

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM STATISTICS

Since our program was granted American Psychological Association accreditation in 2000:

- ◆ 92.7% who applied for predoctoral internships successfully obtain them
- ◆ 100% of predoctoral internships were funded
- ◆ 90% of predoctoral internships were APA/CPA accredited
- ◆ 7% of predoctoral internships were APPIC accredited
- ◆ 3% were not accredited
- ◆ All internships were full time

All students who participated in the Match for 2008-2009 predoctoral internships were matched and secured APA-accredited sites: 2 at VA hospitals, 1 at a community/mental health hospital consortium, and 1 at Vanderbilt Psychological and Counseling Center.

Students who entered with a master's degree since our program was APA accredited in 2000 completed their studies, on average, in 4.75 years.

- 25% in 4 years
- 75% in 5 years

Students who entered the program with a master's degree before APA accreditation and graduated within the last 7 years:

- ◆ Studying full time completed their degree in 5.7 years
 - 63.5% in 5 years
 - 33.4% in 6 years
- ◆ Studying part time completed their degree in 8.9 years
 - 100% in over 7 years

Of the 42 graduates of the Counseling Psychology doctoral program since its inception:

- ◆ 19% ($n = 8$) are in process of licensure (7 of 8 currently completing their postdoctoral year)
- ◆ 79% ($n = 33$) are licensed as psychologists
- ◆ 2% ($n = 1$) are not pursuing licensure

Twenty-seven Counseling Psychology students received their doctorates from 1997 to 2005. One student elected not to pursue licensure (3%) and 97% are licensed as psychologists. Among our graduates are 7 full-time university professors including 2 university administrators, 12 who are adjunct university professors in addition to their practice of psychology, 7 who work in correctional settings, 12 in full or part-time private practice, 7 in private agencies, 5 working in hospital settings, 9 working in community mental health settings, 2 in school settings, 1 in a VA Hospital neuropsychology unit, and 3 in university-affiliated clinical and research facilities.

Of the 8 students admitted for the 2007-2008 academic year, 100% received a fellowship or assistantship. Five students were awarded graduate assistantships requiring 20 hours of work per week and providing a \$18,000 stipend, full tuition remission, and health insurance. One student received a University Minority Fellowship providing a \$18,000 stipend, full tuition remission and health insurance. Two students were awarded University Fellowships that consisted of \$18,000 stipends, full tuition remission, and health insurance.

Of the 28 graduates from 2000 to 2007, 19 or 68% received full fellowships or graduate assistantships that included full tuition, full stipend, and health insurance.

Since 2000, 17% of students enrolled in the Counseling Psychology Doctoral Program have left the program without completing their degree. Three students were dismissed from the program for lack of progress in their academic studies. Five students left for personal reasons including pursuing another degree or career choice.

Information on tuition costs is made by the [University of Louisville's Bursar's Office](#). For the 2007-2008 academic year, tuition for Kentucky residents is \$419.00 per credit hour (part-time) or \$3,764.00 each semester (full-time, 9 credit hours). For non-residents, the cost per credit hour (part-time) is \$1,005.00 or \$9,045.00 (full-time). The only other fee required is a \$100 primary health care fee each semester, which may be waived if students can prove some other form of health insurance coverage.

Philosophy of the Counseling Psychology Doctoral Program

The educational model for the ECPY Counseling Psychology Program is the Boulder **scientist-practitioner model**, which bases the practice of counseling psychology on a foundation of research and critical inquiry. Our scientist-practitioner model emphasizes two major organizing program philosophies. First, students learn to ground clinical decision-making in the professional literature of their field of study. As a foundation for clinical practice, students are required to be knowledgeable about both classical and current research literature related to counseling theory and practice. Emphasis is placed on the study and application of evidence-based treatments that have been found to be efficacious in treating specific populations, problems, or disorders.

Emphasis on the use of evidence-based interventions maximizes the probability that treatment will be effective as well as ethically sound. Further, it provides a common language that students can apply across settings. In addition to learning to effectively and knowledgeably consume published empirical research, students develop critical thinking skills and use the scientific method to pose questions, solve problems arising out of clinical practice, and evaluate outcomes. In this way, students are able to improve the accuracy of their psychological judgments by making well-considered decisions based upon research data and logical thinking. Students also master the skills of professional consultation in order to expand their roles of practitioner to include facilitation of organizational and system change as well as interventions to prevent mental disorders and problem behaviors.

As a second component of the organizing philosophy of the scientist-practitioner model, students are socialized through coursework, fieldwork, and research experiences to become career-long contributors to the empirical and theoretical literature of their professional field of study.

Consistent with the CPP mission statement, students in the program are prepared for the roles of scientist and practitioner. Coursework, which includes at least four semesters of formal classes on research design and methods plus at least two years of collaboration with a faculty member on a research team, provides comprehensive education in the design and conduct of high-quality research. Students are encouraged to formulate and address questions related to their particular areas of professional interest and to actively participate in research during their academic tenure through collaboration with fellow students and faculty and through the completion of a research-based dissertation.

Research Teams

The research teams were instituted at the time of the program's initial accreditation, and we believe that the current CPP faculty are well-positioned to provide students with exposure to a broad range of important research topics. As a result of student involvement on research teams, an increased number of CPP students have presented at national, regional, and state conferences. In addition, dissertations have grown out of student work begun on the research teams. Seven CPP students in the last five years have participated in the Future Professor's Program (FPP), a CEHD-led effort designed to prepare and encourage more academic careers among CEHD doctoral-level graduates. The ability to engage in research and professional writing is a key component to this career choice and is addressed in the program, as well as in a newly developed course, Writing for Publication (EDAP 694.78), led by an ECPY faculty member.

Curriculum

The CPP curriculum is designed to provide graduate education in psychology (articulated in the foundation courses) with a specialization in counseling psychology. The curriculum provides a sequence of training in theory, assessment, and intervention as well as a sequence of field experiences designed to help students integrate theory and practice. Advanced coursework builds upon previous learning and offers increasingly sophisticated analyses of topics salient to the practice of counseling psychology.

The CPP curriculum has five major goals related to development of (1) knowledge in the scientific foundations of psychology; (2) knowledge of the scientific, methodological, and theoretical foundations of the practice of counseling psychology; (3) skills necessary for the practice of counseling psychology and its application to

varied client populations and clinical settings; (4) proficiency in scientific inquiry; and (5) knowledge, skills, and attitudes necessary for the practice of counseling psychology in a culturally diverse society. From these goals, objectives and competencies were developed.

The UofL Counseling Psychology Mission

Consistent with the UofL mission to serve the metropolitan community, the CPP curriculum is designed to encourage students to explore the multiple roles that counseling psychologists fulfill in our society and to view the term *client* in broad terms beyond service to an individual through traditional psychotherapy and assessment services. Clients may include formally or informally organized groups (e.g., organizations, programs, communities) that require problem-solving interventions around system issues that influence functioning. Curriculum that emphasizes career and lifestyle development, consultation, and prevention prepares students to function in a variety of professional roles upon graduation. CPP graduates have been employed in a variety of settings and are engaged in a variety of professional experiences that reflect these areas of emphasis in the program, as evidenced by the information about CPP graduates provided below.

Aggregated Counseling Psychology Doctoral Graduates Careers 1st, 2nd and Secondary				
<i>Career Category</i>	<i>First Job</i>	<i>Current Job</i>	<i>Current Secondary Job</i>	<i>Total</i>
Community Mental Health	9			9
College Counseling Center	2			2
University Professor (full time)	4	3		7
University Professor (adjunct)			12	12
University Administrator		2		2
Correctional Institutions	6	1		7
Domestic Violence Program	1			1
Managed Care Administration	2			2
Private Agency	1	6		7
Private Practice	7	3	4	14
Private Psychiatric Hospital	3			3
Private Hospital	2	1		3
State Programs	1	1		2
State Psychiatric Hospital	1	1		2
School System		2		2
University-Affiliated Clinic/Program	3			3
VA Hospital	1			1
TOTAL	43	20	16	79
Number of Current Direct Service Jobs				70
Number of Administrative Jobs				9

Program Prerequisites and Curriculum Requirements

Students admitted to the CPP doctoral program must have or complete upon admission a minimum of 12 credit hours of undergraduate psychology courses. The decision to require a minimum level of exposure to psychology was based on the faculty’s belief that probability of success in doctoral study in counseling psychology is increased when based upon a record of academic success and, where applicable, clinical success in a master’s program. Although not required, experience in the human service professions, including experience in clinically oriented work is also evaluated favorably when examining applicant credentials. Students with professional work experience bring maturity and life experience to their educational experience in the doctoral program. Students who have research experience, whether through formal training, being a research assistant, conducting independent research, or publishing and presenting research, also bring an important set of experiences to the doctoral program.

CEHD doctoral programs require a minimum of 90 graduate credit hours including any master’s credit hours that meet the requirements of the degree. Our program requires 108 hours of graduate study. This is required to

meet state licensing requirements. However, most students elect to take additional hours. Their courses of study may range from 112 to 127 credit hours. A minimum of 48 credit hours must be earned at UofL and the program requires a residency of 18 credit hours in a 12-month period completed on campus. Students work with their program committee to determine how graduate hours earned before admission to the program meet the requirements of the degree.

Planning a Clinical Course of Study

The ECPY Director of Clinical Training meets with students after their admission to doctoral training and begins the process of guiding students to placements that support their career goal(s). Students are placed in practica sites that are developmentally appropriate and create a training trajectory that is mutually fashioned. Students start out in sites that allow the development of basic skills and then move on to placements that offer more sophisticated and/or multidimensional interventions with individuals, couples, families, and groups. Specialization occurs in the latter practica, which might also support data collection (outside of practica hours) for dissertation.

Because high-quality supervision is essential for training skilled clinicians, only those field sites that employ psychologists or are associated with psychologists who have demonstrated commitment to fostering the professional identity and skills of students are selected as field placements. The CPP requires that all CPP students receive supervision by licensed psychologists. In addition, other expert licensed mental health professionals may also supervise up to 50% of the time in order to provide adjunctive learning in such areas as substance abuse, family therapy, expressive therapy and other important areas of skill building. Kentucky law requires that all psychologists, licensed professional clinical counselors, and social workers functioning as supervisors receive continuing education in advanced supervision.

Our practica include school sites, home-based services, medical and hospital settings, and university-affiliated clinics and counseling centers. Students perform counseling, psychotherapy, and psychological assessment. In addition, many sites provide the venue for improving group therapy skills. Others emphasize psychological assessment including neuropsychological assessment. Most sites feature multi-disciplinary teams that enrich students and help them expand their professional world view. Others provide a venue for research as well as clinical training.

Diversity and Professionalism

CPP faculty strongly endorse the UofL diversity vision, which asserts that “we commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability and religion-that enrich a vibrant metropolitan research university.” CPP faculty have worked to create a diverse student body through admissions and to encourage understanding and appreciation of diversity through coursework specifically aimed at this issue, but also through attitudes and behaviors that welcome differences in thought, behavior, and appearance. Our student body is heterogeneous with regard to race, ethnicity, religion, country of origin, sexual orientation, political preference, and physical challenge. CPP faculty strive to create healthy and accepting learning environments within the classroom and in any circumstance where we encounter students.

Accreditation

Inquiries about the accreditation status of the Counseling Psychology Doctoral Program can be obtained from the American Psychological Association’s Committee on Accreditation (CoA). The CoA can be reached at:

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