

**Counseling Psychology Program
Doctoral Handbook**

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Revised June 2004

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 client strengths. Counseling psychologists work from a developmental perspective they seeking to expand coping skills and facilitate adjustment. Counseling psychologists tend to work in college and university settings, either in academic programs or counseling centers (Fitzgerald & Osipow, 1986). 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 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. The following definition of Counseling Psychology appeared in The Counseling Psychologist:

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).

Professional preparation for the specialty of counseling psychology occurs at the doctoral and post doctoral level.

(American Psychological Association. "Archival description of counseling psychology." The Counseling Psychologist, 27, 589-592. Copyright © 1999 by Sage Publications. Reprinted by permission of Sage Publications.)

Division 17 of the American Psychological Association (APA) 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 (NMSU Graduate Catalog 2000-02, p.1). The campus is located on the southern edge of Las Cruces, which has a population of 78,000. Total fall 2001 enrollment for NMSU main campus and branch campuses is 23,485. The main campus enrollment is 15,224, which includes 2,640 graduate students. Minority enrollment at the main campus is about 48 percent (40 percent Hispanic, 3 percent American Indian, 3 percent African-American and 2 percent Asian-American). Many of these students come from the metropolitan areas of Albuquerque, New Mexico; El Paso, Texas; and Juarez, Mexico. The latter two cities have a combined population of approximately 1.8 million and are within 50 miles of the NMSU campus. Graduate faculty members on the main campus number 715.

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. Characterized by the Carnegie Foundation as a Level One research institution, NMSU has more than \$300 million in total research grants. The university anchors the southern end of the New Mexico Rio Grande Research Corridor. NMSU ranks 18th in industry-supported research and development, and is third in the nation in NASA-sponsored contracts. The University's students can major in 73 areas of undergraduate study in 6 undergraduate colleges. The Graduate School offers 51 areas of study on the master's level, 4 areas on the specialist in education level, and 24 on the doctoral level.

The Counseling Psychology doctoral program is housed in The College of Education (COE), has an enrollment of 1,625 undergraduate students and 707 graduate students. The College of Education is accredited by the North Central Association, The National Council for Accreditation of Teacher Education, and the New Mexico State Department of Education. The COE is a charter member of the Holmes Group, a select group of major research institutions whose goal is the improvement of teacher education. The College of Education offers graduate degrees in the Departments of Counseling and Educational Psychology, Curriculum and Instruction, Educational Management and Development, and Special Education/Communication Disorders.

The Ph.D. program in Counseling Psychology is accredited by the American Psychological Association. 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.

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.

History of the Department of Counseling and Educational Psychology

The history of the Department of Counseling and Educational Psychology has been characterized by several changes in philosophy and in title reflecting the national evolution of the field of counseling psychology. In 1905, Psychology became a formal discipline at NMSU with the establishment of the Department of Political Economy and Psychology. In 1909, it was renamed The Department of Psychology and Pedagogy; in 1918, it became the Department of Vocational Education; and in 1925, the name changed to the Department of Agricultural Education. In 1930, the Department of Education was established at NMSU and located in Dove Hall. In 1936, the Department of Education & Psychology originated within the College of Education. Initially, the major thrust of the Department was the application of the discipline of counseling to the field of teacher education and school psychology. In 1955 the College of Teacher Education was established. In 1963, two departments were created in the College of Education, the Department of Psychology and the Department of Guidance and Psychological Services. The Department of Guidance & Psychological Services had 4 faculty and offered a master's degree and a specialist in education degree. In 1967, the Department of Psychology moved to the College of Arts & Sciences and has evolved into a program which emphasizes engineering, cognitive, and social psychology. In 1967, the Department of Guidance and Psychological Services, which had remained in the College of Education, added 2 faculty positions and a doctoral degree. In 1968, the College of Education relocated to O'Donnell Hall, where it is presently located, and the Department of Guidance and Psychological Services became the Department of Educational Psychology. In 1973, the Department became the Department of Counseling & Educational Psychology and offered both masters and doctoral degrees in counseling and guidance. The doctoral degree has always been based on the scientist-practitioner model. In 1983, the Department changed the degree title for the doctorate to Counseling Psychology. Currently the Department has 9 full-time faculty, 8 of whom are licensed psychologists.

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 (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>). 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) as applied within the discipline 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 on professional 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 cultural diversity within our society. Cross-cultural components of theory, practice, and research are stressed in both course work and research opportunities.

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

Self-exploration through in-depth supervision and personal awareness activities are integral elements in classes and practica. Individuals admitted to the program are expected to maintain high standards of personal and professional conduct. Annual progress reviews for students in the program include not only consideration of academic performance, but also reviews of personal attributes that reflect upon students' ability to effectively and ethically function as professional counseling psychologists.

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, 2,000 hours (preferably 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. Dissertations may emphasize particular assessments, populations, and/or interventions. The dissertation is conducted under the supervision of the faculty advisor, who possesses expertise in the area being investigated.

The CEP faculty believe that the goals of the program strongly reflect both the definition and identity of counseling psychology, and that accomplishing the program goals empowers graduates to find success and fulfillment in the field of counseling psychology. Collegial learning manifested through mentorship opportunities, a strong commitment to the scientist-practitioner model, and extensive work and study in all areas relevant to the counseling psychology profession characterize the program. Some CEP graduates may choose to primarily engage in research, others service provision, and others teaching, but all will have been trained to be scientist-practitioners. The goals of the CEP counseling psychology program follow below so that prospective students may compare them with their own interests and aspirations.

Goals of NMSU Counseling Psychology Program

1. Students will demonstrate knowledge in each of the following areas of psychology: the history of psychology as a science, its various theoretical perspectives, its various specialties, and its current

literature.

2. Students will demonstrate proficiency in performing the three main functions of the scientist-practitioner: reviewing and applying research findings to one's practice, thinking and carrying out one's work scientifically, and doing research which contributes to the knowledge base of counseling psychology as part of one's career.
3. Students will develop knowledge of a range of counseling theories and proficiency in specific theories guiding individual, family, and group counseling.
4. Having conceptualized diagnosis as a hypothesis-building and testing process, students will demonstrate proficiency in psychological assessment and diagnosis. In addition to administering and interpreting intelligence, personality, and vocational tests, students will gain knowledge of and skill in observing and interviewing clients, and utilizing client records.
5. Students will demonstrate the ability to counsel a diverse clientele with a variety of presenting problems employing multiple treatment modalities including: individual, couples, family, and group counseling.
6. Students will demonstrate knowledge of career/life planning theory and technique, and an ability to assist their clients in fulfilling their career/life planning needs and aspirations.
7. Students will develop increased sensitivity to the presence of cultural diversity within their professional relationships and seek to enhance their counseling effectiveness by increasing their awareness of existing cultural differences and similarities through interview, consultation, and reflection.
8. Students will demonstrate the knowledge of addictions counseling theory and techniques and the ability to assist their clients in abstaining from or controlling various addictions: alcohol and drug, eating, sexual, and gambling.
9. Students will gain experience in all facets of professional development: research, direct service, teaching, supervision, consultation, outreach, and administration.
10. Students will demonstrate a level of writing proficiency necessary for professional publication.
11. Students will become well-versed in the Ethical Principles of Psychologists and Code of Conduct, skilled in ethical decision-making, and committed to their own growing professionalism.
12. Students will develop a professional identification with counseling psychology by joining and becoming active within APA and Division 17 at the local, regional, and national levels.
13. Students will be expected to integrate the roles of psychologist, counselor, and researcher, to assess their own strengths and weaknesses, and to remain open and committed to both personal and professional growth.

Aspirational 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 equitably
17. Be aware of and assist with due process
18. Be knowledgeable of, and assist with, appeals process

Demographics of Doctoral Students

The Counseling Psychology doctoral program has an enrollment of 29 students, of which 16 are female and 13 are male. There are 13 ethnic minority students currently enrolled in the program. The department annually reviews approximately 40 completed applications and accepts approximately 6 students each year for an acceptance rate of 15%. During the past two years, one student has left the program, resulting in a 3% attrition rate.

Doctoral Student Orientation

Each year, the Department hosts an orientation for doctoral students before the Fall Semester begins. The meeting provides an opportunity for faculty to provide an overview of the program, to introduce their research interests, and to answer student questions. The Director of Training also alerts students about important time markers during the first year of study.

Student Representative to Faculty Meetings and Counseling Psychology Training Committee Meeting

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

Along with the student representatives, all doctoral students in the CEP department are invited to attend a joint student/faculty meeting held as requested. 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 graduate programs in the department.

The Student Representative and/or the President of the Doctoral Student association should survey all the students 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. This meeting has historically occurred every two years, but such meetings can be called anytime there is an issue students feel need to be addressed. The student issues will be addressed by the Student Representative and/or the President of the Doctoral Student association with as many students in attendance as possible.

Doctoral Student Association

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

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
(800) 347-6647

NM Counseling Association
PO Box 27160
Albuquerque, NM 87125

NM Psychological Association

Western Psychological Association

2425 San Pedro N.E., Suite D
Albuquerque, NM 87110
(505) 883-7376

Department of Psychology
San Jose State University
San Jose, CA 95192
(408) 924-7233

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

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

Student Affiliate Group: Division 17

Students in the CEP Department are strongly encouraged to become members of the Student Affiliate Group (SAG) of Division 17. SAG provides an avenue for students to become actively involved in Division 17. Members receive **The Counseling Psychologist** and a newsletter that contains information regarding current professional and training issues. The newsletter also provides an opportunity to publish articles. Relevant topics include professional development, current research, ideas for future research, and issues related to being a psychologist-in-training.

Licensure

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

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.

Department Head

Luis A. Vázquez, Ph.D. (The University of Iowa) lvazquez@nmsu.edu

Associate 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

Recent Publications:

- Adams, E.M., Waldo, M., Vazquez, L., Ackerlind, S., Mayfield, R., & Stolfus, S. (2000). Empowering teachers to confront prejudice in borderland schools. *Border Walking Journal*, 4, 5-14.
- Vazquez, L.A., Arizaga, M., Bauman, S., Castellanos, L.P., & Waldo, M. (1998). Cultural awareness and interpersonal skill development for borderland educators. *The Borderwalking Journal*, 19-23.
- Vazquez, L.A., Garcia-Vazquez, E., Sanchez, P., & Sierra, A.S. (1998). Acculturative stress in university students: The impact of ethnic loyalty and skin color. *The Borderwalking Journal*, 37-36.

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.

Director of Training

Eve M. Adams, Ph.D. (The Ohio State University) eadams@nmsu.edu

Assistant Professor, Licensed Psychologist (OH & NM)

Editorial Board —*Journal of Counseling Psychology*

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

Teaching: Advanced Doctoral Practicum, Consultation and Supervision Practicum, Career Counseling, Beginning Master's Practicum, Personality and Intelligence Assessment.

Research: multicultural issues, identity development, supervision, gay & lesbian issues, and women's issues.

Recent Publications:

- Adams, E. M., Dubsick, N., & McNeil, K. (2004). Broverman's methodology reversed: Assessing university students' perceptions of the gender role characteristics of counselors. *Psychological Reports*, 94, 277-287.
- Adams, E. M., Waldo, M., Steiner, R., Mayfield, R., Ackerlind, S. J. & Castellanos, L. P. (2003). Creating peace by confronting prejudice: Examining the effects of a multicultural communication skills group intervention. *International Journal for the Advancement of Counselling*, 25, 281-291.
- Adams, E. M. (2003). A coming out ritual: Using spirituality to enhance resilience. In J.S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients*. Binghamton, NY: Haworth Press.
- Adams, E.M., Waldo, M., Vazquez, L., Ackerlind, S., Mayfield, R., & Stolfus, S. (2000). Empowering teachers to confront prejudice in borderland schools. *Border Walking Journal*, 4, 5-14.
- Sevig, T.D., Highlen, P.S., & Adams, E. M. (2000). Development and validation of the Self-Identity Inventory: A multicultural identity development instrument. *Cultural Diversity and Ethnic Minority Psychology*, 6, 168-182.

CEP Faculty

Elsa Arroyos-Jurado, Ph.D. (University of Iowa). elsaaj@nmsu.edu

Assistant Professor

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

Teaching: theory and practice of school psychology, assessment, educational & developmental psychology

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

Recent Publications:

Arroyos-Jurado, E., Paulsen, J.S., Merrell, K.W., Lindgren, S.D., & Max, J.E. (2000). Traumatic brain injury in school-age children: Academic and social outcome. *Journal of School Psychology, 38*(6), 571-587.

Charles H. Huber, Ph.D., ABPP (University of South Carolina) huber4155@aol.com

Professor, Licensed Psychologist (NM)

Author and Editor, of 17 books and professional journals

Diplomates in Family and Behavioral Psychology, American Board of Professional Psychology

Teaching: marriage and family therapy, clinical supervision, human development

Research: cognitive-behavior therapy, family resilience

Recent Publications

Huber, C.H. (Ed.) (2002). Special Issue: Family resilience. *The Journal of Individual Psychology, 58*(3).

Kragh, J.R., & Huber, C.H. (2002). Family resilience and domestic violence: Panacea or pragmatic therapeutic perspective? *The Journal of Individual Psychology, 58*, 290-304.

Huber, C.H. (2000). Rational-emotive family therapy: ABC, A'B'C', DE. In J. Carlson and L. Sperry (Eds.), *Brief therapy with individuals and couples* (pp.84-122). Redding, CT: Zeig, Tucker.

Gladding, S.T., Remley, T.P., & Huber, C. H. (2001). *Ethical, legal, and professional issues in the practice of marriage and family therapy* (3rd ed.) Upper Saddle River, NJ: Merrill Prentice-Hall.

Peggy Kaczmarek, Ph.D. (New Mexico State University) mkaczmar@nmsu.edu

Professor, Licensed Psychologist (NM)

Immediate Past President of the NM Psych Assoc; Post doctoral training in psychopharmacology.

Teaching: ethics and professional issues, child and adolescent counseling, psychopharmacology

Research: school counseling, ethics, training, child and adolescent therapy

Recent Publications:

Kaczmarek, P., Walso, M., Mayfield, R., and Steiner, R. (2003/04) Training borderland teachers to identify and refer students who may have mental health problems. *Borderwalking Journal, 6-12*..

Kaczmarek, P. (2001). A psychologist as patient: A personal account of being diagnosed with acromegaly. *Pituitary Patient Resource Guide*. (3rd ed.). Thousand Oaks, CA: Pituitary Network Association.

Kaczmarek, P (2000). Ethical and legal complexities inherent in professional roles with child and adolescent clients. *Human Development, 33*, 1-13.

Kaczmarek, P. (2002). Experiential teaching strategies applied to an ethics and professional issues course. ERIC Document Reproduction Service No. ED458493.

Keith McNeil, Ph.D. (University of Texas -- Austin) kmcneil@nmsu.edu

Professor

Published 4 textbooks in research and statistics in last 6 years; Co-editor *Journal on Multiple Linear Regression*.

Teaching: statistics, research, and design

Research: statistics, research, and evaluation

Recent Publications:

Adams, E. M., Dubsick, N., & McNeil, K. (2004). Broverman's methodology reversed: Assessing university students' perceptions of the gender role characteristics of counselors. *Psychological Reports, 94*, 277-287.

Johnson, P., & McNeil, K. (1998). Predictors of developmental task attainment for young adults from divorced families. *Contemporary Family Therapy*.

Newman, I., & McNeil, K. (1998). *Basic procedures in conducting survey research*. Lanham, MD: University Press of America.

Rod J. Merta, Ph.D. (University of Nebraska -- Lincoln) rmerta@nmsu.edu

Associate Professor and Licensed Psychologist (NM)

Past President & Fellow of Assoc. for Specialists in Group Work.

Teaching: Addictions, Diagnosis and Treatment Planning, Group Work, Personality Appraisal, and Professional Issues.

Research: Addictions, Group Work, Multicultural Counseling, and Vocational Assessment

Recent Publications:

Merta, R.J. (2001). Addictions counseling. *Counseling and human development, 33*(5), 1-24.

Merta, R.J. (1999). Multicultural group work. In J. P. Trotzer, *The counselor and the group: Integrating theory, training, and practice* (pp.277-305). Bristol, PA: Accelerated Development.

Michael Nystul, Ph.D. (Oregon State University) michaelnystul@hotmail.com

Professor, Licensed Psychologist (NM), L.C.C., & School Psychologist

Over a 100 referred publications; Author of "Introduction to counseling: An art and science perspective."

Teaching: counseling principles, human growth and development, professional issues

Research: the counseling process, Adlerian psychotherapy, birth order

Recent Publications:

Nystul, M.S. (2003). *Introduction to counseling: An art and science perspective*. Boston, MA: Allyn and Bacon.

Nystul, M.S. (2002). Emotional balancing: A parenting technique to enhance parent-child relationships. In R.E. Watts (Ed) *Techniques in marriage and family counseling*, Vol 2 (pp. 125-132). Alexandria, VA: American Counseling Association.

Nystul, M.S. (2002). Presidential interview. *The Journal of Individual Psychology, 58* (3), 330-349.

Nystul, M. (1999). A problem solving approach to counseling: Integrating Adler's and Glasser's theories. In Watts, R.E., & Carlson, J. (Eds.) *Strategies and Interventions in Counseling and Psychotherapy*. Taylor and Francis.

Todd A. Savage, Ph.D., NCSP (University of Kentucky) darkirish7@aol.com

Assistant Professor

Teaching: School psychology, cognitive and educational assessment, practicum

Research: culturally responsive education and psychology, diversity issues, lesbian, gay, bisexual, and

transgender issues

Recent Publications:

Savage, T. A., Harley, D. A., & Nowak, T. M. (in press). Applying social empowerment strategies as tools for self-advocacy in counseling lesbian and gay male clients.

Journal of Counseling and Development.

Jones, D. L., Webb, K. S., Christian, C. W., Savage, T. A., & Yemeh, N. (2004).

Leveling the playing field: A critical examination of urban teachers' pedagogical practices of equity and excellence for diverse students working in collaborative learning classrooms. *Journal of Management and Social Policy, 10*(1).

Savage, T. A., Prout, H. T., & Chard, K. M. (2004). School psychologists and issues of sexual orientation: Attitudes, beliefs, and knowledge. *Psychology in the Schools, 41*, 201-210.

Savage, T. A., & Harley, D. A. (in press). African American lesbian, gay, and bisexual persons. In D. A. Harley & J. M. Dillard (Eds.), *Contemporary Mental Health Issues Among African Americans*.

Waldo, Michael, Ph.D. (University of Utah) miwaldo@NMSU.Edu

Professor, Licensed Psychologist (MT & NM)

Author of 38 journal publications, one book, eight book chapters, 60 national convention presentations, and two Editorial board memberships. Chair of APA Prevention Section of Div. 17. Fellow in the Assoc. for Specialists in Group Work.

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

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

Recent Publications:

Adams, E. M., Waldo, M., Steiner, R., Mayfield, R., Ackerlind, S. J. & Castellanos, L. P. (2003).

Creating peace by confronting prejudice: Examining the effects of a multicultural communication skills group intervention. *International Journal for the Advancement of Counselling, 25*, 281-291.

Kaczmarek, P., Waldo, M., Mayfield, R., and Steiner, R. (2004) Training borderland teachers to identify and refer students who may have mental health problems. *Border Walking Journal*.

Adams, E.M., Waldo, M., Vazquez, L., Ackerlind, S., Mayfield, R., & Stolfus, S. (2000). Empowering teachers to confront prejudice in borderland schools. *Border Walking Journal, 4*, 5-14.

Waldo, M., & Hartman, M.J. (1999). Relationship Enhancement groups with state hospital patients and staff. *Journal for Specialists in Group Work, 24*, 27-36.

Schwartz, J., & Waldo, M. (1999). Therapeutic factors in spouse abuse treatment. *Journal for Specialists in Group Work, 24*, 197-207.

Other CEP Faculty

Gladys De Necochea, Ph.D (University of California, Santa Barbara). gdenecoc@nmsu.edu

Vice President of Student Services/ Dean of Students and Associate Professor

Specialization/Interests: Student Affairs, Organizational Consulting, Supervision

Enedina García-Vázquez, Ph.D. (The University of Iowa) evazquez@NMSU.Edu

Associate Dean of the Graduate School, Associate 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

Recent Publications:

Garcia-Vazquez, E., Vazquez, L.A., & Ling, N.D. (1999). Psychological factors and language: Impact on Mexican-American students. *Border Walking Journal*, 3, 44-52.

Garcia-Vazquez, E., Vazquez, L.A., Lopez, I.C., & Ward, W. (1999). Language proficiency and academic success: Relationship between proficiency in two languages and achievement among Mexican-American students. Submitted to *Bilingual Research Journal*, 4.

Lopez, E.J., Garcia-Vazquez, E. & Melroy, L. (In press). Acculturation and self-concept among Mexican-American adolescents, *Border Walking Journal*.

CEP Staff

Rachel Bernal. Department Secretary. rabernal@nmsu.edu

NMSU Counseling Center Staff Who Supervise Doctoral Students

Maria Arizaga, Ph.D. (New Mexico State University), Staff Psychologist mariaparizaga@hotmail.com
Specialization/Interests: Supervision and training, survivors of incest/sexual abuse, multicultural issues and gay/lesbian/bisexual/transgender issues.

John Irvine, Ed.D. (Western Michigan University) Director, Licensed Psychologist jirvine@nmsu.edu
Specialization/Interests: anxiety disorders, stress related disorders, brief therapy, depression

Lucy Montes Sandoval, C.N.S., Ph.D. (New Mexico State University), Staff Psychologist
lusandov@nmsu.edu
Specialization/Interests: psychopharmacological interventions, multicultural issues, and group therapy

Karen Schaefer, Ph.D. (University of Illinois at Urbana-Champaign) Training Director,
Licensed Psychologist kschaefer@nmsu.edu
Specialization/Interests: post traumatic stress disorders, physical abuse and neglect, sexual abuse/rape, women's issues and development, and animal-assisted therapy.

Recent Publications:

Schaefer, K. (2002). Human-animal interactions as a therapeutic intervention. *Counseling and Human Development*, 34, 1-18.

Dario Silva, M.Div., Ph.D. (New Mexico State University), Employee Assistance Program Coordinator
dasilva@NMSU.Edu
Specialization/Interests: Identity development, Spirituality

Corey Vas, Ph.D., (Iowa State University), Staff Psychologist cvas@nmsu.edu

Specialization/Interests: Anxiety Disorders, Stress Management, Biofeedback, Gay/Lesbian/Bisexual Issues, and Career Counseling.

CEP Facilities

The Department of Counseling and Educational Psychology is located on the second floor of O'Donnell Hall. The Department secretary, Rachel Bernal is in room 205. Most classes are taught in O'Donnell Hall.

The Counseling and School Psychology Training and Research Center

The Center is a training/service facility that provides excellent opportunities for supervised counseling and supervision-of-supervision. Of the ten rooms three are used for paperwork and consultation, two are supervision/observation rooms, and one is the testing office. Four of the rooms are set up for videotaping. These rooms have one-way mirrors, telephones, and FM personal receivers with microphone-speakers for live supervision. One of these rooms is connected to seminar room 208 via a closed circuit camera and a telephone for supervision. Seminar room 208 also has a camera and VCR which can be used to observe various group processes or for group supervision. One room is used for storage for TV's, VCR equipment. One of the rooms serve as the office for the Graduate Student Clinic and Graduate Student Testing Coordinators. Another room serves as the Graduate Student Assistant Clinic and Graduate Student Supervision Coordinators. When the Center is not open for clients it is used for doctoral student office hours so that they have a confidential place to meet with their undergraduate students. A one time lab fee of \$45 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 Commons

The Graduate Student Commons is located within the Counseling & Educational Psychology suite of offices. It is open to all graduate students as a place to congregate. It offers a public lounge area with lockers, a refrigerator, microwave, coffee maker, and tables. It also contains a work area with a computer, printer, and a typewriter. Graduate students gather here to discuss classes and study. One of the benefits of the Commons is in providing an open environment for students to work and socialize. Lockers are available to students for secure storage of books and other materials.

Registration/Financial Responsibility

In order to register students must fill out the "Graduate School Course Request Form" (**See Appendix A**) which is signed by their advisor and the department head. 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 2001-2002)

Graduate Assistantships

The CEP department awards 16 half-time graduate assistantships. They involve 10 hours per week and the current stipend is listed in the NMSU Graduate Catalog. Graduate Assistantships involve varied

assignments such as assisting with courses, teaching a course, research assignments, assisting with counselor supervision, and graduate program administration. Graduate assistantships typically are developmentally sequenced as follows: First year-assisting an experienced instructor in undergraduate teaching and participating in a faculty led research team; Second year-independent teaching of an undergraduate course and assisting in administration of a graduate program or the counseling and school psychology training and research Clinic; third-year supervision of Master's level counseling practicum while being supervised by a faculty member. (See Graduate Assistant Handbook for further details). All students with graduate assistantships are required to attend a Graduate Assistant orientation for the Department and the graduate school.

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 non-resident 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. In order to apply for an assistantship within the CEP department the "Application of Financial Support" form (**See Appendix A**) must be submitted to the Director of Training.

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

Research Mentors hip

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

The following steps should be completed when meeting with one's advisor for the Qualifying Project: (1) the project on which the student will be working should be clearly identified by the student and the Advisor; (2) the student should outline their expected contribution to the research project; (3) authorship credit should be concretely discussed and an initial agreement reached with the Advisor. Authorship credit will be addressed with each of student by the Advisor and guided by the Ethical Principles of Psychologists and Code of Conduct. At times it may be necessary to revisit authorship credit and renegotiation of authorship credit decisions is encouraged in cases where the level or quality of the contribution has changed over time. In cases where disputes may arise related to authorship credit, the student is encouraged to follow the standard university grievance procedures which are referenced in this handbook.

Graduate Assistant Offices

Graduate assistants have offices within the Training Center for class preparation, meeting with students, and conducting research.

Fellowships

The Grants & Contracts Office located in Hadley Hall has a list of fellowship programs and a library containing information on available fellowships. An on-line computer search system for fellowship

opportunities is also available at no charge. This information is also published regularly in The Graduate News.

Fellowships for Women and Minorities

The Graduate School offers a fellowship for women and minority persons who are citizens or permanent U.S. residents and who are beginning their graduate studies in any graduate department at the master's or doctoral level.

Student Employment

In addition to assistantship fellowships or college work-study, other employment options are available. The Personnel Office posts job listing for on-campus positions. Graduate students enrolled for a minimum of 9 hrs per semester may be served by the Personnel Office. Student spouses/partners who seek either full or part-time work may also apply through the Personnel Office.

Graduate School Residency Requirement

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

In-State Status

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

Research

Students take six courses specifically aimed at 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 a research team as part of their graduate assistantship 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 fall. Completion of this paper and offering a presentation at the symposium is required for completion of the Qualifying Procedure.

Students are encouraged to begin formal planning of the dissertation proposal early. Most students and advisors work efficiently by pursuing some modification of the following model: First, the student identifies some broad area of research interest in common with the advisor. It is important that students choose dissertation topics which fall within their advisor's areas of interest and expertise. The student and advisor begin to develop a research question (this phase may consist of relatively informal conversation, and "brainstorming"). At some point, the advisor will request a written document; for example, a brief Dissertation Proposal (two pages or so) which consists of an abstract, a specific question, and an outline of

a relevant design. Oral and written feedback from the advisor is provided to sharpen both the question and design. The end point of this interchange between student and advisor is a formal Dissertation Proposal that both the student and the advisor agree is suitable for presentation to the Doctoral Committee. For all research papers students are required to use the most recent edition of the Publication Manual of the American Psychological Association in preparing the Dissertation Proposal.

Practica

Six practica (30 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 the New Mexico State University Counseling Center), CEP 679 Supervision Theory/Practicum, and CEP 676 Family Therapy Theory/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 practicums, faculty may recommend they prolong or repeat that practicum before progressing to the next practicum in the sequence. Because of the extensive clinical involvement **students are required to have liability insurance throughout the program.** Student insurance is available through APA for a nominal fee. In addition a one time user fee (\$45) for funding of the training center equipment/overhead will be assessed at the time of the first practicum.

Each practicum involves students in a minimum of 150 hours of supervised experience, resulting in students completing 900 hours of supervised experience prior to beginning their internships. The total number of direct service/contact hours is currently 220 hours. If students would like to have more direct service hours prior to applying for internship, they are encouraged to obtain additional Field Experiences in the community and/or enroll for additional hours in the CEP 678 Advanced Practicum.

Practica Activities

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

Individual Practicum (CEP 673)

Group seminar 2.5 hours a week
Individual supervision 1 hour/wk
4 clients for 8 one hour sessions each

Group Practicum (CEP 677)

18 hours of individual supervision
2 ½ hours a week of class or group supervision
18 hours of leading or co-leading a departmental leadership training group
12 hours of supervising master's level group leaders
12-18 hours of leading or co-leading a community group

Advanced Practicum (CEP 678 - Fall)

12 hours a week needs to be scheduled for the following:

2 hours for the seminar

1 hour individual supervision

7 hours at the Counseling Center (5 client and 2 paperwork hours)

2 hours to co-lead a professional development group (CEP 524)

Observe 2 SII interpretations

Observe and/or co-present 2 outreach presentations

Advanced Practicum (CEP 678 - Spring)

10 hours a week needs to be scheduled for the following:

2 hours for the seminar

1 hour individual supervision

7 hours at the Counseling Center (5 client and 2 paperwork hours)

Present or co-present 2 outreach presentations

Supervision Practicum (CEP 679)

Seminar time: 2 ½ hrs/wk for 16 wks = 40 hrs

Individual supervision with instructor: 1 hr./wk @ 16 wks = 16 hrs

Live supervision of 572 student: 1 ½ hrs/wk @ 13 wks = 13 hrs

Face to face supervision of 572 student: 1 hr/wk @ 15 = 15 hrs

Attend case presentations of 572 student: 2 at 1hr = 2 hrs

Live supervision of 504 student: 1 ½ hrs/wk @ 8 wks = 12 hrs

Face to face sup/class support of 504: 1 hr/wk @ 8 = 8 hrs

Attend case presentations of 504 students: 2 at 1hr = 2 hrs

Family Practicum (CEP 676)

20 hours of direct couple and family contact

10 hours of individual supervision

Completion of two Family Assessments

Group seminar 2.5 hours a week

Required Practicum Hours Per Credit for **Advance Practicum** (students must enroll for a minimum of 3 credits during Fall and Spring Semester):

Field Experience/Special Topics

The procedure to acquire additional Field Experiences is as follows. In addition to having a licensed psychologist supervisor on site, the advisor should be listed as the instructor of record under the course CEP 698: Special Topics. The advisor must also 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 and file a Change in Program of Study form. In addition to the advisor's approval, the student

must present the proposed experience to the Doctoral Training Committee for final approval. Copies of the contract and an evaluation form can be found in **Appendix A**.

Required Hours Per Credit for Field Experiences taken under “Special Topics”:

1 Credit

50 hours total

Direct Service = 15 hours

Individual Supervision = 1 hour per week

2 Credits

100 hours total/6.7 hrs/wk

Direct Service = 30 hours

Individual Supervision = 1 hour per week

3 Credits

150 hours total/10 hrs/wk

Direct Service = 45 hours

Individual Supervision = 1 hour per week

4 Credits

200 hours total 13hrs/wk

Direct Service = 60 hours

Individual Supervision = 1 hour per week

Documenting Supervised Hours

A form for documenting practicum and field experience is provided in **Appendix A**. A series of forms in an Excel spreadsheet will help you keep track of practicum hours on a weekly basis, and summarized for the semester. This spreadsheet can be found on the Doctoral Program’s webpage:

<http://education.nmsu.edu/cep/phd/index.php> . These forms will also help you summarize your hours when applying for internship.

Doctoral Qualifying Procedure

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

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

In addition to successfully completing research course work, students are involved with research through their academic advisor throughout their first year of study. As a part of their involvement with the team, students contribute to a publishable manuscript or grant proposal that is submitted for funding. The product (manuscript or proposal) is submitted to the advisor by September of the second year of study. A form for documenting students’ contributions to a research manuscript or proposal is provided in **Appendix A**. Each student’s contribution should be a minimum of 20% of the total project. After the advisor has approved the manuscript it will be submitted for a departmental review. All faculty will be invited to be reviewers. We attempt to model a standard journal review process (blind). There will be two reviewers for each manuscript. Reviewers will have 3 weeks to provide specific feedback and a global rating. This

information will be given to the advisor to share with their advisee and make use of as they see fit in further preparing their manuscript for publication.

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

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

- 1) successfully complete any remedial work needed in foundational areas of Counseling Psychology
- 2) Complete all course work required in the first year of study
- 3) achieve a minimum grade of B in the identified practice and research courses
- 4) achieve a minimum G.P.A. of 3.0
- 5) submit a research project for review and acceptance by the faculty advisor in September 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:

- (1) admit the student to further work toward the doctorate
- (2) recommend a reevaluation of the student's progress after the lapse of one semester; or
- (3) recommend a discontinuation of graduate work
(NMSU Graduate Catalog, 2000-01, p. 16).

An inability to meet the criteria established for the doctoral qualifying examination (including not meeting the deadline of September 1 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.

Selection of Advisor

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

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 Graduate Students Pursuing the Doctorate" form with the Graduate School. A sample completed form is provided (**See Appendix A**). The program of study form is completed in consultation with the student's advisor and is approved by the Counseling Psychology Training Committee before being sent to the Graduate School.

It is the responsibility of the student and the advisor to create a Doctoral Committee which may consist of either four or five members. This committee has at least three CEP faculty to represent the major area plus

one other faculty member, not from CEP, to serve as the Graduate Representative.

When the student schedules the comprehensive examination, they are required to file a final program of study which identifies all courses taken as part of their doctoral program. Students may complete a "Change of Program of Study" form to identify course changes in the preliminary program or they may wait to identify changes on the final program of study submitted to the Graduate School (See **Appendix A**). Occasionally, students may need to replace doctoral committee members or may elect to change advisors. Both of these changes are recorded on the "Change of Program of Study" form and must have advisor approval.

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

The Comprehensive Examination, which includes written and oral questions, is taken no later than the first week in the Fall semester of the third year of study. In order to take the comprehensive examination, students must have completed all required course work for the first and second years. Students must also have obtained a grade of B or better in all practice courses. The doctoral student must file the "Committee for Doctoral Comprehensive Examination" form with the Graduate School at least 10 working days before the oral examination. (See **Appendix A**)

Thirteen hours (two questions per 4 hour time block over 1 and ½ days with an extra hour for the research question) are allotted for the written examination of the major area. The doctoral committee will submit 6 questions that integrate the following content areas: a) Psychological Assessment (IQ & Personality), b) Systems/Social/Ecological Perspective, c) Human Development & Career, d) Research & Statistics, e) Intervention & Diagnosis, f) Professional & Ethical Issues. Multiculturalism will be integrated throughout the questions.

The scope of the exam will cover all course materials and readings, and any element of the Counseling Psychology curriculum. Students should be familiar with the past two years of the Journal of Counseling Psychology and The Counseling Psychologist. Faculty will assist with the preparation process by providing the students with previously used questions and examples of passing and failing answers. A brief “Mock” written exam will occur in the summer.

Students may use computers to write their answers, and every effort will be made to give each student a private room with minimal disturbances. Generally the exam is conducted in the departmental training center.

The student does not proceed to the oral examination until the written examination is scored and passed. The grading of the written questions is a double-blind process initially involving two raters. Neither the student nor the faculty know who is grading which answers. Each student will be assigned a random identification number that will only be known to the administrative assistant of the Training Director who is coordinating the exam. The rating scale for the written exams is: 1=many deficiencies, 2=several major deficiencies, 3=meets minimal expectations, 4=exceeds expectations. In essence, a score of 1 or 2 is a “failing rating” and a score of 3 or 4 is a passing rating. Raters should only use whole numbers when giving a score. A combined rating of >2.5 by two raters is needed for a student to pass an individual answer, and a score of ≤ 1.5 is a fail. If the score is between 1.6-2.5 and there is a discrepancy of more than 1 point, then a third reader is brought in. A student may proceed to the oral exam if they fail one question, and their overall average is >2.75 . If a student fails one or two questions or their overall average is 2.5-2.75 then they must retake those questions they failed within the next two weeks. If they pass these two items they may proceed to the oral exam. If a student fails more than two questions and/ or their overall average is <2.5 they are required to retake the entire written comprehensive examination the next semester. See the table below for a summary.

<u>Outcome</u>	<u>Overall Score/Questions Failed</u>
Retake entire exam next semester	$<2.5 / >2$ questions.
Retake one or two failed questions this semester	2.5-2.75/ 1 or 2 questions
Proceed to the oral exam	$>2.75/ < 2$ questions

The oral exam will be conducted by the student’s doctoral committee. 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 committee members will receive a copy of the written exam questions and the student’s answers. 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 student’s advisor also receives the comments of the raters, and it is their responsibility to follow up on these comments. However, the content of the oral exam is not limited to questions about the written exam. 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. The advisor’s role is to facilitate the oral exam by making sure all committee members have time to ask questions.

CRITERIA FOR EVALUATING WRITTEN AND ORAL COMPREHENSIVE

EXAMINATION ANSWERS

First, answers should respond to the question. Regardless of the other criteria, answers should demonstrate a general understanding of the important issues presented in the question.

Second, answers should present accurate knowledge of counseling psychology literature and considerations. Answers should demonstrate that this knowledge base has both depth (i.e. employing of specific literature with appropriate citations) and breadth (i.e. articulating conceptual considerations).

Third, answers should exhibit the integrative thinking indicative of a scientist-practitioner training. Thus most of the questions require applications to case vignettes. The answer is thoughtful in that it integrates both scientific thinking and real-world implications. Answers should demonstrate critical thinking rather than simple rote information.

Fourth, answers should communicate ideas in a clear, organized, and coherent fashion.

The results of the total comprehensive examination (both written and oral) will be evaluated by the doctoral committee. Success admits the student to candidacy in the doctoral program. Two outcomes are possible in the case of failure. The doctoral committee (subject to the approval of the Graduate Dean) may recommend:

- 1) a second examination after the lapse of at least one semester
- 2) termination from the doctoral program.

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").

Internship in Counseling Psychology

Preparation for internship placement should begin spring semester of the second year of study. Students are advised to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory and website (<http://www.appic.org/>) and meet with their advisor and the Training Director to prepare for the application process. Students are expected to select APA approved internship sites. Students must complete all required course work, pass their comprehensive examinations, and successfully complete their proposal defense before they may go on internship. In addition, the Counseling Psychology Training Committee Faculty must certify the students are ready to apply for internship.

A file of information on internship sites and former editions of APPIC are kept in Training Director's office. Doctoral students may check out these materials from the work-study assistant. This same information is available on-line through the APPIC website at a nominal cost. To receive the discounted rate students

must use the NSMU site number available from the Training Director.

Candidates' internship assignments must be approved by the Director of Training in conjunction with the Counseling Psychology Training Committee Faculty. Students should contact the Director of Training no later than the spring semester of the year before they intend to apply for internship. Students should submit a preliminary list of sites with their annual evaluation form. This will enable the Director to consult with the students regarding the selection processes.

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

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

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

Dissertation Proposal

Drafts of Dissertation Proposals should be written during "CEP 693, Educational Research", Spring semester of student's second year in the Program. The student and advisor refine the proposal until the advisor believes it is ready for submission to the student's graduate committee. Typically, the proposal constitutes the initial draft of the first three chapters of the Dissertation: 1) Introduction, 2) Literature Review, and 3) Methodology. If it is decided to go forward with the defense, the student must complete the information on the top of the form entitled "Approval of Dissertation Proposal by Doctoral Committee," (See **Appendix A**) 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. Students are expected to have the proposal meeting during the Fall or Spring semester. A summer proposal meeting is strongly discouraged. There are three possible outcomes following the evaluation of the dissertation proposal by the doctoral committee: approval; approval contingent upon recommended modifications, or rejection. A copy of the proposal, and a list of changes recommended by the committee, must be given to the Director of

Training to be placed in the student's file.

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. Students 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.

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" (**See Appendix A**). Forms are available from the Office of the Vice President for Research (<http://www.nmsu.edu/Research/>). 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 in **Appendix A**.

Dissertation: CEP 700

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

Final Defense

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

and the approval of the Graduate Dean be granted a second examination after the lapse of at least one semester, or (2) be terminated from the doctoral program. (NMSU Graduate Catalog, 2001-02, p. 6)

Application for Degree

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

Doctoral Student Evaluation Process

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

Selective Reviews

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

- A) the student has made, or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention,
- B) the student having difficulty demonstrating minimum competencies or behaving inappropriately will be so informed and recommendations for remediation will be given,
- C) the duration of remediation activities and assessment of remediation outcome are based on the needs of the student and available resources,
- D) 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.

“Counseling Skill Courses” Statement (including all practicums):

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

Statement on the comprehensive evaluation of student competence

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 30 calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, he/she must submit a written appeal to the department head within 10 working days of the initial decision. If the student is initiating the appeal at the departmental level, he/she must do so, in writing, within 30 calendar days of the beginning of the following full (i.e. fall or spring) semester. The department head must respond in writing within 10 working days to the student, the instructor or adviser (if one is involved), and the dean of the Graduate School.
4. If, after the third step the student or any of the other parties involved is still not satisfied with the response, she/he must present to the dean of the Graduate School within 10 working days a written complaint detailing the nature of their grievance and requesting a Graduate Student Appeals Board hearing. After receiving a written complaint, the dean of the graduate school will determine whether the complaint has merit. If the graduate dean determines that the appeal does not have merit, he/she will inform the appellant and other parties, in writing, within 10 working days of receiving the appeal. If the graduate dean decides that the appeal does have merit, he/she will convene the graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.
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.

MINIMUM MASTERS DEGREE BACKGROUND KNOWLEDGE AND SKILLS*

Area	CEP Example Course
Human Development	CEP 512
Counseling Theory & Techniques	CEP 550
Family Therapy Theory and Technique	CEP 562
Group Work Theory and Technique	CEP 566
Career/Life Planning and Vocational Assessment	CEP 552
Appraisal Theory and Technique	CEP 542
Counseling Research & Statistics	CEP 532
Diagnosis and Treatment Planning	CEP 551
Counseling Practicum	CEP 572

*Students entering the doctoral program without background course work in these areas may be required to include course work or additional study in their doctoral program which will provide the needed background.

SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

Year	Semester	Course numbers and activities
Year One	Summer II	CEP 512, Human Development*** CEP 517, Psychology of Multiculturalism
		Doctoral Student Orientation/Meet With Faculty Advisor
	Fall	CEP 511, Edumetrics*** CEP 5/651, Diagnosis and Treatment Planning*** CEP 632, Counseling Psychology Research CEP 673, Counseling Psychology Theory/Practicum
	Spring	CEP 636, Advanced Educational Measurement & Statistics CEP 648, Appraisal of Personality CEP 677, Group Work Theory/Practicum CEP 622, Ethical/Professional Issues in Couns/Psychology
		Select a doctoral committee in consultation with advisor
	Summer I	CEP 5/656, Addictions Counseling***
	Summer II	CEP 619, Psychology of Social Identities (odd years)
	Fall	CEP 637, Multivariate Research Procedures & Analyses CEP 647, Appraisal of Intelligence CEP 678, Advanced Counseling Psychology Practicum CEP 579, Clinical Psychopharmacology***
		Multicultural Research Symposium Paper Submitted
		File a program of study
Year Two	Spring	CEP 5/652, Career Life Planning & Vocational Assessment*** CEP 5/658, Child and Adolescent Counseling*** CEP 678, Advanced Counseling Psychology Practicum CEP 693, Educational Experimentation
	Summer I	CEP 562, Family Therapy Theory and Technique***
	Summer II	CEP 515, Learning Theory*** (even years)
	Fall	CEP 679, Supervision Theory and Practicum PSY 540, History and Systems of Psychology*** MPH 563, Interdisciplinary Seminar on Border Health Issues CEP 700, Dissertation Proposal (4 credits)
		Comprehensive Examination
		Dissertation Proposal
		Apply for Internship placement
		-APPI form, practicum logs & dissertation timeline
	Spring	CEP 670, Behavioral Health Practicum CEP 700, Dissertation (4 credits) EST 503, SAS Basics (elective)
Year Three	Fall	CEP 680, Internship in Counseling Psychology (9 credits) CEP 700, Dissertation (5 credits)
	Spring	CEP 680, Internship in Counseling Psychology (9 credits) CEP 700, Dissertation (5 credits)
	Summer I	CEP 682, Internship in Counseling Psychology (1 credit)
Year Four		

Summer II CEP 682, Internship in Counseling Psychology (1 credit)
Graduate!!!

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

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

If students cannot maintain the above timetable 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.

Course Waiver Procedure

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

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

Record Keeping

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

NMSU Policies

Policy Statement Against Sexual Harassment

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

All employees and students should be aware that the university is prepared to take action to prevent and remedy such behavior, and that individuals who engage in such behavior are subject to disciplinary action. Anyone who is violated by offensive sexual behavior is encouraged to pursue the matter by contacting the Equal Employment Opportunity and Employee Relations Director, Elva G. Telles. The office is located in Hadley Hall, room 15, and the telephone number is 646-3635.

Americans with Disabilities Act

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

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

Student Parking

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

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

Resources

Campus Ministries Association

There are 17 organizations which currently hold membership in the Campus Ministries Association (CMA):

Baha'i Faith	Lutheran (Missouri Synod)
Baptist Student Union	Newman Center (Catholic)
Campus Crusade for Christ	Presbyterian Campus Ministry
Canterbury Club (Episcopal)	Society of Friends (Quaker)
Christian Church (Disciples of Christ)	The Navigators
Christian Science Organization	Unitarian Universalist Church
First Church of the Nazarene	University Church of Christ
Latter-Day Saints Institute	Wesley Foundation (Methodist)
Lutheran (Evangelical)	

Center for Learning Assistance

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

Counseling Center

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

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.

The American Psychological Association also provides financial aid opportunities. Minority students should

contact the APA Office of Ethnic Minority Affairs to request financial aid resources for ethnic minorities (202 - 336 - 6029). Female students should contact the APA office of Women's Programs for financial aid opportunities for women in psychology (202/955-6044).

Learning Resource Center

The Learning Resource Center (LRC), housed on the 3rd floor of O'Donnell Hall, provides many resources for both undergraduate and graduate students. The LRC is a hands-on library designed for teachers with over 25,000 items. In addition, it has a computer lab with both PC and Apple computers, as well as a laser printer. The LRC has a CD ROM terminal and access to the campus computer system. The LRC also offers photocopying and laminating services.

Computing & Networking

The Computing and Networking (C&N) is located across the street from O'Donnell Hall. C&N is open 24 hours a day with a support staff available during most of these hours. It provides access to three mainframe systems: VAX; VM; and DANTE. SAS and SPSS program manuals are also available for statistical analysis. The NMSU mainframe system connects to various systems throughout the world via BITNET, TELNET and INTERNET. 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 at a nominal charge.

C&N also houses an IBM lab with approximately 25 PC's and three laser printers available for student use. In addition, the computer center in Jacob's Hall houses approximately 70 Apple/Macintosh computers and laser printers for student use. Both personal computer labs are open 24 hours a day and are available for use free of charge.

Health Services

The Student Health Center is located on campus, at the corner of Breland Drive and Stewart Street. 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 gynecologist, psychiatrist, and dermatologist.

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. There are nominal charges, however, for laboratory procedures, prescriptions filled in the pharmacy, medical supply items, and special diagnostic procedures.

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.

Chicano Programs: Provides scholarship information, resume typing, personal counseling, financial aid assistance, employment co-op announcements, tutoring, advisement, and chicano studies library. For more information call 646- 4206.

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.

Gays, Lesbians, Bisexuals & Friends: The group holds weekly meetings and assures confidentiality to individuals who contact the group. Socialization, political action, and support are goals of the association. Additional information about the group can be obtained from the web (<http://www.NMSU.Edu/~lgbf/>).

Library

New Mexico State University houses two libraries with approximately 925,000 volumes 7,000 different periodicals. OLE, the library online catalog and a variety of databases, are available at <http://lib.nmsu.edu>. Faculty and students can use interlibrary loan to obtain journals and resources not locally available. In most cases interlibrary loan services are free of charge and reference materials are located and available for use within seven working days.