DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

COUNSELING PSYCHOLOGY
DOCTORAL STUDENT HANDBOOK

2011-2012
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 97,618. Total fall 2009 enrollment for NMSU main campus and branch campuses was 29,468. The main campus enrollment was 18,947, which included approximately 3,800 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. The University is designated as a Hispanic Serving Institution (HIS) under Title III and Title V programs of the U.S. Department of Education. Classified by the Carnegie Foundation as a RU/H (Research University with high research activity) institution, NMSU research expenditures exceeded $163 million for FY10. According to NSF statistics, NMSU ranks third among all HSIs on the basis of FY08 fiscal expenditures. NMSU consistently ranks in the top 110 institutions in the nation by research expenditures. 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. A recent analysis by Washington Monthly magazine listed NMSU in the top of universities for “contribution to the public good”. Forbes.com ranked NMSU in the top third of universities in its annual list of America’s Best Colleges for 2009.

Regular faculty members on the main campus number 694. The faculty/student ratio is 1 to 19. The professional and classified staff total 3,323. NMSU offers 51 master’s degree programs and 87 baccalaureate degree programs. The 21 doctoral programs are limited primarily to agriculture, education, engineering, and the sciences; the specialist in education degree is offered in 4 study areas; the education doctorate degree is offered in 3 study areas.

Minority enrollment at the main campus is 49 percent (40.63 percent Hispanic, 3.49 percent American Indian/Alaskan Native, 3.12 percent African-American and 1.38 percent Asian American/Pacific Islander). 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 2 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 1,743 undergraduate students and 893 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 an original 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. The Department of Education was established at NMSU in 1930. 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. 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 master’s 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 10 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](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 coursework, 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 link to the most recent APA Ethical Standards and Code of Conduct for Psychologists can be found in Appendix A. 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. For a copy of the statement go to: http://www.ccptp.org/trainingdirectorpage6.html. 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.

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 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 competency in psychological assessment by engaging in a multicultural 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 sociocultural context of people’s development, psychological functioning and their interactions; and will utilize this awareness in their conceptualizations of self, others, and interpersonal 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, attitudes of life-long learning, and effective interpersonal skills.

OUTCOME COMPETENCIES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

The following 33 competencies are addressed through coursework and procedures (e.g., comprehensive exams). Each course or milestone (e.g. Dissertation) has a rating form that allows the instructor/advisor to assess the student on all the relevant program competencies for that course/event (all of the rating forms can be found at: http://education.nmsu.edu/cep/phd/forms.html). Students must achieve a grade of B or better in each course and must receive a rating of 2 or better on the competency rating form for that course in order to make adequate progress in the 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 and in the substantive area of Counseling Psychology.

Basis for assessment:

- Course grade of “B” or better (PSY 540: History & Systems).

Cognitive-Affective Bases of Behavior:
- Course grade of “B” or better (CEP 515: Learning);

Affective Bases of Behavior:
- Course grade of “B” or better (CEP 5/612: Human Development);
- Course grade of “B” or better (CEP 515: Learning);
- Course grade of “B” or better (CEP 673: Individual Theory/Practicum);
- Course grade of “B” or better (CEP 648: Appraisal of Personality);
- Course grade of “B” or better (CEP 5/651: Diagnosis & Treatment Planning);
Biological Bases of Behavior:
- Biopsychosocial research paper, problem-based learning issue papers (CEP 563: Primary Care Psych);
- Course grade of “B” or better (CEP 579: Psychopharm);
- Course grade of “S” or better (CEP 670: Behavioral Health Prac)

Social Bases of Behavior:
- Course grade of “B” or better (CEP 517: Psych of Multiculturalism);
- Social Psychology Outline & Presentation, Class discussion (CEP 619: Social Identities: Social Identities);
- Course grade of “B” or better (CEP 677: Group Theory/Practicum)

Individual Differences:
- Personal identity paper, chapter presentations, reaction papers, small group discussions, class discussions (CEP 5/612: Human Development);
- Final exam, class discussion (CEP 647: App. of Cog. Function);
- Final examination, discussions on lectures, discussions on assigned and optional readings (CEP 648: App. of Personality);

Dysfunctional Behavior or Psychopathology:
- Critical thinking papers, discussions on lectures, discussions on assigned and optional readings (CEP 5/651: Diagnosis and Treatment);

Counseling Psychology:
- Professional identity and path paper (CEP 622: Ethics/Prof Issues);
- Topic papers, discussions on lectures, discussions on assigned and optional readings (CEP 5/652: Career);
- Film reaction, information sheet, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);

Competency 1b: Students will demonstrate the ability to synthesize the theory, research, and practice of the counseling psychology knowledge base.

Basis for assessment:
- Personal identity paper, chapter presentations, small group discussions (CEP 5/612: Human Development);
- Reflection papers, personal process paper, class discussions, small group participation (CEP 517: Psych of MC);
- Biopsychosocial research paper, problem-based learning issues contribution, class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
- Professional identity and path paper and presentation (CEP 622: Ethics/Prof Issues);
- Intelligence assessment reports, class discussion, final exam (CEP 647: App. of Cog. Function);
- Assessment reports, final examination, discussions on lectures, discussions on assigned and optional readings (CEP 648: App. of Personality);
- Case presentation with handout, discussions on lectures, discussions on assigned readings, in-class role-plays (CEP 5/651: Diagnosis and Treatment);
- Topic papers, family/self vocational reflection (with work genogram), SII experience (client interaction, assessment, and test result feedback), discussions on lectures, discussions on assigned readings, in-class role-plays (CEP 5/652: Career);
- Treatment plan, research proposal, discussions on lectures, discussions on assigned readings, in-class role-plays (CEP 5/656: Addictions);
- Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
- Theory summary paper, case conceptualizations, process transcript reviews of counseling sessions, counseling process/outcome evaluation project (CEP 673: Individual Theory/Prac);
- Group proposals (CEP 677: Group Theory/Prac);
- Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 678: Advanced Prac);
- Case conceptualization, class discussion, work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac);
- All chapters of dissertation (CEP 700: Dissertation);
- Literature review (Qualifying Project).
Objective 2: Students will demonstrate proficiency in performing the three main functions of the scientist-practitioner: reviewing and applying research to one’s practice, thinking and carrying out one’s work scientifically, and doing research that contributes to the knowledge of counseling psychology.

Competency 2a: Students will be knowledgeable about evidenced-based treatments and practices. Students are required to examine the empirical research on theories and interventions from primary sources.

Basis for assessment:

- Reflection papers, personal process paper, class discussions (CEP 517: Psych of MC);
- Family therapy theory paper, examination (CEP 562: Family);
- Biopsychosocial research paper (CEP 563: Primary Care Psych);
- Social Psychology presentations, and Social Justice annotated bibliography (CEP 619: Social Identities)
- Ethical dilemmas, final exam (CEP 622: Ethics/Prof Issues);
- Final examination, case presentation with handout, literature review/critique, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
- Treatment plan, final examination, research proposal, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
- Clinical teams/application exercises (CEP 5/658: Child/Adolescent);
- Case conceptualization (CEP 670: Behavioral Health Prac);
- Case conceptualizations, theory description paper (CEP 673: Individual Theory/Prac);
- Group proposals (CEP 677: Group Theory/Prac);
- Case conceptualization (CEP 678: Advanced Prac);
- Case conceptualization, class discussion, work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac).

Competency 2b: Students will demonstrate a basic understanding of research methodologies and be able to critically evaluate research literature, proposals, and other relevant research materials.

Basis for assessment:

- Reflection papers, personal process paper, class discussions, assigned readings (CEP 517: Psych of MC);
- Ethical issue paper and presentation (CEP 622: Ethics/Prof Issues);
- Research critiques (CEP 632: Research Methods);
- Literature review/critique, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
- Research paper (with informal presentation), discussions on lectures, discussions on assigned readings (CEP 5/652: Career);
- Treatment plan, research proposal, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
- Research critiques (CEP 693: Educ Experimentation);
- Literature review (CEP 700: Dissertation);
- Literature review (Qualifying Project);
- Course grade of “B” or better (EDU 576/CEP 634: Qualitative Methods).

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

Basis for assessment:

- Research proposal, final examination (CEP 5/656: Addictions);
- Counseling process/outcome evaluation project (CEP 673: Individual Theory/Prac);
- Group research assignments (CEP 677: Group Theory/Prac);
- Completed dissertation (CEP 700: Dissertation);
• Completed qualifying project (Qualifying Project);
• Course grade of “B” or better (CEP 511: Edumetrics);
• Course grade of “B” or better (CEP 636: Adv Educ Stats);
• Course grade of “B” or better (CEP 637: Multivariate Research Analyses);
• Course grade of “B” or better (EDU 576/CEP 634: Qualitative Methods).

**Competency 2d:** Students will demonstrate a basic understanding of statistical concepts.

**Basis for assessment:**

• Course grade of “B” or better (CEP 511: Edumetrics);
• Course grade of “B” or better (CEP 636: Adv Educ Stats);
• Course grade of “B” or better (CEP 637: Multivariate Research Analyses).

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

**Competency 3a:** Students will demonstrate knowledge of psychometrics in order to evaluate the appropriateness of psychological measures.

**Basis for assessment:**

• Research critiques, research proposal (CEP 632: Research Methods);
• Intelligence assessment reports, integrative reports, class discussion (CEP 647: App. of Cog. Function);
• Instrument evaluations, administration briefs, discussions on lectures, discussions on assigned and optional readings (CEP 648: App. of Personality);
• Case conceptualizations that include test data (CEP 673: Individual Theory/Prac);
• Research critiques, research proposal (CEP 693: Educ Experimentation);
• Literature review (CEP 700: Dissertation);
• Completed qualifying project (Qualifying Project).

**Competency 3b:** Students will demonstrate awareness of and skill in various forms of interview, observation, and collateral assessment.

**Basis for assessment:**

• In class role-play of family therapy techniques (CEP 562: Family);
• Work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
• Ethical dilemmas (CEP 622: Ethics/Prof Issues);
• Integrative reports, class discussion, intelligence test administration (CEP 647: App. of Cog. Function);
• Administration briefs, assessment reports, discussions on lectures, in-class role-plays (CEP 648: App. of Personality);
• Case presentation with handout, discussions on lectures, discussions on assigned readings, in-class role-plays (CEP 5/651: Diagnosis and Treatment);
• SII experience (client interaction, assessment, and test result feedback), discussions on lectures, discussions on assigned readings, in-class role-plays (CEP 5/652: Career);
• Treatment plan, final examination, discussions on lectures, discussions on assigned readings, in-class role-plays (CEP 5/656: Addictions);
• Work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, process transcripts, live supervision (CEP 673: Individual Theory/Prac);
• Group leadership reviews (CEP 677: Group Theory/Prac);
• Work with clients, supervisor evaluations (CEP 678: Advanced Prac);
• Work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac).
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

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

**Basis for assessment:**

• In class role-play of family assessment techniques (CEP 562: Family);
• Ethical dilemmas (CEP 622: Ethics/Prof Issues);
• Final exam, intelligence test administration, class discussion (CEP 647: App. of Cog. Function);
• Administration briefs, assessment reports, case consultation, discussions on lectures, discussions on assigned and optional readings (CEP 648: App. of Personality);
• Final examination, SII experience (client interaction, assessment, and test result feedback), discussions on lectures, discussions on assigned readings (CEP 5/652: Career);
• Treatment plan, information sheet, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Case conceptualizations, live supervision of test interpretations, process transcript reviews of test interpretations (CEP 673: Individual Theory/Prac)
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

**Competency 3d**: Students will demonstrate the ability to communicate assessment findings to relevant parties.

**Basis for assessment:**

• In class role-play interpretation of family assessment techniques (CEP 562: Family);
• Class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
• Intelligence assessment reports, integrative reports (CEP 647: App. of Cog. Function);
• Administration briefs, assessment reports, case consultation, discussions on lectures, discussions on assigned and optional readings, in-class role-plays (CEP 648: App. of Personality);
• SII experience (client interaction, assessment, and test result feedback), discussions on lectures, in-class role-plays (CEP 5/652: Career);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, live supervision of test interpretations, process transcript reviews of test interpretations (CEP 673: Individual Theory/Prac);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 678: Advanced Prac)
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

**Competency 3e**: Students will demonstrate the ability to engage in diagnosis that can guide case conceptualizations and generate appropriate treatment plans.

**Basis for assessment:**

• Class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
• Final examination, case presentation with handout, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
• Treatment plan, information sheet, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Clinical teams/application exercises, final examination, class discussions (CEP 5/658: Child/Adolescent);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, live supervision of assessment interviews, process transcript reviews of assessment interviews (CEP 673: Individual Theory/Prac);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 678: Advanced Prac);
• Case conceptualization, class discussion, work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac);
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

**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.

**Basis for assessment:**

• Family therapy theory paper, examination, in class role-play of family assessment techniques (CEP 562: Family);
• Topic papers, family/self vocational reflection (with work genogram), discussions on lectures, discussions on assigned and optional readings.(CEP 5/652: Career);
• Treatment plan, information sheet, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Chapter presentations, clinical teams/application exercises, final examination, online TFCBT training, class discussions (CEP 5/658: Child/Adolescent);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, theory description paper, process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
• Group proposals, group leadership reviews (CEP 677: Group Theory/Prac);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 678: Advanced Prac);
• Class discussion, work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac);
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

**Competency 4b:** Students will demonstrate the ability to utilize specific theories for treatment planning and case conceptualization.

**Basis for assessment:**

• Family therapy theory paper, examination, in class role-play of family assessment techniques (CEP 562: Family);
• Class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
• Final examination, family/self vocational reflection (with work genogram), SII experience (client interaction, assessment, and test result feedback), discussions on lectures, discussions on assigned readings (CEP 5/652: Career);
• Treatment plan, information sheet, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Clinical teams/application exercises, final examination (CEP 5/658: Child/Adolescent);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, theory description paper, process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
• Group proposals (CEP 677: Group Theory/Prac);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 678: Advanced Prac);
• Class discussion, work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac);
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

**Competency 4c:** Students will demonstrate the ability to implement a variety of treatment interventions.

**Basis for assessment:**

• In class role-play of family intervention techniques (CEP 562: Family);
• Work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
• Final examination, case presentation with handout, literature review/critique, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
• Treatment plan, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, theory description paper, process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
• Group leadership reviews (CEP 677: Group Theory/Prac);
• Work with clients, supervisor evaluations (CEP 678: Advanced Prac);
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

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

**Basis for assessment:**

• Final examination, case presentation with handout, literature review/critique, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
• Treatment plan, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Case conceptualizations, counseling evaluation presentation (CEP 673: Individual Theory/Prac);
• Group research assignments (CEP 677: Group Theory/Prac).

**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.

**Basis for assessment:**

• Personal identity paper, chapter presentations, reaction papers, online discussions, small group discussions, class discussions (CEP 5/612: Human Development);
• Reaction paper 1 on the OTAID model (CEP 619: Social Identities)
• Family/self vocational reflection (with work genogram), discussions on lectures, discussions on assigned and optional readings (CEP 5/652: Career);
• Chapter presentations, class discussions (CEP 5/658: Child/Adolescent);
• Case conceptualizations (CEP 673: Individual Theory/Prac).

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

**Basis for assessment:**

• In class role-play interpretation of family assessment techniques (CEP 562: Family);
• Ethical dilemmas (CEP 622: Ethics/Prof Issues);
• Class discussion, intelligence assessment reports, integrative reports (CEP 647: App. of Cog. Function);
• Final examination, administration briefs, assessment reports, discussions on lectures, in-class role-plays (CEP 648: App. of Personality);
• Case presentation with handout, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
• Information sheet, treatment plan, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Clinical teams/application exercises, final examination (CEP 5/658: Child/Adolescent);
• Case conceptualizations (CEP 673: Individual Theory/Prac);
• Case conceptualization (CEP 678: Advanced Prac).

Competency 5c: Students will utilize vocational theories in their assessment and conceptualization of clients.

Basis for assessment:

• SII-based client interview, assessment, and feedback (CEP 5/652: Career);
• Case conceptualization (CEP 678: Advanced Prac).

Objective 6: Students will demonstrate an awareness of the sociocultural context of people’s development, psychological functioning and their interactions and will utilize this awareness in their conceptualizations of self, other and interpersonal interactions.

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

Basis for assessment:

• Reflection papers, personal process paper, class discussions, small group participation, assigned readings (CEP 517: Psych of MC);
• Reaction papers, class discussion (CEP 619: Social Identities)
• In class role-play of family culturally appropriate intervention techniques (CEP 562: Family);
• Class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
• Case conceptualization, class discussion (CEP 619: Social Identities);
• Ethical dilemmas, final exam (CEP 622: Ethics/Prof Issues);
• Class discussion, intelligence assessment reports, integrative reports, final exam, intelligence test administration (CEP 647: App. of Cog. Function);
• Administration briefs, assessment reports, case consultation, discussions on assigned and optional readings, discussions on lectures, in-class role-plays (CEP 648: App. of Personality);
• Final examination, critical thinking papers, case presentation with handout, literature review/critique (CEP 5/651: Diagnosis and Treatment);
• Final examination, topic papers, discussions on lectures, discussions on assigned and optional readings, in-class media presentations (CEP 5/652: Career);
• Information sheet, treatment plan, final examination, research proposal, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
• Clinical teams/application exercises, class discussions (CEP 5/658: Child/Adolescent);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
• Group proposals, group leadership reviews (CEP 677: Group Theory/Prac);
• Case conceptualization, class discussion, work with clients, supervisor evaluations (CEP 678: Advanced Prac);
Competency 6b: Students will be able to apply multicultural theories to themselves.

Basis for assessment:

- Personal identity paper (CEP 5/612: Human Development);
- Reflection papers, personal process paper, class discussions, small group participation, assigned readings (CEP 517: Psych of MC);
- Class discussion, reaction papers (CEP 619: Social Identities)
- Family dynamics self-assessment (including cultural influences on development) (CEP 562: Family);
- Ethical dilemmas (CEP 622: Ethics/Prof Issues);
- Self-assessment of research interests (CEP 632: Research Methods);
- Theory description paper, process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
- Group leadership reviews (CEP 677: Group Theory/Prac);
- Self-assessment of research interests (CEP 693: Educ Experimentation).

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

Basis for assessment:

- Self-assessment of research interests, research proposals (CEP 632: Research Methods);
- Final examination, topic papers, discussions on lectures, discussions on assigned and optional readings, in-class media presentations (CEP 5/652: Career);
- Counseling process and research project (CEP 673: Individual Theory/Prac);
- Group proposals, group research (CEP 677: Group Theory/Prac);
- Self-assessment of research interests, research proposals (CEP 693: Educ Experimentation);
- Literature review (CEP 700: Dissertation);
- Completed qualifying project (Qualifying Project).

Competency 6d: Students will demonstrate an understanding of advocacy by identifying the impact of social, political, economic, or cultural factors to promote change at the group, institutional, and/or systems level.

Basis for assessment:

- Reflection papers, personal process paper, class discussions, small group participation, assigned readings (CEP 517: Psych of MC);
- Class discussion, reaction papers, social justice project, prevention intervention (CEP 619: Social Identities);
- Class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
- Ethical dilemmas, class discussion, journal entries, prevention intervention (CEP 619: Social Identities);
- Professional identity and path paper, final exam (CEP 622: Ethics/Prof Issues);
- Class discussion, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
- Case conceptualizations (CEP 673: Individual Theory/Prac)

Objective 7: Students will disseminate psychological information to others.

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

Basis for assessment:
• The instructor will observe students assisting other students at practicing family counseling techniques during role plays in class (CEP 562: Family);
• Group leadership reviews of groups focused on group leadership training (CEP 677: Group Theory/Prac);
• Case conceptualizations, reflection papers, video reviews, supervisee and supervisor evaluation (CEP 679: Supervision Theory/Prac).

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

**Basis for assessment:**

• In class role-play of psychoeducational family intervention techniques (CEP 562: Family);
• Culturally responsive prevention intervention (CEP 619: Social Identities);
• Case conceptualizations, process transcript reviews of psychoeducational counseling sessions (CEP 673: Individual Theory/Prac);
• Psychoeducational group proposals, group leadership reviews (CEP 677: Group Theory/Prac);
• Outreach assignment and paper (CEP 678: Advanced Prac).

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

**Basis for assessment:**

• Chapter presentations (CEP 5/612: Human Development);
• In class role-play of psychoeducational family intervention techniques (CEP 562: Family);
• Psychoeducational brochure, supervisor evaluations (CEP 563: Primary Care Psych);
• Social Psychology Theory presentation, Social Justice Project presentation (CEP 619: Social Identities)
• Chapter presentations (CEP 5/658: Child/Adolescent);
• Psychoeducational brochure, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case conceptualizations, process transcript reviews of psychoeducational counseling sessions (CEP 673: Individual Theory/Prac);
• Psychoeducational group leadership reviews (CEP 677: Group Theory/Prac);
• Powerpoint presentation of dissertation (CEP 700: Dissertation);
• Powerpoint presentation of completed qualifying project (Qualifying Project).

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

**Basis for assessment:**

• Supervisor evaluations (CEP 563: Primary Care Psych);
• Ethical dilemmas (CEP 622: Ethics/Prof Issues);
• Research proposal presentations in class, provision of feedback to other students on their research proposals (CEP 632: Research Methods);
• Class discussion, intelligence assessment reports, integrative reports (CEP 647: App. of Cog. Function);
• Administration briefs, assessment reports, case consultation, discussions on lectures, in-class role-plays (CEP 648: App. of Personality);
• Case conceptualizations, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case presentations offered in the practicum seminars (CEP 673: Individual Theory/Prac);
• Supervisor evaluations (CEP 678: Advanced Prac);
• Supervisor evaluations (CEP 679: Supervision Theory/Prac);
• Research proposal presentations in class, provision of feedback to other students on their research proposals (CEP 693: Educ Experimentation).
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)
**Competency 7e:** Students will demonstrate knowledge of key issues, concepts, and distinctive contributions in related disciplines.

**Basis for assessment:**

- Group projects/presentations, class discussions, small group discussion (CEP 517: Psych of MC);
- Class discussion, work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
- Information sheet, treatment plan, final examination, discussions on lectures, discussions on assigned readings (CEP 5/656: Addictions);
- Case conceptualizations, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac).

**Competency 7f:** Students will demonstrate an understanding of how collaboration enhances healthcare outcomes.

**Basis for assessment:**

- Class discussion, supervisor evaluations (CEP 563: Primary Care Psych);
- Class discussion, supervisor evaluations (CEP 670: Behavioral Health Prac);
- Case presentations offered in the practicum seminars (CEP 673: Individual Theory/Prac);
- Leadership reviews of co-lead groups (CEP 677: Group Theory/Prac).

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

**Competency 8a:** Students will be well-versed in the Ethical Principals of Psychologists and Code of Conduct and skilled in ethical decision-making.

**Basis for assessment:**

- Students will be tested on ethics in family therapy (CEP 562: Family);
- Work with clients, supervisor evaluations (CEP 563: Primary Care Psych);
- Professional identity and path paper, ethical issue paper and presentation, ethical dilemmas, final examination (CEP 622: Ethics/Prof Issues);
- Research proposals, IRB applications (CEP 632: Research Methods);
- Class discussion, intelligence assessment reports, integrative reports, intelligence test administration (CEP 647: App. of Cog. Function);
- Final examination, instrument evaluations, discussions on lectures, discussions on assigned and optional readings (CEP 648: App. of Personality);
- Final examination, critical thinking papers, discussions on lectures, discussions on assigned readings (CEP 5/651: Diagnosis and Treatment);
- Clinical teams/application exercises, class discussions (CEP 5/658: Child/Adolescent);
- Case conceptualizations, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
- Case presentations offered in the practicum seminars (CEP 673: Individual Theory/Prac);
- Group proposals, group leadership reviews (CEP 677: Group Theory/Prac);
- Case conceptualizations, work with clients, supervisor evaluations (CEP 678: Advanced Prac);
- Case conceptualizations, work with supervisees, supervisor evaluations (CEP 679: Supervision Theory/Prac);
- Research proposals, IRB applications (CEP 693: Educ Experimentation);
- Ethical conduct of research, IRB process (CEP 700: Dissertation);
- Ethical conduct of research, IRB process (Qualifying Project);
- Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

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

**Basis for assessment:**
• “Social Justice as a Counseling Psychology Value” Paper (CEP 619: Social Identities)
• Professional identity and path paper, ethical issue paper and presentation (CEP 622: Ethics/Prof Issues);
• Research proposals (CEP 632: Research Methods);
• Case conceptualizations, case presentations, process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
• Case conceptualization format (CEP 678: Advanced Prac);
• Research proposals (CEP 693: Research Methods);
• “Relevance to Counseling Psychology” and “Implications for Counseling Psychology” sections of dissertation (CEP 700: Dissertation);
• “Implications for Counseling Psychology” section of qualifying project (Qualifying Project).

**Competency 8c:** Students will demonstrate the ability to self-evaluate and reflect on their training experiences; committed to the virtue of self-improvement.

**Basis for assessment:**

- Personal process paper, class discussions, small group discussions (CEP 517: Psych of MC);
- Students will write personal reflection papers regarding their experience of practicing family counseling techniques during role-plays in class with other students (CEP 562: Family);
- Supervisor evaluations (CEP 563: Primary Care Psych);
- Reaction papers (CEP 619: Social Identities)
- Professional identity and path paper (CEP 622: Ethics/Prof Issues);
- Family/self vocational reflection (with work genogram), discussions on lectures, discussions on assigned and optional readings (CEP 5/652: Career);
- Self-reflection paper, work with clients, supervisor evaluations (CEP 670: Behavioral Health Prac);
- Process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
- Group leadership reviews (CEP 677: Group Theory/Prac);
- Self-reflection paper, supervisor evaluations (CEP 678: Advanced Prac);
- Case conceptualization, reflection papers, video reviews, self-evaluation, supervisor evaluations (CEP 679: Supervision Theory/Prac).
- Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

**Competency 8d:** Students will demonstrate the ability to engage in self-care.

**Basis for assessment:**

- In-class meditation practice (CEP 517: Psych of MC);
- Professional identity and path paper (CEP 622: Ethics/Prof Issues);
- Self-reflection paper (CEP 670: Behavioral Health Prac);
- Process transcript reviews of counseling sessions (CEP 673: Individual Theory/Prac);
- Self-reflection paper (CEP 678: Advanced Prac);
- Case conceptualization, reflection papers (CEP 679: Supervision Theory/Prac).

**Competency 8e:** Students will demonstrate the ability to relate effectively with individuals, groups, and/or communities.

**Basis for assessment:**

- Small group discussion, group projects/presentations (CEP 517: Psych of MC);
- In class role-play of family intervention techniques (CEP 562: Family);
- Class discussion, supervisor evaluations (CEP 563: Primary Care Psych);
• Class discussion (CEP 619: Social Identities)
• Research proposal presentations in class, provision of feedback to other students on their research proposals (CEP 632: Research Methods);
• Class discussion, intelligence assessment reports, integrative reports, intelligence test administration (CEP 647: App. of Cog. Function);
• Administration briefs, assessment reports, case consultation, discussions on lectures, discussions on assigned and optional readings, in-class role-plays (CEP 648: App. of Personality);
• Class discussion, group supervision feedback, supervisor evaluations (CEP 670: Behavioral Health Prac);
• Case presentations offered in the practicum seminars (CEP 673: Individual Theory/Prac);
• Group leadership reviews (CEP 677: Group Theory/Prac);
• Class discussion, group supervision feedback, supervisor evaluations (CEP 678: Advanced Prac);
• Class discussion, group supervision feedback, supervisee and supervisor evaluations (CEP 679: Supervision Theory/Prac);
• Research proposal presentations in class, provision of feedback to other students (CEP 693: Educ Experimentation);
• Satisfactory Supervisor Evaluations: (CEP 680/682: Internship)

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 36 students, of which 25 (69%) are female and 11 (31%) are male. There are 19 (53%) ethnic minority students currently enrolled in the program, and 9 students (24%) are gay, lesbian, or bisexual. The department annually reviews approximately 80 completed applications and makes offers to approximately 12 students each year (until we fill our 6 slots) for an acceptance rate of 15%. During the past three years, only two students have left the program, resulting in a 5% 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. Sixty percent of our program faculty or contributors are ethnic minorities; 10% are gay, lesbian or bisexual; and 80% 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 and students 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 Counseling Psychology program are invited to a joint student/faculty “town hall” meeting sometime during the spring semester. Additional meetings can be requested 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 the 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

- **Association of Black Psychologists**
  P.O. Box 55999
  (202) 722-0808

- **National Latino Psychologists Association**

- **NM Psychological Association**
  8205 Spain N.E., Suite 202
  Albuquerque, NM 87109
  (505) 883-7376

Most of the professional organizations provide reduced membership fees for students. The bulletin board in the Graduate Student Lounge 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 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, in some cases, there may be reciprocity between states. Students can obtain current information about New Mexico licensure by going to the New Mexico State Board of Psychologist Examiners’ website at: http://www.rld.state.nm.us/Psychology/index.html. The board may also be contacted at (505)476-4690 or via fax at (505)476-4665. Their physical address is 2550 Cerrillos Road, Second Floor, Santa Fe, NM 87505. The Examination for Professional Practice in Psychology (EPPP), which is required for licensure, is given in testing centers throughout the state. Licensure is not the province of the department.

FACULTY AND STAFF

DEPARTMENT HEAD

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

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH

Professor, Licensed Psychologist (TX)
Editorial Board — The Counseling Psychologist
Teaching: Addictions, professional and ethical issues
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: jschw@nmsu.edu

RECENT PUBLICATIONS

Tsan, J. Y., Day, S. X., Schwartz, J. P., & Kimbrel, N. A. (in press). Restrictive emotionality, behavioral inhibition system (BIS) and behavioral activation system (BAS) and psychological health seeking behavior. Psychology of Men and Masculinity

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)

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH

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;
Teaching: Advanced Doctoral Practicum, Supervision Practicum, Primary Care Psychology, Mindfulness-Based Stress Reduction
Research: Multicultural identity, mindfulness-based interventions, supervision & training issues, gay & lesbian issues, women’s issues, and career development.
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.

CEP FACULTY

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

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH

Associate Professor
McNair Scholar; Co-authored NIMH Training Grant and a Children’s Miracle Network Research Grant; 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**


**HSIU-LAN CHENG PH.D. (UNIVERSITY OF MISSOURI – COLUMBIA)**

**PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH**

Assistant Professor, Licensed Psychologist (MI)
APA Divisions 17, 45, and 52; Asian American Psychological Association
2009 Named “Principal Reviewer” 2009, for number and quality of ad hoc peer reviews provided to the *Journal of Counseling Psychology*

**Teaching:**
Assessment and appraisal, diagnosis and treatment

**Research:**
Help seeking decision making and behaviors

**Email:** hlcheng@umich.edu

**RECENT PUBLICATIONS**


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

**PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH**

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)

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH
Assistant Professor, National Certified Counselor
Teaching: Counseling Theories and Techniques, Counseling Practicum, Professional Issues in Mental Health Counseling
Research: Counseling 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)

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH
Assistant Professor
Teaching: Counseling Research, Organization and Administration of School Programs, Advanced Counseling Practicum
Research: Indigenous ways of knowing
Email: ilgray@nmsu.edu

RECENT PUBLICATIONS

CLAUDIA PORRAS PH.D. (OKLAHOMA STATE UNIVERSITY)

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH
Assistant Professor
Teaching: Multicultural implications of practice, working with families, individual counseling practicum, human development
Research: Attachment styles, emotional intelligence, diversity implications in therapy, underrepresented populations in higher education
Email: claudia.v.porras@okstate.edu

RECENT PUBLICATIONS

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

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH
Assistant Professor
Internship and Practicum Coordinator for School Psychology Program
Research: Social-emotional development in children and adolescents, resiliency, child and adolescent psychopathology, multicultural issues.
Email: itfernan@nmsu.edu

RECENT PUBLICATIONS

MICHAEL WALDO, PH.D. (UNIVERSITY OF UTAH)

PROFESSIONAL AFFILIATIONS, TEACHING, AND RESEARCH
Professor, Licensed Psychologist (MT & NM)
Fellow in the American Psychological Association and American Counseling Association.
Teaching: Individual/family/group counseling and consultation/supervision, professional issues, research, internship
Research: Relationship Enhancement prevention and therapy, group work, spouse abuse counseling.
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RECENT PUBLICATIONS


**OTHER CEP TENURED FACULTY**

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Associate Dean of the College of Education and Associate Professor

Specializations: Student Affairs, Organizational Consulting, Supervision

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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:


**LUIS A. VÁZQUEZ, 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**
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Supervisor for CEP678

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Supervisor for CEP670

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CEP College Assistant Professor; Licensed Psychologist in NM
Instructor for CEP651, CEP677, CEP652

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Supervisor for CEP670

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Instructor for PSY540
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Supervisor for CEP678

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NMSU Counseling Center Staff Psychologist  
Supervisor for CEP678, Instructor for CEP504 and CEP550

CHAUNCE WINDLE, PH. D., (UNIVERSITY OF NOTRE DAME)  
NMSU Counseling Center Psychology Resident  
Supervisor for CEP678

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 digital recording. 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 work board. 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 as needed for 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 lounge 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.

CONFERENCE ROOMS

The department has three conference rooms that can be used for smaller classes and doctoral committee meetings (e.g., comprehensive exam, dissertation proposal). To reserve these rooms contact Alma Gross or one of the student workers in the main office.

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 a minimum of 18 half-time graduate assistantships (GA’s) with opportunities for additional GAs when funding is available. These GAs are 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 by the Graduate School and a Teaching of Teaching seminar in the Department.

In addition to the eighteen guaranteed departmental assistantships, students routinely acquire additional assistantships in the CEP Department, as well as find additional assistantships in 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.

### 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, particularly when on internship.** 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 project, creating a powerpoint presentation, and offering the presentation at the symposium is required for completion of the Qualifying Procedure.

First year students have several options in completing a research project during their first year in the program that fulfills the requirement of the Qualifying Project. Students may submit for publication a master’s thesis, they may complete a research project that is a part of a class assignment (e.g. CEP 673 or CEP 632), or they may work on a research team or an independent project under the supervision of a faculty member. Generally this supervision is provided by the student’s advisor, but students may work with other faculty. Ideal this project will help solidify the direction of the student’s dissertation study.

The following steps should be completed when meeting with one’s research supervisor for the Qualifying Project:
1. The project on which the student will be working should be clearly identified by the student and the faculty;
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 faculty.

Authorship credit will be 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.

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.

Please refer to Qualifying Project Section and the Dissertation Sections for more information on Research Mentorship.

**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 at 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 ($50) 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 on site, resulting in students completing 900 hours of supervised experience prior to beginning their internships. The total number of direct service/contact hours is currently 370 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)**

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33
• 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
• 12-18 hours of leading or co-leading a self-developed group

ADVANCED PRACTICUM (CEP 678 - FALL)
• 12 hours a week needs to be scheduled for the following:
  o 2 hours for the seminar
  o 1 hour individual supervision
  o 7 hours at the Counseling Center (5 client and 2 paperwork hours)
• Observe 2 SII interpretations
• 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:
  o 2 hours for the seminar
  o 1 hour individual supervision
  o 7 hours at the Counseling Center (5 client and 2 paperwork hours)
• Present or observe/co-present 2 outreach presentations
• Minimum number of direct service hours for course is 45 hours.

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
• Live supervision of 550 student: 2 hrs/wk @ 8 wks = 16 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>1 licensed psychologist</td>
</tr>
<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>
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</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 at: [http://education.nmsu.edu/cep/phd/cep-field-experience-dir.html](http://education.nmsu.edu/cep/phd/cep-field-experience-dir.html)

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 are also available via the forms link listed the appendix.

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

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>2 Credits</th>
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<tbody>
<tr>
<td>50 hours total</td>
<td>100 hours total/6.7 hrs/wk</td>
</tr>
<tr>
<td>Direct Service = 15 hours</td>
<td>Direct Service = 30 hours</td>
</tr>
<tr>
<td>Individual Supervision = 1 hour per week</td>
<td>Individual Supervision = 1 hour per week</td>
</tr>
<tr>
<td>3 Credits</td>
<td>4 Credits</td>
</tr>
<tr>
<td>150 hours total/10 hrs/wk</td>
<td>200 hours total 13hrs/wk</td>
</tr>
<tr>
<td>Direct Service = 45 hours</td>
<td>Direct Service = 60 hours</td>
</tr>
<tr>
<td>Individual Supervision = 1 hour per week</td>
<td>Individual Supervision = 1 hour per week</td>
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</tbody>
</table>
DOCUMENTING SUPERVISED HOURS

Students should use the “Practicum Hours Semester Summary” form for documenting practicum and field experiences. This is available on the Doctoral Program’s webpage: [http://education.nmsu.edu/cep/phd/forms.html](http://education.nmsu.edu/cep/phd/forms.html). 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. 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, Psychology of Multiculturalism, 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 includes 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 that is supervised by their academic advisor and/or other faculty members throughout their first year of study. This research mentor is expected to meet at least biweekly with their mentee during their first year.

As a part of their involvement in this research project, students contribute to a publishable manuscript or grant proposal that is submitted for funding. 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. The product (manuscript or powerpoint presentation) is submitted to the advisor by the last day of fall semester in their second year of study. The “Contributions to Research” form is to be used to document students’ contributions to a research manuscript or presentation. This is available on the Doctoral Program’s webpage: [http://education.nmsu.edu/cep/phd/forms.html](http://education.nmsu.edu/cep/phd/forms.html). Each student’s contribution should be a minimum of 20% of the total project. The faculty research supervisor determines the acceptability of the manuscript or presentation, and then submits it to the Training Director for it to be placed in the student’s file.

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 their faculty research supervisor 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, 2010, p. 21)

An inability to meet the criteria established for the doctoral qualifying examination (including not meeting the deadline of the last day of Fall semester of the second year of study 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.

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).

FACULTY ADVISOR
Doctrinal 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 comprehensive exam.
committee, and dissertation committee. 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 preliminary "Program of Study and Committee for Doctoral Students" form with the Graduate Student Services, which can be found on the graduate school forms website: [http://prospective.nmsu.edu/graduate/forms/index.html](http://prospective.nmsu.edu/graduate/forms/index.html). A listing of the required courses is on page 51 of this handbook, and students can paste this information into the form. The program of study form is completed in consultation with the student’s advisor and is approved by the Department Head before being sent to the Graduate School. The program of study must exactly match the courses listed on the student’s transcript or it will be returned by the Graduate Student Services.

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 must have at least three CEP faculty to represent the major area plus one other faculty member, not from CEP, to serve as the Graduate School 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 Student Services. This form is available on the Graduate Student Services forms website: [http://prospective.nmsu.edu/graduate/forms/index.html](http://prospective.nmsu.edu/graduate/forms/index.html). 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, and be signed by the Department Head and the Dean.

**COMPREHENSIVE PORTFOLIO AND EXAMINATION**

**COMPREHENSIVE EXAM 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 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.

### COMPREHENSIVE EXAM PERFORMANCE INDICATORS AND DOCTORAL PROGRAM COMPETENCIES

The Comprehensive Exam is an opportunity for students to demonstrate their mastery of all of the program competencies. This document describes the performance indicators for each of the five comprehensive exam narratives and how they correspond to relevant program competencies. All of the exam narratives should demonstrate: Competency 1a: Students will demonstrate basic knowledge across the core foundational areas of psychology and in the substantive area of Counseling Psychology; and Competency 1b: Students will demonstrate the ability to synthesize the theory, research, and practice of the counseling psychology knowledge base. These competencies are demonstrated by the accurate use of specific terms and psychological constructs and the application of theory and research to one’s training experiences. In addition, the comprehensive exam narratives are an opportunity to demonstrate mastery of knowledge by synthesizing and integrating information across the domains/content areas. Thus, you may be addressing some material in multiple areas across the narratives. The following list of program competencies and performance indicators provide greater detail about the content that should be address in each narrative.

### 1. 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 ADDRESSING PROGRAM COMPETENCIES

**Competency 6d**: Students will demonstrate an understanding of advocacy by identifying the impact of social, political, economic, or cultural factors to promote change at the group, institutional, and/or systems level.

**Performance Indicators**:
- Documents examples of role as advocate and/or social change agent as part of professional role.

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

**Performance Indicators**:
- Discusses supervisor’s evaluation of consultation.
- Demonstrates the ability to use consultation in addressing ethical issues.

**Competency 8a**: Students will be well-versed in the Ethical Principals of Psychologists and Code of Conduct and skilled in ethical decision-making.

**Performance Indicators**:
- Practicum, field placement, and supervision final evaluations indicate established competencies with respect to professional and ethical-legal issues.
- Identifies an ethical decision-making model.
- Discusses how they currently have used this in their counseling practice.

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

**Performance Indicators**:
- Articulates the major themes/foci of the field of Counseling Psychology; the basic assumptions of the scientist-practitioner model of training, and identify ways s/he has incorporated these themes/assumptions into her/his own career path.
- 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.
- 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.
- Demonstrates an awareness and commitment to the importance of participation in professional organizations.

**Competency 8c**: Students will demonstrate the ability to self-evaluate and reflect on their training experiences; committed to the virtue of self-improvement.

**Performance Indicators**:
- Produces evidence of a history and commitment to one’s own professional development.
- Documents a plan to further develop her/his professional competencies as well as professional identity.
- Demonstrates an ability to self-reflect and engage in life-long learning.

**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.

**2. 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 ADDRESSING PROGRAM COMPETENCIES

**Competency 2b:** Students will demonstrate a basic understanding of research methodologies and be able to critically evaluate research literature, proposals, and other relevant research materials.

**Performance Indicators:**
- Locates, analyzes and synthesizes research reports to provide rationale for her/his current research.
- Effectively critiques research

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

**Performance Indicators:**
- Selects and applies appropriate research designs, methodologies, and methods of data analyses.
- Integrates findings into the broader literature and articulates implications of the findings.
- 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.
- Presents at a professional conference. The study must be within the field of counseling psychology and must be data-based.

**Competency 2d:** Students will demonstrate a basic understanding of statistical concepts.

**Performance Indicators:**
- Effectively critiques research analyses and findings.

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

**Performance Indicators:**
- Is sensitive to and can incorporate multicultural perspectives in all phases of research.

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

**Performance Indicators:**
- Demonstrates an ability to effectively communicate psychological research findings to clients, students, other health care professionals, and the general public.

**Competency 8a:** Students will be well-versed in the Ethical Principals of Psychologists and Code of Conduct and skilled in ethical decision-making.

**Performance Indicators:**
- Discusses ethics in research, particularly related to the IRB process/NIH human subjects training.

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 the 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.

3. 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 ADDRESSING PROGRAM COMPETENCIES

Competency 3a: Students will demonstrate knowledge of psychometrics in order to evaluate the appropriateness of psychological measures.

Performance Indicators:
• Knows and understands the concepts of reliability, validity, and test construction.

Competency 3b: Students will demonstrate awareness of and skill in various forms of interview, observation, and collateral assessment.
Performance Indicators:
• Discusses supervisor evaluations related to intake.
• Demonstrates awareness of multiple methods of gathering information.

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

Performance Indicators:
• Selects, administers, and accurately interprets a wide range of assessment instruments appropriate for practice as a counseling psychologist.
• Critically evaluates instruments’ strengths, limits and appropriateness.

Competency 3d: Students will demonstrate the ability to communicate assessment findings to relevant parties.

Performance Indicators:
• Writes psychological assessment reports targeted to referral questions.
• Demonstrates competency in providing verbal feedback to examinee.

Competency 3e: Students will demonstrate the ability to engage in diagnosis that can guide case conceptualizations and generate appropriate treatment plans.

Performance Indicators:
• Uses data from assessment instruments as needed to guide counseling treatment plans and interventions.
• Uses data from other sources (observations, collateral information) to engage in diagnosis that can guide case conceptualizations and generate appropriate treatment plans.

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

Performance Indicators:
• Uses knowledge of diversity issues to select appropriate assessments, evaluate those instruments, interpret results, and provide feedback on those results.

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

Performance Indicators:
• Demonstrates the ability to use consultation in addressing diagnostic and assessment questions.

Competency 8a: Students will be well-versed in the Ethical Principals of Psychologists and Code of Conduct and skilled in ethical decision-making.

Performance Indicators:
• Knows, understands, and applies ethical and legal principles in assessment and measurement.

Competency 8c: Students will demonstrate the ability to self-evaluate and reflect on their training experiences; committed to the virtue of self-improvement.

Performance Indicators:
• 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. Cannot yet effectively integrate assessment results with client background information and behavioral observations to provide a comprehensive assessment with specific recommendations.

4. Cannot 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.

4. 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 ADDRESSING PROGRAM COMPETENCIES

Competency 2a: Students will be knowledgeable about evidenced-based treatments and practices. Students are required to examine the empirical research on theories and interventions from primary sources.

Performance Indicators:

• Articulates an integration of theories that show evidence of being effective with specific clients' problems.

Competency 4a: Students will demonstrate knowledge of a range of counseling theories.
Performance Indicators:
  • Accurately describes the constructs and major theoretical propositions of theories and systems of thought.

**Competency 4b:** Students will demonstrate the ability to utilize specific theories for treatment planning and case conceptualization.
Performance Indicators:
  • Uses an integration of theories to develop case conceptualizations and treatment plans from client intake data. Treatment plans include elements that address clients’ personal strengths and resources.

**Competency 4c:** Students will demonstrate the ability to implement a variety of treatment interventions.
Performance Indicators:
  • Conveys an understanding of the rationale for a range of counseling interventions.
  • Effectively implements a range of counseling interventions.

**Competency 4d:** Students will evaluate the effectiveness of treatment approaches with a variety of clients, based on the clients’ needs and context.
Performance Indicators:
  • Evaluates effectiveness of interventions and treatment outcomes by addressing evidence gathered through multiple methods.

**Competency 5a:** Students will demonstrate a theoretical understanding of human and career development.
Performance Indicators:
  • Accurately describes the constructs and major theoretical propositions of career and human development theories.

**Competency 5b:** Students will utilize developmental theory in their assessment and conceptualization of client circumstances.
Performance Indicators:
  • Case conceptualizations indicate a developmental understanding of the client.

**Competency 5c:** Students will utilize vocational theories in their assessment and conceptualization of clients.
Performance Indicators:
  • Case conceptualizations indicate an understanding of the client’s vocational context and development.

**Competency 6a:** Students will be able to apply multicultural theories and an understanding of sociocultural context in their assessments, conceptualizations, and interventions with various culturally diverse individuals.
Performance Indicators:
  • Case conceptualizations indicate an understanding of the client’s socio-cultural context.
  • Assessments indicate an understanding of the client’s socio-cultural context.
  • Interventions indicate a sensitivity to the client’s socio-cultural context.

**Competency 7d:** Students will consult with other professionals and communicate effectively in a variety of settings.
Performance Indicators:
  • Demonstrates the ability to use consultation in addressing clinical issues.
**Competency 8a:** Students will be well-versed in the Ethical Principals of Psychologists and Code of Conduct and skilled in ethical decision-making.

**Performance Indicators:**
- 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.

**Competency 8c:** Students will demonstrate the ability to self-evaluate and reflect on their training experiences; committed to the virtue of self-improvement.

**Performance Indicators:**
- Documents a plan to further develop her/his counseling and practice competencies.

**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.
5. 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 ADDRESSING PROGRAM COMPETENCIES

Competency 6a: Students will be able to apply multicultural theories and an understanding of sociocultural context in their assessments, conceptualizations, and interventions with various culturally diverse individuals.
Performance Indicators:
• Demonstrates knowledge of multicultural competencies.
• Understands key theories within multicultural psychology and applies this knowledge to her/his professional activities related to practice, research, and professional relationships.

Competency 6b: Students will be able to apply multicultural theories to themselves.
Performance Indicators:
• Demonstrates awareness of her/his personal values and beliefs related to oneself, and how this awareness influences her/his professional activities.

Competency 6d: Students will demonstrate an understanding of advocacy by identifying the impact of social, political, economic, or cultural factors to promote change at the group, institutional, and/or systems level.
Performance Indicators:
• Demonstrates awareness of her/his personal values and beliefs related to one’s advocacy role.

Competency 7b: Students will provide outreach and psychoeducational interventions to individuals and groups.
Performance Indicators:
• Discusses their prevention role as a counseling psychologist.
• Articulates how they have prevented psychological difficulties (rather than just remediation).
• Demonstrates the ability to provide culturally responsive outreach in such a way as to promote social justice.

Competency 8c: Students will demonstrate the ability to self-evaluate and reflect on their training experiences; committed to the virtue of self-improvement.
Performance Indicators:
• 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).

**Competency 8e:** Students will demonstrate the ability to relate effectively with individuals, groups, and/or communities.

**Performance Indicators:**
• Demonstrates culturally relevant skills in working with a diversity of individuals, groups, couples, families, and/or systems.

**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 theories and research in multicultural psychology; and (c) skills in applying this awareness and knowledge to practice and research.
3. Provides a realistic and detailed plan to continue to develop multicultural competencies, especially related to other counseling psychology performance indicators.

**NOT YET MEETING THE STANDARD (RATING OF 1)**
1. Demonstrates *limited depth of knowledge and understanding* of conceptualization(s) of multicultural psychology competencies.
2. *Inconsistently 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 theories and research in multicultural psychology; and (c) skills in applying this awareness and knowledge to practice and research.
3. Provides *little* evidence of a realistic and detailed plan to continue to develop multicultural competencies, especially related to other counseling psychology performance indicators.

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

**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 "Program of Study and Committee for Doctoral Students form with the Graduate School at least 10 working days before the oral examination. (This form is available on the Graduate Student Services website: [http://prospective.nmsu.edu/graduate/forms/index.html](http://prospective.nmsu.edu/graduate/forms/index.html).

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>&gt;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. Once a student proceeds to the oral exam the committee votes to pass, fail or reconvene after remediation. If the student does not pass the oral examination after remediation then this will result in automatic dismissal from the program.

Students will receive the written comments of the faculty as well as the numerical ratings. Students are then encouraged to re-read their answers after receiving this feedback so that they can engage in reflective self-evaluation in order to gain further direction in their preparation for the re-doing of any areas of the written exam and/or for the oral exam. Further discussion can occur with the student’s advisor or their committee, but only after the student has engaged in this self-evaluation/self-reflection process.

The oral exam also will be conducted by the student’s doctoral committee, including their Graduate Dean Representative. The oral comprehensive exam should occur no later than one month from the time that a student has been informed that they have passed the written comprehensive exam. The oral portion allows committee members to ask follow-up questions in order to better assess the student’s understanding of any areas/issues that were not well addressed in writing. The second part of the exam will focus on the student’s ability to apply their learning to a specific case vignette. Questions may be drawn from any coursework in the student’s program. An important aspect of the oral exam is the students’ ability to accurately describe theoretical constructs and apply them to the vignette. The advisor’s role is to facilitate the oral exam by making sure all committee members have time to ask questions.

Students must satisfactorily complete all sections of the comprehensive exams before the Training Director will certify that students are ready for internship on the APPI form.

In all cases, there must be an interval of at least 16 weeks (preferably one year) between passing the comprehensive examination and submitting to the final oral examination (also called the "Final Examination" or "Defense Dissertation").

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**INTERNSHIP IN COUNSELING PSYCHOLOGY**

Preparation for internship placement should begin at the end of the 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. For students who do not acquire an APA-accredited internship site please refer to the next section on approval of Non-APA internships.

The program expectation is that students 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.

The APPIC website (http://appic.org/) includes information about the different internship programs, a searchable database to locate programs, and information about the APPIC Match. Students who are preparing to apply for internship should sign up for the Match Listserv the summer prior to application. Information on how to do this is provided on the APPIC website. The National Matching Services website (http://www.natmatch.com/psychint/) contains information about registering for the Match. Each spring the department holds a workshop focused on the internship application process. Students are strongly encouraged to attend this workshop.

Students’ potential internship sites 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. In October, when students begin the actual application process, they should provide the Training Director with a finalized list of sites. In addition, students must make an appointment with the Training Director and provide a copy of all documentation forms used to verify the APPI. All semester logs need to be summarized on the NMSU Formatted APPI Hours Spreadsheet (http://education.nmsu.edu/cep/phd/forms.html). In the Training Director (TD) verification section of the APPI 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. Refer to appic.org for a list of FAQ regarding the APPI items.

Doctoral students enroll in a minimum of 9 credits of internship for fall and spring semesters (18 credits in total), and a minimum of 2 credits for summer semesters. 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.

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.

**APPROVAL OF NON-APA ACCREDITED INTERNSHIP SITES**

Students who do not acquire an APA-accredited internship site must have an alternative site approved by the CPTC. The alternative site must be an APPIC-member site, or one that is “APPIC-equivalent”. “APPIC-equivalent” is defined as meeting all the criteria for APPIC membership (refer to the APPIC website for a list of the criteria). The exceptions to the APPIC criteria that maybe waived in extenuating circumstances are:

1) A minimum FTE of two interns on site

2) That it has to 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 will be required to sign a document indicating that they understand such exceptions may mean they cannot be licensed in some states (e.g. Texas). 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 the of the APPIC criteria. A member of the CPTC will then make a site visit to further assess the site’s capability to meet the criteria.

**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 dissertation 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," available on the Department website: [http://education.nmsu.edu/cep/phd/forms.html](http://education.nmsu.edu/cep/phd/forms.html) (1) 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: (1) approval; (2) approval contingent upon recommended modifications, or (3) 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 Committee is required. Students are to file "Application For Permission To Use Human Subjects In Research" (available on the website of the Institutional Review Board: [http://research.nmsu.edu/compliance/IRB/forms.html](http://research.nmsu.edu/compliance/IRB/forms.html)). This form is reviewed by the university committee on Participation of Human Beings as Subjects for Research. Students must complete an on-line course in order to receive a certificate before their Human Subjects form will be reviewed. A copy of the approved form should be placed in the Appendix of the Dissertation. Doctoral students are encouraged to consult the American Psychological Association’s *Ethical Principles in the Conduct of Research with Human Participants*. Further guidelines for preparation of dissertation proposals and dissertations are offered on the Graduate Student Services website: [http://gradschool.nmsu.edu/Guidelines/](http://gradschool.nmsu.edu/Guidelines/)

**It is a program requirement that the dissertation proposal be approved prior to a student leaving for internship.**

Failure in meeting this deadline will be grounds for a selective review. The consequence of this selective review will be a revised timeline for completion of the proposal and progress on the dissertation with another selective review occurring after the internship year is completed if the deadlines are not met. The consequences of a second selective review may be dismissal from the program.
In order to reduce the occurrence of such a selective review, at the end of the spring semester in year 2 the advisor and instructor of 693 will discuss each student’s likelihood of proposing before leaving for internship, and another discussion between the advisor and the CPTC would occur in October of the third year. After such discussions if all faculty are in agreement that the student is likely to propose before leaving for internship then this will be the criteria for answering “Yes” to the question about the faculty feeling the student is ready for internship on the “Readiness for Internship” section of the AAPI. If a student has not proposed before submitting their APPI form then they will be required to submit a timeline for successful completion of the dissertation proposal as a criterion for readiness to apply for internship. This timeline should be signed by both the student and their advisor and will be submitted to the Training Director by October 1 when they submit their APPI form.

**Dissertation: CEP 700**

Doctoral students must complete 18 credits of CEP 700. 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 a defense of the dissertation, students must be prepared a publishable manuscript based on the dissertation, which they have distributed to the committee with the dissertation prior to the defense. 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 "Doctorate of Philosophy Examination" form with the graduate school at least 10 working days prior to the defense. This form is available on the Graduate Student Services website: [http://prospective.nmsu.edu/graduate/forms/index.html](http://prospective.nmsu.edu/graduate/forms/index.html). Each semester the graduate school establishes graduation deadlines for the final defense. Anyone 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. Failure in the second examination disqualifies the candidate from obtaining the degree (NMSU Graduate Catalog, 2010-2011, p. 22)

**Application for Degree**

The student must file an "Application for Degree Form" available on the Graduate Student Services 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 faculty ratings on relevant program competencies, grades and feedback on assignments. In addition, each semester general written feedback on each student is solicited from the faculty. Once a year, a more comprehensive evaluation occurs beginning in April. 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 Doctoral Students" form ([http://education.nmsu.edu/cep/phd/forms.html](http://education.nmsu.edu/cep/phd/forms.html)). They also complete a comprehensive self-evaluation of all the program competencies. They provide an updated curriculum vita and a brief description of their current research project (qualifying or dissertation). Students’ transcripts also are reviewed as part of this evaluation. The students discuss their evaluation with their advisors, who in turn provide Advisor Comments on
the document after which all the documents are submitted to the Training Director. The Training Director convenes a meeting with the departmental faculty to discuss each student’s progress. Feedback from this meeting and the semester review comments is provided to each student in a letter that is sent to the students and also includes a summary of all the faculty ratings of the students on all the program competencies that were addressed in the coursework that year. 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). If the annual review indicates enough concern, a selective review may be called by the CPTC to discuss the concerns directly with the student and a remediation plan may be developed.

**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. Such deficiencies will usually be indicated by an unsatisfactory grade (U or lower than a B-) and a rating of “1” on at least one program competency rating form. 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 are focused on behaviors or competencies that need to be demonstrated. Annual assessment of students’ progress includes an assessment of students’ ability to take corrective action. Official closure of a selective review occurs in two ways. If the corrective action is stated as course requirements that need to be completed then a successful grade for the class constitutes closure of the selective review. If the corrective action occurs outside of course requirements then 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 (or U) will be required to retake the course after completing a remediation plan.

STATEMENT ON THE COMPREHENSIVE EVALUATION OF STUDENT COMPETENCE

Developed by the Council of Chairs of Training Councils and adopted by the Council of Counseling Psychology Training Programs February 2004.

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 10 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 10 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.

4. If after the third step the student or any of the other parties involved is still not satisfied with the response, he or she must present to the dean of the Graduate School within ten working days a formal letter that provides specific details regarding the nature of the grievance. In the letter, the student can request that their case be presented to the Graduate Student Appeals Board. After receiving a letter complaint (not an email), 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 ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the graduate dean decides that the appeal does have merit, he or 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.

5. 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.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course and Activities</th>
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<tbody>
<tr>
<td>One</td>
<td>Summer</td>
<td>CEP 5/612 Human Development***&lt;br&gt;CEP 517 Psychology of Multiculturalism&lt;br&gt;Doctoral Student Orientation/Teaching of Teaching Seminar</td>
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<td>Fall</td>
<td>CEP 511 Edumetrics***&lt;br&gt;CEP 5/651 Diagnosis and Treatment Planning***&lt;br&gt;CEP 622 Ethical/Professional Issues in Counseling Psychology&lt;br&gt;CEP 673 Counseling Psychology Theory/Practicum</td>
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<td>Spring</td>
<td>CEP 636 Advanced Educational Measurement &amp; Statistics***&lt;br&gt;CEP 5/652 Career Life Planning &amp; Vocational Assessment***&lt;br&gt;CEP 677 Group Work Theory/Practicum&lt;br&gt;CEP 632 Counseling Psychology Research&lt;br&gt;&lt;strong&gt;Select a doctoral committee in consultation with advisor&lt;/strong&gt;</td>
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<td>Two</td>
<td>Summer</td>
<td>CEP 5/656 Addictions Counseling***&lt;br&gt;CEP 619 Psychology of Social Identities (odd years)</td>
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<td></td>
<td>Fall</td>
<td>CEP 647 Appraisal of Intelligence***&lt;br&gt;EDUC 576 or CEP 634 Qualitative Research&lt;br&gt;CEP 678 Advanced Counseling Psychology Practicum&lt;br&gt;CEP 579 or NURS 597 Clinical Psychopharmacology*** (even yrs.)&lt;br&gt;&lt;strong&gt;Multicultural Research Symposium Paper Submitted&lt;br&gt;File a program of study&lt;/strong&gt;</td>
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<td>Spring</td>
<td>CEP 648 Appraisal of Personality***&lt;br&gt;CEP 637 Multivariate Research Procedures &amp; Analyses&lt;br&gt;CEP 678 Advanced Counseling Psychology Practicum&lt;br&gt;CEP 693 Educational Experimentation</td>
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<td>Three</td>
<td>Summer</td>
<td>CEP 562 Family Therapy Theory and Technique***&lt;br&gt;CEP 515 Learning Theory*** (even years)</td>
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<td>Fall</td>
<td>CEP 679 Supervision Theory and Practicum&lt;br&gt;PSY 540 History and Systems of Psychology*** (odd yrs.)&lt;br&gt;CEP 563 Primary Care Psychology&lt;br&gt;CEP 700 Dissertation Proposal (4 credits)&lt;br&gt;&lt;strong&gt;Comprehensive Examination&lt;br&gt;Dissertation Proposal&lt;/strong&gt; &lt;br&gt;&lt;strong&gt;Apply for Internship placement:&lt;br&gt;• APPI Form&lt;br&gt;• Practicum logs&lt;br&gt;• Dissertation timeline&lt;/strong&gt;</td>
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<td>CEP 680 Internship in Counseling Psychology (9 credits)&lt;br&gt;CEP 700 Dissertation (5 credits)</td>
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<td>Summer</td>
<td>CEP 682 Internship in Counseling Psychology (2 credit)&lt;br&gt;&lt;strong&gt;GRADUATE!!&lt;/strong&gt;</td>
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***These courses may be waived if taken previously at the graduate level
COURSE WAIVER PROCEDURE

Students who completed graduate coursework at other institutions or in other graduate programs at New Mexico State University which are equivalent to courses required in our Program, may petition to have those course requirements waived. A Departmental Petition for Course Waiver form must be completed for each course to be considered for a waiver, which can be found on the Program website: http://education.nmsu.edu/cep/phd/forms.html. 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, and transcripts from the original course to the Training Director. The Training Director 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 7 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.

NMSU’S GRADUATE SCHOOL STATEMENT ABOUT TRANSFER OF CREDITS

A student may transfer graduate credits taken at NMSU as well as graduate credits from another university to New Mexico State University, provided the credits were earned on the campus of an accredited institution. Transferred course work (grades and hours) is maintained separately from NMSU course work.

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 course work. 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 students must take at least 50 percent of the course work required for the degree from faculty of New Mexico State University to meet the residency requirements for their degree. Transfer credits must meet the same time-limit requirements (seven years) as graduate classes at accredited universities. Course work taken elsewhere after initiation of Graduate School 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.
Students planning on an interruption of studies should address a request for leave of absence through their department head, alerting the Dean of the Graduate School. The student must submit a formal letter through their department head to the Dean of the Graduate School. Email will not be accepted. The request should include the beginning date and the anticipated ending date for the period of absence. A graduate student on leave of absence will be expected not to use university facilities and place no demands upon the university faculty and staff, and, therefore will pay no fees. Time spent in leave-of-absence status will not be counted toward time limits.

A graduate student who fails to register for one calendar year without obtaining a leave of absence from the Graduate School will be considered withdrawn from the university. For information on resuming studies after such absence, see the Graduate School Catalog.

### RECORD KEEPING

The Department of Counseling and Educational Psychology maintains a file on each doctoral student that is kept in the departmental file room. 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

#### NON DISCRIMINATION POLICY STATEMENT

The university’s non-discrimination policy states, “The university is dedicated to providing equal employment and educational opportunities to all persons without regard to age, ancestry, color, disability, gender, gender identity, national origin, race, religion, sexual orientation, spousal affiliation or veteran status. The university strives to comply with all federal and state nondiscrimination laws.” (http://www.nmsu.edu/~vpsa/APAP/nondiscrimination.html)

#### 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, students, and visitors.

According to the U.S. Equal Employment Opportunity Commission and the U.S. Office of Civil Rights, 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 academic progress; (2) students’ educational pursuits are adversely impacted; (3) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; (4) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or creates an intimidating, hostile, or offensive working or learning environment. Harassing conduct based on gender often is sexual in nature, but sometimes is not. Any unwelcome conduct based on gender is also forbidden by this policy regardless of whether the individual engaged in harassment and the individual being harassed are of the same or different gender. Common forms of harassment include offensive or abusive physical contact, joking, lewd language, suggesting sexual favors, displaying sexually suggestive objects, pictures, magazines, calendars, etc.
Hostile Work/Academic Environment: A student or employee may file a claim based on sexually offensive conduct that is sufficiently severe and/or pervasive to create a hostile work or academic environment. A hostile work or academic environment based on unwelcome attention, leers, or remarks of a sexual nature may also be grounds for sexual harassment. The university extends this protection to students in the classroom or in any academic-related settings. Hostile environment harassment based on discrimination should be referred to the Institutional Equity Director. Non-discriminatory hostile environment issues are regarded management matters under the purview of the appropriate administrator. The university extends this protection to students in the classroom or in any academic-related settings. Hostile environment harassment based on discrimination should be referred to the Institutional Equity Director.

Retaliation: Any university employee or student may report violations of this policy without fear of retribution. The university prohibits retaliation against any individuals because they have in good faith: (1) opposed any discriminatory or employment practice covered by university policies/procedures or state/federal laws; (2) filed a complaint of discrimination or grievance with the Institutional Equity Office or external state/federal agency with statutory jurisdiction over discrimination filings; (3) reported a discriminatory matter to a supervisor; or, (4) testified, assisted with, or participated in an investigation, proceeding, or hearing protected under same. Such retaliation in and of itself may result in disciplinary action, up to and including termination.

Grievances: Persons who feel they have been harassed should whenever possible first approach the person or persons engaging in the inappropriate conduct to indicate that the conduct is unwelcome. If the unwelcome behavior persists, the aggrieved should either report the complaint to the appropriate supervisor or the Institutional Equity Director. All sexual harassment complaints made to a person in a position of authority must be reported to the Institutional Equity Director (or the Human Resources Director if uncomfortable reporting the complaint to the Office of Institutional Equity Director) immediately, regardless of whether or not permission was given by the party subjected to the harassment. Allegations of sexual harassment are to be reported within 15 working days of occurrence, unless extenuating circumstances warrant exception. All employees and students should be aware that the university is prepared to take action in a timely manner to prevent and remedy such behavior, and that individual(s) who engage in such behavior are subject to disciplinary action. Any disciplinary action may be appealed through the appropriate procedure. To the extent possible, every effort will be made to safeguard confidentiality, consistent with reporting obligations and the need to investigate promptly and thoroughly. Contact Gerard Nevarez, Institutional Equity Director at the O’Loughlin House or call (575)646-3635 for any questions or clarifications to this policy statement.

Sanctions: Individuals who engage in sexual harassment, or supervisors who neglect to control the work environment and/or learning environment, will be held accountable. If it is determined that a violation of this policy has occurred, appropriate disciplinary action, training, and other measures will be taken to remedy the situation. All individuals are required to cooperate with any investigation in response to an allegation of harassment. Refusal to cooperate in an investigation may result in disciplinary action in accordance with university policy.

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 in Corbett Center, Room 244 (646-2420). 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.
STUDENT PARKING

Transportation & Parking Services is responsible for administering the parking program for NMSU. This includes the development of parking lots, issuance of parking permits and enforcement of parking regulations. Commuter Student Permits and Resident Student Permits are available and may be purchased Monday through Friday from 8 a.m. – 4:30 p.m. at the Parking Department located at 725 College Drive, on-line at http://nmsuparking.com/permit2.html, or by completing a Mail Order Permit Request at http://nmsuparking.com/MailForm.pdf.

Individuals who choose to park on NMSU campus parking lots or on NMSU campus streets must obtain and display an NMSU parking permit, pay at the meter or park in the free parking lots. To lessen parking difficulties for students, faculty and staff, AggieTransit is available to those individuals who opt to park in the free parking lot east of Pan American Center. Permit regulations are enforced between the hours of 7:30 a.m. and 4:30 p.m. Disabled parking spaces emergency/fire zones, service zones and yellow curbs are enforced 24 hours a day. Parking Regulations and campus maps are available on-line at http://nmsuparking.com.

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. CP doctoral students may request a therapist who is not involved in the supervision of doctoral students. Bilingual counselors are available. The staff consists of eight staff psychologists and four doctoral interns. The Center is fully accredited by the International Association of Counseling Centers and is a member of APPIC. 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 1,823,296, and 4,402 periodical subscriptions. The library holdings specifically include 141 journals in the subject of psychology, including The Counseling Psychologist, the Journal of Counseling Psychology, and the American Psychologist. The library provides access to counseling and psychology research literature through PsycINFO and PsycARTICLES. The latter provides full text access to 93 journals published by the American Psychological Association and other publishers. Students can gain access to the entire DSM-IV library, as well as 6 scholarly journals through the Psychiatry Online databases. The library also provides students online access to 61,480 full text periodicals.

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) 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. Students can access all the sources needed for literature reviews and classroom presentations, from departmental or home computers. Students can request books, journal articles and other scholarly information not available from the NMSU through its Request It! service (see http://iliad.nmsu.edu).

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.

CAMPUSS HEALTH CENTER

The Campus Health Center is located on campus, at the corner of Bremland 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 psychiatric nurse practitioner.

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 on-line 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. They have many resources available in, including information on scholarships, an extensive library of books, DVDs and magazines pertaining to GLBTQ issues, publications and literature from local and national GLBTQ organizations, and a computer lab with 8 computers for use. Located in Regent’s Row 531. Open 9am-5pm Monday-Friday. For more information call 646-7031 or go to http://nmsu.edu/~sgdrc/.

INTERFAITH COUNCIL AT NMSU
There are 16 organizations which currently hold membership in the Interfaith Council NMSU:
Aggies for Christ
Baha'i Faith
Campus Crusade for Christ
Catholic Newman Center
Chi Alpha Christian Center
Community of Christ
Disciple of Christ Campus Ministry
Hillel Jewish Student Fellowship
Holy Family Ecumenical
Latter-Day Saints Student Association
Lutheran Campus Ministry
Presbyterian Campus Ministry
Reformed University Fellowship
Religious Society of Friends (Quaker)
Unitarian Universalist Campus Ministry
Wesley Student Center (United Methodist)

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

**AGGIE FIT**

Membership to NMSU’s AggieFit program is provided to all students enrolled in twelve or more credits each semester as part of the activity fees assessed to students. Membership into the AggieFit program provides access to the Activity Center, Aquatic Center, fitness classes provided in both, and participation in our Intramural programs. It also includes access to AggieFit.org website with exercise tracking and personal well-kit, and discounted admission to special programs and health screenings. Members also receive a discount on swim & fitness equipment purchases in the AC Rec Sports Store and on special services (personal training, physical assessment, nutritional and body composition analysis). Memberships are also available to faculty, staff, alumni, and other NMSU affiliates.

**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. 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.