

DOCTORAL PROGRAM DEGREE REQUIREMENTS - 2015

The following is a listing of the required curriculum for the doctoral program effective August, 2015. Students are required to complete the program as it is in effect at the time of their first enrollment, and *prospective students* should note that this may differ somewhat from the curriculum appearing below. Courses in italics are those most commonly chosen by students.

I. Scientific psychology—its history of thought and development, its research methods, and its applications—is considered integral and foundational to Counseling Psychology and to this program. Within the program students are exposed to (a) the current body of knowledge regarding the biological aspects of behavior, cognitive and affective aspects of behavior, and social aspects of behavior, (b) the history and systems of psychology, (c) psychological measurement, (d) research methodology, and (e) techniques of data analysis. Coursework in these areas is integrated throughout the students' program, with the courses within the areas of measurement, research methodology and techniques of data analysis being taken sequentially. (NOTE: In this section and in the next, note should be made that our students typically complete a portion of this foundational coursework through the Department of Psychology.)

Biological aspects of behavior (one course):

PSYC 961 Biological Foundations of Psychopathology

Cognitive and affective aspects of behavior (one course):

EPSY 807 Theories and Research in Human Learning

PSYC 723 Advanced Cognitive Psychology

Social aspects of behavior (one course):

PSYC 774 Advanced Social Psychology I

PSYC 775 Advanced Social Psychology II

History and systems of psychology (one course):

PSYC 805 History of Psychology

EPSY 882 History and Systems of Psychology

Psychological measurement (one course):

*EPSY 822 Educational Scales, Questionnaires, and Sampling**

*EPSY 921 Theory and Applications of Educational Measurement***

*PSYC 892 Test Theory***

Research methodology

EPSY 955 Research Methods in Counseling Psychology

Techniques of data analysis (2 are required):

EPSY 810 Regression Analysis

EPSY 811 Analysis of Variance

Research Practicum

EPSY 901 Three credits across at least two semesters culminating in a research product as defined in the [Policies and Procedures Handbook](#).

* If a student has not had the equivalent of EPSY 725 (either at the undergraduate or graduate level), the student is required to take EPSY 725 as well as EPSY 822 (or EPSY 921 or PSYC 892).

** EPSY 921 and PSYC 892 are only recommended for those planning to have instrument development as a significant part of their professional work.

II. Counseling Psychology Foundations. The practice of counseling psychology as an applied specialty within professional psychology rests on a number of scientific, methodological, theoretical, and ethical foundations relevant to the individual bases of behavior and professional practice. These include the psychology of individual differences, human development, dysfunctional behavior and psychopathology, and professional ethics. Within the program's curriculum, coursework is required to assure that students are exposed to the current body of knowledge within each of these areas.

Individual differences (two courses):

EPSY 890 Diagnosis and Psychopathology
or *PSYC 960 Advanced Psychopathology*
EPSY 875 Understanding Individual and Cultural Diversity
or *PSYC 888 Diversity Issues in Clinical Psychology*

Human development (one course):

EPSY 705 Human Development through the Lifespan
EPSY 806 Issues in Human Growth and Development

Dysfunctional behavior/psychopathology (one course):

EPSY 890 Diagnosis and Psychopathology
PSYC 960 Advanced Psychopathology

Professional standards and ethics (both courses are required):

EPSY 880 Ethical and Legal Issues in Professional Psychology
EPSY 918 Professional Seminar in Counseling Psychology

III. Assessment, Diagnosis, and Intervention. Being able to appropriately diagnose or define problems through psychological assessment and measurement and to formulate, implement, and evaluate interventions is fundamental to the professional activities of counseling psychologists, regardless of work setting. In order to assure that our students are graduated with appropriate skills in these areas, the program exposes students to the current body of knowledge in theories and methods of assessment and diagnosis, effective interventions, supervision/consultation, and evaluation of the efficacy of interventions. Evaluation of the efficacy of clinical interventions is an integral part of practicum experience as well.

Theories and methods of assessment and diagnosis (all required unless noted):

EPSY 830 Individual and Group Assessment
EPSY 890 Diagnosis & Psychopathology
or *PSYC 960 Advanced Psychopathology*
EPSY 951 Psychodiagnostic Assessment
EPSY 995 Field Experience in Psychodiagnostic Assessment (elective)
EPSY 885 Projective Assessment (elective)

Effective intervention (all required unless noted):

EPSY 740 Counseling and Interviewing Skills
EPSY 742 Counseling Theory and Techniques
EPSY 844 Theory of Group Counseling
EPSY 846 Career Development
EPSY 875 Understanding Individual and Cultural Diversity
or *PSYC 888 Diversity Issues in Clinical Psychology*
EPSY 842 Counseling Practicum (2 consecutive semesters)

<i>EPSY 948</i>	<i>Advanced Practicum I (2 consecutive semesters)</i>
<i>EPSY 949</i>	<i>Advanced Practicum II (2 consecutive semesters)</i>
<i>EPSY 952</i>	<i>Advanced Counseling Theory and Research</i>
<i>EPSY 954</i>	<i>Vocational Psychology</i>
<i>EPSY 990</i>	<i>Internship (1 year)</i>
<i>EPSY 995</i>	Field Experience in Counseling and Psychotherapy (elective)

Consultation and supervision (all required unless noted):

*See the [Policies and Procedures Handbook](#) for more details.

<i>EPSY 945</i>	<i>Clinical Supervision and Consultation</i>
<i>EPSY 996</i>	<i>College teaching experience in the supervision of psychotherapy (2 consecutive semesters)</i>
<i>EPSY 995</i>	Field Experience in the Supervision of Psychotherapy (elective beyond the above 2 requirements)

Evaluating the efficacy of interventions (all are required):

<i>EPSY 742</i>	<i>Counseling Theory and Techniques</i>
<i>EPSY 846</i>	<i>Career Development</i>
<i>EPSY 875</i>	<i>Understanding Individual and Cultural Diversity</i>
<i>EPSY 949</i>	<i>Advanced Practicum II</i>
<i>EPSY 952</i>	<i>Advanced Counseling Theory and Research</i>
<i>EPSY 954</i>	<i>Vocational Psychology</i>
<i>EPSY 955</i>	<i>Research Methods in Counseling Psychology</i>

IV. Individual and cultural diversity. Issues of individual and cultural diversity are relevant to psychological theory, measurement and assessment, professional practice, and research. For this reason, exposure to issues of cultural and individual diversity are incorporated throughout the curriculum—including assessment, diagnosis and psychopathology, counseling theories and techniques, human development, and career development, as well as in field-based experiential courses (e.g., practicum and internship). The program also requires that all students complete the course, *EPSY 875: Understanding Individual and Cultural Diversity* or *PSYC 888: Diversity Issues in Clinical Psychology*.

V. Lifelong learning. It is an expectation of the program that our students will reflect the attitudes and possess the skills essential for life-long learning, scholarly inquiry, and professional problem-solving within their careers as counseling psychologists. No specific course or experience “targets” this program area. However, as program faculty, we attempt to instill these attitudes and values in our students through the modeling of our own enthusiasm for learning and inquiry, as well as through our encouragement of their involvement in and contributions to the profession. The program faculty, both individually and as a whole, engage in numerous professional activities at the local, state, regional, and national levels that attest to our commitment to the science and practice of counseling psychology. More specifically, we hope to model attitudes and skills that we hope and expect our students will acquire. Throughout the curriculum—in our theory, research and clinical skills (assessment and practicum) classes—we emphasize an attitude of critical thinking.

VI. Practica training: In addition to the above didactic coursework, the program requires that our students receive adequate and appropriate practicum experiences—experiences that are consistent with the generalist objectives of our program, the immediate and long-term training goals of the program, and support a scientist-practitioner orientation to training and to the provision of clinical services that characterize the program. These practicum experiences (and any subsequent additional supervised field experiences) are sequenced throughout the student’s program.

Students complete their sequence of practicum experiences in several different settings, thereby assuring diversity of training experiences in terms of therapeutic setting, clientele, professional/organizational structures, disciplinary “mix,” therapeutic orientation, as well as short-term vs. long-term treatment. Students are assigned to practicum placements with a goal of assuring a reasonably graduated sequence of training experiences. The practicum sequence is an integrated component of each student’s training program

Our students are placed in a variety of clinical settings—university counseling centers, VA medical centers, community mental health clinics, state mental hospitals, and private and public psychiatric facilities. Each is a multi-disciplinary setting that provides students with the opportunity to interact with and to receive supervision or consultation from a diversity of professional staff—counseling psychologists, clinical psychologists, physicians/psychiatrists, social workers, and counselors.

The Center for Psychoeducational Services (CPS) provides a training resource that is shared with and cooperatively administered by the School Psychology and Counseling Psychology training programs.

As a result of the breadth and sufficiency of their didactic and field-based training, our students have done very well in securing their preferred internship placements.

EPSY 842 Counseling Practicum (2 consecutive semesters in the same setting)

EPSY 948 Advanced Practicum I (2 consecutive semesters in the same setting)

EPSY 949 Advanced Practicum II (2 consecutive semesters in the same setting)

One additional year of Field Experience is taken by many students

VII. The Elective Block. The doctoral program has an elective block requirement that includes **three regularly scheduled courses taken at KU**. These are to be regularly scheduled courses (may include 998 seminars), thus the requirement cannot be fulfilled using field experiences, college teaching experiences, independent study, etc. A *research* elective is NOT required-but should be encouraged (and may be expected) by advisors, keeping in mind that students are expected to have the research competencies necessary to successfully complete the research for their specific dissertation study. NOTE: Students admitted to our PhD program who have completed the KU MS 60-hour program will be allowed to waive up to 9 hours of electives from their doctoral program.

VIII. Internship in Counseling Psychology

EPSY 990 Internship in Counseling Psychology
(3 credit hours spread across 3 consecutive terms of 1 credit each)

IX. Dissertation

EPSY 999 Dissertation (minimum credit hour requirements as outlined in the [Policies and Procedures Handbook](#))

SAMPLE FIRST YEAR PROGRAM
(to be used as an example only)

Bachelor's Level*

Fall

EPSY 918 (1 hour)
EPSY 740
EPSY 742
EPSY 846**
EPSY 955

Master's Level

Fall

EPSY 918
EPSY 951
EPSY 811 (or 810)
EPSY 955
EPSY 846 (if needed) or Psych Core Course

Spring

EPSY 830
EPSY 880
EPSY 875
EPSY 890

Spring

EPSY 948
EPSY 952 (or 954)
PSYC 775
PSYC 961

* Students entering with a bachelor's degree must be sure to take those courses that are prerequisites to advanced courses.

** To be excluded if only enrolling for 10 hours in the fall of Year 1, then taken in the fall of Year 2.