Past History of the Division

The history of graduate education in psychology at UNC dates back to the early 1900’s. In 1908, a Psychological Clinic which provided physical and mental examinations of school children was founded. At this same time, a course entitled “Psycho-clinical practice” was offered. Lightner Witmer, the founder of School Psychology visited UNC to present his weeklong workshop. In 1910, the first graduate courses in psychology were offered. Three years later, in 1913, the first master’s degree was offered. Psychology continued growing as more and more students were seeking master’s degrees. Questions regarding the feasibility of a doctorate kept arising and an informal meeting to discuss the possibility was called. A petition to the Board of Trustees was submitted, asking for permission to offer a Ph.D. in educational psychology. On January 15, 1929 permission was granted. In the Spring of 1938, the Department of Educational Psychology decided to change the doctoral degree to an Ed.D. in Educational Psychology, which remained the case for 2 decades. In 1958, the Department of Educational Psychology changed its name to Educational Psychology and Guidance. This change was meant to highlight the diversity of doctoral level training at UNC, including offerings in both counseling and school psychology. In 1963, the UNC bulletin described the Ed.D. in Educational Psychology and Guidance as offering specialized training in school psychology. The Department was now officially training doctoral level school psychologists. In 1973, the first Ed.D. degree was offered in school psychology (APA accreditation was granted in 1981 and it was the 15th school psychology doctoral program in the U.S. to be so accredited). In 1984, the degree was changed to a Ph.D. in school psychology to reflect an emphasis on both research and practice.

The evolution of the Ed.S program can be traced back to 1944, during which time the Department of Educational Psychology realized the need to offer an advanced diploma over the master’s level, called the “Advanced Graduate Diploma.” This was a very specialized diploma for students who wanted to study beyond the MA, but did not want to complete a doctoral degree. In 1953, the Advanced Graduate Diploma changed to the Specialist Degree in Education. This was due to the need for an official degree title to meet the requirements of the GI Bill. The Ed.S. remained a highly specialized degree. “Testing in Elementary Schools” was noted as one of the sample Ed.S. programs listed in the 1953 UNC Bulletin. In 1959, “Psychometrics” was added to the list of sample Ed.S. programs. One year later, in 1960, the UNC Bulletin described the Ed.S. program as having an emphasis in School Psychology. In 1964, the current Ed.S. degree in School Psychology was initiated and obtained national accreditation from NASP (National Association of School Psychologists). Further evolution of the Division occurred in the 1960’s as master’s programs were created to meet societal and student needs. CACREP (Council for the Accreditation of Counseling and Related Educational Programs) began accrediting programs in 1981. PPSY’s Community Counseling (formerly called agency counseling), School Counseling, and Counselor Education programs were accredited in 1982. In 1994, CACREP began accrediting Marriage & Family programs and PPSY’s program was the 2nd Marriage & Family program in the U.S. to be accredited by CACREP. The Counseling Psychology (Psy.D.) doctoral program was established in 1984 in response to student training needs and society’s
needs for more doctoral level psychologists. It was the first Psy.D. program in Counseling Psychology in the country to receive APA accreditation (1995).

**Significant rewards, recognition, endowments, gifts received by the unit**

**Values of PPSY restricted accounts as of October 31, 2003:**

- Richard L. Bear Memorial Scholarship $651.12
- Gregory Hannah Research Memorial $2306.85 (can only spend interest each year - $100 this year)
- Professional Psychology Program $6249.47
- Professional Psychology Scholarship $1190.38

**Values of PPSY endowments as of June 30, 2003:**

- Merle and Marian Graham Fund $207,182.00
- Lester "Jim" Skaggs Memorial Scholarship $9852.00

(Source Zona M. Felderman Chief Financial Officer UNC Foundation, Inc.)

In the year 2000, PPSY was recognized by the University by being awarded the Academic Excellence Award for Departmental Excellence in Service, primarily for the extensive services provided by our Psychological Services Clinic to the University and to the greater Greeley community. In the year 2002, PPSY was recognized by the University by being awarded the Academic Excellence Award for Departmental Excellence in Scholarship.

**The Present**

**Unit Description**

**Purpose of the Unit**

Professional Psychology offers graduate programs in counselor education, professional counseling, school psychology and counseling psychology which prepare students for careers in schools, community agencies, industry, higher education and independent practice. Service courses are offered for other programs at both graduate and undergraduate levels. In addition, Professional Psychology offers services to the University and the local community through its Psychological Services Clinic, a research and training facility. More specifics by program are offered below.

**Programs and services provided in support of its charge or mission**

- The principle goal of the doctoral program in School Psychology (Ph.D.) is the training of professional psychologists who, in addition to possessing general practitioner skills, have developed proficiency in the areas of psychological intervention, psychological assessment, consultation, systems change, research and evaluation. Doctoral graduates, in addition to being eligible for state and national licensure as school psychologists, may
also be qualified to assume positions as therapists, university professors, educational evaluators and private consultants. All graduates must meet APA and NASP accreditation standards.

- The Ed.S. program in School Psychology is designed for those persons who wish to become practitioners meeting state and national licensure requirements for school psychologists. Training is primarily oriented toward the acquisition of those skills necessary for effective functioning as school psychologists working in public schools. All graduates must meet NASP accreditation standards.

- The Counselor Education & Supervision doctoral program (Ph.D.) develops broadly based competent counselor educators skilled in teaching, supervision, counseling and research. The program prepares doctoral students for employment as counselor educators and supervisors for universities offering training in school counseling, community counseling, marriage and family counseling, as well as counseling children and adolescents. Graduates are qualified for licensure as professional counselors and may be employed in such settings as schools, community agencies, counseling centers, employee assistance programs and private practice. All graduates must meet CACREP standards.

- The doctoral program in Counseling Psychology (Psy.D.) is designed to develop individuals who will be effective counseling psychologists in community, agency or system settings. The program focuses primarily on training effective persons for therapy and assessment of individuals and groups, supervising others in the helping professions and researching and evaluating programs related to counseling. Secondarily, the objectives are to teach and train professionals and paraprofessionals in psychology and to develop skills in documenting the effectiveness of these programs and consulting in prevention and treatment models. All graduates of the Psy.D. program must meet APA standards which lead to eligibility for licensure as psychologists.

- The masters degree in School Counseling is intended to develop broadly based competent professional counselors skilled in helping people with personal, career and leisure concerns in educational institutions. The program specifically develops professionals who counsel children, adolescents and adults in various settings, usually in elementary, middle and secondary schools. All graduates must meet CACREP standards.

- The masters degree in Community Counseling is intended to develop broadly based competent professional counselors skilled in helping people with personal, career and leisure concerns in educational institutions and community agencies. Students are prepared to work in various agency settings such as mental health centers, probation/parole departments, substance abuse centers and residential treatment centers as well as independent practice. All graduates must meet CACREP standards.

- The master’s degree in Community Counseling with the Marriage and Family Emphasis is intended to develop competent professionals in the practice of marital and family therapy. The emphasis area deals primarily with relationships, interpersonal interactions and systems theory. All graduates must meet CACREP standards.
Resources available to the unit

The Division of Professional Psychology is housed on the second floor of McKee Hall and occupies most of the east side of the floor. The main office includes space for one full time administrative assistant responsible for the off-campus programs, and one hourly staff. The Division Director’s office is accessible through the main office, along with an administrative assistant. The Division has 18 offices which include 13 faculty offices, an office for the Psychological Services Clinic, two graduate assistant offices, one neuropsychology clinic office, and a diagnostic materials library. The Psychological Services Clinic has a waiting area, two play therapy rooms, one P-C-I-T room, 9 counseling rooms, two family therapy rooms, and one group room, each of which includes an observation area. The Division also has a Graduate Resource Room for the students, and a PPSY Research Room which is also often used as a conference room. Professional Psychology has been allocated 14.5 FTE with a budget for 2003-2004 of $16,319. Currently, PPSY has 13 faculty members delivering our programs (a search is in progress to replace a retired faculty member). Space is at a premium, though. The Division does need more laboratory space, storage space and offices for doctoral students.

Current programs and services offered by the unit

The Division of Professional Psychology (PPSY) maintains several programs, all of which are nationally accredited.

- School Psychology Ph.D. (APA and NASP)
- School Psychology Ed.S. (NASP)
- Counseling Psychology Psy.D. (APA)
- Community Counseling MA (CACREP)
- Community Counseling: Marriage and Family Emphasis MA (CACREP)
- K-12 School Counseling MA (CACREP)
- Counselor Education & Supervision Ph.D. (CACREP)

The Division also offers the MA programs in Community Counseling and School Counseling through the Office of Extended Studies in Denver and Colorado Springs. The Ed.S. program in School Psychology is currently being delivered in Denver and Colorado Springs.

What mechanism is the unit using to stay in tune with pulse of global changes and evolving trends?

All Programs are nationally accredited and therefore have to stay current with global changes and evolving trends as part of the accreditation process, which includes external site team evaluations of our programs. Also, all faculty members belong to the relevant professional organizations. The training directors also attend yearly directors’ meetings and belong to professional listserves that are designed to keep programs in tune with global changes and evolving trends, and societal expectations.
Centrality of Mission

The mission statement for the COE reads as follows: “As a premiere education institution in the state of Colorado, the College of Education/Professional Education Unit at the University of Northern Colorado contributes to the betterment of society through research, professional service, and the preparation of a diverse and comprehensive array of education professionals who are life-long learners, skilled in pedagogy and content, knowledgeable of standards and assessment, and capable of working effectively with all populations in a changing global environment.” All of our programs’ goals and objectives are consistent with the College’s mission statement in regard to our preparing graduates who can provide professional service, research and assessment skills when working with diverse populations in a changing global environment. The programs’ goals and objectives are also consistent with those of the University’s Graduate School mission which states it intends to “prepare individuals for advanced study, professional careers and positions of leadership and to add value to the broader community through educational programs, research, and service activities.” Most of our graduates go on to work in the public schools, assume positions in academic settings, mental health related agencies or other helping professions, all contributing to the needs of the local, regional and national communities.

Local, state, regional, national demand trends

The demand for professionals in the helping professions has been constant for many years and is predicted to continue. According to the Bureau of Labor & Statistics, the demand for counselors and psychologists is expected to grow at a rate of 10 to 20 percent (see Appendix D). Our programs always have many more applicants than we can accommodate. Enrollments must be limited to ensure the quality of graduate education and by the number of faculty in the unit to deliver our programs.

Similar programs in the area

UNC is the only public university in the state to offer a doctoral degree in School Psychology. A nearby private university, the University of Denver, offers no degree in School Psychology, however, a Ph.D. in education can be completed with a concentration in School Psychology. The program at DU is not nearly as comprehensive as UNC’s and is cost prohibitive for most students. It is important to note that a number of surrounding states do not offer doctoral training programs in School Psychology (New Mexico, Wyoming, South Dakota and North Dakota do not offer doctoral training programs in School Psychology). Recently, the University of Colorado at Denver (UCD) began offering an Ed.S. program in School Psychology, but this is considered a positive occurrence because there continues to be a severe shortage of school psychologists in the state and in the entire country as well. UNC is the only public university in the state that offers a Psy.D. degree in Counseling Psychology. CSU offers a Ph.D. in Counseling Psychology and DU offers a Psy.D. in Clinical Psychology. CU-Boulder also offers a Ph.D. in Clinical Psychology. Doctoral programs in psychology have huge applicant pools and existing programs in the state are able to accept only a small fraction of applicants for doctoral study. The Counselor Education and Supervision degree is the only Counselor Education degree in the state, and it is one of only 37 CACREP accredited programs in the United States and Canada.
UNC is the only university to offer an accredited Counselor Education degree within several nearby states. Kansas, New Mexico, Arizona, Utah, Oklahoma, Nebraska, Montana, and North Dakota do not have accredited doctoral programs in Counselor Education. Master’s programs in community counseling are offered by UCD and Adams State, however, UNC has a long standing reputation as the “place to go” if one wants training in school or community counseling. Our large applicant pools for our master’s programs, both on and off campus, indicate that our reputation in this regard still continues.

What proportion of enrollments in courses are for majors, professional preparation, or other licensed professionals?

Most of the enrollments are comprised of students formally admitted to PPSY programs. The Division, does however, have several offerings open to students from other programs such as PPSY 468/568 Psychology of Women, which is taken by undergraduate students in Psychology, some students from Vocational Rehabilitation and some from Family Studies. PPSY 565 Psychology of Prejudice is also open to other majors. In addition, the Division offers PPSY 508 workshop courses and PPSY 513 Professional Renewal courses.

Quality of Programs Offered

As noted earlier, all of the programs in the Division are nationally accredited. Our national accreditations are a reflection of the faculty members’ commitment to quality. Achieving and maintaining such accreditations requires a mindful, considered effort on the part of faculty and staff. The School Psychology Ph.D. program had its APA site review in January of 2001. The site team was quite complimentary of the scholarly activity among the faculty and the students, describing it as having a high level reputation both nationally and internationally. Also, in 2001, the School Psychology EdS. program was the only program in the country to meet all of the new NASP (National Association of School Psychologists) standards. The Counseling Psychology (Psy.D.) program received a 5 year accreditation from APA in 1998 and just went through a highly successful site visit review (October 2003). Though the final report has not yet been received, all indications are that another 5 year accreditation is likely. Also, all of our CACREP programs have been reaccredited through the year 2011.

Publications and Other Indicators of Quality

PPSY faculty are prolific in terms of scholarly activity as we consider scholarly activity to be an integral part of the university work life. In 2002, PPSY was honored to receive UNC’s Academic Excellence Award for Departmental Excellence in Scholarship. Following is some of the information that was provided in winning this award.

Information covering 4 years (1998-1999-2000-2001) was provided to demonstrate that faculty members in PPSY engage in a significant degree of scholarly activity as a matter of course. Documentation for all of the summarized scholarly activities can be found in the attached information extracted from faculty vitas (See Appendix A)

- In these 4 years PPSY faculty published 77 juried journal articles
- In these 4 years PPSY faculty published 22 book chapters and a textbook
In these 4 years PPSY faculty made 204 juried presentations.

Sixteen juried presentations took place in international venues (9 in Greece; 6 in Ireland; 1 in France).

Eight faculty members are currently serving on the editorial boards of reputable journals:
- Journal of Counseling Psychology (Ad Hoc)
- Journal of Psychoeducational Assessment
- Psychology in the Schools
- School Psychology Review (Ad Hoc)
- School Psychology Quarterly (Editor)
- The Family Journal: Counseling and Therapy for Families and Couples
- Journal of Brief Therapy and Crisis Intervention
- Awareness: Journal of Colorado Counseling Association (Editor)

All faculty members hold membership in their respective professional organizations.

Several faculty members serve as program proposal reviewers for regional and national conferences for APA, CACREP & NASP.

One faculty member holds APA Fellow status.

One faculty member is president of both the Colorado Counseling Association and the Colorado Association of Counseling & Supervision.

One faculty member has been appointed to Chair APA’s Committee on Psychological Tests and Assessment (CPTA) by the Board of Scientific Affairs.

* Please note that over the 4 years described here, PPSY students served as co-authors of 37 juried publications and 124 juried presentations (See Appendix A).

**Sensitivity to Students from Diverse Backgrounds**

The Division offers PPSY 623 Counseling Diverse Populations and PPSY 565 Psychology of Prejudice. Also, faculty are encouraged to weave diversity in all courses and are expected to specifically address diversity on all course outlines. In our efforts to be inclusive, textbooks and other materials are chosen and developed based on their inclusive nature.

**Changing needs of students**

The Division offers school counseling and community counseling master’s degree programs in both Denver and Colorado Springs. Currently, the Division is delivering a School Psychology Ed.S. program in both Denver and Colorado Springs as well. These programs are delivered in a weekend format. For the on campus programs, PPSY has scheduled more weekend and evening classes in an attempt to provide more options for students. Our programs are year round, so we have done the same thing for our summer schedule. Thus far, we have been limited in terms of on-line offerings due to the nature of our programs, though some faculty are in the process of developing on-line courses. The Division did deliver an entire Ed.S. program (GRAASP – Giving Rural Areas Access to School Psychology) using technology.

In order to make use of advances in technology, a number of faculty are trained in the use of Smart Classrooms and other PPSY faculty are making arrangements to obtain the needed training. Several faculty use our tech carts to deliver power point presentations. Also, the Division has made virtually all documents available electronically (student handbooks, manuals, course outlines etc.).

**Rigor of Curriculum, Professional Preparation and Real World Experiences?**
In addition to meeting the rigorous curriculum standards dictated by accreditation and licensing bodies, students are initially trained in the Division’s in-house Psychological Services Clinic. On internship, students work in schools, clinics, hospitals, or mental health centers to gain real world experiences with a variety of populations. They serve children, families and adult individuals in schools and other settings.

**Quality of teaching within the unit.**

Though we are proud of our many accomplishments in scholarship and service, the Division of Professional Psychology has as its foundation, the importance of excellence in teaching. We consider strong teaching to be the *sine qua non* of our work as UNC faculty. As one indicator of our commitment to teaching excellence is the fact that the Division currently has 6 faculty members who have been recognized as College of Education teachers of the year. We also have 3 faculty who have been recognized by Delta Kappa Gamma for teaching excellence. These honors are indicative of our respect for the central role of teaching in serving our students. As another measure of the quality of teaching in PPSY can be found in graduates of our programs. Many of our students have gone on to distinguish themselves as leaders and contributors to the helping professions internationally, nationally, regionally and locally (See Appendix B for examples of graduates from PPSY).

**How has the unit contributed to the professional development of faculty (scholarship, grantsmanship, instruction, service) and staff (e.g. professional skills)**

The Division has provided support for faculty to engage in professional development activities. In recent years we have provided financial support for faculty to receive specialized training in the use of technology for teaching, training in play therapy, and training in ethics & law in school settings. When funds are available, our plan has been to support 2 faculty per year for participation in professional development activities.

**Quality of equipment, facilities and other resources.**

The Division is located in a comprehensive facility with several rooms available for psychological assessment, neuropsychological services, individual counseling, group therapy, play therapy, and family therapy. Some of the Division’s resources are organized as a Psychological Services Clinic. The Clinic provides equipment for audio-visual recording and other direct supervision aids such as one-way mirrors and “bug in the ear” systems. Currently, there is access to 3 testing rooms, 10 counseling rooms, 2 play therapy rooms, 2 family therapy rooms, a group therapy room, a neuropsychology testing room, and a clinic office. Most of these rooms are connected to observation areas by way of one-way mirrors and a sound system. This provides excellent space for teaching advanced classes that provide services to clients from the UNC community and the larger Greeley community. The Division has 12 video recorder/monitor set ups that are for clinical classes and supervision, plus an additional 7 portable TV playback units for conducting supervision. In the year 2000, $68,000 was spent to update the clinic’s sound systems and video recorders/monitors which was funded from a variety of sources. The Division has also purchased 3 tech carts ($15,000) for faculty and students to use in our on and off campus programs. PPSY maintains a formal Diagnostic Materials Library (DML) which was
organized during the 1991-92 academic year. The library contains tests, protocols, textbooks and other assessment materials for selected Professional Psychology courses. The library has approximately 250 copies of psychological tests. There are also multiple sets of major academic, cognitive, and personality instruments. Other vocational and neuropsychological measures are available as well. The library must be continually updated as assessment instruments are in a continual state of revision.

**Program holdings in the UNC library**

There are currently 67 active print journal subscriptions purchased for professional psychology. Online journal titles for psychology available through PsycArticles and other databases currently number about 305 for a total of 372 online and current print journal titles covering psychology. During the fiscal year 2002/03, 213 monograph titles were purchased specifically from professional psychology funds.

**Unit Productivity**

Unit staff are considered highly productive. The PPSY faculty members believe strongly in the teacher-scholar-service provider paradigm and actively engage in all 3 areas to a significant degree. In addition to teaching many courses that are time consuming because of their clinical nature, faculty direct many dissertations and research apprenticeships and mentorships. Faculty are prolific in scholarship as noted previously. UNC is well-represented at professional conferences and in professional publications. Most faculty also teach in our external degree programs. Also, all our programs are considered year round programs so most faculty teach in the summer sessions. The unit serves UNC students in training and provides counseling services to UNC students, services to the community including children, adolescents, adults, couples and families. Also, we provide individual and group counseling to the Restitution Center (non violent felons). We have also provided group counseling for siblings of Developmentally Disabled persons for Centennial Developmental Services. Periodically, we have provided in service training for residence life. Also, trauma intervention was provided during the hostage crisis. We currently have approximately 420 full time graduate students enrolled in our courses (about 500 active students) including both on and off campus programs.

**Grant Activity**

One faculty member is involved with a grant is entitled "Project InSPECT: Integrated School Psychology Early Childhood Training." The authorship is shared with 2 faculty members from DU. The grant was from the U.S. Department of Education (Project #: H325A030049). The total amount of the grant is $1,250,000. The amount of the sub-contract to the UNC faculty member is $196,000. Another faculty member is involved with the “Demonstration Project to Ensure Students with Disabilities Receive a Quality Higher Education Program” as a Research Fellow with a total compensation of $86,890. In addition, a PPSY faculty member received a PT3 grant through Educational Technology during the Summer 03 semester, which provided funding for group and individual training in technology applications, classroom support, software and other materials.
The Future of the Division of Professional Psychology

PPSY is proposing the development of a Graduate Certification Program in Play Therapy. The program is being proposed because there is great demand in Colorado for specialized training in play therapy techniques. The certification program would permit us to train people in play therapy who have already obtained their MA degrees. In addition, many of our current graduate students have requested such specialized training.

We would like to see a “free standing” multi-disciplinary training clinic where students from applied programs across campus could work in an environment that would be easily accessed by faculty, students and community members. For example, it can be very important to have an audiologist participate in an evaluation for a learning disability. The Rocky Mountain Cancer institute may benefit from having advanced doctoral students with training in Health Psychology participate in their programs. The University Counseling Center may benefit from having advanced doctoral students working there in Graduate Assistantship or practicum placements.

We would like to see greater coordination between undergraduate and graduate psychology programs. Currently there is limited overlap/interaction between Professional Psychology (COE) and Psychology (A&S). UNC has an opportunity to offer the most complete training in counseling and psychology related education. By bringing the Psychology Department into the College of Education, we could more easily create stronger collaboration of training and sharing of resources among the various disciplines in psychology, including Educational Psychology.

We would like to offer an “Academic Post-Doc” for recent graduate students from around the country. The post-doc would be a position to which a qualified applicant from any accredited university would commit for 2 years. During that time, he or she would teach graduate and undergraduate level courses (e.g. 1 course the first semester, working up to 3 courses by the 3rd semester), complete course work related to the Graduate Teaching Certification program being developed by the Graduate Council, and get reassigned time to engage in scholarly activity, learn about grant writing etc.. During that time, the post-doc would be mentored by senior faculty members. PPSY would likely be an attractive place for post-doc applicants because of the variety of domains within the division. The cost-benefit ratio for the University would also be to the benefit of all.

We would like to create professional psychology related curricula that could be offered to undergraduate students at UNC. The intent would be to offer courses that would encourage retention and college success.

With better marketing, the master’s programs in Colorado Springs could become much larger. A more visible location in Colorado Springs would also be helpful.

Our school counseling faculty members are actively involved in national as well as local initiatives to strengthen preparation of school counselors and school counseling programs. The faculty are implementing changes in program delivery with emphasis on intentional recruitment of school counselors in training who have talents and interests in becoming leaders in school improvement. Modifications will also include partnerships with school counselors that will
provide opportunities for counselors in training to work with students in schools prior to their internship experiences, which are also being strengthened to mirror expectations of school counseling programs that meet or exceed national standards. Just as we are teaching the counselors in training to answer the question, "How are students different because they are in the school?" the faculty members are preparing responses to "How are our program graduates different because they learned to be a school counselor at UNC?"

The School Psychology faculty members envision growing and strengthening the currently strong and well-respected programs in school psychology. Our primary interests lie in the areas of expanding the generation, dissemination, and preservation of applied research, strengthening existing and forging new collaborative relationships with others in the university and community, and continuing to improve our curriculum and clinical training opportunities to be consistent with ideas generated at the Future of School Psychology Invitational Conference. These interests are outlined below in greater detail.

With regard to scholarly activity, the School Psychology believe that a strong research program provides for a national reputation that in turn creates further opportunities for collaboration with other universities, access to external funds, and the attraction of larger pools of well-qualified candidates. Therefore, they want to further expand the breadth and scope of research generated by the school psychology faculty and students. Although currently active in research, their goal is to be among the five most productive school psychology programs in the country in terms of published research and secured external funding. They can accomplish this goal with an increase in resources available for such activity. These include having a rotating course release that can be used for grant writing, increasing the amount of Graduate Research Assistant time available to faculty, and securing much needed space for research. Similarly, they envision a future in which the time required for and value of mentoring graduate students as they learn to become researchers is recognized through the provision of course releases for dissertation direction.

The school psychology program has a strong history of collaboration with other professionals and community members. They value such collaboration and sharing of expertise, and hope to expand such efforts in the future. They also anticipate collaborating on research and teaching projects with programs involved in the training of regular and special educators, as well as others who work with children with special needs. Outside of the university, they envision emphasizing and building on existing partnerships and mutually beneficial relationships with community members, particularly school districts. They also will expand on collaborative efforts with other institutions of higher education involved in the training of school psychologists (e.g., Colorado Consortium of Trainers in School Psychology; multi-site grants such as Project InSPECT). As always, the School Psychology faculty see in the future a continual striving toward the highest quality school psychology training. They therefore have set several goals for the future. First, they want to remain on the cutting edge in terms of school psychology curriculum, training students in priority areas identified at the Future of School Psychology Invitational Conference (www.indiana.edu/~futures). Goals for the field generated at the Conference include improving academic competence and social-emotional functioning for all children, enhancing family-school partnerships and parent involvement in schools, ensuring effective education and instruction for all students, and increasing services in schools that promote health and are integrated with community services. Second, they want to increase the infusion of technology into our training
(e.g., developing additional online courses). This will require additional technological resources at UNC. Third, they want to increase our use of the Division’s Psychological Services Clinic and widen its emphasis to include low-cost psychological assessment services to the Greeley community. Such an expansion would be possible with the hiring of a full-time Clinic Director. Fourth, given the current and projected shortages of school psychologists, they want to grow our programs by admitting more students and using distance technology to reach underserved areas. As this requires a great deal of person hours, this goal can be met with the addition of at least two tenure-track lines. Finally, they want to continue and enhance professional development opportunities offered by the faculty (e.g., Summer Mental Health Institute; External Degree Program).
Appendix A

Following is a breakdown of PPSY scholarly activity for faculty and students in 2001 and by year for a period 4 years as a demonstration that scholarship is valued and practiced as an integral part of faculty activity and student training.

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<td>2 Book Chapters</td>
<td>1 Textbook</td>
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<td>7 Book Chapters</td>
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<td>44 Juried Presentations</td>
<td>68 Juried Presentations</td>
<td>63 Juried Presentations</td>
<td>34 Juried Presentations</td>
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<td>10 Student Publications</td>
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<td>8 Student Publications</td>
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<td>32 Student Presentations*</td>
<td>42 Student Presentations*</td>
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<td>20 Student Presentations*</td>
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Additional information for consideration:

- PPSY faculty members had 41 additional publications in press at the time of the award
- Also PPSY is proud of the quality of students that it produces. As one more indicator of quality, please note that the following students were awarded the Graduate Dean’s Citation for Excellence and/or the Dean’s Citation for Dissertation Excellence:

**Fall 2001**
- Kendra Bjoraker
- Sue DiUglio-Johnson
- Shawn Powell
- Judith Johnson

**Fall 2000**
- Dalene McCloskey

**Spring 2000**
- Maria Mores
- Linda Black
- Molly Geil

**Summer 1999 Fall 1998**
- Theresa Gisi
Appendix B
Sample of PPSY Graduates

- Dave Long – Chair of Weld County Commissioners
- Ed Phillipsen – Past Chair of Weld County Human Relations Commission & host of cable television program “Images”
- John McKenzie – Psychologist for the Federal Bureau of Prisons
- Matthew Enright – Psychologist – One of two psychologists from Colorado selected to fly to New York to assist in debriefing of victims/survivors of 911 disaster
- George Betts, UNC faculty – Gifted and Talented Program
- Thelma Bear, District Six – Gifted and Talented Coordinator
- Jane Zazzaro – Psychologist - First woman to be employed at the Citadel Counseling Center
- James McGraw – Psychotherapist and co-author of textbook on Family Therapy
- Susan Jackson & Beth Lonergan – Consultants for RHR International Company
- Many of our recent graduates have secured university faculty positions at universities such as University of Colorado-Denver (Robyn Hess), New Mexico State University (Robert Rhodes), University of Hartford (Natalie Politikos), The Citadel (Kerry Lassiter), The Air Force Academy (Shawn Powell), and University of Wisconsin-LaCrosse (Denise Maricle); University of Wisconsin (Robert Dixon) Denver Theological Seminary (Elisabeth Suarez); two of these graduates are the directors of their training programs
- We also have a number of graduates who have gone on to secure faculty positions in other countries. For example, Oya G. Erserver – Chair, Dept. of Counseling & Guidance, Hacettepe University, Ankara, Turkey; Miao-Jung Lin – Faculty member Dept. of Counseling & Guidance National Kaohsiung Normal University, Taiwan; Kannikar Nolrasuwat, University of Thailand; Sophia Wu – Chair, Counseling & Guidance, Taiwan University
- Several of our graduates are very active in state and national associations in school psychology. One is the Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs of Division 16 APA (Robyn Hess); Four have been president of the Colorado Society of School Psychologists (Jack Lindsay, Ruth Gonzalez, Doug Piper and Steven Zucker); two others are members of the CSSP Crisis Response Team
- One of our graduates was the first president of the Student Affiliates in School Psychology (the student organization affiliated with Division 16 of APA)
- Many of our graduates serve UNC as adjunct professors.
- Several of our graduates have gone on to do postdoctoral fellowships at prestigious universities, including Johns Hopkins School of Medicine (Shelly Pelletier), the University of Minnesota Medical School and Mayo Clinic (Kendra Bjoraker), and the University of Houston/Baylor Medical School in Neuropsychology (Daniel Sanders)
- Several of our graduates currently have private practices as Psychologists, Counselors, and School Counselors
- Many of our graduates currently are practicing School Psychologists in Colorado, Nebraska, Wisconsin, Arizona, New Mexico, Oregon, California, Mississippi, and Florida
Appendix C

Sample of Publications/Presentations

Michelle Athanasiou

PUBLICATIONS:

Book Chapters:


Articles:


PROFESSIONAL PRESENTATIONS:


April, 1999, McCloskey, D., & Athanasiou, M. S. Assessment and intervention practices with second language learners among school psychologists. Rocky Mountain Psychological Association, Fort Collins, CO.


Tracy Baldo

PUBLICATIONS:


**PROFESSIONAL PRESENTATIONS:**


Achilles Bardos

PUBLICATIONS:

Books & book chapters


Journals:


PROFESSIONAL PRESENTATIONS:


McDougal, J. & Bardos, A.N. (February, 2002). Effective Approaches to measuring Student Progress in school based Counseling and Mental Health programming. Paper to be
presented at the annual meeting of the National Association of School Psychologists, Chicago Illinois.


Petrogiannis, K., Bardos, A. & Politikos, N. (May, 2001). A cross-cultural study of the "General Ability Measure for Adults" (GAMA) with Greek and American samples: A first pilot study. 8th Panhellenic Congress of Psychological research, Alexandroupolis, 24-27 [in Greek]


Bardos, A. N. (September, 2000). Assessing the cognitive ability of diverse populations using non-verbal IQ tests. Invited workshop at the annual national conference of the National Commission on Correctional Health Care. St. Louis, MO.

Bardos, A. N. (September, 2000). Enhancing social & emotional development & reducing challenging behaviors in early childhood. Invited workshop at the Panhandle Unified Rural Education project, Chadron State College, Chadron, Nebraska.


Powell, S., Bardos, A. N. (November 2000). Correlation between Intelligence, Reading Achievement and Attention Measures from a Sample of Students with Basic Reading disabilities. Paper presented at the 20th annual meeting of the National Academy of Neuropsychology, Orlando, Florida.


Bardos, A.N. (August, 1999). The personal computer in the daily practice of a school psychologist and educational diagnostician. Invited daylong presentation to mental health practitioners at the Las Cruces, New Mexico Public Schools.


Bardos, A.N. (April 1998). Human Figure Drawings: Old Controversy new data. Paper presented at the annual convention of the National Association of School Psychologists, Orlando, FL.


Linda Black

PUBLICATIONS:


Publications in Press:


Book Chapters:


Works in Submission or Progress:


PROFESSIONAL PRESENTATIONS:


Ellis Copeland

PUBLICATIONS:


PROFESSIONAL PRESENTATIONS:

Hess, R.S., & Copeland, E.P. Students’ stress, coping, and high school completion. Paper submitted for presentation at the annual convention of the American Psychological Association, Chicago, IL.


methodologies. Poster presentation at the annual UNC scholarship symposium. Greeley, CO.


Franci Crepeau-Hobson

PUBLICATIONS:

Book Chapters:


PROFESSIONAL PRESENTATIONS:


Rik D’Amato

PUBLICATIONS:


Books and Book Chapters


PROFESSIONAL PRESENTATIONS:


children. Poster presented at the 18th Annual Convention of the National Academy of Neuropsychologists, Washington, DC.


David Gonzalez

PUBLICATIONS:


Books:


Invited Chapters:


PROFESSIONAL PRESENTATIONS:


Robyn Hess

PUBLICATIONS:

Book Chapters:


Articles:


PROFESSIONAL PRESENTATIONS:


Hess, R. S., Sobel, D., & Ottewill, H. *Preparing teachers to foster educationally and emotionally healthy classrooms for urban youth at risk for school failure.* Annual Meeting, American Association of College Teacher Educators. Dallas, TX.


Brian Johnson

PUBLICATIONS:

Book Chapters


Articles:


PROFESSIONAL PRESENTATIONS:


Franklin, L., Bender, K., Johnson, B.D. & Marine, S. (2000, April). Client resources, strengths, overall level of functioning and client change. Poster presented at the annual meeting of the Rocky Mountain Psychological Associations, Tucson, AZ.


Sandy Magnuson

PUBLICATIONS:


**PROFESSIONAL PRESENTATIONS:**


Magnuson, S., Norem, K., & Wilcoxon, S. A. (1998, October). Lousy supervision: Results of a qualitative study. Research session conducted at the annual conference of The Southern Association for Counselor Education and Supervision, Montgomery, AL.

M. Sean O'Halloran

PUBLICATIONS:

Chapters in Books:


Published Juried Editorial Letters in Journals:


Published Articles in Juried Journals:


Juried Newsletter Article:


PROFESSIONAL PRESENTATIONS:


O’Halloran, M.S. (1999) Sexual Abuse & Eating Disorders: Research and Clinical Implications. Presentation to the Southern Health Board, Social Work Unit, St., Finbarr’s Hospital, Cork, Ireland.


Lia Softas-Nall

PUBLICATIONS:

Articles


PROFESSIONAL PRESENTATIONS:


Creed, G., Barrow, T. and Softas-Nall, B. (October 2000). International relocation: Implications for families. Rocky Mountain Association for Counselor Education and Supervision, Jackson, WY.

Baldo, T. and Softas-Nall, B. (October 2000). Attitudes and biases toward pregnant adolescents: Implications for counselor training. Rocky Mountain Association for Counselor Education and Supervision, Jackson, WY.


Chang, C. and Softas-Nall, B. (October 1998). Training International Students as Counselor Educators. Rocky Mountain Association for Counselor Education and Supervision, Breckenridge, CO.


William Walsh

PUBLICATIONS:

Books & Book Chapters:


Edited Case Studies:


Articles:


PROFESSIONAL PRESENTATIONS:

2001 Roundtable: Impact of the Elite Athlete RMACES Convention Breckenridge, CO

2000 Impact of the Elite Athlete on Sibling Relationships RMACES Convention Jackson, WY Walsh, W.M., Willson, B.

1999 Training Counselors to Work with a Family with a Person with Disabilities ACES National Convention New Orleans, LA Walsh, W.M., Willson, B.


1999 Counseling Families with a Person with Disabilities ACA National Convention San Diego, CA

1999 Working with Families in School Settings School Health State Conference Albuquerque, NM
Appendix D
Future Demand for Programs in Professional Psychology

U.S. Department of Labor
Bureau of Labor Statistics
Occupational Outlook Handbook

Key phrases in the Handbook
This table explains how to interpret the key phrases used to describe projected changes in employment. It also explains the terms used to describe the relationship between the number of job openings and the number of jobseekers. The descriptions of this relationship in a particular occupation reflects the knowledge and judgment of economists in the Bureau’s Office of Occupational Statistics and Employment Projections.

Changing employment between 2000 and 2010

<table>
<thead>
<tr>
<th>If the statement reads:</th>
<th>Employment is projected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow much faster than average</td>
<td>increase 36 percent or more</td>
</tr>
<tr>
<td>Grow faster than average</td>
<td>increase 21 to 35 percent</td>
</tr>
<tr>
<td>Grow about as fast</td>
<td>increase 10 to 20</td>
</tr>
<tr>
<td>as average</td>
<td>percent</td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Grow more slowly than average</td>
<td>increase 3 to 9 percent</td>
</tr>
<tr>
<td>Little or no change</td>
<td>increase 0 to 2 percent</td>
</tr>
<tr>
<td>Decline</td>
<td>decrease 1 percent or more</td>
</tr>
</tbody>
</table>

### Job openings compared

<table>
<thead>
<tr>
<th>If the statement reads:</th>
<th>Job openings compared to jobseekers may be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good to excellent opportunities</td>
<td>More numerous</td>
</tr>
<tr>
<td>Good or favorable opportunities</td>
<td>In rough balance</td>
</tr>
<tr>
<td>May face or can expect keen competition</td>
<td>Fewer</td>
</tr>
</tbody>
</table>

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[www.dol.gov](http://www.dol.gov)
SIGNIFICANT POINTS

- More than 4 out of 10 psychologists are self-employed, about 6 times the average for professional workers.
- A doctoral degree usually is required for employment as a licensed clinical or counseling psychologist.
- Opportunities for employment in psychology for those with only a bachelor's degree are extremely limited.
THE WORK

Psychologists study the human mind and human behavior. Research psychologists investigate the physical, cognitive, emotional, or social aspects of human behavior. Psychologists in applied fields provide mental health care in hospitals, clinics, schools, or private settings. Like other social scientists, psychologists formulate hypotheses and collect data to test their validity. Research methods vary depending on the topic under study. Psychologists sometimes gather information through controlled laboratory experiments or by administering personality, performance, aptitude, and intelligence tests. Other methods include observation, interviews, questionnaires, clinical studies, and surveys.

Psychologists apply their knowledge to a wide range of endeavors, including health and human services, management, education, law, and sports. In addition to a variety of work settings, psychologists usually specialize in one of a number of different areas.

Clinical psychologists—who constitute the largest specialty—usually work in counseling centers, independent or group practices, hospitals, or clinics. They help mentally and emotionally disturbed clients adjust to life and may help medical and surgical patients deal with illnesses or injuries. Some work in physical rehabilitation settings, treating patients with spinal cord injuries, chronic pain or illness, stroke, arthritis, and neurologic conditions. Others help people deal with times of personal crisis, such as divorce or the death of a loved one. Clinical psychologists often interview patients and give diagnostic tests. They may provide individual, family, or group psychotherapy, and design and implement behavior modification programs. Some clinical psychologists collaborate with physicians and other specialists to develop and implement treatment and intervention...
programs that patients can understand and comply with. Other clinical psychologists work in universities and medical schools, where they train graduate students in the delivery of mental health and behavioral medicine services. Some administer community mental health programs. Areas of specialization within clinical psychology include health psychology, neuropsychology, and geropsychology. Health psychologists promote good health through health maintenance counseling programs designed to help people achieve goals such as to stop smoking or lose weight. Neuropsychologists study the relation between the brain and behavior. They often work in stroke and head injury programs. Geropsychologists deal with the special problems faced by the elderly. The emergence and growth of these specialties reflects the increasing participation of psychologists in providing direct services to special patient populations. Counseling psychologists use various techniques, including interviewing and testing, to advise people on how to deal with problems of everyday living. They work in settings such as university counseling centers, hospitals, and individual or group practices. (Also see the statements on counselors and social workers elsewhere in the Handbook.) School psychologists work in elementary and secondary schools or school district offices to resolve students' learning and behavior problems. They collaborate with teachers, parents, and school personnel to improve classroom management strategies or parenting skills, counter substance abuse, work with students with disabilities or gifted and talented students, and improve teaching and learning strategies. They may evaluate the effectiveness of academic programs, behavior management procedures, and other services provided in the school setting. Industrial-organizational (I/O) psychologists
apply psychological principles and research methods to the workplace in the interest of improving productivity and the quality of worklife. They also are involved in research on management and marketing problems. They conduct applicant screening, training and development, counseling, and organizational development and analysis. An industrial psychologist might work with management to reorganize the work setting to improve productivity or quality of life in the workplace. They frequently act as consultants, brought in by management in order to solve a particular problem.

*Developmental psychologists* study the physiological, cognitive, and social development that takes place throughout life. Some specialize in behavior during infancy, childhood, and adolescence, or changes that occur during maturity or old age. They also may study developmental disabilities and their effects. Increasingly, research is developing ways to help elderly people stay as independent as possible.

*Social psychologists* examine people's interactions with others and with the social environment. They work in organizational consultation, marketing research, systems design, or other applied psychology fields. Prominent areas of study include group behavior, leadership, attitudes, and perception.

*Experimental or research psychologists* work in university and private research centers and in business, nonprofit, and governmental organizations. They study behavior processes with human beings and animals such as rats, monkeys, and pigeons. Prominent areas of study in experimental research include motivation, thinking, attention, learning and memory, sensory and perceptual processes, effects of substance abuse, and genetic and neurological factors affecting behavior.
A psychologist's specialty and place of employment determine working conditions. Clinical, school, and counseling psychologists in private practice have their own offices and set their own hours. However, they often offer evening and weekend hours to accommodate their clients. Those employed in hospitals, nursing homes, and other health facilities may work shifts including evenings and weekends, while those who work in schools and clinics generally work regular hours. Psychologists employed as faculty by colleges and universities divide their time between teaching and research and also may have administrative responsibilities. Many have part-time consulting practices. Most psychologists in government and industry have structured schedules. Increasingly, many work as part of a team and consult with other psychologists and professionals. Many psychologists experience pressures due to deadlines, tight schedules, and overtime work. Their routine may be interrupted frequently. Travel usually is required to attend conferences or conduct research.

Psychologists held about 182,000 jobs in 2000. Educational institutions employed about 4 out of 10 salaried psychologists in positions other than teaching, such as counseling, testing, research, and administration. Three out of 10 were employed in health services, primarily in hospitals, mental health clinics, rehabilitation centers, nursing homes, and other health facilities. Government agencies at the Federal, State, and local levels employed more than 1 in 10 in hospitals, clinics, correctional facilities, and
other settings. The U.S. Departments of Veterans Affairs and of Defense employ a majority of the psychologists working for Federal agencies. Some psychologists work in social service organizations, research organizations, management consulting firms, marketing research firms, and other businesses. After several years of experience, some psychologists—usually those with doctoral degrees—enter private practice or set up private research or consulting firms. More than 4 out of 10 psychologists were self-employed.

In addition to the jobs described above, many psychologists held faculty positions at colleges and universities, and as high school psychology teachers. (See the statements on teachers—postsecondary and teachers—preschool, kindergarten, elementary, middle, and secondary elsewhere in the Handbook.)

TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT

A doctoral degree is usually required for employment as a licensed clinical or counseling psychologist. Psychologists with a Ph.D. qualify for a wide range of teaching, research, clinical, and counseling positions in universities, healthcare services, elementary and secondary schools, private industry, and government. Psychologists with a Doctor of Psychology (Psy.D.) degree usually work in clinical positions or in private practices. An Educational Specialist (Ed.S.) degree will qualify an individual to work as a school psychologist. Persons with a master's degree in psychology may work as industrial-organizational psychologists. They also may work as psychological assistants, under the supervision of doctoral-level psychologists, and conduct research or psychological evaluations. A
bachelor's degree in psychology qualifies a person to assist psychologists and other professionals in community mental health centers, vocational rehabilitation offices, and correctional programs. They may work as research or administrative assistants or become sales or management trainees in business. Some work as technicians in related fields such as marketing research. Clinical psychologists usually must have completed the Ph.D. or Psy.D. requirements and served an internship. Vocational and guidance counselors usually need 2 years of graduate study in counseling and 1 year of counseling experience. School psychology requires a master's degree followed by a 1-year internship. In the Federal Government, candidates having at least 24 semester hours in psychology and one course in statistics qualify for entry-level positions. However, competition for these jobs is keen because this is one of the few areas in which one can work as a psychologist without an advanced degree.

A doctoral degree usually requires 5 to 7 years of graduate study. The Ph.D. degree culminates in a dissertation based on original research. Courses in quantitative research methods, which include the use of computer-based analysis, are an integral part of graduate study and are necessary to complete the dissertation. The Psy.D. may be based on practical work and examinations rather than a dissertation. In clinical or counseling psychology, the requirements for the doctoral degree usually include at least a 1-year internship.

A master's degree in psychology requires at least 2 years of full-time graduate study. Requirements usually include practical experience in an applied setting and a master's thesis based on an original research project. Competition for admission into graduate programs is keen. Some universities require an undergraduate major in
psychology. Others prefer only course work in basic psychology with courses in the biological, physical, and social sciences; and statistics and mathematics.

Psychologists in independent practice or those who offer any type of patient care (including clinical, counseling, and school psychologists) must meet certification or licensing requirements in all States and the District of Columbia. Licensing laws vary by State and by type of position and require licensed or certified psychologists to limit their practice to areas in which they have developed professional competence through training and experience. Clinical and counseling psychologists usually require a doctorate in psychology, completion of an approved internship, and 1 to 2 years of professional experience. In addition, all States require that applicants pass an examination. Most State boards administer a standardized test and many supplement that with additional oral or essay questions. Most States certify those with a master's degree as school psychologists after completion of an internship. Some States require continuing education for license renewal.

The American Psychological Association (APA) presently accredits doctoral training programs in clinical, counseling, and school psychology. The National Council for Accreditation of Teacher Education, with the assistance of the National Association of School Psychologists, also is involved in the accreditation of advanced degree programs in school psychology. The APA also accredits institutions that provide internships for doctoral students in school, clinical, and counseling psychology.

The American Board of Professional Psychology (ABPP) recognizes professional achievement by awarding certification, primarily in clinical psychology, clinical neuropsychology, counseling, forensic, industrial-organizational, and school psychology. Candidates for ABPP certification
need a doctorate in psychology, 5 years of experience, professional endorsements, and a passing grade on an examination. Aspiring psychologists who are interested in direct patient care must be emotionally stable, mature, and able to deal effectively with people. Sensitivity, compassion, and the ability to lead and inspire others are particularly important qualities for clinical work and counseling. Research psychologists should be able to do detailed work independently and as part of a team. Excellent communications skills are necessary to succeed in research. Patience and perseverance are vital qualities because results from psychological treatment of patients or from research usually take a long time.

**JOB OUTLOOK**

Employment of psychologists is expected to grow about as fast as the average for all occupations through 2010. Employment in healthcare will grow fastest in outpatient mental health and substance abuse treatment clinics. Numerous job opportunities will also arise in schools, public and private social service agencies, and management consulting services. Companies will use psychologists' expertise in survey design, analysis, and research to provide marketing evaluation and statistical analysis. The increase in employee assistance programs, which offer employees help with personal problems, also should spur job growth. Opportunities for people holding doctorates from leading universities in areas with an applied emphasis, such as counseling, health, and educational psychology, should be good. Psychologists with extensive training in quantitative research methods and computer science may have a competitive edge over applicants without this background. Graduates with a master's degree in psychology
qualify for positions in school and industrial-organizational psychology. Graduates of master's degree programs in school psychology should have the best job prospects, as schools are expected to increase student counseling and mental health services. Masters' degree holders with several years of business and industry experience can obtain jobs in consulting and marketing research. Other master's degree holders may find jobs as psychological assistants or counselors providing mental health services under the direct supervision of a licensed psychologist. Still others may find jobs involving research and data collection and analysis in universities, government, or private companies. Very few opportunities directly related to psychology will exist for bachelor's degree holders. Some may find jobs as assistants in rehabilitation centers, or in other jobs involving data collection and analysis. Those who meet State certification requirements may become high school psychology teachers.

**EARNINGS**

Median annual earnings of salaried psychologists were $48,596 in 2000. Median annual earnings were $48,320 for clinical, counseling, and school psychologists and $66,880 for industrial-organizational psychologists. Median annual earnings in the industries employing the largest numbers of psychologists in 2000 were as follows:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Median Annual Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals</td>
<td>$52,460</td>
</tr>
<tr>
<td>Elementary and secondary schools</td>
<td>51,310</td>
</tr>
<tr>
<td>Offices of other health practitioners</td>
<td>50,990</td>
</tr>
<tr>
<td>Offices and clinics of medical doctors</td>
<td>47,890</td>
</tr>
</tbody>
</table>
Individual and family services  35,720

The Federal Government recognizes education and experience in certifying applicants for entry-level positions. In general, the starting salary for psychologists having a bachelor's degree was about $21,900 in 2001; those with superior academic records could begin at $27,200. Psychologists with a master's degree and 1 year of experience could start at $33,300. Psychologists having a Ph.D. or Psy.D. degree and 1 year of internship could start at $40,200, and some individuals with experience could start at $48,200. Beginning salaries were slightly higher in selected areas of the country where the prevailing local pay level was higher. The average annual salary for psychologists in the Federal Government was $72,830 in 2001.

RELATED OCCUPATIONS

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Psychologists are trained to conduct research and teach, evaluate, counsel, and advise individuals and groups with special needs. Others who do this kind of work include clergy, counselors, physicians and surgeons, social workers, sociologists, and special education teachers.

SOURCES OF ADDITIONAL INFORMATION

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Disclaimer:

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

For information on careers, educational requirements, financial assistance, and licensing in all fields of psychology, contact:
• American Psychological Association, Research Office and Education in Psychology and Accreditation Offices, 750 1st St. NE., Washington, DC 20002.
  Internet: http://www.apa.org

For information on careers, educational requirements, certification, and licensing of school psychologists, contact:

• National Association of School Psychologists, 4030 East West Hwy., Suite 402, Bethesda, MD 20814.
  Internet: http://www.nasponline.org

Information about State licensing requirements is available from:

• Association of State and Provincial Psychology Boards, P.O. Box 241245, Montgomery, AL 36124-1245.
  Internet: http://www.asppb.org

Information on obtaining a position as a psychologist with the Federal Government is available from the Office of Personnel Management through a telephone-based system. Consult your telephone directory under U.S. Government for a local number or call (912) 757-3000; Federal Relay Service: (800) 877-8339. The first number is not tollfree, and charges may result. Information also is available from the Internet site: http://www.usajobs.opm.gov.

Selected industries employing psychologists that appear in the 2002-03 Career Guide to Industries:

• Educational services
• Health services
• Social services, except child care
• State and local government, except
education and health

OOH ONET CODES
19-3031.01, 19-3031.02, 19-3031.03, 19-3032.00


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