

COUNSELING PSYCHOLOGY
PROGRAM

AUBURN UNIVERSITY

INFORMATION FOR
PROSPECTIVE STUDENTS

ADMISSION: FALL 2010

Counseling Psychology Program

APA ACCREDITED

*Department of Special Education, Rehabilitation, Counseling/School Psychology
College of Education
Auburn University*

For additional information, be sure to read our FAQs
and other program documents on our Program's webpage

http://education.auburn.edu/academic_departments/coun/academicprograms/counpsychphd.html

Revised: 09-01-2009

The Society of Counseling Psychology, Division 17 of the American Psychological Association defines Counseling Psychology as follows: "Counseling psychology is a general practice and health service provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Counseling psychology centers on typical or normal developmental issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology." [http://www.apa.org/crsp/psych/counseling.html]

Program Goals

The goal of the Auburn University program is to facilitate students' development of a high level of competency in the discipline of counseling psychology consistent with the scientist-practitioner model. We use the term "scientist-practitioner" for a number of reasons. First, it is the term that has traditionally described the majority of APA-accredited training programs in counseling psychology. The term suggests that counseling psychologists are typically trained to be scientists as well as practitioners, and especially that they value the integration of science and practice. We endorse this model, and toward that end we require coursework in both research and practice. Throughout the curriculum we emphasize the integration of science and practice. Surveys show that nationally, the majority of counseling psychology graduates will take jobs in settings involving the direct delivery of psychological services. In this regard, the counseling psychology program at Auburn is quite similar to the typical training program. Following graduation, the large majority of our graduates choose service delivery settings for their first job. At Auburn, we offer two informal "tracks" which allow students to focus more strongly on either the practitioner or the scientist aspect of training. However, these tracks are quite similar and it is important to remember that we do not consider these tracks to in any way diminish the importance of the integration of science with practice. The faculty is committed to the role of science in the education of psychologists. Although interest in the delivery of psychological services may vary across student and faculty groups, our identification as a scientist-practitioner program includes the following training objectives:

- To provide our students with a grounding in scientific psychology
- To provide our students with the ability to link psychological theory, research, and practice
- To train our students in the application of counseling psychology (primarily in the area of providing counseling and therapy)
- To ensure that our students have knowledge and appreciation of the cultural and social contexts in which human problems and solutions can be found
- To train our students in the understanding and application of the legal, ethical, and professional issues in counseling psychology

Students are exposed to a variety of theoretical orientations.

Administrative Structure

The Ph.D. degree program in counseling psychology at Auburn University, accredited by the American Psychological Association since 1988, is administratively housed in the Department of Special Education, Rehabilitation, and Counseling/School Psychology (SERC) in the College of Education. This department was formed effective fall semester, 2008, when the Department of Counselor Education, Counseling Psychology, and School Psychology and the Department of Rehabilitation and Special Education merged. The Department (SERC) offers a number of degree programs (both Master's and Doctoral) in addition to the Ph.D. in Counseling Psychology. Within the Counseling Psychology program, major policy decisions, student admission decisions, and required curriculum are set by the Counseling Psychology Program faculty. All students are required to participate on a full-time basis.

Students may be considered for admission and enter with either the bachelor's or master's degree. Those who enter with the bachelor's degree do not obtain a master's degree in route to the Ph.D.

Curriculum Description

The curriculum consists of the following:

1. *A General Psychology Core.* These courses are typically taught by faculty in the Department of Psychology, but may also include courses in our own department or courses in departments such as Pharmacy or Human Development and Family Studies.
2. *A Counseling Psychology core.* These courses are typically taught by the members of the Department of Special Education, Rehabilitation, Counseling/School Psychology.
3. *Research Courses.* These courses are typically taught by the faculties of the Department of Special Education, Rehabilitation, Counseling/School Psychology, and the Department of Educational Foundations, Leadership and Technology.

Below, we have outlined the current list of required courses. **However it is important to understand that the following list is subject to change.**

I. Psychology Core

- History of Ideas in Psychology
- Cognitive Psychology
- Biological Bases of Behavior
- Social Psychology

II. Counseling Psychology Core

- Contemporary Issues in Counseling Psychology (Includes ethical and legal issues)
- Introduction to Counseling Practice
- Counseling Theories
- Counseling Diverse Populations
- Introduction to Measurement and Assessment
- Psychological Assessment of Adults
- Advanced Assessment and Diagnosis
- Career Development and Vocational Appraisal
- Counseling Applications of Life-Span Development (Or approved substitute)
- Group Counseling
- Counseling Psychology Practicum (2 sem. min.)
- Advanced Practicum in Counseling Psychology (2 sem. min.)
- Supervision
- Professional Seminar in Counseling Psychology (Directed Readings)

- Professional Seminar in Counseling Psychology (Internship Preparation)

III. Research

- Research Design and Evaluation in Counseling
- Statistics I
- Statistics II

IV. Electives

Electives take will depend on training track selected and individual student interests. For the Academic/Research track, required courses include an additional course in research methodology and a specialty practicum in teaching. For the Practitioner track, additional requirements include an Advanced Theories course and an additional course in assessment or diagnosis.

V. Dissertation

Described below-a minimum of 10 semester hours of credit must be earned.

- Dissertation

VI. Internship

Described below. Each semester during the year-long internship the student enrolls in a zero-credit course, which allows payment of a minimum fee. The course is graded satisfactory or unsatisfactory. We cannot guarantee that the course will remain a zero credit course and thus tuition may be charged in the future.

- Internship in Counseling Psychology

Program Requirements:

1. **Coursework:** Described above.
2. **Practicum:** Students are required to complete two years of practica. Practicum sites currently include the Auburn University counseling center, several different types of placement in a public community mental health center, an additional university counseling center, two VA hospitals, a rehabilitation facility, and a private community mental health center. Other sites may also be available. In addition to supervision provided by training sites, the faculty provides both group and individual supervision during the first year of practicum, and group supervision during the second year. Students remaining on-campus for their fourth year frequently seek out additional clinical experiences.
3. **Doctoral written and oral examinations:** All counseling psychology students take a comprehensive written examination which spans three half-days. Students will have completed most of their coursework prior to taking the examination. The written examination is constructed and evaluated by the counseling psychology faculty and covers the following three major areas:
 - A. *Research:* This section includes research design and statistical testing.
 - B. *Counseling Theory and Practice:* This section includes the theory and practice of individual and group counseling, counseling diverse populations, career counseling, and career development.
 - C. *Ethics and Professional Issues in Counseling Psychology:* This section includes major professional issues in the field of psychology in general and counseling psychology in particular, as well as ethical and legal practices.

In addition to the written examination described above, students are required to complete a psychotherapy project

which involves a presentation to the Counseling Psychology Faculty.

The oral examination is required for advancement to formal doctoral candidacy. It is conducted by the student's committee and follows the successful completion of the written examination.

4. **Internship:** The pre-doctoral internship experience is designed to be an opportunity for the student to work as a clinical service provider while under supervision. The internship is a one-year full-time experience and usually requires geographic relocation on the part of the student. It is up to the student, in consultation with his or her advisor and the Director of the training program, to apply to internship sites that have high training standards and which offer training consistent with the student's professional goals. The internship may not begin until after the student has successfully completed all coursework and his/her doctoral written and oral examinations. Students are expected to seek and choose an internship site accredited by the American Psychological Association. See our program policies for further discussion about what is required regarding internship.

5. **Dissertation:** This is an independent, major research project planned and implemented by the student in consultation with the advisor and dissertation committee. The dissertation should involve an original research question, be appropriately ambitious in scope, and contribute to the knowledge base in the field. Both quantitative and qualitative methodologies have been used.

Program Data

The first class of counseling psychology students entered the Auburn program in January, 1983. We were last site-visited for APA-accreditation in 2003 and were given the maximum time (seven years) prior to our next visit (2010). There are currently 29 students enrolled in the program (including seven who entered in 2009). All students are expected to be full-time, and all students begin the program in the fall semester. Application/ enrollment ratios for the past ten years are as follows:

<u>Year</u>	<u>Approx. # of Applications</u>	<u># of Students Entering</u>
2009	78	7
2008	94	5
2007	84	5
2006	85	5
2005	86	4
2004	75	6
2003	60	5
2002	43	6
2001	45	5
2000	50	7

Attrition rates by cohort are shown below:

<u>Year of Enrollment</u>	<u># Enrolled</u>	<u># Graduated with Doctorate</u>	<u># Still Currently Enrolled</u>	<u># No Longer Enrolled</u>	<u>Attrition Rate</u>
2002	6	5	1	0	0 %
2003	5	4	1	0	0 %
2004	6	3	1	2	33 %
2005	4	0	3	1	25 %
2006	5	0	5	0	0 %
2007	5	0	4	1	20 %
2008	5	0	5	0	0 %

The total (average) attrition rate for all students entering in the last seven years is approximately 11%.

Typically, we interview approximately 20 students and offer admission to approximately 8-10 students in order to fill a class of 5-7. A total of 43 students have graduated since January of 2002. Of these, 21 came to our program with a master's degree or substantial graduate work in counseling or psychology and 22 came with little or no graduate work. Of the 21 with a masters degree or substantial graduate work, the median time to completion was 5.1 years and the mean time to completion was 5.8 years. Of the 22 who came with little or no graduate work, the median time to completion was 6.0 and the mean time to completion was 6.9 years. When all 43 graduates are considered, 9 (21%) finished in less than five years; 15 (35%) took between five and six years to finish; 10 (23%) took between six and seven years to finish, and 9 (21%) took longer than seven years to graduate. In recent years, a majority of our students have used their fourth year to work on their dissertation, and then gone on internship in their fifth year.

Of the 29 students currently working on degrees (these include students taking courses, ABDs (all but dissertation completed), ABDIs (all but dissertation and internship completed), 24 are female and 5 are male. Seven are students of color, including one international student. Two of the 29 began internship in the summer/fall of 2009. Our internship placement rates by year are: 2003 (6/7--86%); 2004 (5/5--100%); 2005 (5/5--100%); 2006 (4/6--67%); 2007 (5/5--100%), 2008 (5/5—100%), 2009 (2/2—100%). Among students placed, 100% (32) received paid internships, 100% (32) received APPIC internships; 97% (31) received APA-accredited internships; and 100% (32) were one-year, full-time internships. The age range of the student body is approximately 22 to 40. The median GRE score for students who have enrolled in the past five years is approximately 1095; the mean undergraduate GPA is 3.7. In the past five years, approximately 50% of the students have entered with a master's degree or substantial graduate work in psychology or counseling, and approximately 50% with a bachelor's degree (only) or a masters degree not in psychology or counseling.

For information on tuition and fees, see the section, "Tuition/Fees and Financial Assistance," below.

A partial list of recent dissertations completed by counseling psychology students (as well as some other students in the department) may be found at http://education.auburn.edu/academic_departments/coun/aboutccp/dissertations.html Recent additions to this list are available on request from the Director of Counseling Psychology Training.

Between the years 1997 - 2007 (inclusive) a total of 43 students graduated from the program. As of November, 2009, we have confirmed that 33 (77%) of these are licensed. Of the remaining 10, 3 could not be located and the others were either in the process of applying for licensure or were working in a role which did not require licensure.

Application and Admission Procedure

All applicants for admission to the doctoral program in Counseling Psychology must make application to the (1) Auburn University Graduate School and the (2) Doctoral Program in Counseling Psychology, housed in the Department of Special Education, Rehabilitation, Counseling/School Psychology. Graduate School forms may be completed and submitted via the web. Go to the Graduate School homepage (www.grad.auburn.edu/) and then click on "apply on-line.").

Applicants may complete and submit (via email) their Counseling Psychology Program Application Supplement using our online form at <http://education.auburn.edu/files/file1388.doc>. Hardcopies of the application materials may also be requested from COUN@auburn.edu. If submitting a hardcopy application, please mail completed forms rather than fax them. Forms to be completed by personal references are also available on the web (for clickable link go to: http://education.auburn.edu/academic_departments/coun/academicprograms/counpsychphd.html). Hardcopy reference forms are also available by request from the Department. Reference forms must be completed and mailed directly (by persons serving as references) to the Department of Special Education, Rehabilitation, and Counseling/School Psychology.

Application to the program is initiated by submitting relevant documents to the *Department of Special Education, Rehabilitation, Counseling/School Psychology, 2084 Haley Center, Auburn University, Auburn, Alabama 36849*, and to *Auburn University Graduate School, 106 Hargis Hall, Auburn, Alabama 36849*. In summary,

completed applications consists of all of the following materials:

A. Submitted to the Auburn University Graduate School:

1. Auburn University Graduate Application and fee
2. GRE scores (verbal and quantitative— *these scores must be no more than five years old.*)
3. Transcripts from each college/university attended

B. Submitted to the Department of Special Education, Rehabilitation, Counseling/School Psychology:

1. Program application
2. Three letters of reference
3. Photocopy of official GRE scores
4. Photocopy of official transcripts

It is the applicant's responsibility to make certain that all materials have been received by the Graduate School and by the department. The application DEADLINE is December 10, 2009 for entry Fall, 2010 .

Shortly after the application deadline, members of the counseling psychology faculty will perform an initial screening of applications. The purpose of the initial screening is to sort applicants into three categories: (a) Interview for possible admissions (b) hold for possible later consideration, and (c) deny admission. Applicants in the interview category will be contacted and invited to visit the campus for an on-campus interview. Although applicants living a great distance from Auburn or those with financial necessity may choose to interview by telephone, the counseling psychology faculty members have a preference that all candidates be interviewed in person if possible. Students in our program have consistently reported that this campus visit was very helpful in their decision-making process about enrolling in the program.

The minimum GRE score (verbal and quantitative combined) preferred by the program is 1100. However, this is only one factor in admission decisions. The faculty also considers work or volunteer experience in the helping professions, research interests and experiences, professional objectives, letters of reference, and grade-point average. Applicants who score below the preferred score on the GRE, but who possess unusual strengths in several other areas will be considered.

The department is committed to enrolling students of diverse ethnicity and strongly encourages individuals from diverse cultural backgrounds to apply for admission.

**Program Values Regarding Tolerance
And Diversity**

Because counseling psychology is a part of the social sciences, it is inevitably bound up in values. Counseling psychologists often work with individuals who have been marginalized in one way or another, and it is therefore imperative that those who aspire to the Ph.D. in counseling psychology hold tolerance and acceptance among their most central values. Tolerance for, and the valuing of, diversity is expected of all students who are accepted into the program. In particular, the program expects that students will be respectful and supportive of individuals (including, but not limited to clients, colleagues, and faculty) who are different from themselves in terms of sexual orientation, race/ethnicity, national origin, age, sex, religious preference, or disability. Standards for student behavior exceed the idea of non-discrimination. When there is diversity among clients and classmates in terms of ethnicity, sexual orientation, religious values, etc., it is our assumption that students will take personal responsibility for creating and maintaining a climate of safety and trust for all concerned. The program recognizes that few individuals (whether they be faculty or students) are completely free from all forms of prejudices. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. In fact, one of the goals of the program is to expose students to a diversity of intellectual ideas and deliberately challenge some of their (and our) long-held assumptions and values. Students should typically welcome this opportunity to have their ideas challenged. Membership in the departmental or program community is seen as a commitment to the social value of tolerance and to the process of self-examination so that prejudices may be evaluated in the light of both scientific data and the traditions of cooperation and mutual respect that, when appropriately present, have well served the human community. Prospective students who have reservations about their ability to show such tolerance in all the areas

listed above should understand that the program, although committed to supporting the positive personal development of all enrolled students, will not support behaviors that are judged by the faculty to be highly intolerant. Although the program strongly reflects commitment to the constitutional right of free speech, tolerance for the values of others is a factor that may be used to screen applicants and to evaluate students.

Our program has published this statement (and various slight revisions) regarding values, tolerance, and diversity since the early 1990s, and we believe that we are the first Ph.D. training program in counseling psychology to have adopted such a statement. We are proud that similar documents have now drawn on our statement, including statements adopted by multiple universities as well as a subsequently developed statement on diversity endorsed by the Council of Counseling Psychology Training Programs, the Association of Counseling Center Training Agents, and the Society of Counseling Psychology.

Tuition/Fees and Financial Assistance

The Department has created a webpage <http://education.auburn.edu/files/file1310.pdf> which gives information regarding financial assistance. Applicants who wish to be considered for a departmental assistantship may apply on-line <https://fp.auburn.edu/education/ccp/applications/doctoralassistantship.html>. The deadline for applying for a departmental assistantship to begin in Fall, 2010 is April 1, 2010. Information about other financial support available to graduate students may be found at <http://www.grad.auburn.edu/ps/aid.html>

Information regarding tuition and fees at Auburn University may be found on the Student Financial Services website: http://www.auburn.edu/administration/iss/business_office/bursar/ and on a website maintained by the Auburn University Office of Institutional Research and Assessment: <https://oira.auburn.edu/factbook/tuition/qmfsf.aspx>

Graduate students, whether residents or non-residents of Alabama, who are employed as a Graduate Teaching Assistant or as a Graduate Research Assistant for at least 1/4 time and who meet other Graduate School criteria currently receive full tuition fellowships. See: <http://www.grad.auburn.edu/ps/presgradfellows.html>. Under such circumstances, graduate students, whether residents or non-residents of Alabama, pay certain fees, but no tuition. For counseling psychology students who entered Auburn in the fall semester of 2008, these fees amounted to \$278 (for the semester). There is an additional parking fee of \$30 (optional) and a mandatory health insurance policy fee of \$310 (after subsidy) unless one has other acceptable health insurance. If the tuition waivers had not been in place, the tuition for the fall semester, 2009, for in-state students would have been \$3120 (plus fees); for out-of-state students the tuition would have been \$9360 (plus fees). The same tuition is scheduled to be charged for the spring, 2009 semester. Tuition and fees tend to rise in each academic year. International student applicants should contact the Office of International Education or visit the website: <http://www.auburn.edu/academic/international/oie/iss/prospective/coa2007-2008.pdf> for additional information. Please note that as of 9/1/09, the above website had not been updated beyond Summer, 2008. International students may wish to email the office(intled@auburn.edu) for additional information.

It is important to realize that the program does not guarantee financial assistance prior to acceptance into the program, cannot guarantee that all students will receive an assistantship, and cannot guarantee that students who receive an assistantship will receive full tuition waivers or even reductions in tuition from out-of-state tuition rates to in-state rates. Assuming they continue, tuition waivers may be used to cover the minimum number of graduate hours required for the degree (this is approximately 85 semester hours for counseling psychology) plus an additional 20 semester hours. Although individuals who hold an assistantship in the summer are eligible for full tuition waivers, it is highly unlikely that all students who had an assistantship for the fall and spring will also receive an assistantship in the summer. Students who do not have an assistantship during the summer, but who had an assistantship during the academic year, will be required to pay in-state tuition for the summer. Applicants for whom financial assistance is important are encouraged to maintain contact with the program to learn of on-going changes in rules concerning assistantships. For the past 10 years, all counseling psychology students who desired an assistantship and who were in their first or second year of study have received some type of assistantship (not including summers). Furthermore, many, although not all, third- and fourth-year students have also been supported. Assistantships beyond the first year often require initiative on the part of the graduate student. For more information about assistantships, see our FAQs on our Program webpage http://education.auburn.edu/academic_departments/coun/academicprograms/counpsychphd.html

University Support Systems

Auburn University provides a wide variety of support services for enrolled students. These include health services, a comprehensive library system (the library is a member of the Association of Research Libraries), and excellent computer facilities. Other University support services include the Program for Students with Disabilities and the Office of International Student Life. Support for ethnically diverse students takes a variety of forms, including the University Office of Diversity and Multicultural Affairs, and the President's Graduate Opportunity Program Scholarships, for which African-American graduate students may apply.

Program and University Policies

A number of resources are available describing the policies of the program and relevant Auburn University policies. The *Tiger Cub* (the Auburn University Student Handbook) describes the university's academic grievance procedures for students, lists various university policies such as the Harassment/Discrimination Policy, etc. This publication may be found on-line at: www.auburn.edu/tigercub The Auburn University Bulletin contains listings of courses, university policies, etc. Of particular interest to prospective students is the section of the Bulletin pertaining to the Graduate School. This section of the Bulletin describes university policies regarding due process for graduate students, course withdrawal policies, etc. The Bulletin may be accessed on-line: http://www.auburn.edu/student_info/bulletin. Graduate School forms (and other relevant information concerning the Graduate School specifically) may be accessed on the Graduate School Homepage: www.grad.auburn.edu. Various documents relevant to the program may be found on its homepage which as of September 1, 2009, is: http://education.auburn.edu/academic_departments/coun/academicprograms/counspsychphd.html. Exact webpage addresses may change from time to time. In the event that the above linkages do not work, try going directly to the Auburn University homepage www.auburn.edu and using linkages from there.

Location and Local Living Conditions

Auburn University is Alabama's largest land-grant state institution and is located in Auburn, Alabama, in the east central part of the state. It was chartered in 1856, and has an enrollment of approximately 22,000 students. The city of Auburn has a population of approximately 50,000 and is located 110 miles from Atlanta, Georgia, and 50 miles from Montgomery, the state capital. The Atlanta airport is less than two hours by car (via Interstate 85) from Auburn.

There are a variety of housing opportunities available to students at Auburn University. Several of our students have been employed by University Housing as Resident Directors and Senior Resident Assistants while enrolled in the program. These are "live-in" positions; students may be married but may not take on this role if they have children in the home. Applicants are expected to have prior experience in residence and campus life. If you think you might be interested in such a position, you should contact the office of Housing and Residence Life <https://fp.auburn.edu/housing/>.

With the exception of the "live-in" positions described above, Auburn University does not offer housing for graduate students. Off-campus housing opportunities are numerous and include one-room efficiency apartments, full-size apartments with 1-4 bedrooms, off-campus dormitories, mobile homes, condominiums, duplexes, and houses. On occasion, Counseling Psychology students who are currently enrolled may be seeking roommates to share an apartment or house for the coming year. Rents vary widely, but may be lower than those in many cities. For information concerning off-campus housing, contact local realtors or check the local newspaper, the *Opelika-Auburn News*. The website for the Department of Housing and Residence Life (<https://fp.auburn.edu/housing/>) contains linkages to other websites that allow you to search for off-campus housing. Housing arrangements should be made as early as possible by entering students; however, leases for houses and duplexes expire at various times; therefore, frequent and repeated checking for vacancies is a good idea.

Faculty

Faculty members in the Department of Special Education, Rehabilitation, Counseling/School Psychology have a wide diversity of backgrounds and interests. Students in the Counseling Psychology program may also work closely with faculty in the Department of Psychology, and other departments as well.

Faculty members and their research interests are listed below. Core members of the Counseling Psychology faculty are indicated below by an asterisk (*). For a list of faculty formerly of the Department of Rehabilitation and Special Education, go to http://education.auburn.edu/academic_departments/rse/facultystaff/. Although the amount of involvement of other departmental faculty in the program varies with individual faculty members' interests and background, the Department enjoys a rich tradition of interdisciplinary collaboration. Additional information concerning recent faculty publications and professional activities may be found on the departmental homepage www.auburn.edu/coun.

Joseph A. Buckhalt, Ph.D. (George Peabody College, Vanderbilt University, 1974). Intelligence theory and assessment; Personality and intelligence interfaces; Risk and protective factors for substance abuse and violence, Sleep disturbances. (Director of Training- School Psychology)

Jamie Carney, Ph.D. (Ohio University, 1990). Examination of educational and training interventions for working with persons with HIV disease, including consideration of attitudes. Additional focus on evaluation methods used in counselor training programs. (Director of Community Agency Counseling Program).

***Daniel L. Clay, Ph.D.** (University of Missouri, 1994) Health and Rehabilitation Psychology, Children with chronic illnesses and their integration into schools, Diversity issues, Treatment adherence. (Associate Dean of Administration, Research and Innovative Programs for the College of Education)

***John C. Dagley, Ph.D.** (University of Missouri, 1972). Research and training interests in clinical supervision, career development interventions, small group work, and the psychological construct of encouragement.

***Annette S. Kluck, Ph.D.** - (Texas Tech University, 2006). External factors in the development of disordered eating and human sexuality with an emphasis on atypical sexual behavior.

***Randolph B. Pipes, Ph.D.** (University of Texas, 1977). Director of Training for the Counseling Psychology Program. Professional ethics in psychology, therapist/client relationship, bias and error in judgment.

Suhyun Park Suh, Ph.D. (University of Alabama, 2001). Multicultural counseling, issues among minority adolescents, parenting, school counseling, spirituality in counseling. (Director of School Counseling Program).

Chippewa Thomas, Ph.D. (Auburn University, 2004). Admission, training, and competency evaluation issues in Counselor education. Also interests in multicultural issues and concerns, and the use of technology in training and service delivery.

Questions concerning admission, assistantships, and other aspects of the program should be addressed to:

Randolph B. Pipes, Ph.D., Director of Training
Counseling Psychology Program
Department of Special Education, Rehabilitation, Counseling/School Psychology
2084 Haley Center
Auburn, Alabama 36849-5222
(334) 844-7676
pipesrb@auburn.edu

For additional information, see FAQs and also Program Policies which may be accessed from our website.

The Counseling Psychology Program at Auburn University is accredited by the American Psychological Association, and is also included in the National Register of Health Service Providers List of Designated Psychology Programs. You may contact the Office of Accreditation of the American Psychological Association at: American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. Phone: (800) 374-2721/ (202) 336-5500. Additional information concerning the Counseling Psychology Program and the Department may be found on the departmental homepage: http://education.auburn.edu/academic_departments/serc/index.html

As of 9/1/2009, work is continuing on combining and streamlining the multiple websites associated with the two departments which were merged. Therefore, some information about each of the two former departments (Counselor Education, Counseling Psychology, and School Psychology-----Rehabilitation and Special Education) is available by going to the two websites:

http://education.auburn.edu/academic_departments/coun/index.html

http://education.auburn.edu/academic_departments/rse/index.html

You may also go directly to the webpage for the Counseling Psychology program:

http://education.auburn.edu/academic_departments/coun/academicprograms/counspsychphd.html

The homepage for Auburn University is: <http://www.auburn.edu/>

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*Information contained in this document is applicable only for enrollment for the Fall of 2010 and applicants should ensure that the Program Application Form has “2010” at the top of the application form. Do not submit forms with dates from previous years. Deadline for receipt of application for enrollment in Fall 2010: **December 10, 2009.***