

**Policy Handbook
And
Description of Graduate Programs
In
Counseling Psychology**

**Department of Educational Psychology
School of Education
University of Connecticut
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Counseling Psychology

Policy Handbook and Description of Graduate Programs

University of Connecticut
Department of Educational Psychology

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The Department of Educational Psychology offers a program in Counseling Psychology that leads to the Master of Arts Degree, a Certificate in Education [Sixth Year] and a Ph.D. The program in Counseling Psychology is designed to prepare professionals to meet the needs of a diverse population at all developmental stages. The program has integrated multicultural and gender information at all levels of training and education. The graduate programs in Counseling Psychology are integrated and organized programs of professional psychology. The programs emphasize integration of theory and research to enhancing individuals in groups and communities. The program also stresses empirically based intervention approaches to the practice of Counseling Psychology.

The Master's/Sixth Year is designed to prepare highly skilled and qualified school counselors to practice in schools and related educational settings. The programs emphasize self-understanding and self-development through individual and small group activities, and they stress an ecological, multi-system intervention perspective to effective interventions in a school setting at the elementary, middle, or high school. Counseling in the schools denotes a professional relationship that involves a trained school counselor, a student, and significant others: parents, siblings, peers, and teachers/administrators in the student's life. The focus of such relationships is personal development and decision-making based on self-understanding and knowledge of the environment. Services provided by school counselors are comprehensive and developmental in nature. The school counselor possesses knowledge and skills that enable delivery of an effective program that includes attention to cultural diversity and special needs of children.

The Counseling Psychology program leading to the Doctor of Philosophy, at the University of Connecticut, Storrs, is intended to prepare professional leaders in the areas of Counseling Psychology. The Ph.D. in Counseling Psychology prepares students to be effective researchers, practitioners, and educators. Counseling Psychology graduates will be able to effectively provide services in several settings, universities and colleges as educators, researchers, and a staff psychologists, and in agencies, and hospitals as practitioners. The programs are accredited by the National Council of Accreditation of Teacher Education [NCATE] and the State of Connecticut [Master's program]. The Counseling Psychology program meets national requirements for programs in this domain. Although it is currently not accredited by the American Psychological

Association it complies with their guidelines for accreditation of programs in professional psychology.[APA, 1996].

Currently, the programs provides knowledge and skills that can lead to certification as a professional counselor by the National Board of Certified Counselors [NBCC] and/or licensure as a professional counselor [LPC] in the 43 states that currently license professional counselors.

The Doctoral program is designed to be at least four years of full time study [92 credit hours of course work] beyond the baccalaureate. The program also requires a 1,500-hour internship in Counseling Psychology and the dissertation. The program adheres to a scientist-practitioner model of graduate education in Psychology. Integrated didactic and applied courses aid students in the attainment of a knowledge base and the expertise to enhance professional practice of Counseling Psychology through employment of the scientific method. Students are encouraged to be involved in faculty research endeavors. Support and encouragement for student publications and presentations at national meetings is provided continuously throughout the students program. This involvement and encouragement in research activities is complimented by course work and experiences designed to allow an early integration of theory and practice.

The Counseling Psychology program includes three full-time faculty and additional adjunct faculty who teach core-counseling courses. Additional faculty in the Departments of Educational Psychology and Human Development and Family Relations teach core courses in the area of cognition, research and gender role conflict. All faculty members in the Counseling Psychology program are productive researchers providing reference to relevant research findings in instructional experiences, supervision of student research activities, and collaborative involvement of students in program faculty research activities.

Listed below are the primary faculty who comprise the Counseling Psychology Program along with the institution from which they received their highest degree, and their research interests.

PROGRAM FACULTY:

Robert Colbert, Ph.D., University of Wisconsin, Assistant Professor, Department of Educational Psychology.

Research Interest: Cross-cultural counseling, school counseling in diverse environments, education reform.

Michael P. Wilbur, Ph.D., Western Michigan University, Professor, Department of Educational Psychology.

Research Interests: Group work, clinical supervision, and chaos theory.

Orv C. Karan, Ph.D., University of Wisconsin, Madison, Professor and Program Coordinator, Department of Educational Psychology.

Research Interests: Quality of life, transitions, program development, and community integration.

James M. O'Neil, Ph.D., University of Maryland, Professor, Department of Educational Psychology and Department of Human Development and Family relations.

Research Interests: Career psychology, men's issues, gender role conflicts of both genders, psychological intimacy.

Robert A. Atherley, Ph.D., New York University, Clinical Assistant Professor, Department of Educational Psychology.

Research Interest: Counseling theory and practice.

Douglas Melody, Ph.D, University of Connecticut, Adjunct Assistant Professor, Department of Educational Psychology.

Research Interests: Consultation in the schools, career development, and role and function of school counselors.

Michael Bombara, Ph.D., University of Connecticut, Adjunct Assistant Professor, Department of Educational Psychology.

Research Interests: Professional ethics in school counseling.

SELECTION OF STUDENTS

The Counseling Psychology Program, Department of Educational Psychology, has a once a year admission policy. The deadline for application for admission for the subsequent fall semester is February 15. Students are notified concerning their application status by April 15th. Students are required to respond to the program's offer of admission by May 1st.

The applicant pool for the Counseling Psychology program based on application received during 2001- 2002, consisted of 52 students. From this pool a total of 15 students were accepted into either the doctoral [2] or Masters/Sixth Year programs [13].

The mean total Graduate Record Examination of the applicants admitted in 2001 was 982. [Verbal=478;Quantitative=504]. Currently, there are 48 active students pursuing advanced degrees in Counseling Psychology. The student body reflects the following cultural groups: Euro-Americans, African-Americans, Asian-Americans, Latino-Americans, and International students from Korea, Japan, Taiwan. The attrition rate is lower than 5% and is generally due to student's change of aspirations, career goals, or personal reasons.

The Graduate School of the University of Connecticut requires that doctoral students, during their second or subsequent years of graduate work in Counseling Psychology, spend at least two consecutive semesters or one semester together with a contiguous summer session in full time study, in-residence at the Storrs campus. Full time study is considered a course load consisting of 9-12 credit hours per semester. The program complies with this requirement. The Department of Educational Psychology has a limited number of graduate assistantships and tuition waivers for Counseling Psychology students.

Each student, upon formal admission to the program is assigned an advisor who assists the student in developing his/her plan of study. During the second semester in the program, the students select an advisory committee consisting of two associate advisors and the major advisor, to advise and direct the student's course of study. Students are at liberty to change their advisory committee, if the committee as set up is not viable for the student to achieve his/her goals.

Students are evaluated throughout the program using a variety of methods and a formal evaluation is conducted before the student is admitted to formal candidacy in the graduate program [formal assessment is discussed further in this document]. Other evaluative methods include: grades and the faculty evaluate the student's progress through feedback from practica and internship supervisors. An annual faculty review of the student's progress is conducted. The students are also given comprehensive examinations at the Masters/Sixth Year and Doctoral levels. These examinations are described in subsequent sections of this document.

PROGRAM PHILOSOPHY

The mission of the University of Connecticut's Counseling Psychology program is to prepare highly qualified professionals who can function independently and collaboratively in the human services field as caring and competent individuals, who are knowledgeable about their own counseling style, who respect diversity, who recognize and practice the ethical guidelines of the field, and who serve as models for those they serve.

Embodied in the M.A/Sixth-year and Ph.D. program philosophy, curriculum, and content of its course offerings is an emphasis and focus on a developmental approach in the delivery of counseling and educational services that recognize the needs of a

multicultural society and the concerns and consideration of all persons for which specialized counseling, educational and developmental skills are required.

I. PERSONAL CHARACTERISTICS

Student's professional activities are expected to conform to the ethical principles of psychologists and the code of conduct outlined by the American Psychological Association and the American Counseling Association. In addition the student's professional activities are expected to be characterized by:

- A. Professionals that exhibit a democratic attitude that respects the dignity, uniqueness, and worth of each individual, and potential for growth and change.
- B. Professionals who respect cultural and gender issues, and understand the diversity inherent in the United States, in their practice of Counseling Psychology.
- C. Professionals who can function independently and collaboratively, and are caring, sensitive, and competent in practicing Counseling Psychology.
- D. Professionals who are stable, ethical and understand the boundaries of privileged information and confidentiality.
- E. Professionals who are well versed in the practice and research of the field of Counseling Psychology, and able to use advanced technology in the services they provide.
- F. Professionals who are productive, motivated, independent, and adaptable and can serve as effective role models in the field of Counseling Psychology.
- G. Professional who have a commitment to professional growth, and have an ongoing involvement with professional associations for Counseling Psychologists.

II. ACADEMIC KNOWLEDGE

The program of study leading to a degree in Counseling Psychology is guided by criteria adopted by the American Psychological Association for accredited programs in professional psychology. The curriculum is designed to ensure that students acquire and demonstrate substantial knowledge and competence in the following domains:

- A. Foundations in Psychology
 - Biological bases of behavior
 - Cognitive-affective bases of behavior
 - Social bases of behavior
 - Individual differences
 - History and systems of psychology
 - Professional ethics and standards

- B. Psychological Assessment
 - Measurement theory
 - Appraisal procedures
 - Use and interpretation of standardized and non-standardized assessment.

- C. Research, Statistics, Design, and use of advanced technology
 - Methods and technologies of quantitative and qualitative research
 - Multivariate analysis
 - Use of advanced technology in research

- D. Counseling Psychology Core
 - Professional issues
 - Career Psychology
 - Counseling interventions: Research and practice
 - Supervision in Counseling Psychology
 - College teaching experience

Formal Evaluation and Admittance to Candidacy

Masters/Sixth-Year Programs

Upon enrollment in the Counseling Psychology program course-work, students will undergo process screening leading to retention (i.e., candidacy), or non-retention in the program. Process screening occurs during the first and second semesters of full-time study, or in the case of part-time study, during enrollment in at least six (6) semester hours of coursework up to a maximum of twelve (12) semester hours of course work. Criteria for retention in the program include satisfactory academic performance, satisfactory progress as a counselor in-training, and supportive recommendations of the faculty. These criteria emphasize the notion that some individuals may not possess the attributes or characteristics necessary for successful functioning as a professional counselor or a Counseling Psychologist.

Criteria for evaluation retention (candidacy) include more than satisfactory academic performance. Adherence to the American Counseling Association (ACA), Code of Professional Ethics and the American Psychological Association (APA), Ethical Principles will be employed in informing, explaining, and advising those students who are not recommended for retention (candidacy), in the program due to unsatisfactory performance in regard to academic and/or non-academic criteria.

Doctoral Program

The graduate school of the University of Connecticut requires a pre-candidacy review for all doctoral students. This occurs after a student has been admitted into the graduate program and has completed 24 credit hours in the program. The student is required to prepare a "Pre-Candidacy Portfolio." The submission of the portfolio is the

responsibility of the student, and must be submitted to the Program faculty, i.e., the Coordinator.

The Pre-Candidacy Portfolio must include the following:

1. Four unsigned copies of the student's Plan of Study, except where a completed Plan of Study is requested.
2. A personal statement by the student, written explicitly for the portfolio.
3. The student's resume.
4. At least one example of scholarly/academic writing from one of the student's courses.
5. A critical review or response to a published research study written by the student explicitly for the Portfolio, and intended to demonstrate scholarly promise.
6. In addition, an oral component may be required at the discretion of the program faculty and the student's advisory committee.
- 7.

The Pre-Candidacy Portfolio will be evaluated by the student's Advisory Committee and the Program faculty to approve for continued work in the Doctoral program. If the student is approved for continuation in the Doctoral program, the plan of study will be signed and forwarded to the Graduate School.

Time Limits

Students' progress toward meeting program requirements for the Masters/Sixth-year and Doctoral programs is reviewed annually. Students who are admitted for the Masters/Sixth-year are expected to complete all requirements within six years from the first semester of enrollment. Students admitted to the Ph.D. program with credit for a Masters degree in Counseling Psychology are expected to complete all requirements in seven years. Students are expected to pass the comprehensive examination within two years of admission to the Masters program and within four years of admission to the Ph.D. program. Students may enroll on either a full time or part time basis, but part time students must fulfill the residency requirements of at least two semesters of full time graduate study during their graduate program. The student's advisory committee must approve exceptions.

ADMISSION TO THE COUNSELING PSYCHOLOGY PROGRAM

General Prerequisites for graduate study in the Masters program in Counseling Psychology include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Regular admission to the program requires a cumulative undergraduate GPA of 3.0, a GPA of 3.0 for the last two undergraduate years, or their equivalency. Miller Analogies Test (MAT) or Graduate Record Examination (GRE) results are required, as are three letters of recommendation, official transcripts, a personal statement and sometimes a personal interview. Please send results of the MAT or GRE to: Neag School of Education Graduate Office, Box U-2064, University of Connecticut, Storrs, CT 06269-2064

Masters program admissions may require prerequisites in the behavioral sciences to accommodate for individual differences in student competencies and understandings acquired prior to entering the program. Thus, students not possessing a Bachelor's degree in education, psychology, sociology, human development, anthropology, or related areas may be required to enroll in appropriate background courses in the behavioral science. These pre-requisite courses will not be included as part of the 48 credit hours for graduation.

Although flexibility in Ph.D. program admission is highly valued and encouraged, prerequisites may be necessary to accommodate for individual differences in student competencies and understandings acquired prior to entering the program. Thus, students not possessing the entry-level (course work), preparation of a Master's degree that meets the criteria for certification as a National Certified Counselor (NCC), as defined by the National Board of Certified Counselors (NBCC), will be required to enroll in those Master's degree level courses leading to the necessary entry-level preparation. The University of Connecticut Master's degree in School Counseling Program outlines the necessary entry-level preparation requirements. Briefly, however, those guidelines include a 48 semester hour Master's degree with content course work in the areas of: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Lifestyle and Career Development, Appraisal Research and Evaluation, Professional Orientation, Foundation of School Counseling, Consultation, and Supervised Experience (i.e., practicum/fieldwork and internship if applicable.)

Application Procedures

1. Submit a completed GRADUATE SCHOOL APPLICATION, with official transcripts to the Graduate Admissions Office by February 15th.
2. Submit a PERSONAL STATEMENT concerning prior educational/life experiences, professional research/presentations, interest in and commitment to the profession, projected work setting upon completion of the program.
3. Submit three (3) LETTERS OF RECOMMENDATION.
4. Submit results of the MILLER ANALOGY TEST (MAT; not more than 5 years old) or GRADUATE RECORDS EXAM (GRE) to the School of Education Graduate Office indicated above.
5. On some occasions, complete a PERSONAL INTERVIEW, for those applicants who appear to meet the admissions criteria.

The first step in the application process is to request an application form, graduate school bulletin, and financial aid information from:

Graduate School Admissions Office
The University of Connecticut
438 Whitney Road Ext. U-6
Storrs, CT 06269
Telephone: (860) 486-3617

Upon completion of the graduate school application material and requirements, the complete application file (i.e., MAT/GRE results, letters of recommendation, official transcripts, and personal statement) will be forwarded to the Graduate Admissions Office of the School of Education and the Department of Educational Psychology for the review and determination of status by the program faculty. A personal interview may be required of the applicant during this process. The Counseling Psychology Program Coordinator will then make the recommendation to the Dean of the School of Education concerning each applicant. There is one application period per year for admission to the Counseling Psychology Program. The application deadline is February 15 of each year, with the decisions reached and applicants notified by late April or early May.

Criteria for admission into Masters Program in Counseling Psychology include:

1. Ability to do graduate level work, as established by the Graduate School.
2. Prior experience indicating evidence of educational and work experience, which demonstrates interest and motivation in working in school counseling.
3. Personal characteristics considered being important qualities in counselors- including the ability to understand self and interpersonal effectiveness with others.
4. Commitment to the profession as indicated in the personal statement.

Regular admission to the Doctoral program requires a cumulative undergraduate GPA of 3.0, a GPA of 3.0 for the last two undergraduate years, or their equivalence and a Master's degree with a minimum GPA of 3.0. Students are not admitted to the Ph.D. program from a Bachelor's degree program, a Master's degree is required. International students will be admitted only if they qualify for Regular Admissions Status.

In addition to the entry-level considerations, Doctoral level program admission criteria include consideration of each applicant's:

1. Academic aptitude for doctoral level study,
2. Previous professional experience,
3. Verbal and written skills, and
4. Potential for professional leadership.

Information concerning fellowships and other types of financial assistance may be obtained from the Graduate School Bulletin and/or by contacting the Graduate School Office at the above address and telephone number. In addition, work-study opportunities and limited assistantships are available through various departments and programs of the School of Education based on additional sources of funding obtained via research/training grants and etc. This information is made available to students as additional funding exists. It is important to note that graduate assistantships are very competitive and funds are limited.

MASTERS PROGRAM

The entry level school counseling emphasis is comprised of two (2) full academic years, defined as four (4) semesters of approved graduate-level study with a minimum of 48 semester hour credits required of all students. Embodied in the school counseling philosophy, curriculum, and content of course offerings is a focus and emphasis on environmental and specialized studies that include:

- A. A study of the diverse school settings in which the counselor plans to practice;
- B. A developmental approach in the delivery of counseling services, in the areas of
 - 1. Organization and Administration of Counseling Services
 - 2. Counseling-Coordination-Consultation
 - 3. Appraisal
 - 4. Placement-Follow up-Referral
 - 5. Program Planning-Management-Evaluation
 - 6. Professional Ethics, Growth, and Development

The objectives of the M.A. program in counseling psychology are intended to:

- 1. Reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a multicultural society;
- 2. Reflect the present and projected needs of a multicultural society for which specialized counseling and human development skills are required; and
- 3. Reflect the concerns and consideration of all persons involved in the conduct of the counseling psychology program including program faculty, students, and personnel in cooperative agencies.

To meet state and national standards for certification as a school counselor, the curriculum is divided into 10 content areas:

- 1. Human Growth and Development
- 2. Social and Cultural Foundations
- 3. Helping Relationships
- 4. Groups
- 5. Life Style and Career Development
- 6. Appraisal
- 7. Research and Evaluation
- 8. Professional Orientation and Ethics
- 9. Organization of the School
- 10. Supervised Experiences (Practicum/Internship)

Matriculation Requirements

When not more than twelve (12) credits of coursework for the degree have been completed, the student must submit a Plan of Study (to be completed in consultation with

the student's advisory committee) for the Master's Degree to the Graduate Records Office. The successful completion of all work indicated on the Plan of Study is a fundamental prerequisite for the conferring of the degree. In addition to submitting the Plan of Study and completing the 48 credit hours of course work with a minimum 3.0 GPA, each student must successfully complete and pass a comprehensive examination, administered in the Spring semester of each year or complete a Master's research project.

Upon completion of all degree and program requirements and the conferring of the degree, graduates of the school-counseling program may make application to the State of Connecticut for Connecticut certification as a school counselor. Names, addresses, and contact sources for each of the 50 state certification boards for school counseling are provided to all students during the course of their study (usually during practicum, EPSY 447). In addition, the National Board of Certified Counselors (NBCC) also provides review of school counselor applications, and examination, for national certification as a professional counselor – two years following the completion of the degree. Two years of professional experience as a counselor are also required to take the NBCC examination. The students and criteria for application and licensure as a professional counselor may vary from state to state. However, each student is given information and contact sources for each state currently licensing professional counselors

Masters Examinations

Students enrolled in a Masters/Sixth-year program must take a final examination prior to being awarded the degree/certificate. The Comprehensive Examination is administered in the Spring Semester for second year Masters/Sixth-year students. The comprehensive examination is administered in a multiple-choice format. Faculty teaching the content areas prepares the items. The passing score is 70% of the examination.

DOCTORAL PROGRAM

The Counseling Psychology Program, leading to the Doctor of Philosophy, at the University of Connecticut, Storrs, is intended to prepare counseling psychologists who work as teachers, supervisors, researchers, consultants, and practitioners. The Ph.D. program in Counseling Psychology adheres to the scientist-practitioner model of graduate training; it emphasizes learning in the area of methods of psychological research, assessment, and counseling interventions. A review of the program requirements shows a substantive and balanced emphasis on counseling and psychological theories, research, assessment, and training in applied counseling skills. The curriculum incorporates requirements for training and education proposed by the American Psychological Association for Counseling Psychology.

Counseling Psychologists apply psychological knowledge and skills to problems of human development and adjustment in educational, industrial, mental health, and medical settings. Counseling Psychologists are trained to help normal or moderately maladjusted persons with problems and developmental needs over the adolescent and

adult life cycles. As a general philosophy, Counseling Psychology's roles and functions include facilitating the development of clients as well as impacting the environments that limit positive growth, learning and health. Applicants are encouraged to investigate the profession of Counseling Psychology prior to making an application. It is important that applicants recognize the differences and commonalities with other mental health specialties. This investigation will clarify the role and functions of counseling psychologists and training perspectives.

The objectives of the Ph.D. Program in Counseling Psychology reflect preparation that both extends entry-level preparation (i.e., Master's degree preparation) and includes additional knowledge and skills in Counseling Psychology. The goals of the Program are to enhance:

1. Current knowledge and positions from lay and professional groups concerning the counseling, psychological, and human development needs of a multicultural society.
2. The present and projected needs of a multicultural society for which specialized counseling, psychological, and human development skills are required.
3. Current knowledge and information regarding advances in Counseling Psychology, theory, research and practice in a diverse society.

The program requires a minimum of 96 semester hours of coursework, including the internship. It is designed so that students can complete all Doctoral program requirements after approximately four years of full-time graduate study beyond the baccalaureate degree. Program requirements exclude credit for undergraduate study, study that is remedial, or study that is designed to remove deficiencies in meeting admission standards.

During the first year of the program, students are enrolled in foundation courses designed to provide expertise in the use of the scientific method and a knowledge base in psychology. Students are also involved in coursework that addresses counseling interventions in individual and group settings. The second year of the program builds on the student's knowledge base in research methodology and the foundation in psychology. The third year focuses on professional issues and the practice of Counseling Psychology. During the second semester of the third year, students are expected to develop their research proposal for the Doctoral dissertation. In the fourth year, students are expected to complete their internship requirement. During the full-time internship phase, students are expected to complete their research.

Matriculation Requirements

Upon or before the completion of half their coursework for the Ph.D. program, the student must submit a Plan of Study for the Doctor of Philosophy Degree to the Graduate Records Office. The successful completion of all work indicated on the Plan of Study is a fundamental prerequisite for the conferring of the degree. In addition to submitting the Plan of Study and completing the 96 graduate credit hours of coursework

with a minimum 3.0 GPA, each student must successfully complete and pass a comprehensive examination, a dissertation and its oral defense, and the 1,500 hours of internship placement (in conjunction with the six (6) credit hour requirement of the EPSY 468, Doctoral Internship in Counseling).

Ph.D. Examinations

The Doctoral comprehensive examination in Counseling Psychology must be passed before the students embark on their internship. This examination requires students to prepare and defend a research proposal, for their advisory committee and two other faculty members from the university. The research proposal must be presented at a state or national conference of a professional organization (American Psychological Association or American Counseling Association). Although this is not a requirement for passing, this research must be subsequently published in a national refereed journal. Passing this examination will signify that the student has been able to successfully meet training criteria in Counseling Psychology. This examination must be passed within five years of admission to the Doctoral program.

The scholarly research must be developed in consort with the advisory committee. The research must be relevant to the field of Counseling Psychology.

PRACTICA REQUIREMENTS

The practica sequence adheres to the American Psychological Association (1996) requirements for a 200 hour planned, supervised experience, of which 150 hours is in direct service, and 50 hours is in formal supervision. This must be undertaken prior to the internship. The practicum is designed to provide students with a planned, supervised, experience of directed observations and participation in a counseling setting. Further, the experience is designed to enhance an early identification with the field of counseling psychology. This field experience is coordinated with course work, to allow students opportunity to combine theoretical and practical knowledge in a closely supervised setting. During the practicum, students must be enrolled in a EPSY 381 (Practicum in Counseling Psychology). Since, the practicum is both a responsibility of the Counseling Psychology faculty and the agency in which the practicum is located, supervision will be provided in both settings.

INTERNSHIP REQUIREMENTS

The internship in Counseling Psychology complies with the American Psychological Association standards. The internship occurs at the end of formal training and is the joint responsibility of the Counseling Psychology Program and the participating field placement setting. The daily supervision of the intern is conducted by approved field supervisors in consort with faculty from the Counseling Psychology Program.

The field-based supervisors are licensed psychologists. The supervisor is not responsible for more than two interns at any given time. The University of Connecticut internship is responsible for no more than 10 interns at any given time. The University based supervisor maintains an on-going relationship with the field supervisor, and conducts at least one field based contact per semester, with each intern. In addition, interns are required to attend bi-weekly on campus meetings throughout the period of their internship.

The internship is designed to enhance the development of competencies and professionalism, and to be the culminating experience of the student's program. This experience must allow the student the opportunity to integrate coursework, research theory, and practical experiences in a supervised applied setting. To be eligible, the student must have completed; (a) a Masters degree in Counseling Psychology; (b) completed all practica requirements; (c) completed the general examination in Counseling Psychology; and (d) have advisory committee approval. The internship is on a full-time basis for one full year, and it must approximate 1500 clock hours of supervised experiences relevant to the practice of Counseling Psychology.

The internship includes the following experiences; (a) an average of two hours per week of scheduled formal, face to face individual supervision. One hour of this must be supplied by the student's field supervisor; (b) an average of two hours per week of scheduled learning activities such as case conferences, seminars, in-service training, etc.; (c) at least 10 hours a week of the intern's time being spent in direct client contact; and (d) the intern may spend up to 10 hours a week on research activities.

References

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American Psychological Association (1996). Guidelines and principles for accreditation of programs in professional psychology. Washington, DC. Author.