-accredited internship site or an APPIC-member site, must obtain an internship placement that is “APPIC-equivalent” in that it meets all the criteria for APPIC membership with the exception of having a minimum of two interns on site and that it must be a paid position. If there are not two FTE interns on site, there needs to be some interaction with other psychology interns from other sites. Students who are seeking out such internships need to have the internship site approved by the CPTC. The approval process requires a letter from the primary internship supervisor detailing how the site meets all of the relevant APPIC criteria.

Students must complete all required course work, pass their comprehensive examinations, and successfully complete their proposal defense before they may go on internship. In addition, the Counseling Psychology Training Committee Faculty must certify the students are ready to apply for internship. The Supervision Practicum must be passed in order for a student to place their ranking with APPIC Match.

A file of information on internship sites and former editions of APPIC are kept in Training Director’s office. Doctoral students may check out these materials from the work-study assistant. This same information is available on-line through the APPIC website at a nominal cost. To receive the discounted rate students must use the NSMU site number available from the Training Director.
Candidates' internship assignments must be approved by the Director of Training in conjunction with the Counseling Psychology Training Committee Faculty. Students should contact the Director of Training no later than the spring semester of the year before they intend to apply for internship. Students should submit a preliminary list of sites with their annual evaluation form. This will enable the Director to consult with the students regarding the selection processes.

In October, when students begin the actual application process, they should provide the Training Director with a finalized list of sites where verification of training forms need to be sent. In addition, students must make an appointment with the Training Director and provide her with a copy of their Application form (APPI), and a copy of all documentation forms used to verify the APPI (See “Documenting Supervised Hours”). Also provide the TD with envelopes so that the Part II verification form can be sent under separate cover. In the section of Part II where the TD is required to list additional comments about the student, the TD will insert segments from the faculty feedback letter of the most recent annual evaluation of the student. A copy of the APPI can be found in Appendix I.

Doctoral students enroll in a minimum of 9 credits of internship for fall and spring semesters (18 credits in total), and a minimum of 1 credit for summer semesters (2 credits). Students must complete a special studies permit to register for internship. Since the internship requires a 12 month commitment, the student must be enrolled in CEP680 or 682 until the intern completes the placement and the formal evaluations are received from the site supervisor. Once the final evaluation is received from the site supervisor, the Director of Training assigns a final letter grade. Students finishing their internships after August 15 typically will not be able to graduate until the end of Fall semester. Students are required to enroll in twelve credits of CEP 680: Internship in Counseling Psychology and six credits of CEP 682.

The academic Training Director is required to make contact with the internship Training Director prior to the students’ attendance at the internship, and provide them with the students’ current standing in the program. As such, the academic Training Director will provide the internship site with the student’s most current faculty feedback letter from the annual evaluation process.

**DISSERTATION PROPOSAL**

The first drafts of the dissertation proposal should be written during “CEP 693, Educational Experimentation”, Spring semester of student’s second year in the Program. The student and advisor refine the proposal until the advisor believes it is ready for submission to the student’s graduate committee. The proposal constitutes the initial draft of the first three chapters of the Dissertation: 1) Introduction, 2) Literature Review, and 3) Methodology. Minimum requirements for the proposal are final drafts of Chapters 1 & 3 and a complete reference list, but Chapter 2 can be a comprehensive, detailed outline in annotated bibliography form. Students are encouraged to have a final draft of Chapter 2 for the proposal, but it will not be a requirement. When the advisor determines that the study is ready to be proposed then the student must complete the information on the top of the form entitled "Approval of Dissertation Proposal by Doctoral Committee," (See Appendix J) and take the form to the proposal meeting for signatures. It is the responsibility of the student to contact all members of the doctoral committee to schedule a meeting to evaluate the dissertation proposal following the approval of the committee chair. The committee must be given the proposal a minimum of two weeks (10 working days) before the scheduled meeting. There are three possible outcomes following the evaluation of the dissertation proposal by the doctoral committee: approval; approval contingent upon recommended modifications, or rejection. A copy of the proposal, and a list of changes recommended by the committee, must be given to the Director of Training to be placed in the student’s file.

Students are required to use the most recent edition of the Publication Manual of the American Psychological Association in preparing the dissertation proposal. The completed dissertation must also conform to guidelines established by the Graduate School, Guidelines For Preparing A Thesis or Dissertation, which is published annually. Whenever human subjects are to be involved as research subjects, the approval of the NMSU Human Experimentation
Any one who fails this final examination may:

(1) upon recommendation of the doctoral committee and the approval of the "Committee for Doctoral Dissertation Defense." The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense.

Dissertation: CEP 700

Doctoral students must complete 18 credits of CEP 700. A special studies permit must be completed to register for dissertation hours. Students may not register for CEP 700 until the student has passed the qualifying procedure. Dissertation hours are graded as Progress (PR) or Unsatisfactory (U). Once a student enrolls in dissertation hours, they must stay continuously enrolled, that is they must be enrolled for a minimum of 3 credits each Fall and Spring semester until they graduate. Three “U”s assigned as a grade for 700 hours will cause the Graduate School to dismiss a student.

Final Defense

The Final Examination is conducted by the doctoral committee. It is entirely oral, open to the public, and is primarily a "defense of the dissertation" although any question on the entire field of study is appropriate. In addition to defense of the dissertation, students must be prepared to defend a publishable manuscript based on the dissertation, which they have distributed to the committee with the dissertation prior to the defense. The Final Defense is scheduled by the advisor after having received feedback from the student's graduate committee on the final draft of the dissertation. The doctoral student must be enrolled during the semester the final defense is scheduled. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student also must file the "Committee for Doctoral Final Examination" form (see Appendix M) with the graduate school at least 10 working days prior to the defense. Each semester the graduate school establishes graduation deadlines for the final defense. Any one who fails this final examination may: (1) upon recommendation of the doctoral committee and the approval of
the Graduate Dean be granted a second examination after the lapse of at least one semester, or (2) be terminated from the doctoral program. (NMSU Graduate Catalog, 2001-02, p. 6)

**APPLICATION FOR DEGREE**

The student must file an "Application for Degree Form" (See Graduate School website) the semester she/he intends to graduate. The Graduate School publishes graduation deadlines each semester.

**DOCTORAL STUDENT EVALUATION PROCESS**

Students receive on-going evaluation through practicum evaluations, exam grades and feedback on papers. In addition, each semester students’ transcripts are reviewed and general written feedback is solicited from the faculty. Once a year, a more comprehensive evaluation occurs beginning in March. The first step in the annual evaluation process involves each doctoral student completing a self-assessment of their progress to date on the "Annual Evaluation of Counseling Psychology Doctoral Students" form (See Appendix N). The student submits the form and a copy of their current vita to their advisor. Advisors add their comments to the form. This formal review form is placed in the student’s file and a copy is forwarded to the student. After this the faculty meet to briefly discuss each student. Feedback from this meeting is provided to each student in a letter that is sent to the students and placed in their files. For students who are about to begin their internship, parts of this letter will be sent to the Internship Training Directors as well (as part of the AAPI).

**SELECTIVE REVIEWS**

If a student fails to achieve competency or sufficient skill development, displays inappropriate professional behavior or dispositions, or inadequate ethical judgment (particularly in counseling skills courses), or is in anyway not progressing satisfactorily, the student will have a selective review with the Counseling Psychology Training Committee. At any time a CEP faculty member may request the CPTC to convene and evaluate a student’s lack of progress/deficit. The purpose of the selective review meeting is to hear the student’s point of view, for the faculty to ask clarifying questions, and to directly express their concern about the situation. The outcome of the selective review may include:

1. the student has made, or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention,
2. the student having difficulty demonstrating minimum competencies or behaving inappropriately will be so informed and recommendations for remediation will be given,
3. the duration of remediation activities and assessment of remediation outcome are based on the needs of the student and available resources,
4. failure to achieve minimum competencies following remediation efforts can result in students being dismissed from the program due to lack of progress.

Students are responsible for adhering to the Ethical Principles of Psychologists and Code of Conduct. Unethical behavior may result in remedial plans or dismissal from the program. While attempts at remediation are generally the first step in corrective action there may be some actions that require immediate dismissal.

Decisions rendered by the CPTC will be sent to the student in writing signed by the Training Director as the chair of the committee. If the concern that prompted the selective review is considered to be serious enough it will be labeled as a “complaint” and will be ultimately discussed on the APPI form.

Most remediation plans do not have a timeframe, but rather a competency that needs to be met. Annual assessment of students’ progress includes an assessment of students’ ability to take corrective action. Official closure of a selective review occurs when the student initiates the closure by writing a letter to the CPTC detailing how they feel they have met all the recommendations or remediation plan, and how they have resolved the concern. The CPTC will review this
letter, potentially discuss this information with the student, and write a letter to the student indicating the committee’s assessment of the extent to which they were successful in correcting problems.

**“COUNSELING SKILL COURSES” STATEMENT (INCLUDING ALL PRACTICA):**

This course has been identified as an experiential course. This means that the major focus of evaluation will be determined by the instructor’s professional judgment regarding the following criteria as they pertain to this course: ethical judgment, personal characteristics (i.e., openness to supervision), interpersonal skills, and effective application of counseling techniques. These components have been identified as necessary prerequisites to assure a student’s ability to function effectively and ethically in a future professional role implied by this degree program. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies (ranging from C’s to F’s). These students may be suspended for the reasons of academic disqualification or terminated due to ethical violations. Students who receive a grade of C or lower will be required to retake the course after completing a remediation plan.

**STATEMENT ON THE COMPREHENSIVE EVALUATION OF STUDENT COMPETENCE**


Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

If the faculty note that the student is not progressing satisfactorily, the student may be asked to schedule a meeting with their advisor to receive specific feedback or the student may be asked to attend a Counseling Psychology Training Committee meeting in the form of a selective review to respond to faculty concerns.

**DEPARTMENTAL GRIEVANCE PROCEDURES**
Doctoral students who feel they have been treated unjustly have a right to a hearing of their grievance. Complaints may involve course grades, classroom treatment, various forms of harassment, etc. The department follows the steps established by the Graduate School (http://www.nmsu.edu/~gradcolg/Catalog/regulations.html).

1. Under normal circumstances, the student should discuss the issue with the instructor/adviser.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or adviser within 30 calendar days of the beginning of the following full (i.e. fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within 30 calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, he/she must submit a written appeal to the department head within 10 working days of the initial decision. If the student is initiating the appeal at the departmental level, he/she must do so, in writing, within 30 calendar days of the beginning of the following full (i.e. fall or spring) semester. The department head must respond in writing within 10 working days to the student, the instructor or adviser (if one is involved), and the dean of the Graduate School.

If, after the third step the student or any of the other parties involved is still not satisfied with the response, she/he must present to the dean of the Graduate School within 10 working days a written complaint detailing the nature of their grievance and requesting a Graduate Student Appeals Board hearing. After receiving a written complaint, the dean of the graduate school will determine whether the complaint has merit. If the graduate dean determines that the appeal does not have merit, he/she will inform the appellant and other parties, in writing, within 10 working days of receiving the appeal. If the graduate dean decides that the appeal does have merit, he/she will convene the graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.

After reviewing the recommendation of the Graduate Student Appeals Board, the dean of the Graduate School will, within 10 working days, inform all parties involved of his/her decision in writing. The decision of the dean of the Graduate School is final.

The dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year.

**PROGRAM EVALUATION**

Assessment of the Program is gathered from faculty, current students, and graduates of the program. Feedback from current students in the Program is gathered through teaching evaluations for every course, annual program evaluation surveys with follow-up student focus groups, and student representation at CPTC meetings. Each year the Training Director sends out an annual evaluation of the program (with both qualitative and quantitative items) for current students. This data is analyzed by the Training Director who then leads a discussion of the results in a follow-up focus group of current students.

In CPTC meetings and in yearly faculty retreats the faculty receive feedback from the annual evaluations of the program, the focus group discussions with the students, and from issues addressed at the CCPTP mid-winter conference and listserv. During the retreats, major programmatic issues are addressed such as our Program mission statement, the goals of the faculty, and the integration of research and practice. The CPTC meetings address curriculum and other implementation issues, and on-going evaluation of the students and the program. The CPTC uses this information in deciding which procedures to maintain and where to make program changes. Examples of program changes that are a result of on-going self-study can be found in the last section of this domain.
Feedback from graduates of the Program allows additional process assessment of the Program and is gathered through follow-up surveys of graduates. The Training Director sends the alumni survey to graduates of the Program during their initial post-doctoral year. When at least 10 surveys are collected the results will be tabulated and presented to the faculty.

**MINIMUM MASTERS DEGREE BACKGROUND KNOWLEDGE AND SKILLS***

<table>
<thead>
<tr>
<th>Area</th>
<th>CEP Example Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development</td>
<td>CEP 512</td>
</tr>
<tr>
<td>Counseling Theory &amp; Technique</td>
<td>CEP 550</td>
</tr>
<tr>
<td>Family Therapy Theory and Technique</td>
<td>CEP 562</td>
</tr>
<tr>
<td>Group Work Theory and Technique</td>
<td>CEP 566</td>
</tr>
<tr>
<td>Career/Life Planning and Vocational Assessment</td>
<td>CEP 552</td>
</tr>
<tr>
<td>Appraisal Theory and Technique</td>
<td>CEP 542</td>
</tr>
<tr>
<td>Counseling Research &amp; Statistics</td>
<td>CEP 532</td>
</tr>
<tr>
<td>Diagnosis and Treatment Planning</td>
<td>CEP 551</td>
</tr>
<tr>
<td>Counseling Practicum</td>
<td>CEP 572</td>
</tr>
</tbody>
</table>

*Students entering the doctoral program without background course work in these areas may be required to include course work or additional study in their doctoral program which will provide the needed background.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course and Activities</th>
</tr>
</thead>
</table>
| Year One   | Summer II| CEP 5/612, Human Development***  
CEP 517, Psychology of Multiculturalism  
Doctoral Student Orientation/Meet With Faculty Advisor |
|            | Fall     | CEP 511 Edumetrics***  
CEP 5/651 Diagnosis and Treatment Planning***  
CEP 622 Ethical/Professional Issues in Couns/Psychology  
CEP 673 Counseling Psychology Theory/Practicum |
|            | Spring   | CEP 636 Advanced Educational Measurement & Statistics***  
CEP 648 Appraisal of Personality*** (even years)  
CEP 677 Group Work Theory/Practicum  
CEP 632 Counseling Psychology Research  
**Select a doctoral committee in consultation with advisor** |
| Year Two   | Summer   | CEP 5/656 Addictions Counseling***  
CEP 619 Psychology of Social Identities (odd years) |
|            | Fall     | CEP 637 Multivariate Research Procedures & Analyses  
EDUC 576 Qualitative Research  
CEP 678 Advanced Counseling Psychology Practicum  
CEP 579 or NURS 597 Clinical Psychopharmacology*** (even yrs.)  
**Multicultural Research Symposium Paper Submitted**  
**File a program of study** |
|            | Spring   | CEP 5/652 Career Life Planning & Vocational Assessment***  
CEP 647 Appraisal of Intelligence*** (odd years)  
CEP 678, Advanced Counseling Psychology Practicum  
CEP 693 Educational Experimentation |
|            | Summer   | CEP 562 Family Therapy Theory and Technique***  
CEP 515 Learning Theory*** (even years) |
| Year Three | Fall     | CEP 679 Supervision Theory and Practicum  
PSY 540 History and Systems of Psychology*** (odd yrs.)  
CEP 563 Primary Care Psychology  
CEP 700 Dissertation Proposal (4 credits)  
**Comprehensive Examination**  
**Dissertation Proposal**  
**Apply for Internship placement:**  
• APPI Form  
• Practicum logs  
• Dissertation timeline |
|            | Spring   | CEP 670 Behavioral Health Practicum  
CEP 5/658 Child and Adolescent Counseling***  
CEP 700 Dissertation (4 credits) |
| Year Four  | Fall     | CEP 680 Internship in Counseling Psychology (9 credits)  
CEP 700 Dissertation (5 credits) |
|            | Spring   | CEP 680 Internship in Counseling Psychology (9 credits)  
CEP 700 Dissertation (5 credits) |
|            | Summer I | CEP 682 Internship in Counseling Psychology (1 credit)  
CEP 700 Dissertation (5 credits) |
|            | Summer II| CEP 682 Internship in Counseling Psychology (1 credit)  
**GRADUATE!!** |

***Required courses that can be waived if courses taken at the Masters level are deemed equivalent.
COURSE WAIVER PROCEDURE

Students who completed graduate coursework at other institutions or in other programs at New Mexico State University which is equivalent to courses required in our Program, may petition to have those course requirements waived. A Departmental Petition for Course Waiver form (see Appendix O) must be completed for each course to be considered for a waiver. This form must be submitted no later than 2 weeks prior to the semester when the waived class is offered. Students will need to submit the course syllabi, reading lists, transcripts from the original course to the Training Director. The Training Director will take all requests to the Counseling Psychology Training Committee. The Committee in consultation with the faculty member who teaches the course will assess if the courses are equivalent. The Training Director will sign the form indicating the Training Committee’s approval in order for the waiver to be accepted.

If the course has been taken longer than 6 years ago, but the student can document significant and recent continuing education credits in the same area, the course may possibly be waived. In some instances, if it is difficult for the Training Committee to determine equivalency, students may be required to pass an equivalency exam before the course is waived. Students may choose to audit the waived class with approval of the instructor in order to gain greater competency in this area and to be better prepared for comprehensive exams.

Courses that have been waived at the 500 level due to comparable courses having been taken in a student’s MA program may be taken as an elective at the 600 level with consent of instructor. If such courses have not been taken at the 500 level then these required courses may be taken at either the 500 or 600 level based on consent of instructor.

NMSU’S GRADUATE SCHOOL STATEMENT ABOUT TRANSFER OF CREDITS

There is no limit on the number of graduate credits that a student may transfer to New Mexico State University, provided the credits were earned on the campus of an accredited institution offering a similar degree and the student was enrolled as a graduate student at that institution. Transferred coursework (grades and hours) is maintained separately from NMSU coursework. New Mexico State University does not recognize graduate credit for extension work or nondegree work from other institutions. However, six credits in a non-degree status from the University of New Mexico may be accepted with the approval of the appropriate department, the dean of the college, and the graduate dean.

Immediately after initial enrollment in the Graduate School, students must submit forms to obtain formal permission from the department head, the dean of the college, and the dean of the Graduate School to transfer graduate-level coursework. The department has the responsibility to accept or reject any number of transferred credits based on such elements as whether the work fits into a logical program for a degree, if grades of A or B have been earned in the courses proposed for transfer, and any other elements it deems relevant. Credit granted for work done at another institution is tentative until proved by satisfactory work in residence, and the department may also require work to be validated by examination.

At the master’s level the student must take at least 50 percent of the work required for the degree at New Mexico State University. All students must meet the residency requirements for their degree. Transfer credits must meet the same time limit requirements as graduate classes at accredited universities (7 years).

Coursework taken elsewhere after initiation of graduate studies at NMSU must have prior approval of the department head and the Dean of the Graduate School, if such work is to be transferred. All requirements as to accreditation, level, grades, and other elements described for initial transfer work will apply.
"Request for Transfer of Graduate Credit" forms are available in the Graduate School office and on the web at www.nmsu.edu/~gradcolg.

**LEAVE OF ABSENCE**

If students cannot maintain the program of study they may submit a request for a full or partial leave of absence. The request will be honored only under unusual, extenuating circumstances. Specifically:

1. The students must have followed the timetable and successfully completed requirements up to the point of requesting a leave;
2. Unusual and pressing circumstances such as illness and family crisis prompt the request; and
3. An initial period of absence may be granted for one year only.

**RECORD KEEPING**

The Department of Counseling and Educational Psychology maintains a file on each doctoral student that is kept in the departmental secretary’s office. These files are the property of the department and are archived in perpetuity. Doctoral students are encouraged to make copies of all materials they submit to the Training Director to be place in their files (particularly records of their practicum evaluations and practicum logs). These records will assist the student as they make application for internship and licensure. **Students are also encouraged to keep their doctoral handbook, the graduate catalog, and copies of course syllabi, as state licensure boards often request information from these sources.**

**NMSU POLICIES**

**POLICY STATEMENT AGAINST SEXUAL HARASSMENT**

It is the policy of New Mexico State University to provide an atmosphere free of sexual harassment for all faculty, staff, and students. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or grade; (2) submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting such individual; (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment; or (4) adversely impacts on students' educational pursuits.

All employees and students should be aware that the university is prepared to take action to prevent and remedy such behavior, and that individuals who engage in such behavior are subject to disciplinary action. Anyone who is violated by offensive sexual behavior is encouraged to pursue the matter by contacting the Equal Employment Opportunity and Director for the Office of Institutional Equity, Gerard Nevarez. The office is located in O'Loughlin House on University Ave., and the telephone number is 646-3635.

**AMERICANS WITH DISABILITIES ACT**

New Mexico State University complies with the American with Disabilities Act. If a student has, or thinks they may have, a disability that interferes with her or his performance as a student in a class, they may wish to self-identify. They can do so by providing documentation to the office for Services with Disabilities, located at Garcia Annex (646-6840). Appropriate accommodations may then be provided.

If a student has a condition which may affect their ability to exit safely from the premises in an emergency or which may cause an emergency during class, they are encouraged to discuss this in confidence with the instructor and/or the
director of Disabled Student Programs. If students have general questions about the Americans with Disabilities Act (ADA), they can call 646-3333.

**STUDENT PARKING**

All students who park on campus must register their vehicles annually with the NMSU Police/Parking Department, Genesis Center - Building C, Research Drive, and obtain a parking permit on or before the date the vehicle is to be operated or parked on the campus. Registration of all motor vehicles, including motorcycles, motorscooters, and bicycles, owned or operated on the University campus by students is required. After initial vehicle registration at the Parking Department, permits may be issued by mail. An annual registration charge will be assessed for each vehicle parking on campus. For purposes of vehicle registration, a year is considered to be September 1 - August 31.

Parking lots are restricted. The parking permit indicates in which zone to park. (See Parking Zone Map available from the Parking Dept.).

**RESOURCES**

**CENTER FOR ACADEMIC EXCELLENCE**

The Center for Academic Excellence, located in Hardman Hall, Room 210, is an academic support program designed to improve learning and study skills. Individualized programs are designed around the student’s needs, for course credit or on a drop-in basis. Each student works with one facilitator who utilizes a variety of instructional materials and media. Small group workshops are also offered weekly on a variety of academic skills. Topics addressed include: time management, critical thinking / reading, test / performance anxiety, memory development, writer’s block and dissertation support. The Center hires 7 graduate students each year to provide the individual assistance to students working on their academic skills. For further information call 646-3136.

**COUNSELING CENTER**

The Counseling Center, in 108 Garcia Annex, is a free service to undergraduate and graduate students at NMSU. All visits and services are strictly confidential. Certain counselors are designated to provide services for CP doctoral students because they aren’t involved in the supervision of doctoral students. If students indicate a preference, they have male or female counselors. Hispanic (bilingual) counselors are also available. The staff consists of eight professional counselors and psychologists who hold master’s and doctoral degrees. They also have doctoral students from our Counseling and Educational Psychology Department, all of whom have Master’s degrees and previous experience. The Center is fully accredited by the International Association of Counseling Centers. For further information call 646-2731.

**LEARNING RESOURCE CENTER**

The Learning Resource Center (LRC) is on the ground floor of O'Donnell Hall and houses about 15 computers in the main LRC work area, several video editing and transfer stations. The LRC is one of six regional curriculum centers in the state of New Mexico and houses the instructional materials for schools to review. The main purpose of the curriculum centers is to provide regional access for educators to preview the materials that have been state approved prior to purchasing the materials. LRC is also the New Mexico Educational Resource Center for the NASA Educational Materials. The NASA materials are currently located in the Southern New Mexico Science, Engineering, Mathematics, and Aerospace Academy (SNM SEMAA) in the Engineering complex.

The mission of the LRC is to provide an environment where learning is the expected daily outcome. The LRC supports technology integration in the College of Education through technology instruction, and the installation, maintenance,
and development of websites, equipment and other resources. The Services in the LRC include a copy center that offers high volume copying and printing, color copying and printing, thermal and spiral binding, lamination, and video duplication services.

The LRC maintains the two instructional Labs and classrooms in O’Donnell Hall. All regular classrooms and the labs in O’Donnell hall include a computer, projector and screen, controls, and sound system with the ability to project DVD, VHS tapes, and accept input from external laptop or other device. Software available in the Labs includes the Microsoft Office suite, Adobe Web suite (Photoshop, Illustrator, InDesign, Acrobat, Dreamweaver and Flash) and Inspiration. Software available in regular classrooms includes the Microsoft Office suite, Adobe Elements, Adobe Reader and Inspiration.

The LRC work area is designed for student use, rather than classroom instruction. Students can check their mail, print out their papers, do homework, and work online. There are 6 scanners, black & white and color printing is available and a variety of colored paper and cardstock. Binding and laminating services are available and basic office and computer supplies are available for sale.

**LIBRARIES**

New Mexico State University has a comprehensive library system and has two campus libraries, Zuhl and Branson. Both are located on the pedestrian walkway that runs through the middle of campus and are situated within easy walking distance of O’Donnell Hall.

Total library holdings of books or monographs are 1,692,035, and 4,713 periodical subscriptions. The library holdings specifically include 98 journals in the subject of psychology, with 5 specific to counseling. Major journals include *The Counseling Psychologist, Journal of Counseling and Development, Journal of Counseling Psychology, Psychological Research, Psychological Review, American Journal of Psychology*, and the *American Psychologist*. The library has thousands of books relating to psychology, including 1,150 electronic books devoted to psychology subjects. The library also provides students online access to 17,162 full text periodicals and PsychINFO and PsychArticles.

The library system offers a plethora of electronic resources ranging from biographies, citation and style guides, to dictionaries, encyclopedias, and maps (go to: [http://lib.nmsu.edu](http://lib.nmsu.edu)). General help with research is available via the AIM, GoogleTalk, or YahooMessenger! instant messaging services (Buddy Name: asknmsulib), telephone, and one-on-one consultations. Formal instruction and tutorials on research, evaluating periodicals, and accessing and using the electronic databases and journals may be arranged for classroom instruction. Most of the time students can access all the sources needed for literature reviews and classroom presentations, from departmental or home computers.

The New Mexico State University library catalog is computerized and permits author, title, keyword, and subject searches as well as Boolean searching. Library hours change from Fall/Spring to summer, but both libraries remain open during some part of the day, seven days per week. Hours each day differ and range from 7:30 am to as late as 12:30 am, making it easy for students to work library time into their academic and social schedules.

**HEALTH SERVICES**

The Student Health Center is located on campus, at the corner of Breland Drive and Stewart Street, one block from O’Donnell Hall. It provides general outpatient care to the student population. It is accredited by the Joint Commission on the Accreditation of Health Care Organizations. It is a member of the American College Health Association. It houses a staff of medical doctors, nurse practitioners, and other health care professionals, including a psychiatrist.
All full time students and those part-time students enrolled for a minimum of 6 semester hours who choose to pay the health center fee are eligible for services. Routine Student Health Center visits are free for those who have paid the NMSU health fee. There are nominal charges, however, for laboratory procedures, prescriptions filled in the pharmacy, medical supply items, and special diagnostic procedures. Services offered at the SHC are outpatient primary health care (immunizations, routine check ups, health education, nutrition counseling, psychiatry, wellness exams, etc.), urgent care assessment, an immunization and travel clinic, an on-call medical advice line, pharmacy, and an anonymous online screening for depression, eating disorders or alcohol problems.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

The Office of ICT Services is located across the street from O’Donnell Hall. Computer labs are open 24 hours a day with a support staff available during most of these hours. It provides access to the mainframe systems. The NMSU mainframe system connects to various systems throughout the world. All graduate students have access to the computer center and can establish an account free of charge. Additional services such as data input and statistical analysis are available. Additional computer labs are located around campus. For more information go to: http://ict.nmsu.edu/ict/.

MINORITY STUDENT PROGRAMS AND ORGANIZATIONS

AMERICAN INDIAN PROGRAMS

Offers counseling, tutoring, typing, recruiting, personal advisement, curriculum development, tribal financial aid assistance, student employment, orientations and cultural and educational program presentations. For more information call 646-4207 or go to http://www.nmsu.edu/~aip/.

CHICANO PROGRAMS

Provides scholarship information, resume typing, personal counseling, financial aid assistance, employment co-op announcements, tutoring, advisement, and chicano studies library. Chicano Programs is located in Garcia Annex, Room #138. For more information call 646-4206 or go to http://www.nmsu.edu/Campus_Life/chicano/public_html/index.html.

BLACK PROGRAMS

Offers academic counseling, advocacy, black student organizations, black studies courses, black studies library, financial aid counseling, job placement assistance. For more information call 646-4208 or go to http://www.nmsu.edu/~blackpro/.

SEXUAL AND GENDER DIVERSITY RESOURCE CENTER

Offers a safe and supportive environment for out LGBT students, faculty, and staff. Serves as an education and referral source. Features a lounge area with computers and books/DVD’s available for check-out. We work closely with the student organization Stonewall QSA(Queer Straight Alliance) (http://www.stonewallnmsu.com/). Located in Regent’s Row 529 & 531. Open 10am-6pm Monday-Friday. For more information call 646-7031.

INTERFAITH COUNCIL AT NMSU

There are 16 organizations which currently hold membership in the Interfaith Council NMSU:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Aggies for Christ</td>
<td>Holy Family Ecumenical</td>
<td></td>
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<tr>
<td>Baha’i Faith</td>
<td>Latter-Day Saints Student Association</td>
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<tr>
<td>Campus Crusade for Christ</td>
<td>Lutheran Campus Ministry</td>
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<tr>
<td>Catholic Newman Center</td>
<td>Presbyterian Campus Ministry</td>
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Chi Alpha Christian Center  
Reformed University Fellowship  
Community of Christ  
Religious Society of Friends (Quaker)  
Disciple of Christ Campus Ministry  
Unitarian Universalist Campus Ministry  
Hillel Jewish Student Fellowship  
Wesley Student Center (United Methodist)

For more information please go to: http://nmsu.edu/~ifc/

FINANCIAL AID

The university administers an extensive program of loans and work-study employment for graduate students. The awarding of loans and work-study is based on need and will require the student to complete a federal needs analysis application to determine possible award (Free Federal Application for Student Financial Aid). The student must apply annually for financial assistance with a priority deadline of March 1.

Several types of loans are available to graduate students including the National Direct Student Loan (Perkins Loan) and the Guaranteed Student Loan Program. (Stafford Loan). The Financial Aid Office is located in the Educational Services building. For information concerning available financial assistance contact the Financial Aid Office at 646-4105. For information on fellowship and grant competitions through the Graduate School go to: http://gradschool.nmsu.edu/fellowships/.

The American Psychological Association also provides fellowship opportunities. Minority students should contact the APA Office of Ethnic Minority Affairs to request fellowships for ethnic minorities (202 - 336 - 6029). Female students should contact the APA office of Women’s Programs for fellowship opportunities for women in psychology (202/955-6044).

STUDENT EMPLOYMENT

In addition to assistantships, fellowships or college work-study, other employment options are available. Human Resource Services office posts job listing for on-campus positions. Graduate students enrolled for a minimum of 9 hrs per semester may be served by the Human Resource Services office. Student spouses/partners who seek either full or part-time work may also apply through the Human Resource Services office. For more information, call 646-8000.

COLLEGE OF EDUCATION SCHOLARSHIPS FOR WHICH CEP DOCTORAL STUDENTS ARE ELIGIBLE

An unofficial transcript must be attached to application, as well as any additional required documentation (if needed). Preference will be given to scholarship applications received before or on March 1. To apply for the scholarships, fill out the general scholarship form through the Financial Aid office. For more information go to: http://education.nmsu.edu/scholarships/

**College of Education Alumni Scholarship** : Awarded annually to approximately ten students, serving as student teachers, graduate practicum students, or interns within the year of receiving the award. Emphasis on GPA and service to COE, including participation in the CoE phone-a-thon.

**Donald C. Roush Scholarship** Awarded annually to one or more graduate students in the COE who are actively involved in the pursuit of a COE graduate degree.

**College of Education Faculty and Staff Scholarship**
Awarded to one graduate or undergraduate student majoring within the College of Education. *Applicants must write a 1-page essay describing services/volunteer efforts they have conducted to a diverse community in Southern NM and West TX.*

**College of Education Endowed Scholarship** - Awarded to an outstanding student within the College of Education.

**College of Education Graduate Scholarship** - Awarded to an outstanding graduate student in the College of Education.

**Dr. Richard DeBlassie Endowed Fund for Graduate Studies in CEP Dept.** - Awarded to a graduate student in Counseling and Educational Psychology with a minimum 3.5 GPA and must possess the qualities as exhibited by Dr. DeBlassie.

**Dr. Rene Ruiz Dissertation Award in the Department of CEP** - Awarded to a Doctoral student in the College of Education Department of Counseling and Educational Psychology. Applicant must be in good standing and the dissertation must be related to Hispanic mental health issues and be in any area of psychology or of a psychological nature relating to the Hispanic population (including but not limited to Mexican, Latino, Puerto Rican, Chicano, etc.)

**Dr. Peggy Kaczmarek Doctoral Student Award in the Department of CEP** - Awarded to a graduate student in Counseling and Educational Psychology with a minimum 3.5 GPA and must possess the qualities as exhibited by Dr. Kaczmarek.
Much of the information referenced is available online. If you cannot find the referenced form online, talk to your adviser and they can assist you in locating the form.

Appendix A- APA Ethics Code:

Appendix B- List of Approved field Sites:
http://education.nmsu.edu/cep/phd/forms.html

Appendix C: Practicum hours semester summary (documentation of supervised hours):
http://education.nmsu.edu/cep/phd/forms.html

Appendix D: Form for documentation of student contribution to a research or manuscript proposal
http://education.nmsu.edu/cep/phd/PDF/contributions_research.pdf

Appendix E: Program of Study and Committee for Doctoral Students
http://prospective.nmsu.edu/graduate/forms/Program%20of%20Study_PhD.pdf

Appendix F: Course list for program of study:
http://education.nmsu.edu/cep/phd/forms.html

Appendix G: Program of Study Change
http://prospective.nmsu.edu/graduate/forms/Program%20of%20Study_change%20form.pdf

Appendix H: Informed Consent for Release of De-identified Case Write-up in CEP 678
http://education.nmsu.edu/cep/phd/forms.html

Appendix I: APPI:
http://www.appic.org/match/5_3_match_application.html

Appendix J: approval of dissertation proposal
http://education.nmsu.edu/cep/phd/PDF/approval_dissertation.pdf

Appendix K: Application for Permission to use Human Subjects in Research
http://research.nmsu.edu/compliance.html

Appendix L: Recommendations for Preparation of Dissertation Proposals and Dissertations:
http://education.nmsu.edu/cep/phd/forms.html

Appendix M: Committee for Doctoral Final Examination
http://prospective.nmsu.edu/graduate/forms/Program%20of%20Study_PhD.pdf

Appendix N: Annual Evaluation of Counseling Psychology Doctoral Students
http://education.nmsu.edu/cep/phd/PDF/program_evaluation.pdf

Appendix O: Departmental Petition for Course Waiver form:
http://education.nmsu.edu/cep/phd/PDF/coursewaiverform.pdf