Are you already working in a counseling role or would you like to become a counselor? Webster’s MA in Psychology with an Emphasis in Counseling Psychology program is designed to help you build upon your professional and academic development.

**Unique Aspects to the Program:**

- The MA in Psychology with emphasis in Counseling Psychology is the only program of its type in The Netherlands.

- Students benefit from Webster University’s global community and scope while simultaneously benefiting from personal contact and small class sizes.

- US accredited degree.

- Assistance in provision of internships; an integral component of the program.
Welcome to Counseling Psychology at Webster University in Leiden, The Netherlands. Among the many professional areas in which psychologists are trained and work, many would say that Counseling Psychology is one of the most exciting. Whether you are a prospective student, a parent, a colleague, or any other reader, while we hope that you find the following pages informative, we know that a short brochure can never answer all the questions you may have about this rapidly growing field. We therefore invite you to contact us if you have any further questions you would like to discuss or if you would like to meet psychologists who are active in the field of Counseling Psychology. The members of the Behavioral and Social Sciences Department at Webster University, Leiden will gladly discuss any questions you may have about the training we offer and about your potential future in this field.

We look forward to hearing from you and getting to know you!

Dr. Sheetal Shah
Head of Department of Behavioral & Social Sciences, Webster, Leiden
Project Leader, The Bijlmer Project

What is Counseling Psychology?

Counseling Psychology focuses on providing psychological intervention and therapeutic treatment to clients experiencing a wide variety of symptoms. It is one of the largest specialty areas within psychology and an established discipline around the globe. The leading associations in the world of psychology have defined what Counseling Psychology is about, its foundations, goals, and the main areas in which Counseling Psychology is practiced.

“A Counseling Psychologist facilitates personal and interpersonal functioning across the lifespan with a focus on individual, group, and community interventions for emotional, behavioral, vocational, and mental health problems using preventative, developmental, and remedial approaches, and in the assessment, diagnosis, and treatment of psychopathology. Counseling Psychologists participate in a range of activities including psychotherapy, assessment, teaching, research, supervision, career development and consultation. They employ a variety of methods closely tied to theory and research to help individuals, groups and organizations function optimally as well as to remediate dysfunction.”

American Board of Professional Psychology
What is Counseling Psychology?

“Counselling psychology has developed as a branch of professional psychological practice strongly influenced by human science research as well as the principal psychotherapeutic traditions. Counselling psychology draws upon and seeks to develop phenomenological models of practice and enquiry in addition to that of traditional scientific psychology. It continues to develop models of practice and research which marry the scientific demand for rigorous empirical enquiry with a firm value base grounded in the primacy of the counseling or psychotherapeutic relationship.”

The British Psychological Society

These definitions emphasize the importance of both the scientific approach and the counseling and therapeutic relationship in Counseling Psychology - two aspects that are central to the Psychology program at Webster University in Leiden.

What Counseling Psychologists Do

The services provided by Counseling Psychologists typically include:

**Informing clients.** For example, informing students about vocational options or informing mid-career professionals about possibilities for career development.

**Planning psychological treatment and intervention.** For example, designing an overall strategy for a hospital to deal with burnout among physicians and nurses.

**Providing treatment and psychological intervention.** Intervention may start when problems or psychological pain already exist (for example, counseling a client who suffers from posttraumatic stress due to a recent experience of intensive violence). Intervention may also take place in the form of prevention, in order to protect against possible future difficulties (for example, holding workshops about drug abuse in local schools.)

**Conducting research on a variety of clinically relevant issues.** For example, conducting a study on the effectiveness of a new form of psychological intervention.

**Assessing clients.** Including evaluation, diagnosis, problem formulation, formal psychological testing, and recommendations based on the outcome of the assessment. Psychological assessments are conducted among children, adolescents, and adults. They may focus on such diverse aspects as psychological disorders, personality traits, intelligence, mental health needs, risk assessment, and vocational interests.
What Counseling Psychologists Do

Consulting with other professionals in diverse settings. For example, consulting with psychiatrists, social workers, and nurses in an outpatient treatment facility.

Providing supervision, training, and education. For example, providing supervision to a group of trainees in a psychiatric hospital, conducting workshops on teamwork and leadership development to managers.

Engaging in management activities. For example, developing a new academic program in Counseling Psychology and administrating a series of training sessions by outside experts on psychological disorders.

Where Counseling Psychologists work

Depending on the services they provide and the kinds of clients they serve, Counseling Psychologists work in various settings. Some Counseling Psychologists are employed by schools or universities where they teach and supervise students, conduct research, and provide counseling-related services. Others work in independent practice and provide counseling and coaching to individuals, families, groups, and organizations. Counseling Psychologists may also be active providing assessment and consultation services. Hospitals, community mental health centers, medical centers, prisons, family services, personnel departments, rehabilitation agencies, business and industrial organizations, and training and consulting firms are other examples of organizations where Counseling Psychologists are needed.

What it requires to become a Counseling Psychologist

Practicing counseling psychology puts high personal and professional demands on the psychologist. For example, high levels of self-awareness and competence are needed in relating knowledge and skills of personal and interpersonal dynamics to a counseling or therapeutic context. Successful counseling psychology requires, among others, counselors who are empathic and congruent, a genuine interest in understanding and helping others, interest and intellectual curiosity, a high degree of self-motivation, and knowledge and skills about counseling. The Psychology program at Webster University in Leiden provides you with the unique opportunity (and challenge) to grow as a person, and to acquire state-of-the-art knowledge and skills from highly experienced counseling experts.
Program Description

Viewing research and practice as interdependent and mutually supporting, the MA in Psychology with emphasis in Counseling Psychology program is based on the scientist-practitioner training model. The program is committed both (1) to preparing counseling psychologists for advanced doctoral studies in psychology and (2) to providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program also emphasizes the importance of multicultural competence in both research and practice.

The 48 credit hours required to complete the MA in Psychology with emphasis in Counseling Psychology program are distributed as follows:

- **45 required credit hours.** Required course work includes eleven 3-credit hours courses, one 6-credit hours thesis, and one 6-credit hours internship. Depending on course topics, some of the required 3-credit hours courses may be offered in the form of separate 1-credit and 2-credit hour parts.
- **3 elective credit hours.** Elective course credits are accumulated in additional courses selected by participants. Elective courses are offered as 1-3 credit hours courses.

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<tr>
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<td>PSYC 6000: Special Topics in Counseling Psychology (3 credits)</td>
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<td>PSYC 6300: Internship (6 credits)</td>
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PSYC 5000 Bases of Counseling Psychology

This course provides an introduction to the field of Counseling Psychology. Topics addressed at the beginning of the course include the history of the discipline, professions within it, and how Counseling Psychology relates to other disciplines in psychology and mental health. Participants learn about the development of the profession, are introduced to ethical and professional issues, and learn to understand the role of research and science in the field. A primary goal for the course is to establish a greater understanding of the counseling process and the importance of the therapeutic relationship as compared to the use of specific techniques. This course also introduces theoretically and practically into the humanistic tradition in counseling psychology and psychotherapy, its underlying assumptions and views about human nature, and implications for being a counselor and the process of counseling and psychotherapy. In addition, students learn basic counseling and communication skills through lectures, small group discussions, role-plays, and helpful interviews conducted with others.

PSYC 5100 Approaches to Counseling and Therapy

This course is a survey of the following major approaches to counseling and psychotherapy: psychoanalytic-psychodynamic, behavioral, cognitive-behavioral, and family systems counseling and therapy. The course explores underlying theories, principles, techniques, and areas of applications of these main approaches to counseling and psychotherapy. The unity and diversity among these counseling and psychotherapeutic orientations will be explored with a focus on their implications for counseling and psychotherapeutic practice. Throughout the course participants will be encouraged to develop the skills of learning to select and/or integrate appropriate orientations for intervention.

“The Masters in Counseling Psychology is an important addition to our academic program. Not only do students graduate with a US accredited degree, this program also provides the unique opportunity to study a graduate program in Psychology in both Leiden and Vienna; the land of Freud.”

Dr. Islam Qasem, Academic Director.
**PSYC 5200 Advanced Developmental Psychology**

This course covers research and theory concerning the psychological development of the maturing human. Students examine the nature and needs of individuals at all developmental levels as the course covers physical, cognitive, social, and emotional development from conception through death. This class emphasizes the scientific and theoretical bases of developmental psychology, and places a particular focus on the relevance of the topics covered to issues in counseling and psychotherapy. This course is designed to be more advanced and in-depth than a general course on human growth and development, with a greater emphasis on the research basis of developmental psychology and the role of developmental psychology for counseling and therapy. Included are such areas as human behavior (normal and abnormal), personality development, family relations and development, and life cycle issues. Moreover, the application of developmental theories to child and adolescent deviant development and the counseling/therapy process is explored.

**PSYC 5300 Psychopathology**

This course focuses on the understanding and identification of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA) and the International Classification of Diseases (WHO). The behavioral manifestations and psychological dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization. The course includes a discussion of psychosomatics (e.g., life event research, stress and coping, somatoform disorders). Moreover, it covers key aspects of general psychiatry (e.g., nosology, phenomenology, epidemiology of mental disorders), child and adolescent psychiatry (e.g., developmental pathologies, differential diagnostics of disorders in childhood and adolescence, social and environmental factors, specific treatment modalities) and geronto-psychotherapy (e.g., poly-morbidity, mental and physical issues specific to older adulthood) relevant to counselors and therapists. The course also includes a discussion of practical aspects of dealing with psychopathology in out-patient and in-patient settings, (e.g., involuntary and voluntary hospital admission, discharge, therapeutic family support, reintegration into community and professional life).

**PSYC 5400 Research Design**

This course both examines the role of science and research in counseling psychology and psychotherapy on a theoretical and philosophical level, and introduces participants to some of the most relevant methodological issues involved in counseling and psychotherapy research. The first part of the course includes such theoretical and general aspects of research in counseling psychology as the relationship between every day and scientific thinking, the role of scientific theory in gaining knowledge and insight, the theory of science, psychotherapy research, and the nature, strengths, and limitations of quantitative and qualitative research approaches in counseling and psychotherapy. The importance of process research, evaluation, and documentation for research in this field is also explored. The second part of the course is about how quantitative and qualitative methods are used to conduct research. It discusses various research designs (e.g., descriptive, experimental, field, laboratory, between-subjects, within-subjects, quasi-experimental, time series designs, single-subject designs, outcome research and process research), methodological issues (e.g., data collection methods, population issues, investigator and participant biases, designing/choosing independent and dependent variables) and issues in conducting qualitative research (e.g., defining qualitative research, philosophical foundations, strategies, gathering and analyzing data).
PSYC 5500 Assessment

This course covers topics relevant to assessment in counseling psychology, including procedures for diagnostic interviewing, report writing, interpreting personality and performance assessments, and ethical issues in testing. The first part of this course acquaints students with key psychometric concepts and several commonly used assessment instruments in counseling psychology, including objective personality and intelligence inventories (e.g., MMPI-2, NEO-PI-R, WAIS), projective personality assessments (e.g., TAT), and clinical interviewing. The course reviews the interpretation of test findings for an integrated assessment of psychological functioning. Students gain experience in writing psychological reports based on assessment data; providing and receiving feedback on assessment reports; and performing assessment procedures in an ethical, professional, and culturally-sensitive manner. The second part of this course focuses on specific aspects of assessment in therapeutic settings and in different schools of therapy. This includes the role of assessment in different approaches to therapy, anamnesis, intake interview, approach-specific differences in conducting the intake interview, approach-specific and symptom-specific assessment instruments and procedures, status-, process-, and outcome-focused assessment, relevant professional diagnostic guidelines on national and international levels.

PSYC 5600 Group Processes and Group Therapy

This course introduces participants to the theory of some of the most important processes and phenomena in groups. It explores various types of groups, the role of a group leader or facilitator, and the group process. Group phenomena discussed concern both therapeutic and non-therapeutic groups such as work groups and teams, and they come from such diverse areas as counseling, psychotherapy, social psychology, and organizational psychology. They include social influences on individuals in groups, beliefs and attitudes, social facilitation, group norms and deviance, minority influence, helping in groups, facilitation of groups, power and control dynamics, group development, models of group interaction, group performance, and conflict in groups. This course also provides participants with the possibility to experience group phenomena and group processes first-hand in the experiential setting of a group and allows them to connect research insights and theoretical knowledge about groups to their own experience.

PSYC 5700 Psychopharmacology

This course explores the relationship between counseling psychology and psychotherapy and psychotropic drugs. Brain neuroanatomy and various types of psychopharmacological agents and their mechanisms are discussed. Principles of use and current status of psychopharmacology are also included. Participants explore when treatment with psychotropic drugs is indicated, and effects and side effects of various terminology relevant for psychotherapists and counseling psychologists, including effects of using technical terms on clients and possibilities for therapists to seek relevant medical knowledge and information.
PSYC 5800 Ethical and Legal Foundations

This course focuses on identifying and resolving ethical dilemmas, the relationship of personal values with ethical practice, and the philosophical foundations of ethical practice. It also explores relevant national and international codes and guidelines of ethics in counseling and psychotherapy. Thus, the course gives students more depth in their understanding and decision-making regarding major ethical issues in the practice of professional counseling. Topics reviewed concern personal and professional matters regarding the general practice of psychological counseling, communication with other professionals, and client-counselor relationships. They include, for example, issues of confidentiality, informed consent, power, sexuality, money and fee structures, and multiple relationships. In addition to exploring ethical foundations, the course also examines the surrounding conditions and regulatory framework relevant to the practice of counseling psychology and psychotherapy. It explores national and international legal regulations from diverse areas of law, for example, social security law, labor law, family law, health law, and regulations regarding legal guardianship and hospitalization. Topics also include the legal foundations of the local health and hospital system.

PSYC 5900 Applied Statistics and Research Methods

This course builds on undergraduate knowledge of statistics and research methods. It is intended for graduate students who are engaged in or will shortly be engaged in their own empirical research (master’s thesis). The course (1) provides a practice-oriented overview of selected statistical procedures and of quantitative and qualitative research methods, and (2) provides the possibility to develop ideas and skills for conducting one’s own research and analyzing one’s own data. Wherever possible, the course considers actual research issues which participants currently encounter. For practice purposes, the use of thesis data and work on other research problems in which students may be engaged is explicitly encouraged. The focus is on appropriate selection and utilization of procedures rather than on statistical and psychometric theory. Thus, the course briefly recapitulates undergraduate knowledge of statistical procedures and software programs (i.e., SPSS) to manage and analyze data, and then acquaints students with some advanced quantitative techniques (e.g., multiple regression, logistic regression, regression designs for use with repeated measures, factor analysis, cluster analysis, two-way ANOVA, MANOVA). The course will also provide an overview of some common methods to analyze qualitative data such as interview and conversation texts (e.g., content analysis, thematic analysis, discourse analysis).
PSYC 6100 Master’s Thesis

The master’s thesis consists of an individual research project designed by the student and carried out over the duration of at least one semester, under the direction of a thesis faculty advisor. The thesis project allows students to contribute to the research in the field and to gain important research experience necessary for entrance into a doctoral program. If the thesis topic is suggested by the student, it needs to be approved by the psychology department. Thesis topics may also be suggested by faculty members, or developed jointly with a faculty member who is willing to serve as thesis faculty advisor. Theses are based on research projects (usually small scale) which are based on experimental or naturalistic approaches (e.g., quasi-experiments, case studies, interviews, questionnaire surveys). In addition to the individual feedback and support they receive from their thesis faculty advisor, students working on a thesis participate regularly in the monthly meetings of the departmental research series (consisting of psychology faculty, thesis students, and invited guests) where their work is presented and critically discussed.

PSYC 6200 Practice and Supervision

This course provides students with the opportunity to practice and develop their counseling skills on others, and gives the instructor the opportunity to observe, evaluate, and develop student skills in counseling interactions. It also provides students with the opportunity to learn and develop their counseling skills by systematically observing peers and experts in counseling interactions, by providing observations and feedback to others, and by systematically analyzing their own and others’ counseling experience. A significant part of this class is based on activities and exercises in the counseling lab, supported by modern technical equipment. This course also provides students with the possibility of being led in group supervision by the instructor. Supervised content includes internship work and other relevant experience in counseling contexts.

PSYC 6300 Internship

The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 500 hours of professional experience in a qualified institution in the social or health care system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy (e.g., application of diagnostic and counseling skills, record keeping, information and referral techniques, in-service and staff meetings). The internship must be completed in an approved setting under the supervision of a qualified supervisor. Program participants are responsible for applying and being accepted to their internship site. There are some opportunities for internships through Webster University’s affiliations; students may also complete their internship at another site (both locally and internationally) if the site is approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. Before starting the internship, 24 credits must be completed in the program. The internship is graded on the credit/no credit grading option. Duration: 480 hours.
Internship assistance

In order to facilitate the process of finding an appropriate internship Webster University Leiden offers the opportunity to be involved in the Bijlmer Project and the Counseling Center. If there is no space available, students must then source their own internship locally or internationally - the initiatives below are intended to support this process for those who qualify for internships in these areas.

The Bijlmer Project (www.thebijlmerproject.com) is a Webster-led initiative addressing the needs of women who have been trafficked and sexually exploited. This project offers Webster’s MA in Psychology with emphasis in Counseling Psychology students the opportunity to work with these women addressing their psychological needs, namely post-traumatic stress disorder, depression and anxiety amongst others.

Webster’s Counseling Center offers an opportunity for students to conduct therapy and psychological testing with clients presenting to our center. This Counseling Center will offer sessions to members of the public as well as students of the University.

Faculty

Our unique faculty comprises international experts with a variety of scientific backgrounds and different perspectives. All instructors are specialists in their area and work in the field as well as in the scientific context. The distinctive feature of the faculty for the MA in Psychology with an emphasis in Counseling Psychology is that our teaching style includes hands on experiences, use of many different tested theories and the involvement of students in research projects.

“We are delighted to be able to offer students the opportunity to study for the Masters in in Psychology with emphasis in Counseling Psychology at our Leiden Campus. The program is robust, evidence based and taught by experienced, well qualified instructors. Webster University’s scientist-practitioner model means students are well equipped in theory and practice, meaning that students are ready for practice and/or further study upon completion of the degree. We also emphasize on research in this program and encourage our students to work on their respective research interests while we as faculty take our research into the classrooms. It is an exciting time to be at our Webster Leiden Campus.”

Dr. Sheetal Shah
Head of Department of Behavioral & Social Sciences
Project Leader, The Bijlmer Project
Application Requirements and Procedure

Webster’s graduate programs are for students who have earned a primary degree at a recognized institution and would like to pursue an internationally recognized graduate degree to further their knowledge and prepare for career advancement. The graduate degree is the second university diploma and requires an undergraduate university diploma (BA, BS) or the equivalent thereof to be completed before commencing the graduate program.

Academic Requirements
- An accredited Bachelor in Psychology or equivalent from an accredited university.
- GPA of 3.0 or above
- Your Bachelor in Psychology must include the 3 required courses:
  - Introduction to Psychology or General Psychology
  - Statistics
  - Research Methods or Experimental Psychology

Personal Requirements
This degree is demanding and challenging in that it requires reflection on one’s own emotional self. Furthermore, the practical component to the training requires students to contain the emotion of others and to manage issues of risk and potentially traumatic histories of their clients. It is therefore necessary that applicants demonstrate the ability and maturity to contain the distress of others.

Relevant Experience
It is not essential that students should have worked in the field of counseling or mental health, though this is highly desirable. Students who regularly interact with others, either professionally or personally should draw upon aspects of these interactions and demonstrate what it is about these experiences that they believe equips them to be a good candidate for an MA in Psychology with emphasis in Counseling Psychology.
Application Requirements and Procedure

Application Procedure

Applications should comprise the following:

- Completed application form
- Application administration fee (40 Euro)
- **Official transcripts** showing university coursework and results (min. GPA 3.0 is required)
  - If your transcript does not show your date of graduation or degree conferral, you will also need to submit a certified copy of your diploma
  - If your degree is not in English, an official certified translation thereof must be attached to a copy of the original degree and sent to us.

- **1000 word essay** addressing the following four questions;
  - What do you understand the role of a Counseling Psychologist to involve?
  - What are your professional and academic goals?
  - What personal attributes and experience do you possess that leads you to consider yourself a suitable candidate for a Master in Psychology with emphasis in Counseling Psychology? Please be sure not to list examples but to demonstrate what you have learned from them.
  - What challenges do you anticipate in undertaking the MA in Psychology with emphasis in Counseling Psychology?

- Curriculum Vitae (CV) showing a detailed history of relevant work experience including any awards or achievements received. Work experience is not required but preferred.
- Two recommendation letters. One recommendation letter is required from a person familiar with the applicant’s professional experience and one should be an academic recommendation.

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*I am delighted to welcome this program. Here at Webster University Leiden we pride ourselves on small class sizes. This allows Webster students to receive individual attention, leading them to thrive academically, personally and professionally. Moreover, with more than 45 different nationalities amongst our student body, studying at Webster Leiden is truly a global classroom experience."

Prof. Dr. Jean Paul van Marissing, Director
Application Requirements and Procedure

- English proficiency test. If you are a non-native speaker of English, you will need to submit official scores for the TOEFL (Test of English as a Foreign Language) or equivalent exam (e.g. IELTS Academic, Cambridge Certificate of Proficiency).
- Police check covering the last 10 years. Because students will be working with potentially vulnerable people (children and adults) a police check is required. Students may need to approach different countries in order to cover the timespan of the last ten years.

Interview
After all documents have been received, should your application be successful you will be invited to attend an interview with the Psychology Department. Acceptance to the program is dependent on the applicant's submission of the required documents as well as their personal interview. The interview will be scheduled after all documents have been submitted.
If you are interested in the MA in Counseling Psychology Program and have any questions about the admissions process, please email Webster University Leiden’s Admissions Department at admissions@webster.nl.

We look forward to hearing from you!

Webster University, the Netherlands

Webster University, the Netherlands is the only American accredited university in the Netherlands offering both a BA/BS and MA/MBA education. We ensure high quality learning experiences that prepare students for global citizenship and individual excellence.