Ph.D. in COUNSELING PSYCHOLOGY
Revised 9/24/18

Program begins once per year each fall semester
Applications are due January 15th

Overview & Mission

The Wayne State University Educational Psychology Program Area offers a Ph.D. program in Counseling Psychology. In order to obtain APA accreditation status for this program (which is a necessary requirement before students can achieve full licensure as a psychologist in Michigan), cohorts of students must successfully complete the program. This involves submission of each class’ progress data at all levels of matriculation through the Program. Our first cohort is in the first year of matriculation. We are now recruiting for our second cohort to begin in Fall 2019.

All coursework for this Program is aligned with APA standards. A minimum of 110 hours of specific graduate level coursework is required for program completion. Completion of this degree under APA accreditation status will satisfy the State of Michigan Board of Psychology requirements for a license to practice psychology (LP).

Although there can be no formal guarantee of achieving accreditation, the faculty are fully committed to ensuring this accreditation status. We have attended trainings, already carefully aligned coursework to standards, and will be working very closely with APA over the multi-year period that it will take with this first cohort to be able to achieve such status.

Program Philosophy

Counseling Psychology at Wayne State University emphasizes a developmental approach to understanding individuals, youth, and families, and prepares students to address personal and interpersonal functioning across the lifespan. The training prepares practitioners who make professional judgments that take into consideration best practices derived from research and theory, social, political, and policy contexts, ethical principles, and multicultural awareness. Courses emphasize the broad applications of normal and abnormal development, multicultural and ecological approaches, and family systems. Students may also elect to take courses in couples therapy to augment their clinical training. We offer a balance of both urban and metropolitan experiences for all students to ensure familiarity with a range of socioeconomic and cultural

1 Please reference the following link for these requirements:
backgrounds. All practica/field experiences and internships are supervised concurrently by both university faculty and fully credentialed on-site practitioners.

Consistent with the mission of the College of Education at Wayne State University, the program ensures content and pedagogical knowledge, exposure to community-based reflective practice in an urban setting, systematic assessment of candidate learning, recovery oriented training and practice, and professional and leadership skill development. The program includes the broad psychological study of human development from diverse lenses such as biological, cognitive behavioral, socio-cultural, ecological, and educational perspectives. Students will receive training within a multi-level perspective that includes the influences of the social context and the environment in relation to individual development, functioning, and mental health. A multi-systems approach to intervention with children, adolescents, and their families forms the core training mission of the program. Students learn about the overlapping nature of three primary systems that influence the development of children, adolescents, and families: Schools, families, and communities. Evidence-based practices grounded in collaboration across these systems are emphasized.

In addition to clinical work, research, clinical supervision, and teaching experiences are all important components of this program for all students. From a scholarly perspective, students receive training in the areas of research design, methodology, and statistical analyses so that the process of scientific inquiries is clearly understood. Students receive a strong foundation in theory, scientific literature, research skills, and applied training using evidence-based practices, and are taught the importance of drawing on empirical literature and scholarly works as a primary basis for professional practice. Thus, we ascribe to a Scientist-Practitioner model of psychology research and practice, integrating continuously and bi-directionally between a) generating knowledge through scientific research, b) developing an evidence-based orientation to practice, and c) using data to drive instruction and intervention. Through this lens, our goal is to provide all students with skills needed for careers in both the clinical (psychotherapy) and academic (research and teaching) domains. Students are expected to have career options in many contexts, including private or public mental health clinics, hospitals, research institutions, and colleges and universities.

**Length of Study**

The length of study depends on whether or not students already hold a master’s degree. If so, the program length is based on existing master’s degree coursework completed. Transcripts will be evaluated by faculty to determine what additional coursework is needed. The duration of your coursework is expected to be a total of 3 years if you enter as a “direct admit” (with a bachelor’s degree), needing all graduate coursework, and it is expected to be 2 additional years beyond the master’s degree, depending on how one’s prior coursework transfers to our requirements at WSU. After coursework, for either situation (direct admit or entering with another master’s degree), there are qualifying exams, dissertation, and pre-doctoral internship required during the last years of study. Qualifying exams must be completed after completing doctoral coursework to be eligible for doctoral candidacy to begin your dissertation study and pre-doctoral internship hours.
Wayne State University: Anti-Discrimination and Harassment Policy

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship.

Wayne State University is an equal opportunity affirmative action institute and is committed to a policy of non-discrimination and equal opportunity in all of its operations, employment opportunities, educational programs, and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap and expressly forbids sexual harassment and discrimination. Inquiries regarding equal opportunity and affirmative action policies or complaints may be directed to the Office of Equal Opportunity, Policy Development and Analysis, 3660 Academic/Administration Building, Wayne State University, Detroit, Michigan 48202, (313) 577-2280.

Counseling Psychology Commitment to Diversity

The Counseling Psychology Doctoral Program is committed to diversity of all kinds, and complies with all WSU policies on diversity. The mission of field of Counseling Psychology reflects our commitment to social justice, the influences of ecological systems on development, and multicultural education. Issues addressing diversity are integrated throughout program coursework and experiences. Our students conduct practica and internships in diverse settings with children, adolescents, adults, and families who come from a wide array of economic, ethnic, and geographic backgrounds. The faculty are committed to training multiculturally knowledgeable and sensitive counseling psychologists.

Ethical Practice Expectations

The Counseling Psychology Doctoral Program at Wayne State University is aligned with the training standards set forth by the American Psychological Association, and thoroughly teaches and expects high competence in all aspects of of the APA Ethics Code and Michigan rules governing the practice of psychology. Details can be found at: http://www.apa.org/ethics/code/index.aspx
Professional Behavior Expectations

The program also places high value on the following six professional work characteristics, which are actively evaluated by faculty throughout all semesters of the program. Evaluations are based on students' performance and growth in these areas. These are examined in individual courses, practica, internships, and other activities across the program, as well as in professional interpersonal interactions.

1. Respect for Human Diversity
2. Communication
3. Effective Interpersonal Relations
4. Ethical Responsibility
5. Adaptability
6. Initiative and Dependability

COUNSELING PSYCHOLOGY PROGRAM FACULTY

Consistent with the goals of the program and best practices within the profession, faculty members have experiences as school psychologists, clinical practice psychologists, and researchers. In addition to their duties as members of the faculty, they are actively involved in professional organizations at both the state and national levels, and are involved with the state credentialing and practice efforts in various capacities.

Each program faculty member holds a doctoral degree in psychology or a closely related field. Additionally, all core program faculty have had training in child and adult clinical psychology. In addition, there are key affiliate clinical and research faculty who in the program, as well as adjunct faculty members who work as psychologists and provide high quality instruction reflecting the changing nature of clinical practice. These faculty members are consistent program contributors and are highly valued members of the CP program team.

<table>
<thead>
<tr>
<th>Core Faculty</th>
<th>Department/Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francesca Pernice, Ph.D., Program Director</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Director of Clinical Training, TBD, Ph.D.</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Erika Bocknek, Ph.D.</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Dante Dixson, Ph.D.</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Stephen Hillman, Ph.D.</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Lauren Mangus, Ph.D</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Barry Markman, Ph.D.</td>
<td>Educational Psych/Educ Eval &amp; Research</td>
</tr>
<tr>
<td>Cheryl Somers, Ph.D.</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affiliate Faculty</th>
<th>Department/Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Branson, Ph.D./Tami Wright, Ph.D.</td>
<td>Counselor Education (Supervision)</td>
</tr>
<tr>
<td>Sameerah Davenport, Ph.D.</td>
<td>Counselor Education (Cultural Diversity)</td>
</tr>
<tr>
<td>Tom Fischer, Ph.D.</td>
<td>Psychology (Biological Bases)</td>
</tr>
<tr>
<td>Shlomo Sawilowsky, Ph.D.</td>
<td>Educational Evaluation &amp; Research</td>
</tr>
<tr>
<td>Doug Whitman, Ph.D</td>
<td>Psychology (History &amp; Systems)</td>
</tr>
</tbody>
</table>
**Program Staff**

Sheri Martini, Program Secretary  
phone: (313) 577-1614; fax: (313) 577-5325; sheri.martini@wayne.edu

**Faculty Profiles**

Brief faculty details are included below. Full profiles may also be found at:  
http://coe.wayne.edu/faculty/profiles.php?id=1570

<table>
<thead>
<tr>
<th>Erika Bockneck, Ph.D., Assistant Professor</th>
<th>Dante D. Dixson, Ph.D., Assistant Professor</th>
</tr>
</thead>
</table>
| • B.A., Pennsylvania State University, 2001  
• M.A., University of Connecticut, 2005  
• Ph.D., Michigan State University, 2009  
• Postdoctoral Certification, Louisiana State University Health Sciences Center, 2010  
*Research interests:* Infant and toddler social-emotional development, Risks and resilience in parenting, Families in poverty, Trauma, parenting, and early mental health outcomes | • B.S., Univ. of California, Berkeley, 2010  
• M.A., Univ. of California, Berkeley, 2014  
• Ph.D., Univ. of California, Berkeley, 2016  
*Research interests:* Hope, positive psychology, achievement gap, African American achievement, gifted education |

<table>
<thead>
<tr>
<th>Stephen B. Hillman, Ph.D., Professor</th>
<th>Lauren Mangus, Ph.D., Assistant Professor-Clinical</th>
</tr>
</thead>
</table>
| • B.A., University of Connecticut, 1965  
• M.S., Indiana University, 1966  
• Ph.D., Indiana University, 1972  
*Research interests:* Adolescence, substance use and abuse, risk taking behavior, self-concept and stigmatization theory | • B.S., Wayne State University, 2002  
• M.A., Wayne State University, 2007  
• Ph.D., Wayne State University, 2015  
*Research interests:* Student achievement, risk and protective factors in youth, early prevention and intervention, school climate, school connecteness, self-efficacy and motivation |

<table>
<thead>
<tr>
<th>Barry S. Markman, Ph.D., Professor</th>
<th>Francesca M. Pernice, Ph.D., Associate Professor, Program Director</th>
</tr>
</thead>
</table>
| • B.S., University of Maryland, 1966  
• M.A., Hollins College, 1967  
• Ph.D., Emory University, 1969  
*Research interests:* Assessing AD/HD using continuous performance tasks, AD/HD in adults, test anxiety, statistical applications, anosagnosia | • B.A., Oakland University, 1995  
• M.S., Eastern Michigan University, 1997  
• Ph.D., Michigan State University, 2005  
*Research interests:* Family & child ecology/family systems/marital & family therapy, Youth/adult mental health research, Psychosocial programs/mental health recovery |

<table>
<thead>
<tr>
<th>Cheryl L. Somers, Ph.D., Professor</th>
<th>Brandi Pritchett-Johnson, Ph.D., Assistant Professor-Clinical, Director of Clinical Training</th>
</tr>
</thead>
</table>
| • B.S., Michigan State University, 1992  
• M.A., Ball State University, 1993  
• Ph.D., Ball State University, 1997  
*Research interests:* child and adolescent risk behavior and resilience, academic achievement, parenting/parent-adolescent relationships and other contextual predictors of risk and resilience | • B.A., Clark Atlanta University, Berkeley, 2004  
• M.A., Western Michigan University, Kalamazoo, 2007  
• Ph.D., Western Michigan University, Kalamazoo, 2011  
*Research interests:* adolescence: substance use and abuse, risk taking behavior, self-concept and stigmatization theory |
PROGRAM REQUIREMENTS

Ph.D. in Counseling Psychology Core Curriculum

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 7520</td>
<td>Ethics and Professional Standards for Psychologists</td>
<td>3</td>
</tr>
<tr>
<td>EDP 7410</td>
<td>Human Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EDP 7370</td>
<td>Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 7610</td>
<td>Child and Adolescent Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 7240</td>
<td>Systems of Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>EDP 8319</td>
<td>Pre-practicum in Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>EDP 7220</td>
<td>Psychotherapy with Children and Adolescents</td>
<td>4</td>
</tr>
<tr>
<td>EDP 7200</td>
<td>Systemic Theories and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CED 7730</td>
<td>Cultural and Diversity Issues in Mental Health Treatment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 7010</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 7120</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 7440 or PSY 8620</td>
<td>Cognitive Development or Social Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDP 7561</td>
<td>Assessment of Cognitive Functioning</td>
<td>4</td>
</tr>
<tr>
<td>EDP 7562</td>
<td>Assessment of Personality and Social-emotional Functioning</td>
<td>4</td>
</tr>
<tr>
<td>EDP 7430</td>
<td>Applications I: Behavioral Psychology and Social Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDP 7400</td>
<td>Foundations of Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 8320</td>
<td>Practicum in Clinical Procedures</td>
<td>5</td>
</tr>
<tr>
<td>EDP 9319</td>
<td>Advanced Practicum in Clinical Procedures* (or more, depending on background at entry point)</td>
<td>1*</td>
</tr>
<tr>
<td>CED 9120</td>
<td>Seminar and Internship Supervising Counselors</td>
<td>3</td>
</tr>
<tr>
<td>EDP 9320</td>
<td>Internship in Clinical Procedures</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

Research Curriculum (including dissertation)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Statistics and Research Design courses (selected with advisor)</td>
<td>15</td>
</tr>
<tr>
<td>ED 9991</td>
<td>Doctoral Candidate Status I: Dissertation Research &amp; Direction</td>
<td>7.5</td>
</tr>
<tr>
<td>ED 9992</td>
<td>Doctoral Candidate Status II: Dissertation Research &amp; Direction</td>
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</tr>
<tr>
<td>ED 9993</td>
<td>Doctoral Candidate Status III: Dissertation Research &amp; Direction</td>
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</tr>
<tr>
<td>ED 9994</td>
<td>Doctoral Candidate Status IV: Dissertation Research &amp; Direction</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

**Total (approximate, dependent upon student background)** | **110**

Sequence of Coursework

Much of the courses will be taken in a set sequence with your cohort of peers. If entering the program as a direct admit after an undergraduate degree, there are 3 years of coursework and qualifying exams, followed by two more years (one of dissertation proposal/clinical work and one of pre-doctoral internship). If entering the program with a master’s degree, the remaining coursework will likely be able to be done in two years, followed by two more years (dissertation proposal/clinical work and pre-doctoral internship).
Additional Program Requirements and Approximate Timelines

As noted earlier, research, clinical supervision, and TA/teaching experiences are also required in this program. The following plan for direct admit students provides an overview of what is a typical scope and sequence that you can expect. There will likely be slight variation but the below reflects the expected experiences that all students will obtain. Students entering with a masters degree will have these experiences condensed into four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Clinical experience</th>
<th>Supervision experience</th>
<th>Research experience</th>
<th>Teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Pre-practicum cases embedded in certain courses</td>
<td>--</td>
<td>Join a research lab with a faculty member (no course credit—program policy/expectation)</td>
<td>--</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>500 hours in TBF clinic Sp/Su Y2 (supervised by faculty and Y3/4 students)</td>
<td>--</td>
<td>Continue in faculty research lab. Work on and complete thesis as part of research w/ faculty member</td>
<td>TA for Y1 courses</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Clinical work and supervision of MA students for supervision class</td>
<td>Supervise Year 2 students in clinic</td>
<td>Start on dissertation proposal.</td>
<td>TA for Y1-Y2 courses</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Work in the field at various practicum sites.</td>
<td>--</td>
<td>Propose dissertation spring of year 4 before progressing to internship</td>
<td>TA for Y1-2 courses/teach own section if academia bound</td>
</tr>
<tr>
<td><strong>Year 5+</strong></td>
<td>Pre-doctoral internship 2000 hours</td>
<td>--</td>
<td>Collect data &amp; defend dissertation</td>
<td>--</td>
</tr>
</tbody>
</table>

**APPLICATION AND ADMISSION PROCEDURES**

Overview

Admission to the program occurs once per year and the program begins in the fall semester. Applications are due January 15th each year. Applicants will be considered until a cohort of 5-7 qualified students is accepted.

Candidates will be invited to a campus interview that includes meeting with program faculty, students, and a department and campus tour. A follow-up interview may also be needed. Contact Dr. Francesca Pernice with any questions: (313) 577-1670 and c.somers@wayne.edu.

Admission to the program requires a University Graduate Admissions application, a Program Area Application, Statement of Purpose, a writing sample, official transcripts, three letters of recommendation, the Graduate Record Examination (GRE), and a vita/resume (see below). A background check is also required. All of this information is used comprehensively to evaluate a student’s potential candidacy for the program. A limited number of qualified applicants are invited for an interview with the faculty.
Prerequisites

In order to be eligible for the Counseling Psychology Doctoral Program, most applicants will have a master’s degree in counseling psychology, clinical psychology, or school psychology, or if the applicants are applying straight from the bachelor’s degree, it is most typical that they will have had a major in psychology, although a minor in psychology or a degree in a closely related field might be considered depending on the overall strength of the full application. If you are applying as a Canadian citizen and may be practicing in Canada, you are required to have a bachelor’s degree in psychology to be considered for admission, based on Canadian psychology licensing requirements. The program requires a minimum 3.0 GPA to apply; however, the typical student admitted to this program has over a 3.5 undergraduate GPA and an even stronger master’s level GPA.

Application Components

*All application components are submitted online through the university graduate school system.* Please follow the below list VERY carefully. Applicants are strongly encouraged to contact the Academic Services at (313) 577-1601 to ensure you have applied correctly and to have any concerns addressed.

1) University Graduate Application

Go to [http://gradapply.wayne.edu](http://gradapply.wayne.edu) to create a graduate application. **Apply online only.** In the “select a major” section, select “Counseling Psychology – Ph.D.” You are encouraged to contact Academic Services at (313) 577-1601 to ensure you have applied correctly and to have any concerns addressed. Once inside the application portal, please remember to read everything from the top to bottom of the page. There is much useful information and several links you will need. Your WSU email address can be activated using the link at the bottom of your online application. Please activate, immediately begin using, and regularly check this email for updates.

2) Program Area Application

The Program Application is different from the Graduate Admission Application. It is specific to the program. The Program Application can be downloaded from [http://coe.wayne.edu/tbf/educational-psychology/phd-counseling-psychology.php](http://coe.wayne.edu/tbf/educational-psychology/phd-counseling-psychology.php). It must be uploaded to your online application.

3) Statement of Purpose

The Statement of Purpose is a critical part of your application. Instructions are provided within the online application. It must be uploaded to your online application

4) Writing Sample

Please upload at least one sample of your professional writing, e.g., conference presentation, publication, psychological report, or paper for a class.
5) Transcripts

Official transcripts must be sent directly from all previously attended universities to Graduate Admissions. Have official transcripts sent directly from all previous universities to Wayne State University Office of Graduate Admissions at 5057 Woodward, Suite 6000, Detroit, MI 48202 (phone: (313) 577-4723). Electronic transcripts will be accepted if they are delivered securely from the registrar of the issuing institution directly to the Office of Graduate Admissions - gradadmissions@wayne.edu. You must also upload copies (unofficial is fine for review purposes) of all of your transcripts with your online application.

6) Recommendation Letters

Three letters of recommendation are required. There are no specific forms required for these letters. The letters should consist of why you would be a good candidate for the program and this field, what are your academic and interpersonal strengths, etc. We recommend that at least two of the letters be from faculty members. You will be prompted for the email addresses of your letter-writers through the online application system. They will then receive instructions in email regarding their independent submission of their letters on your behalf.

7) Graduate Record Examination (GRE) scores

The Verbal, Quantitative, and Writing sections of the Graduate Record Examination (GRE) are required and can be scheduled through Evaluation and Testing Services, Wayne State University, 698 Student Center Building, Detroit, MI 48202, (313) 577-3400. The process of registering and receiving GRE results usually takes several weeks; therefore, applicants are encouraged to take the exam by December or January. When forwarding copies through a testing agency, you would specify the institution code 1898 and department code 3406. Results will be automatically added to your online application, but may take several weeks to appear. Be sure to have a copy sent to yourself! If your official scores are delayed for any reason, be sure to upload a copy of them to your online Graduate Admissions Application in the ”Additional Documents” section. This will allow us to at least review your application and decide on an interview invitation while we wait for originals to appear in your online application.

8) Curriculum Vita/Resume

9) Background Check

Once you are recommended for admission to the program, information will be sent to you concerning how to complete the criminal background check. The cost for this is $55.
ADMISSION MATERIALS CHECKLIST

Program begins once per year each fall semester
Applications are due January 15th

Each of the following items are required to be uploaded to your university application. There is a place in the online application for each item, and instructions specific to each are included in the application itself.

☐ $50 Application Fee for non-WSU applicants (fee is waived for WSU graduates)
☐ Official or Unofficial Transcripts
☐ Program Area Application
☐ Statement of Purpose
☐ Letters of Recommendation (3)
☐ GRE Scores
☐ Writing Sample
☐ Curiculum Vita/Resume

Questions? If you have any questions about the program itself, contact:

Francesca M. Pernice, Ph.D.
Associate Professor, Educational Psychology
Director: Counseling Psychology
Wayne State University
351 College of Education
5425 Gullen Mall
Detroit, MI 48202
Cell: (248) 217-7396
francescapernice@wayne.edu

If you have questions about any aspects of the application process, as well as to check in to see if all of your application materials have been received, or general university questions, please contact:

Academic Services
489 Education Building
Detroit, MI 48202
(313) 577-1601

For more information, please visit our website at http://coe.wayne.edu/tbf/educational-psychology/school-index.php, or contact our program secretary, Sheri Martini, at (313) 577-1614 or sherimartini@wayne.edu.
WSU Counseling Psychology Program
Frequently Asked Questions (FAQs)

Q: Where are classes located?
A: Classes are held at both the main campus and the Oakland Community College campus located in Farmington Hills.

Q: If I miss the deadline, can I apply next term?
A: No. You can submit you application at any time up until February 1st. This program begins once per year each fall semester. The annual deadline for applications is January 15th. If the posted application deadline has passed, please feel free to inquire with the program director to see if we are still taking applications.

Q: How important are GRE scores in the admission decisions?
A: They are considered along with the other pieces of information in your application. There is no predetermined GRE cut off score.

Q: How selective are admissions?
A: Admissions are competitive. Top applicants are invited for an interview, held typically during February and/or March.

Q: Do Counselor Education and Social Work classes count?
A: Not toward the doctoral program.

Q: Can I attend this program part-time?
A: The program requires doctoral students to establish residency within the university during the first year of study. This is a full-time course load per Wayne State University and APA standards.

Q: Can I work curing coursework?
A: Student may hold part-time jobs, but full-time work during day hours is not acceptable. Students must join a research lab with faculty and also be available for other clinical and supervisory activities during daytime hours.

Q: Can I work and complete the internships, too?
A: Pre-doctoral clinical internships are typically full-time.

Q: Is there funding to support me while I study?
A: Students may apply for the Graduate Professional Scholarship at https://gradschool.wayne.edu/funding/grad-prof-scholarship during their studies.
Q: Can I complete my pre-doctoral internship at a clinical placement in which I am currently or previous have been employed?
A: The goal of the doctoral clinical training is to provide students with a range of professional clinical experiences in Counseling Psychology. The director of clinical training will work with each student to identify clinical settings that fit the educational and professional needs of the students and align with the clinical training expectation of APA and the State of Michigan.

Q: What happens if the program does not achieve APA accreditation by the time I graduate?
A: Although there is a risk to joining the program without APA accreditation, it is the necessary process by which the APA Commission on Accredication seeks to accredit doctoral training programs. Students will be informed at every step of the accreditation process and will have an opportunity to ask questions, seek guidance, and be involved in creating an APA training environment.

Q: Is there someone at Wayne who can answer other questions?
A: Please contact Dr. Francesca Pernice at (248) 217-7396 or francescapernice@wayne.edu for questions about the program. Email inquiries are preferred and answered sooner. We want you to be fully informed about our program to aid you in your application decision.