



## Counseling Psychology

Thank you for your interest in graduate study in counseling psychology at The University of Iowa. Our program has been fully accredited by the American Psychological Association since 1983, and our primary aim is to train students in both the science and practice of counseling psychology.

The program has a long history of faculty and student achievement. Our faculty members are committed to excellence in teaching, research, and service, and they are among the national leaders in the field of counseling psychology. Our students have gone on to a variety of positions nationwide where they are contributing to many areas of the field.

In this brochure, you will find in-depth information concerning The University of Iowa, the College of Education, the Department of Psychological and Quantitative Foundations, and the counseling psychology program. We hope that this information will be useful to you and that you will contact us for additional information. You should also consult our website at <http://www.education.uiowa.edu/counspsy/>.

Sincerely,

William Ming Liu, Ph.D.  
Director, Counseling Psychology Program

THE UNIVERSITY OF IOWA  
Iowa City, Iowa

## **The History of the College of Education**

Since its founding in 1913, the College of Education has been an integral part of The University of Iowa. The college traces its roots to 1873, when the University became the first college-level institution in the United States to establish a chair of education in what was then called the Department of Teacher Training.

Over the years, College of Education faculty members have been leaders in a variety of educational fields. Particularly noteworthy have been their contributions in the area of educational testing and measurement. They helped lay the foundation for today's testing and measurement industry, making Iowa City one of the best-known centers for testing.

## **The College Today**

The College of Education has four departments:

- Counseling, Rehabilitation, and Student Development;
- Educational Policy and Leadership Studies;
- Psychological and Quantitative Foundations; and
- Teaching and Learning.

The mission of the College is to promote teaching, research, and service to help address educational needs as they arise in different settings. While the primary focus is on preparing students for careers as teachers and administrators in K–12 and postsecondary schools, faculty and students are also actively engaged in exploring and finding solutions to education-based problems in daycare centers, businesses, industrial settings,

counseling centers, and hospitals. The faculty is dedicated to creating, preserving, and disseminating new knowledge that can meet these needs and solve these problems.

## **Graduate Study in the College**

The College prides itself on its high-quality graduate programs and has been recognized as one of the top 20 graduate colleges of education in the United States. Graduate students have many opportunities to work with faculty mentors on research, teaching, and service projects. For excellent students, a number of teaching and research assistantships, fellowships, and scholarships are available each year. The Iowa Testing Programs, the Center for Evaluation and Assessment, and the Belin-Blank Center for Gifted Education and Talent Development offer graduate students a variety of experiences, including practica and research assistantships.

## **The Department of Psychological and Quantitative Foundations**

Psychological and Quantitative Foundations offers programs in four areas:

- Counseling Psychology
- Educational Psychology
- School Psychology
- Educational Measurement and Statistics

All programs share two general goals: to help students acquire the knowledge and skills necessary to function effectively in settings that require the application of psychological and quantitative principles; and to extend knowledge and understanding of the

teaching/learning process as it occurs in a variety of settings.

## **Special Facilities and Resources in the College of Education**

The **Education Technology Center (ETC)** is available for College of Education students, faculty, and staff. In addition to a computer lab, resources include several classrooms, wireless network for laptops, equipment for checkout, and digital video editing suites. Additionally, the ETC provides access to assistive technology software and hardware for students with disabilities.

The **Iowa Center for Assistive Technology Education and Research (ICATER)**—housed in the ETC—aids students with disabilities and provides hands-on training and evaluation of assistive technology for students, educators, and counselors throughout the community and state.

The **Curriculum Resources Laboratory** provides materials primarily for students and faculty interested in teacher education. The curriculum lab houses approximately 30,000 books for children and young adults. Additional materials include K-12 textbooks, curriculum guides, activity materials, and nonprint media.

The **Center for Evaluation and Assessment** provides consulting services on campus and across the nation in the assessment of college outcomes and the evaluation of educational and social programs.

**Iowa Testing Programs** develops the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. It also coordinates statewide testing programs and provides consultation on test use. These activities support a number of unique opportunities for student research.

The **Blommers Measurement Resource Library** contains a collection of books, journals, and reference materials related to educational testing and assessment as well as an extensive collection of published and unpublished tests.

The **Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development** provides teacher training and direct services to gifted students. The center's library offers resources in the area of gifted education to University faculty, staff, and students, as well as to educators and families throughout the nation.

## PROGRAM OVERVIEW

The counseling psychology program at The University of Iowa was granted full accreditation by the American Psychological Association in the spring of 1983. Counseling psychology is a doctoral program; no master's degree is offered. The program's primary goal is to train students to achieve competency in providing a wide range of psychological services and in conducting research on a variety of psychological problems. To achieve this goal, the curriculum has been developed to integrate psychological theory,

professional development, and research training. The program strives to produce counseling psychologists who promote psychology as both a profession and a science and who apply acquired skills to the advancement of the human condition. Given our belief that the profession of psychology is constantly changing to meet human needs, our faculty and students represent a variety of backgrounds and interest. Our program is designed to encourage innovation in a wide range of human services as well as the provision of traditional counseling approaches.

The counseling psychology program is committed to a multicultural education environment. To this end, our program offers a required multicultural counseling course, and 15 to 20 percent of every required counseling psychology course will be a multicultural counseling component. It is our hope that such an emphasis will better prepare our students to meet the needs of our culturally diverse society.

Counseling psychology, as an applied psychological specialty, has historical roots in vocational guidance, the mental hygiene movement, and early efforts to facilitate emotional adjustment.

A **definition** of *counseling psychology*—adopted in 1983 by the Executive Committee of Division 17 (the Division of Counseling Psychology of the American Psychological Association)—is as follows:

Counseling psychology is a specialty in the field of psychology whose practitioners help people improve

their well-being, alleviate their distress, resolve their crises, and increase their ability to solve problems and make decisions. 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. The specialty adheres to the standards and ethics established by the American Psychological Association.

While counseling psychology overlaps with other psychological specialties (i.e., clinical psychology, school psychology), its hallmark has been a clear emphasis on identifying and developing personal and social resources and helping the individual make more effective use of them.

Upon graduation, our students obtain positions as faculty members, health service providers, private practitioners, counseling center staff members, and consultants. The following list represents the initial **job placement** locations of our graduates from over the past years:

- Postdoctoral fellowship
- University/college faculty
- University/college counseling centers
- Medical school faculty
- VA Medical Centers
- Hospitals

Community Mental Health Centers

Private practice  
Consultation/business (e.g., IBM)

Other (Armed Forces, nonprofit organizations)

## Students

The Counseling Psychology Program admits a limited number of students each year to ensure a close working relationship between faculty and students in training. The student population reflects a balance of gender, age, cultural background, educational background, and career plans. Sixty-three percent of the students are women and 37% are persons of color. The age distribution of students is from early 20s to early 50s. Our attrition–dropout rate is about five percent. Students entering the program have a variety of undergraduate majors and previous employment experiences. Those students who do not have undergraduate majors in psychology or who have not had psychology coursework are encouraged to take basic courses in psychology prior to applying to the Counseling Psychology program.

## Admissions requirements

Admissions requirements to the doctoral program in counseling psychology at The University of Iowa are as follows:

1. Completed Graduate School application form (there is no separate department application form). Students may apply online or download the form to complete and mail.

2. Copies of official transcripts of all previous college work—graduate and undergraduate.

3. Official report of Graduate Record Examination scores—verbal and quantitative. (The GRE Advanced Test in Psychology is requested, but not required.)

4. Statement of student's reasons for seeking advanced training as a counseling psychologist, including a statement of personal career objectives.

5. Three supportive letters of recommendation from persons in a position to assess the applicant's potential for completing the Ph.D. in counseling psychology.

6. Applicants are typically expected to meet the following admissions criteria:

a. Undergraduate grade-point average (GPA) of 3.00 or better on a 4.00 scale.

b. Graduate GPA of 3.50 or better on a 4.00 scale.

c. Composite (verbal and quantitative) GRE score of 1200 or better is preferred but not required.

7. If invited, applicants attend an admissions interview open-house day.

The deadline for completed applications is **January 1** of each year. If the deadline falls on a weekend, the following Monday is considered the deadline date. It is the applicant's responsibility to make sure that all materials are in by the deadline date. Admission to the program is very competitive. Typically, only five to eight students from an applicant pool

of about 80 to 120 students are admitted each year.

All students must begin their program of study during the first fall semester after admission. It should be noted that the program is full time, students cannot complete it on a part-time basis. Students can enter the program with either a bachelor's or master's degree.

If you have a question about whether your application file is complete, call the College of Education Office of Teacher Education and Student Services, 319/335-5359.

## Degree Requirements

### 1. Basic Psychology Core Requirements (18 s.h.)

To ensure that students have thorough grounding in psychology, the program requires that all students take approved course work in each of the following basic psychology areas:

Biological Bases of Behavior  
3 s.h.

Cognitive-Affective Bases of Behavior  
3 s.h.

Social Bases of Behavior  
3 s.h.

History and Systems 3 s.h.  
Individual Differences: Life Span Developmental Psychology  
3 s.h.

07P:312 Psychological Diagnosis  
3 s.h.

## **2. Statistics and Research Design Requirements (10 s.h.)**

07P:243 Intermediate Statistical Methods 3 s.h.

07P:246 Design of Experiments 4 s.h.

**OR**

07P:244 Correlation and Regression 4 s.h.

07P:257 Educational Measurement and Evaluation 3 s.h.

## **3. Counseling Psychology Core Requirements (minimum of 35 s.h.)**

07P:223 Intro to Counseling Psychology Practice/ Research I 3 s.h.

07P:225 Intro to Counseling Psychology Practice/ Research II 3 s.h.

07P:235 Multicultural Counseling 3 s.h.

07P:305 Psychotherapy I: Dynamic and Phenomenological Approaches 3 s.h.

07P:306 Psychotherapy III: Vocational Counseling 3 s.h.

07P:309 Personality Assessment 3 s.h.

07P:310 Intelligence Assessment 3 s.h.

07P:312 Psychological Diagnosis 3 s.h.

07P:356 Processes and Outcomes in Counseling and Psychotherapy 3 s.h.

07P:365 Psychotherapy II: Cognitive and Behavioral Approaches 3 s.h.

07P:434 Practicum in Counseling Psychology 3 s.h.

07P:453 Advanced Practicum in Counseling Psychology

07P:465 Issues and Ethics in Professional Psychology 3 s.h.

Students must enroll in practica to reach a specified level of client contact, supervision, and additional experience hours. The first practicum (07P:434) is a training clinic at the University Counseling Service. Students must successfully complete at least one semester of 07P:434 before enrolling in 07P:453. Students typically complete three to four advanced practica (07P:453) at various sites approved by the counseling psychology faculty.

## **4. Electives**

The remainder of the program is planned individually in collaboration with the doctoral student's major adviser.

## **5. Research**

Students are required to participate on research teams, required to present at national conferences, and encouraged to publish their research. These expectations are a part of the student's portfolio which requires students to be competent scientist-practitioners.

## **6. Portfolio and Comprehensive Examinations**

Students demonstrate their learning and development through their portfolio. The portfolio outlines expectations in the areas of research, practice, and professional development. Students also take a professional issues and ethics comprehensive

examination as part of the portfolio. The portfolio is presented and defended to the faculty.

## **7. Internship**

Students spend a calendar year at an internship setting approved by the American Psychological Association or, in some cases, by the counseling psychology faculty. The internship almost always requires geographic relocation. The faculty will determine student readiness to apply for internship based on the following criteria:

- Completion of all required course work.
- Successful completion of the master's equivalency research requirement.
- Successful completion of practicum requirements.
- Successful completion of comprehensive examinations.

## **8. Dissertation**

A major research study to be planned in collaboration with the doctoral student's major adviser. The number of semester hours for dissertation credit can range from 12 to 15.

## **9. Other**

Students must evidence appropriate levels of emotional balance and interpersonal skills. The student must also act within the American Psychological Association's Ethical Principles of Psychologists.

The degree requires 96 semester hours.

The following proposed schedule is a *typical* five-year program based on 12 s.h. taken each semester excluding summer work. The schedule suggests covering the counseling

psychology core, the basic psychology core, and the statistics and research design core in the first three years. This schedule is both flexible and incomplete. Each student and his/her adviser must individualize the program and plan for sufficient course work to be completed to fulfill the 96 semester-hour requirement. In addition to classroom study, credit also is earned for individual research. Dissertation credit ranges from 12 to 15 semester hours.

Students who hold half-time assistantships are limited to 12 s.h. each semester. During those semesters when 4 s.h. courses are required, special arrangements for an overload registration must be made.

### First Semester

Psychology Core 3 s.h.

#### OR

Beginning Statistics 3 s.h.

07P:223 Intro to Counseling Psychology Practice/ Research I 3 s.h.

07P:257 Educational Measurement and Evaluation 3 s.h.

07P:312 Psychological Diagnosis 3 s.h.

### Second Semester

07P:225 Intro to Counseling Psychology Practice/ Research II 3 s.h.

07P:309 Personality Assessment 3 s.h.

07P:310 Intelligence Assessment 3 s.h.

07P:243 Intermediate Statistical Methods 3 s.h.

### Third Semester

07P:365 Psychotherapy II: Cognitive and Behavioral Approaches 3 s.h.

07P:434 Practicum in Counseling Psychology 3 s.h.

07P:246 Design of Experiments 4 s.h.

#### OR

Psychology Core 3 s.h.

07P:306 Psychotherapy III: Vocational Counseling 3 s.h.

### Fourth Semester

07P:453 Advanced Practicum in Counseling Psychology

07P:305 Psychotherapy I: Dynamic and Phenomenological Approaches 3 s.h.

07P:244 Correlation and Regression 4 s.h.

#### OR

Psychology Core 3 s.h.

07P:235 Multicultural Counseling 3 s.h.

### Fifth Semester

Psychology Core 3 s.h.

Elective 3 s.h.

07P:465 Issues and Ethics in Professional Psychology 3 s.h.

07P:453 Advanced Practicum in Counseling Psychology

### Sixth Semester

Elective 3 s.h.

07P:453 Advanced Practicum in Counseling Psychology

07P:356 Processes and Outcomes in Counseling and Psychotherapy 3 s.h.

07P:320 History and Systems 3 s.h.

At the end of the third year, the majority of course requirements should have been completed, along with the portfolio requirements. The fourth and fifth years are flexible and are devoted to completion of the comprehensive examinations, the portfolio, the doctoral dissertation, and predoctoral internship. Typically, the final year is spent completing the full-time predoctoral internship requirement.

If the student progresses at the expected rate, the program (including the predoctoral internship) takes approximately five to six years to complete. If progress has been accelerated during the first three years, the student may be able to complete the portfolio requirements by the fourth year. Although this is unusual, the fourth and fifth years may then be *collapsed*, and the student may be able to complete the dissertation and the predoctoral internship during the same year.

As mentioned earlier, The University of Iowa counseling psychology program requires students to integrate course work in general psychology and counseling psychology with an active research program. Applicants who are interested in professional (practitioner) training *only* are encouraged to consider programs in professional schools of psychology. Applicants who have completed a master's degree in an area of counseling (e.g., counselor education, marriage and family therapy) should note that course work taken for such degrees may not fully transfer to the counseling psychology program core. Several courses in

basic psychology and statistics may be transferable. Requests to waive curriculum requirements based on prior course work are evaluated on an individual basis following admission to the program and usually are handled by the major adviser. Some requests require a vote of the entire faculty. Waiver approval does not typically reduce the total time necessary to complete the program.

### **PROFESSIONAL TRAINING OPPORTUNITIES**

The University of Iowa counseling psychology program is dedicated to training of professional psychologists. All students are required to accumulate a minimum of 400 hours of practicum as part of the basic program requirements. Most students take four or five semesters of practicum to fulfill this requirement. Practicum agencies used by the counseling psychology program include university and college counseling centers; the University of Iowa Hospitals and Clinics; VA Medical Centers in Iowa City, Des Moines, and Knoxville; the Women's Resource and Action Center and the Belin-Blank Center at The University of Iowa; community mental health centers, and state agencies such as a state hospital and a prison.

For all students, the first practicum is a training clinic at the University Counseling Service (an APA-approved internship site). Subsequently, students and faculty work jointly to select advanced practicum sites. The variety of sites insures that students will receive broad training in different treatment

modalities and with a diverse clientele.

Regularly available at the sites are experiences in individual, conjoint, and group counseling/psychotherapy; assessment; and outreach and prevention. Depending on the site, students may gain experience in working with substance-abuse populations, marital and family problems, rehabilitation and health concerns, developmental problems, neuropsychological assessment, and severe psychopathology. Furthermore, the clientele across sites presents a diversity in age, ethnicity, affectional/sexual orientation, and educational level. Our program is committed to training psychologists to be competent in their work with these diverse populations.

During any practicum, students receive supervision from a licensed psychologist or supervision that is supervised by a licensed psychologist. Faculty members who serve as coordinators of practica and internships conduct ongoing evaluation of all practicum sites.

All students are required to complete a yearlong, full-time predoctoral internship. The faculty approves internship settings; with few exceptions, students choose APA-approved internships.

### **RESEARCH TRAINING OPPORTUNITIES**

In addition to receiving training as practitioners, students are also required to become competent in conducting research. Given the various research topics encompassed by the field of counseling psychology, the

research interests of the faculty members include many different areas. Faculty members actively involved in research conduct regular meetings to discuss important research topics and projects with students. Many students are appointed to assistantships that involve conducting research with faculty members and other University of Iowa faculty members. Faculty and students participate in collaborative research projects with staff from the University of Iowa Hospitals and Clinics and the University Counseling Service.

Several faculty members also conduct research supported by grants. Past projects include an investigation of the effectiveness of psychological interventions for chronic low back pain, studying methods of communicating distressful information from physicians to patients, research on minority student development, and college student suicide.

Students are encouraged to take an active part in developing and conducting research as well as pursuing research interests of their own. The counseling psychology program sponsors guest lecturers from various psychology specialties to help acquaint students with a variety of research areas. Among those who have visited are Dr. Karen Kitchener, Dr. Derald Wing Sue, Dr. John Krumboltz, Dr. Gwen Keita, Dr. Jim Lichtenberg, Dr. Richard Suinn, and Dr. Melba Vasquez.

## **FINANCIAL AID**

In the past, most graduate students in counseling psychology desiring financial support have received it for a major portion of their graduate program. Sources of funding include teaching and research assistantships, graduate assistantships with a variety of service agencies, and professional employment in other areas of the University or community. In addition, students are nominated for various University Fellowships. During the past two years, about 70% of our entering class have received these. All employment is undertaken after consultation with and approval from the major adviser.

For general financial aid, contact:

Office of Student Financial Aid  
The University of Iowa  
208 Calvin Hall  
Iowa City IA 52242-1315  
319/335-1450

financial-aid@uiowa.edu  
<http://www.uiowa.edu/financial-aid/>

Apply for general financial aid at the same time that you apply for admission to our doctoral program.

Special graduate assistantships are open to graduate students pursuing any advanced degree program offered by the College of Education. The assistantships are half-time appointments (20 hours) that carry both a stipend and a waiver of tuition. They are awarded to students with outstanding academic records.

During the assistantship, students pursue both individual and collaborative research projects with a faculty adviser. These appointments are renewable, although no summer support is available through this program.

Interested students should contact Cymie Wehr at [cymie-wehr@uiowa.edu](mailto:cymie-wehr@uiowa.edu) to request application materials, or send a letter requesting information to

Chair, SGA Selection Committee  
The University of Iowa  
340 Lindquist Center  
Iowa City IA 52242-1529

The deadline for completed applications is usually in February. Students should file these applications at the time that they apply for admission to the program.

Students should file these applications at the same time that they apply for admission to our doctoral program.

The counseling psychology program is committed to increasing its number of ethnic minority graduate students. We urge ethnic minority applicants to apply to our program. The University supports ethnic minority students with the Graduate Opportunity Fellowship program; further details of this fellowship program are available from the Coordinator of Admissions at 319/335-5577.

## **FACULTY**

The members of the counseling psychology program faculty have varied backgrounds and interests. Consistent with the goals of the training program, members of the faculty reflect expertise as professional psychologists and researchers. In addition to their duties as faculty members, several faculty hold administrative positions in other agencies and maintain private practices. All members of the faculty are actively involved in professional associations. Our faculty are also active in publishing their own work and reviewing the work of others. In fact, our faculty include members of editorial boards and two former editors of leading journals of professional psychology.

### **Saba Rasheed Ali**

Ph.D., University of Oregon  
Assistant Professor  
Office: N334 Lindquist Center  
(335-5495)  
[saba-ali@uiowa.edu](mailto:saba-ali@uiowa.edu)

Interest Areas: Rural and lower SES adolescent vocational development, feminism and multiculturalism

### **Elizabeth M. Altmaier**

Ph.D., The Ohio State University  
Professor  
Licensed Psychologist, State of Iowa  
Fellow, American Psychological Association  
Office: 360 Lindquist Center  
(335-5566)  
[elizabeth-altmaier@uiowa.edu](mailto:elizabeth-altmaier@uiowa.edu)

Interest Areas: Health psychology (psychological aspects of cancer and chronic pain), medical education, research methodology, health policy

**Sam U. Cochran III**

Ph.D., University of Missouri  
Professor (clinical)  
Licensed Psychologist, State of Iowa  
Fellow, American Psychological Association  
Office: University Counseling Service, 3223 Westlawn  
(335-7294)  
sam-cochran@uiowa.edu

Interest Areas: Mood disorders in men, gender issues in counseling and psychotherapy

**William Ming Liu**

Ph.D., University of Maryland  
Associate Professor and Director, Counseling Psychology Program  
Office: N328 Lindquist Center  
(335-5295)  
william-liu@uiowa.edu

Interest Areas: Multicultural competency, men and masculinity, social class

**John S. Westefeld**

Ph.D., University of North Carolina, Chapel Hill  
Professor  
Licensed Psychologist, State of Iowa; Diplomate in Counseling Psychology  
Fellow, American Psychological Association  
Office: 356 Lindquist Center  
(335-5562)  
john-westefeld@uiowa.edu

Interest Areas: College student suicide, severe weather phobia, men's health

**ADJUNCT FACULTY****Audrey Bahrlick**

Ph.D., The Ohio State University  
University Counseling Service  
3223 Westlawn  
The University of Iowa

**Julle Corkery**

Ph.D., Iowa State University  
University Counseling Service  
3223 Westlawn  
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**Candida Maurer**

Ph.D., The University of Iowa  
Private Practice  
Iowa City

**Megan Foley Nicpon**

Ph.D., Arizona State University  
Belin-Blank Center  
600 Blank Honors Center  
The University of Iowa

**Amy Stockman**

Ph.D., The University of Iowa  
Clinical Psychologist  
Anesthesia/Pain Clinic  
University of Iowa Hospitals and Clinics

**Leonard Welsh**

Ph.D., United States International University  
Psychologist  
Iowa Medical and Classification Center  
Oakdale, IA

**The University of Iowa  
Nondiscrimination  
Statement**

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact the Office of Equal Opportunity and Diversity, (319) 335-0705.

*Source:* Office of Equal Opportunity and Diversity, <http://www.uiowa.edu/~eod/>  
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