

# Counseling Psychology Student Handbook

Master's Program

2015-2016



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

The *University of Denver's Counseling Psychology Master's Student Handbook* provides the prospective and admitted student with the policies and procedures to progress through the requirements of the degree program. In addition to our program publication, the student should become familiar with the *Morgridge College of Education Policies and Procedures* and the *Graduate Studies Bulletin and Policies*. Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in these handbooks without advance notice. Students will be notified of such changes.

Inquiries concerning Counseling Psychology Program should be directed to the Morgridge Office of Admissions, 1999 E. Evans Ave., Denver, CO 80208; Phone 303-871-2509 and [edinfo@du.edu](mailto:edinfo@du.edu). Current students can refer to faculty/staff contact listed within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

The Master's program is accredited via the University's accrediting body, the North Central Association of Colleges and Schools.

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## **MORGRIDGE COLLEGE OF EDUCATION POLICIES**

Graduate students are responsible for adhering to the Office of Graduate Studies outlined in the Graduate Bulletin: <http://bulletin.du.edu/graduate/gradpolicy/> For MCE Policies & Procedures: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

## **COUNSELING PSYCHOLOGY PROGRAM**

### **Welcome from the Students**

Welcome to the Counseling Psychology Program, the Morgridge College of Education, and the University of Denver, and for some, welcome to Denver. We are glad to have you as fellow students and hope that as questions and unfamiliar feelings arise in the weeks and months ahead, you will feel comfortable speaking with one of us who have experienced the first year of graduate school. Again, welcome to our program.

This student handbook provides a brief overview of student views regarding graduate life and the Master's program. Part of it has been prepared by students in the program to give you some practical advice about getting through the program. In addition, it includes program policy documents. We hope it will be a useful and helpful source of information. As you read this handbook, if you have ideas on potential improvements and/or would like to help in subsequent revisions, please contact one of the faculty members. As fellow students, we welcome your input!

Students take a great deal of pride in this program--we hope you will do the same.

### **Chancellor's Diversity Statement**

We believe that one mark of a leading university is its commitment to diversity and the concomitant practice of recognizing and valuing the rich experiences and world views of individuals and groups. Diversity yields many benefits to institutions that successfully cultivate diversity within their educational, research and community service activities. By achieving and maintaining a multicultural constituency of administrators, faculty, students and staff, an institution successfully connects with the demographic reality of society. The institution gains an edge in educational and research opportunities and in preparing students for living and working in an increasingly diverse and global society.

The University of Denver community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion.

The University's commitment to diversity in particular requires that we attract members of historically under-represented racial and ethnic groups. To create a rich academic, intellectual and cultural environment for everyone, our concern must extend beyond representation to genuine participation. Our commitment must entail the creation of initiatives and programs designed to capitalize on the benefits of diversity in education, research and service. In sum, our actions must speak louder than our words.

We also believe that in order to achieve our goals, we must create a campus climate with an ethos of respect, understanding and appreciation of individual and group differences. We must encourage the pursuit of social justice within and outside the institution.

A positive campus climate requires the University's sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. We aim for change within the University and ultimately, beyond the University. We seek to be leaders in the creation of a more inclusive and just world. For more information about our efforts to ensure that the University of Denver (DU) continues to be an exceptional private institution that seeks to achieve excellence through diversity, please visit the Center for Multicultural Excellence (CME) Website at <http://www.du.edu/cme/>.

## **Program Summary**

The Master's program in Counseling Psychology has four concentrations. They are School Counseling, Clinical Mental Health Counseling, General Counseling, and a Research concentration with a required thesis. Students have the opportunity to choose a concentration that best fits their needs, interests, and options for licensure. In all four concentrations, students develop basic individual, group, and career counseling skills. They also receive extensive training in basic counseling skills and receive on-site supervision at their practicum settings. Please see the appropriate sections regarding the required courses in the concentrations. While the program focuses primarily on adolescent and adult counseling, some students may pursue interests in child counseling through their practicum placements, or in elective courses in marital and family counseling through course work.

The 72 quarter hour Master's degree with a concentration in School Counseling allows students to apply for licensure in Colorado through the Colorado Department of Education (CDE) as a school counselor for children birth to age 21. Students are required to complete basic counseling courses, a supervised practicum, a supervised internship in a school setting, and other courses related to providing services in a school-based environment.

A 55 quarter hour (four or five quarters) Master's degree option in general counseling is also available; however, students in this track are not eligible for licensure.

The 90 quarter hour Clinical Mental Health Counseling concentration prepares students to apply for state licensure as licensed professional counselors (LPC) in Colorado. The program takes two years to complete and requires both a practicum and an internship. Students wanting to pursue the LPC in another state must research the academic requirements of that state and take the appropriate classes. The Morgridge College of Education does not guarantee that students will meet licensure requirements in other states. However, many of our graduates are licensed in other states.

The Research concentration is a 72 quarter hour Master's degree that prepares students for research-based careers in counseling as well as doctoral work. In addition to core counseling skills courses, this concentration requires advanced course work in research design and statistics. This degree does not lead to licensure.

## **What You Can Expect**

The process of entering a graduate program can be equally exciting and challenging. Students are often eager to learn and participate in the wide range of opportunities offered to them. With this eagerness, often comes the challenge of maintaining one's boundaries and refraining from taking on too much. Indeed, beginning graduate school can be much like a marathon—it is tempting to start fast given the excitement of the moment, however this can also lead to burnout down the road. We as a faculty encourage you to immerse yourself in learning experiences and opportunities for personal and professional growth. We also believe it is important that students be aware of and assess their limits, engage in self-care, and maintain their ethical responsibility to sustain a level of wellness necessary to effectively help clients (APA, 2012).

It is also not uncommon for beginning students to feel like an "imposter" as they begin graduate school. That is, many students erroneously believe they have somehow "fooled" the program faculty into accepting them and that it is only a matter of time before they are "found out" for being incompetent, under-qualified, and in the wrong place. Consequently, some students may shrink away from participating in class, feel overcome by anxiety when helping clients, or even compensate by pretending to be more competent than they actually are. Remember

that anxiety is a normal part of the learning process and that you are in a graduate program to receiving training. If any of you already had all the skills you needed to become an effective counselor, you would not need a graduate program! Therefore, the faculty encourages students to remember that the process of becoming an effective counselor involves life-long learning and responsiveness to feedback.

## **Professional Conduct**

Along with the responsibilities of classes and practicum/internship placements are the professional behaviors expected of counselors-in-training. Professional conduct is expected of all students and can become grounds for probation or even dismissal from the program. Below, you will find a listing of examples of professional behavior that are expected of students in the Counseling Psychology program. This list is not meant to be exhaustive, but to be a helpful guide as students enter their professional roles as counselors:

1. Arriving to class on time, having completed assigned readings for that day.
2. Turning in assignments on time.
3. Maintaining attention during class and refraining from engaging in behavior that distracts from your learning (e.g., using your computer or the Internet for unrelated purposes, texting, taking non-emergency phone calls during class).
4. Attending all classes unless you have provided the instructor with a prior legitimate excuse.
5. Being respectful and professional in your interactions with peers and faculty.
6. Being respectful and professional in your interactions with site supervisors.
7. Respecting clients, faculty, staff, and peers who are different from you in terms of age, gender, gender identity, race, ethnicity, culture, nationality, religion, sexual orientation, socioeconomic status, disability status, and language.
8. Adhering to the American Counseling Association (ACA) Code of Ethics (2014).

## **Counseling Psychology Values Statement Addressing Diversity<sup>1</sup>**

The Counseling Psychology Program at the University of Denver adheres to the values and ethics put forward by the American Psychological Association. Students are expected to adhere to the highest professional and ethical standards. Upon entry into the program students are expected to become familiar with the Ethical Principles of Psychologists and Code of Conduct (2002) and the various specialty guidelines published by APA.

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (2002) and as discussed in the *Guidelines and Principles of Programs in Professional Psychology* (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance

of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

The APA Ethical Principles of Psychologists and Code of Conduct (2010), regarding self-disclosure, states:

#### **7.04 Student Disclosure of Personal Information**

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Note: Because of the nature of the program and its relevance to counseling psychology we often require self-disclosure and introspection of our students while in the program.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

<sup>1</sup>This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society of Counseling Psychology (SCP) in August of 2006.

In addition, students should be familiar with the Specialty Guidelines for the Delivery of Services endorsed by APA: <http://www.apa.org/search.aspx?query=diversity%20specialty%20guidelines> Downloaded July 17, 2013.

This commitment to diversity is not only consistent with the Society of Counseling Psychology, but within our own University's mission for Multicultural Excellence:

### **Chancellor's Statement on Diversity, Equity and Inclusive Excellence**

The University of Denver is its people—all its people. We aim to attract bright and motivated students and give them every opportunity to thrive. We rely on engaged faculty who are passionate about their teaching and their scholarship. We depend on talented staff to support the operation and mission of the University.

In an organization so reliant on its people, creating a diverse and inclusive community isn't only the right thing to do; it's critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world.

That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion, political and ideological viewpoints, and more.

In 2006, the chancellor and provost asked the University's senior leadership to embrace Inclusive Excellence and to begin working in conjunction with our Center for Multicultural Excellence, campus leaders and every member of the University community to realize this vision at DU. We have made significant progress in recent years, thanks to the critical efforts of faculty, staff, students and administrators. We have better integrated a culture of Inclusive Excellence in our processes, systems, mission statements and other structures. But we

have more work to do—work that is the responsibility of everyone in our community and that the University's leadership recognizes remains critically important to everything we do.

As the University of Denver prepares to meet the exciting challenges of the growing, thriving and remarkably diverse city in which we live as well as the needs of a changing nation, we will continue to be guided by the principles of Inclusive Excellence. We must continue to strive for an inclusive community that embraces all its members, provides equality of opportunity for all and actively encourages all voices to be heard. Everyone must be welcomed and treated with dignity and respect, and every person's story must be honored. An inclusive community celebrates different cultures, engages in clamorous debates and cultivates the individual and collective flourishing of all of us.

## **Graduate Student Stress and Self-Care**

Graduate school provides tremendous opportunity to learn and grow, both professionally and personally. Graduate school also exposes students to increased stress and demanding schedules while maintaining the expectation that students perform at their best.

While in graduate school, students may experience physical exhaustion, increased irritability, exaggerated expectations of self, negative change in eating habits, decreased sleep, and a decrease in self-care practices. There are several techniques that can be used to help yourself maintain balance as you navigate the graduate journey, and ultimately, facilitate optimal physical and mental health.

Techniques to Consider:

1. Maintain relationships with family and friends. If you are not from Colorado, call friends and family frequently and keep them part of your support system.
2. Take time to eat well and get enough sleep. You will not be able to function at your best if your bodies are not fueled appropriately. Consider carrying an apple or a healthy snack with you. Make sure you drink plenty of water. Eating healthy snacks throughout the day is vital to your health and well-being. Getting enough sleep per night is a good way to maintain and maximize resilience and buffer stress.
3. Regularly take some time off weekly to do something enjoyable. Budget this personal time just as you would any class or meeting. If you are from out of town, it may be helpful to do something that reminds you of home. Whatever you do, take time for yourself to meet your personal needs.
4. When you begin to experience anxiety over anything (e.g., papers, readings, finances, loneliness, loss of lifestyle, a returned paper or test), talk to another student. Chances are that other students are experiencing or have experienced a similar reaction. Reach out to students within and outside of your cohort, as students further along in the program may be able to offer a helpful perspective.
5. Take time to enjoy your cohort. This is the group with whom you spend the most time. Do your best to make some of this time full of laughter and camaraderie instead of remaining focused only on academics.
6. Remember that you are in a training program and that this experience begins upon admission. It is not helpful to compare yourself to others; instead remain focused on the progress you are making with the path you have set for yourself. The program values collaboration – not competition between students.

7. Maintain outside interests including physical activity, music, movies, and time with friends and family.
8. Exercise regularly. DU has a state-of-the-art gym with free access to students.
9. Enjoy fabulous and diverse restaurants and coffee shops around DU: Pete's Café, John Holly Asian Bistro, Little India, Poppies, Kokoro, Kiki's Japanese Restaurant, Sushi Den, Washington Park Grille, Jordan's Bistro and Pub, Spicy Thai, , Chipotle, Snarf's, , Jerusalem, Vert Kitchen, Jelly, Illegal Pete's, Crimson & Gold, Jason's Thai, etc. (these were tested and recommended by Ruth). There are also great coffee houses near campus including Kaladi's, , Pete's Coffee, Stella's, Steam, and Starbucks.
10. If possible, socialize and make friends with people outside of the program.
11. While relationships with partners and significant others are more important because of the need for support during graduate school, there is also less time for such relationships. Make and take time for little moments together and budget this time just as you would for any class, meeting, or time for yourself.
12. We value diversity and celebrate students of all different backgrounds. Interested students are encouraged to contact student organizations on campus or the Center for Multicultural Excellence (303-871-2942), for current diversity programming information and opportunities.
13. There are a number of services and connections on campus for international students. We appreciate international students' joining DU to celebrate diversity. Interested students are encouraged to enjoy experiences different from their home countries. For visa or the status of international students, please connect the International Student and Scholar Services (303-871-4912).
14. If you have concerns about the program or other things, you may want to discuss them with your advisor or another faculty member.

**Degree and Course Work Plans. Please also see the Bulletin at <http://bulletin.du.edu/graduate/>.**

1. The College requires students to complete their Course Work Plan by the end of Fall quarter of their first year of study. This form must be signed by you and your advisor and submitted to the Department Academic Services Associate. Updates to your Course Work Plan must be approved by your advisor. Please note that your coursework plan can change, but all changes must be approved by your advisor. If students are opting to complete the program in one year (only possible for the General Counseling concentration), you **must** have this form completed as soon as possible.
2. All courses taken for elective credit must be approved by your advisor.
3. Most courses are offered two or more times a year. A few electives may only be taught once a year or every two years. Thus, when planning your schedule, it is helpful to consult the *Sample Plan of Study*. Be advised, however, that the timing of some course offerings can, and do, change. When in doubt, **check with your advisor**. Don't depend on word of mouth from students from prior years. Some things change from year to year.
4. Try to avoid incompletes if possible. Many students will get an incomplete in Fieldwork if they are later in the Fall Quarter of choosing a practicum site. The "I" remains on your transcript along with the new grade. Thus, try to complete all work within the quarter--no one wants to spend vacation time writing papers. On the other

hand, in some situations, an incomplete is necessary and helpful. Please make sure you talk to your course instructor if you are having difficulty completing the work for the course.

5. Master's students must take the three-hour Diversity class (Multicultural Counseling) prior to being allowed to take the one-hour Diversity Seminars.
6. Refrain from **course work overload**. Full-time at the graduate level is 8 quarter hours. Most students take between 10 to 14 credits a quarter. Ask professors and second-year students about course requirements before scheduling. In addition, keep the following in mind:

**CNP 4740: Basic Counseling Techniques**, offered during Fall quarter, has a lab requirement for meeting outside of class in addition to the lecture time. Triads (lab) meet individually on a weekly basis for two hours to practice techniques and meet with a T.A. to record and review sessions.

**CNP 4741: Intermediate Techniques**, offered during Winter quarter, also has a two-hour lab requirement with weekly triad meetings in addition to the lecture time. You will role play as counselor for some sessions and as client for others. Sessions are recorded and you will meet with a T.A. to review those sessions in which you were the counselor.

**CNP 4750: Beginning Practicum** requires that students receive additional consultation from their course instructor outside of class. Plan on having three separate hour-long meetings for this individual consultation. You will be required to provide typed verbatim transcripts of sessions; these have been known to take 10 hours to complete. During Spring quarter, students may receive consultation from doctoral level students taking the doctoral Counseling Supervision class. This occurs every other year and it is voluntary.

**CNP 4760: School Counseling Practicum** requires that students receive additional consultation from their course instructor outside of class. Plan on having three separate hour-long meetings for this individual consultation. You will be required to provide typed verbatim transcripts of sessions; these have been known to take 10 hours to complete. During Spring quarter, (in Beginning Practicum or School Counseling Internship I), students may receive consultation from doctoral level students taking the doctoral Counseling Supervision class. This option will be voluntary.

## Transfer Credit

Transfer credit toward a Master's degree is limited to 10 quarter hours. Documentation of transfer credit must be completed during the first quarter of attendance and must be approved by the student's faculty advisor and program coordinator in writing. Please refer to the Transfer of Credit Policy found in the Graduate Bulletin: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

Please see degree requirements in the Bulletin

here: <http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/counselingspsychology/#programofstudytext>

## **Master's Program with a concentration in School Counseling (72 credits)**

This concentration allows students to work as counselors in the public schools. It requires a minimum of 72 quarter hour credits including a 200-hour practicum, and a 600 hour internship in a school setting with multiple grade levels of students. The internship will provide opportunities to participate in a wide variety of activities, including individual and group counseling, classroom guidance, career and educational planning, assessment, or professional development. Successful completion of all requirements of this program ensures that all state performance competencies for the Colorado Department of Education (CDE) have been met. Our program is accredited by CDE, which allows students to serve populations ranging in age from birth to 21.

In order to be certified in School Counseling, you must take the state PLACE exam (Program for Licensing Assessments for Colorado Educators), which is offered four times a year. You may call the Educator Licensing Department of the Colorado Department of Education at 303-866-6628 for more information about the exam, or visit the CDE website at [www.cde.state.co.us](http://www.cde.state.co.us). Students typically take the exam near the end of the program or shortly after graduation. You must also take several courses specifically related to schools (see Other School Requirements). These courses are offered through the Child, Family, and School Psychology program in MCE and are often taught only in the summer and/or every two years. It's important to be aware of when these required courses are offered.

### **Course Work Outline**

NOTE: By the end of the first quarter of the program, students must file their coursework plan (CWP) with the Academic Services Associate. Coursework plans are coordinated with the student's advisor. Note that coursework plans may change and can be updated regularly. Therefore, the coursework plan you submit your first quarter in the program does not have to be the final version submitted to Graduate Studies. However, by your final quarter in the program, your coursework plan should accurately reflect the courses you have taken and the quarters you took them. The final coursework plan must be signed by the student's advisor. Consultation with the advisor should take place quarterly.

### **School Counseling Concentration**

#### **Sample Plan of Study**

In regard to some courses, students are expected to take course work in sequence (see courses marked with \* below). You will find below a typical plan of study. Some courses must be taken in sequence while other courses can be taken as your schedule allows. For example, in the Fall of the first year, students should begin with Basic Counseling Techniques, Counseling Theory, Fieldwork, Career Counseling, and either Human Development or Psychopathology. Students should consult the class schedule for research, assessment, and developmental courses, as well as elective courses. Students should note that most classes are taught more than once in different quarters but other courses have more than one section of the same course taught all in the same quarter (e.g., Basic Counseling Techniques). The schedule may change somewhat from year to year so it is essential that you complete a course work plan in your first quarter. Comprehensive Exams are taken during the Spring of Year II.

**YEAR I**

| <u>FALL</u>                         | <u>CR</u> | <u>WINTER</u>                        | <u>CR</u>  |
|-------------------------------------|-----------|--------------------------------------|------------|
| Basic Counseling Techniques *       | 4         | Intermediate Counseling Techniques * | 4          |
| Counseling Theory*                  | 3         | Lifespan Development                 | 3          |
| Career Counseling*                  | 3         | School Counseling Practicum*         | 4          |
| Counseling Fieldwork*               | 1         | <u>Legal and Ethical Issues*</u>     | <u>3</u>   |
| <u>Psychopathology</u>              | <u>3</u>  |                                      | <b>14</b>  |
|                                     | <b>14</b> |                                      |            |
| <u>SPRING</u>                       | <u>CR</u> | <u>SUMMER</u>                        | <u>UCR</u> |
| School Counseling Internship 1*     | 4         | Optional                             |            |
| Intro. to Assessment*               | 3         |                                      |            |
| Group Counseling*                   | 3         |                                      |            |
| Diversity: Multicultural Counseling | 3         |                                      |            |

**13**

\*Must be taken during Year 1 during the quarter noted

**YEAR II**

| <u>FALL</u>                               | <u>CR</u> | <u>WINTER</u>  | <u>CR</u> |
|---|-----------|--|-----------|
| School Counseling Internship 2            | 1         | School Counseling Internship 2                         | 1         |
| Ed. Research & Measurement                | 4         | Program Development & Evaluation                       | 3         |
| Elective                                  | 3         | CFSP required course                                   | 3         |
| CFSP Required Course                      | 3         | Elective   | <u>2</u>  |
| <u>Learning Applications and Analysis</u> | <u>3</u>  |  | <b>9</b>  |
|   | <b>14</b> |  |           |
|   |           | <u>Required Courses from CFSP</u>                      | <u>CR</u> |
|   |           | Risk, Resiliency, and Prevention                       | 3         |
|   |           | Crisis Intervention and Prevention                     | 3         |
|   |           | <u>Exceptional Child: Biomed. &amp; Psych. Aspects</u> | <u>3</u>  |
|   |           |  | <b>9</b>  |
| <u>SPRING</u>                             | <u>CR</u> |  |           |
| School Counseling Internship 2            | 1         |  |           |
| Family Counseling                         | 3         |  |           |
| Diversity Seminar                         | 1         |  |           |
| <u>Elective</u>                           | <u>3</u>  |  |           |
|   | <b>8</b>  |  |           |

## Master's Program with a concentration in General Counseling (55 credits)

This concentration leads to a general Master's degree in Counseling. Students who complete this program may work in agencies or apply for further doctoral work. This concentration requires a minimum of 55 quarter hour credits, including a 400-hour practicum that spans three quarters.

### Course Work Outline

NOTE: By the end of the first quarter of the program, students must file their coursework plan with the Department Academic Services Associate. Coursework plans should be coordinated with and approved by the student's advisor. *Consultation with the advisor should take place quarterly.*

Passing the program comprehensive exam is also required.

### General Counseling Concentration

#### Sample Plan of Study

Most students do not complete their course work in four quarters, and in fact, the faculty do not encourage them to do so. More typically, students complete program requirements in five or six quarters. Some electives are only offered during Summer quarter. If students are to complete the course work sequence in four quarters, they must follow the course schedule below for core counseling courses. Except in unusual circumstances, students are expected to take course work in sequence. In general, this means students should follow the plan below. Students should consult their advisor and the class schedule for research, assessment, and development courses, as well as electives. **Students should note that most classes are only offered once each academic year and may not always be offered at the times designated below.**

Comprehensive exams are currently offered during Spring quarter. Students need to register for them the Quarter **prior** to taking them.

| <u>FALL</u>                  | <u>CR</u> | <u>WINTER</u>                       | <u>CR</u>    |
|------------------------------|-----------|-------------------------------------|--------------|
| Basic Counseling Techniques* | 4         | Intermediate Counseling Techniques* | 4            |
| Counseling Theory*           | 3         | Beginning Practicum*                | 4            |
| Career Counseling*           | 3         | Program Development & Evaluation    | 3            |
| Counseling Fieldwork*        | 1         | Ethical & Legal Issues*             | 3            |
| Psychopathology              | 3         | Lifespan Development                | 3            |
|                              | <b>14</b> |                                     | <b>14-17</b> |

**\*Must be taken during Year 1 during the quarter noted.**

| <u>SPRING</u>              | <u>CR</u> | <u>SUMMER</u>        | <u>CR</u> |
|----------------------------|-----------|----------------------|-----------|
| Group Counseling Theory*   | 3         | Beginning Practicum* | 2         |
| Elective                   | 3         | Research Requirement | 3 min.    |
| Beginning Practicum*       | 4         |                      | 5         |
| Multicultural Counseling   | 3         |                      |           |
| Introduction to Assessment | 3         |                      |           |
|                            | <b>16</b> |                      |           |

| <u>FALL</u>                        | <u>CR</u>      |
|------------------------------------|----------------|
| Learning Applications and Analysis | 3              |
| Elective                           | 3              |
|                                    | <b>6 total</b> |

## **Master's Program with a concentration in Clinical Mental Health Counseling (90 credits)**

The Clinical Mental Health Counseling concentration has been designed to meet the requirements to become a Licensed Professional Counselor (LPC). Students who complete this program and two years of post-Master's work in the field can apply to become a Licensed Professional Counselor in the State of Colorado. **Other states may have other requirements.** Students completing this concentration often work in agencies or in community settings. This program requires two years and 90 quarter credits. It also includes a 200-hour practicum and a 600-hour internship. **Students are required to meet with their advisors before submitting their course plans.**

Counseling Clinic must be taken for two consecutive quarters: either Winter-Spring, Spring-Summer, Summer-Fall, or Fall-Winter. Students are surveyed about their preferences and these are accommodated if possible.

**Passing the program comprehensive exam is also required.**

Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility.

## Clinical Mental Health Counseling Concentration (90 credit hours)

### Sample Plan of Study

In regard to some courses, students are expected to take course work in sequence (see courses marked with \* below). In general, this means students who enter the program should begin in the Fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Diversity or Career Counseling. Students should consult the class schedule for research, assessment and developmental courses, as well as elective courses. Students should note that most classes are only offered UonceU each academic year and Uthe schedule may change from year to yearU. Some electives are offered during Summer quarter. Note: Some students may want to carry a heavier course load during year one, and may choose to add required courses listed in year two. Comprehensive Exams are taken in the spring of year two.

#### YEAR I

| <u>FALL</u>                   | <u>CR</u> | <u>WINTER</u>                        | <u>UCR</u> |
|-------------------------------|-----------|--------------------------------------|------------|
| Basic Counseling Techniques * | 4         | Intermediate Counseling Techniques * | 4          |
| Counseling Theory*            | 3         | Beginning Practicum*                 | 4          |
| Career Counseling Counseling* | 3         | Ethical and Legal Issues*            | 3          |
| Psychopathology*              | 3         | Lifespan Development                 | 3          |
| Counseling Fieldwork*         | 1         |                                      |            |
|                               | <b>14</b> |                                      | <b>14</b>  |
| <u>SPRING</u>                 | <u>CR</u> | <u>SUMMER</u>                        | <u>UCR</u> |
| Group Counseling Theory*      | 3         | Elective                             | 3          |
| Beginning Practicum*          | 4         | Elective                             | 3          |
| Diversity*                    | 3         |                                      | <b>6</b>   |
| Intro. to Assessment*         | 3         |                                      |            |

13

\*Must be taken during Year 1 during the quarter noted.

## YEAR II

| <u>FALL</u>                           | <u>CR</u>    | <u>WINTER</u>                    | <u>CR</u> |
|---------------------------------------|--------------|----------------------------------|-----------|
| M.A. Internship*                      | 4            | M.A. Internship*                 | 4         |
| Elective                              | 3            | Program Development & Evaluation | 3         |
| Empirical Research Methods (Optional) | (3)          | Elective                         | 3         |
| Counseling Clinic                     | 5            | Counseling Clinic                | 5         |
|                                       | <b>12-15</b> |                                  | <b>15</b> |

| <u>SPRING</u>                          | <u>CR</u>    |
|--|--------------|
| M.A. Internship*                       | 4            |
| Elective                               | 3            |
| Elective                               | 3            |
| Learning Applications & Analysis       | 3            |
| UEd. Research & Measurement (Optional) | (4)          |
|  | <b>13min</b> |

### **Master's Program with a Concentration in Clinical Mental Health Counseling with Addictions Specialization (90 credits)**

The Clinical Mental Health Counseling track has been designed to meet the requirements to become a Licensed Professional Counselor (LPC). Students who complete this program and two years of post-Master's work in the field can apply to become a Licensed Professional Counselor in the State of Colorado. **Other states may have different requirements.** Students completing this concentration often work in agencies or in community settings. This program requires two years and 90 quarter credits. It also includes a 200-hour practicum and a 600-hour internship. Students are strongly recommended to meet with their advisors before submitting their course work plans. **Students are required to meet with their advisors before submitting their course plans.**

Counseling Clinic must be taken for two consecutive quarters: either Winter-Spring, Spring-Summer, Summer-Fall, or Fall-Winter. Students are surveyed about their preferences and these are accommodated if possible.

**Passing the program comprehensive exam is also required.**

Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility.

**Master's Program in Clinical Mental Health Counseling with Addictions Specialization (90 credit hours)**

**Sample Plan of Study**

In regard to some courses, students are expected to take course work in sequence (see courses marked with \* below). In general, this means students who enter the program should begin in the Fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Diversity or Career Counseling. Students should consult the class schedule for research, assessment and developmental courses, as well as elective courses. Students should note that most classes are only offered more than one time each academic year and the schedule may change from year to year. Some electives are offered during Summer quarter. Comprehensive Exams may be taken during Spring of year two.

**YEAR I**

| <b><u>FALL</u></b>            | <b><u>CR</u></b> | <b><u>WINTER</u></b>                 | <b><u>CR</u></b> |
|-------------------------------|------------------|--------------------------------------|------------------|
| Basic Counseling Techniques * | 4                | Intermediate Counseling Techniques * | 4                |
| Counseling Theory*            | 3                | Beginning Practicum*                 | 4                |
| Career Counseling *           | 3                | Ethical and Legal Issues*            | 3                |
| Psychopathology*              | 3                | Lifespan Development*                | 3                |
| Counseling Fieldwork*         | 1                |                                      | <u>14</u>        |
|                               | <b>14</b>        |                                      |                  |
| <b><u>SPRING</u></b>          | <b><u>CR</u></b> | <b><u>SUMMER</u></b>                 | <b><u>CR</u></b> |
| Group Counseling Theory*      | 3                | Elective                             | 3                |
| Beginning Practicum*          | 4                | Addictions Certification course      | 3                |
| Intro. to Assessment*         | 3                |                                      | <u>6</u>         |
| Diversity*                    | 3                |                                      |                  |
|                               | <b>13</b>        |                                      |                  |

**\*Must be taken during Year 1 during the quarter noted.**

**YEAR II**

| <b><u>FALL</u></b>                    | <b><u>CR</u></b> | <b><u>WINTER</u></b>                          | <b><u>CR</u></b> |
|---------------------------------------|------------------|---|------------------|
| M.A. Internship                       | 4                | M.A. Internship                               | 4                |
| Elective                              | 3                | Program Development & Evaluation              | 3                |
| Addictions Certification course       | 3                | Addiction Certification course (Infection)    | 2                |
| Empirical Research Methods (Optional) | (3)              | Addiction Certification course (Pharmacology) | 4                |
| Counseling Clinic                     | 5                | Counseling Clinic                             | 5                |
|                                       | <b>12-15</b>     |   | <b>15</b>        |
| <b><u>SPRING</u></b>                  | <b><u>CR</u></b> |   |                  |
| M.A. Internship                       | 4                |   |                  |
| Addiction Certification course        | 3                |   |                  |
| Learning Applications & Analysis      | 3                |   |                  |
| Ed. Research & Measurement (Optional) | (4)              |   |                  |
|                                       | <b>10-17</b>     |   |                  |

## **Master's Program in Counseling with a concentration in Research (72 credit hours)**

Some students wish to develop more advanced research skills as well as counseling skills. This concentration requires two years and 72 credit hours to complete. Students wishing to complete a Master's thesis are required to apply to participate in this track during the Winter quarter of the first year of the program. It is recommended that students begin discussing this option with their advisor during their first quarter of graduate work. **Students who complete a thesis are not required to take the comprehensive examination.** This is the UonlyU concentration students may pursue if they are interested in writing a thesis. The Research concentration does not meet requirements to achieve licensure.

Procedures for forming a thesis committee, developing a thesis proposal, etc. may be found by accessing the following form: <http://www.du.edu/media/documents/graduates/committee.pdf>

A thesis advisor is chosen based on mutual agreement between the student and a faculty member.

## Research Concentration

### Sample Plan of Study

In regard to some courses, students are expected to take course work in sequence (see courses marked with \* below). This means students who enter the program should begin in the Fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Diversity or Career Counseling. Students should consult the class schedule for research, assessment and developmental courses, and elective courses. Students should note that most classes are more than once each academic year and the schedule may change from year to year. Some electives are offered during Summer quarter. Note: The Course plan below reflects those completing only the Research Concentration, not combined concentrations.. Comprehensive Exams may be taken during the Spring of year two.

#### YEAR I

| <u>FALL</u>                  | <u>CR</u> | <u>WINTER</u>                        | <u>CR</u> |
|------------------------------|-----------|--------------------------------------|-----------|
| Basic Counseling Techniques* | 4         | Intermediate Counseling Techniques * | 4         |
| Counseling Theory*           | 3         | Beginning Practicum*                 | 4         |
| Career Counseling*           | 3         | Ethical & Legal Issues*              | 3         |
| Psychopathology              | 3         | Lifespan Development                 | <u>3</u>  |
| Counseling Fieldwork*        | <u>1</u>  |                                      | <b>14</b> |
|                              | <b>14</b> |                                      |           |

| <u>SPRING</u>               | <u>CR</u> | <u>SUMMER</u>        | <u>CR</u> |
|-----------------------------|-----------|----------------------|-----------|
| Group Counseling Theory*    | 3         | Beginning Practicum* | 2         |
| Beginning Practicum*        | 4         |                      |           |
| Introduction to Assessment* | 3         |                      |           |
| <u>Diversity*</u>           | <u>3</u>  |                      |           |
|                             | <b>13</b> |                      |           |

\*Must be taken during Year 1 during the quarter noted.

#### YEAR II

| <u>FALL</u>                                | <u>CR</u>    | <u>WINTER</u>                         | <u>CR</u>   |
|--|--------------|---------------------------------------|-------------|
| Empirical Research Methods (Optional)      | (3)          | Ed. Research & Measurement (optional) | (4)         |
| Statistics                                 | 5            | Program Development & Evaluation      | 3           |
| Research Elective                          | 3            | Research Elective                     | <u>3</u>    |
|  | <u>8- 11</u> |                                       | <b>7-10</b> |
| <u>SPRING</u>                              | <u>CR</u>    | <u>SUMMER</u>                         | <u>CR</u>   |
| Thesis Research                            | 5            | Thesis Defense                        | 0           |
| General Elective                           | 3            |                                       |             |
| <u>Learning Application &amp; Analysis</u> | <u>3</u>     |                                       |             |
|  | <b>11</b>    |                                       |             |

## NBCC: NATIONAL BOARD FOR CERTIFYING COUNSELORS

### NCE Examination

All counselors who meet the graduate degree and curriculum requirements are eligible to sit for the NCE. Those who successfully pass the exam are able to place the initials "NCC" after their name.

For additional information contact:

National Board for Certified Counselors, Inc.

3 Terrace Way, Suite D

Greensboro, NC 27403-3660

336-547-0607

Fax (336)547-0017

<http://www.nbcc.org>

email: [nbcc@nbcc.org](mailto:nbcc@nbcc.org)

### Student Academic Progress

Because students are in positions that involve serving the public, faculty monitor students' progress in several areas throughout the program. Faculty will evaluate students' progress on a yearly basis\*. Students are informed by letter about the outcome of that evaluation. In addition, as students or as professionals in the field, counselors are expected to follow the Code of Ethics and Standards of Practice published by the American Counseling Association (2005) <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>. Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and may be grounds for dismissal from the program.

It is also expected that students will make reasonable and consistent progress toward their degree. Students should monitor their progress in the program carefully with the help of their advisor. **Grades lower than a B- will not count toward graduation** in the Master's in Counseling program, and the class in which the low grade was received will need to be repeated. **If a student obtains a grade of B- or below in more than two courses, the student's performance may be reviewed and the student may be placed on academic probation and/or may be considered for dismissal from the program.** The Counseling program requires that full-time students register for at least 24 credits per year. Students who are not making "reasonable and consistent" progress toward their degree may be dismissed from the program.

\*No individual in-depth meetings with students are conducted. Faculty discuss overall student progress during faculty meetings during the Winter Quarter.

### CP Student Review and Retention Policy

Successful completion of a program in Counseling Psychology is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The CP faculty have a professional responsibility to evaluate the academic, professional, and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional and personal development

2. To provide the faculty with information about the progress of students which will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables CP faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled department faculty meetings. At that time, any questions about students may be raised for faculty consideration.

In the Fall quarter, the CP faculty meets to review the progress of all doctoral students. The purpose of the review is to determine whether or not a student is making satisfactory progress in graduate training. All students will receive a letter from the Department Chair summarizing their progress in the program, providing specific feedback in regard to areas of strengths and weaknesses on an annual basis. Minimal levels of satisfactory achievement is based on multiple factors including (but not limited to) course grades, clinical work and site supervisor feedback, research progress, GA (if applicable) behaviors, professional and ethical behaviors, comprehensive examinations, teaching responsibilities, dissertation progress, and internship training. Students participate in this ongoing evaluation process by completing a Student Annual Review form. The form will be provided to you by October 15th each year (it is an on-line form, the link will be sent to you). The information requested is provided in Appendix XXX. Responses to this form as well as faculty members' observations will be the basis for the annual evaluation. Students are then encouraged to meet with advisors and/or faculty to discuss the outcome of their annual review.

A student deemed not to be performing at a high academic, professional, personal, and/or scientific level will be given an indication of the areas in which improvement is needed in the annual review as well as via a meeting with their advisor (or in some cases the CP department chair or CP faculty). Failure to make satisfactory progress academically, or reasons which are extremely serious (e.g., violation of ethics codes) may result in one of five possible outcomes:

1. The student is demonstrating exceptional skill and progress in their program. A letter addressing specific unique accomplishments of the student will be given to the student by their advisor and placed in the student's permanent department file.
2. The student is making satisfactory progress in the program.
3. The student is not demonstrating satisfactory progress but the issues are not judged serious enough to be placed on probation. This student is notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student. This remediation plan will be documented and re-reviewed at a specified time noted in the remediation plan.
4. If, in the professional judgment of the department faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty may either place the student on probation (with the creation of a remediation plan) or dismiss the student from the program.

Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica courses (labs, field experiences, practica) or internship
- Academic misconduct or dishonesty
- Criminal conviction of misconduct that affects ability to practice or be licensed
- Failure to comply with established University or program timetables and requirements
- Unethical practices and/or unprofessional conduct
- Behavioral impairment that obstructs the training process and/or threatens client welfare

The following subsections are offered to clarify the list above

### **1. Failure to maintain minimum academic standards**

Students are required to maintain a 3.0 GPA in both their overall graduate work and their degree program. The CP Department places students on probation whenever their cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Normally, students receive a letter informing them of their probationary status; however, students are expected to be aware that they must maintain a 3.0 GPA during their graduate studies and, should they drop below a 3.0, they have one quarter to bring up their GPA. Students on probation have one quarter to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the MCE Dean. As a matter of departmental policy, no incomplete grades may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester or the student remediation plan.

In CP, grades of B- or greater are considered passing, whereas grades lower than B- are considered failing. Also as a matter of departmental policy, doctoral students may not accrue more than two "C's" or lower in their graduate program--whether those courses are courses within the department or courses taken through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student's overall grade point average. Students must retake all courses (up to two) in which they earned a C or less. Students earning a D or F in a course(s) will result in automatic review by the CP faculty.

### **2. Unsatisfactory performance in counseling practica courses or internship**

Upon the recommendation of the student's clinical supervisor at their practicum or internship site and/or in conjunction with the CP Training Director and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or the student's predoctoral internship, may be recommended to the CP department faculty for review for dismissal as outlined in the Student Review and Retention Plan.

### **3. Academic misconduct or dishonesty**

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing another person's work, violation of regulation or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research. Of note, it is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2002, 2010) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable to "borrow" another student, author, or publisher's work without giving him or her

credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the CP Department. If suitable solutions are not reached, the case shall be reported to the MCE Dean.

#### **4. Criminal conviction of misconduct that affects ability to practice or be licensed**

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Colorado as a psychologist may be dismissed from the program by action of faculty.

#### **5. Failure to comply with established University or program timetables and requirements**

DU policy allows for doctoral students to complete the program within 7 years. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension. The student initiates the petition via PioneerWeb and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. Petition procedures and instructions are detailed in the Graduate

Bulletin: <http://bulletin.du.edu/graduate/gradpolicy/> It is also expected that students will make reasonable and consistent progress toward their degree. "Reasonable and consistent" means that students register for at least 8 credits per quarter during their first year in the program, and 20 credits per year thereafter until course work is completed. After completing course work, students must submit a detailed time line for completing their dissertation to the dissertation advisor and the Training Director, and update that time line by September 15 each year (see Policy on Monitoring Student Dissertation Progress). During the time period after the completion of course work, the student is expected to make reasonable and consistent progress toward the completion of the dissertation. Students should monitor their progress in the program carefully with the help of their advisor and the Academic Services Associate. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dropped from the program.

#### **6. Unethical practices and/or unprofessional conduct**

As students or professionals, doctoral students in Counseling Psychology are expected to follow the American Psychological Association Code of Ethics and the DU "Code of Student Conduct." Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, personal, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If the terms of probation are not met or remediation is not successful as determined by the faculty, students may be dismissed from the program (see below).

#### **7. Behavioral impairments that obstruct the training process and/or threaten client welfare**

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw

from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment.

Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student conduct.

#### **8. Violation of the DU Honor Code:**

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the Morgridge College of Education Bulletin and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code: <http://www.du.edu/studentlife/studentconduct/honorcode.html>.

#### **Probation and Remediation Process**

If a student is placed on probation, and a remediation plan will be developed by the student and the advisor with the approval of the CP department faculty. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's CP file. More specifically, if the department faculty determines the student should be placed on probation, the following steps will be taken:

1. The department chair will notify the student, in writing, that the student is on probation. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation.
2. The student, the student's advisor, and/or the CP faculty develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.

3. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the CP office. Both copies of the plan will be signed and dated by the student, the student's advisor, and the department chair.
4. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
5. The faculty has three options of recommendation:
  - a) **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
  - b) **Continued probation and remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
  - c) **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
6. The student will be notified in writing, by the department chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.
7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's permanent file in the CP office.
8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.
9. If dismissal from the program is recommended by the faculty, the department chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the CP office.
10. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
11. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step A (10), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
12. Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
13. Written notification of the decision will be provided to the student by the department chair.
14. If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the MCE Dean.

If the student is not satisfied with the department faculty's decision, the student may file a grievance in accordance with the procedures outlines below.

## GRIEVANCES

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors and the Department Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct the concern to the Department Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic

Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policies and Procedures Manual and reviewed here briefly:

### **First Level: Informal Resolution**

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance or appeal.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to the Office of Equal Opportunity or an appropriate supervisor who must immediately notify the Office of Equal Opportunity.

### **Second Level: Submission of the Formal Grievance or Appeal to Program Director/Chair**

If a student elects to file a formal grievance or appeal, it must be filed within 45 calendar days into the next quarter after the contested decision or grade was officially recorded and during which the student is enrolled at DU. All grievances and appeals must be filed in writing, signed and dated by the student and include supporting documentation at the time it is filed. The grievant/ appellants must minimally provide the following:

1. a clear description of the decision being grieved or appealed,
2. the basis or bases for challenging the decision,
3. the identity of the party or parties who made the decision,
4. the specific remedy or remedies requested, and
5. a description of all informal resolution attempted.

The decision of the program director or department chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:

1. a copy of the student's formal grievance,
2. relevant findings of fact,
3. decision and the reasons for the decision reached, and
4. the remedy which is either granted or denied and/or any alternative remedies suggested.

### **Third Level: Submission of the Formal Grievance or Appeal to Dean**

The party who finds the resolution unsatisfactory may appeal the decision in writing to the dean of the academic unit within five working days of receiving the program director or department chair's written decision.

The dean may render a decision on the matter or may refer the grievance or appeal to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee

is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance or appeal.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within five working days after receiving the committee's recommendation.

#### **Fourth Level: Submission of the Formal Grievance or Appeal to Provost**

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within five working days of receiving the dean's decision. The Provost will hear only those grievances and appeals based on problems of process or concerns of bias, retaliation, or other improprieties unrelated to protected class status and not on differences in judgment or opinion concerning academic performance. Within five working days after receiving the appeal, the Provost may refer grievances or appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as chair.

Anyone called upon by the Provost or the Provost's designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from the designee.

#### **Scope of Review**

Any University agent charged with reviewing a formal grievance or appeal may gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base his/her decision on documented evidence.

#### **Deviation from Procedures**

These guidelines provide basic steps for resolving appeals and grievances. The steps may vary based upon the structure of the academic unit or the particularities of the situation. The provost or his/ her designee may choose to approve or may direct a deviation from these procedures, for example, postponement of a time limit or elimination or addition of a step in the process, in order to ensure an effective and timely resolution.

#### **Grievance or Appeal Record**

Documentation in support of a grievance or appeal will be held by the person responsible for considering the grievance or appeal at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance or appeal record as well. The complete grievance or appeal record will consist of the original grievance or appeal, all documentary evidence and all formal decisions made at each step of the process.

## Failure to Meet Deadlines

If after a formal grievance or appeal is filed, the University agent charged with review of the grievance or appeal fails to meet any deadline at any stage of the process, the grievant/ appellant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant/ appellant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant/ appellant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

## PRACTICUM

### Practicum Hints

1. Consult with your Fieldwork professor to solicit suggestions for sites that would best match your interests. Be sure not to underestimate yourself; you may be capable of handling more than you think. Along those same lines, try not to take on too much. Your professor will be helpful in assisting you in potential site selections.
2. Descriptions of sites where former students have completed practica are provided in Fieldwork class by instructors. They are also included in the Blue Binders to be found in the area outside of the Counseling Psychology faculty offices.
3. Start gathering information to prepare your resume. Get samples from other students or professors. Be sure to include your phone number and email address on your resume so the site can contact you to arrange interviews. You will discuss your resume in Fieldwork, so do not worry if you are unsure what should and should not be included.
4. Consult with second-year students to hear feedback on various sites. This will include both professional and "off the record" information. Remember, you not only need to enjoy the challenge of your practicum site, you need to enjoy the staff and the population, too. For further information, you may also examine the "Blue Binders," which contain students' comments about sites from years past.
5. Discuss your anxiety over finding a site both in your Fieldwork class and with other students. It is important to remember that each of you is entering an unknown area, and it is challenging to maintain your well-being without supporting each other. Second-year students have been through this experience and survived. You will make it if you don't try to go it alone. Also, second-year students may have some tips regarding practicum sites of which the faculty may be unaware.
6. Keep a list of all potential sites, their phone numbers, e-mail addresses, and addresses, and the contact person. It is helpful to keep this list in your daily planner or near your phone at home. Then, as your calls begin to be returned, you will have any special notes and information available right at your fingertips. As you will be contacting many people, it is easy to become confused about the agencies.
7. Be clear which concentration you are in so you can tell the site how many hours a week you will need to be on site. Students in the Clinical Mental Health Concentration need 200 hours over 2 quarters because you will also be doing a 600-hour internship over three quarters in the second year. School Counseling students need 200 hours over 2 quarters, plus a 600-hour internship in a school. The General Counseling and the Research concentrations need 400 hours over 3 quarters.

8. Be sure to include a cover letter when sending your resume in the mail to potential sites. You want this letter to summarize the highlights of your resume in case they don't bother to look at the resume, or the two documents become separated.
9. Sending "Thank you" notes is helpful after you have completed interviews. This reminds the supervisor that you are really interested in the position and acknowledges that you're appreciative of the time they took out of their schedules to interview you.
10. **BE PERSISTENT!!!** Many organizations (especially mental health clinics) are slow in returning calls. If you do not hear from a site for a week and a half, don't be afraid to call them back. Sometimes the message does not get passed along in the first place. Also, calling to verify that your cover letter, application, and resume were received is a good "cover" for checking back with an organization that is slow in contacting you.
11. First year practicum can be done with populations from various and diverse backgrounds – including adolescents and adults.
12. After scheduling an interview, consider how you would like to present yourself. Even if the site is a shelter or other "laid-back" organization, you want to make the best impression possible. If you take yourself seriously, others will, too!
13. When interviewing, be sure to take your time in answering questions. Responding with, "That's a good question - let me think about that for a moment" is much better than charging ahead without knowing where you're going. You will be respected more as an interviewee if you put some thought into your answers.
14. Always have questions to ask the interviewers. Following this section is a list of possible questions you can anticipate being asked, as well as good questions to ask your interviewer. Also, make sure that there will be a full hour of supervision per week on site; this is not only a contract requirement, it is vital to your growth as a counselor.
15. Along those lines, it might be in your best interest to discuss, in detail, the type of clientele with whom you will be working. You need to make an attempt to have a good match between your ability level, your personality, and your past experience. Realistically, however, in some situations a perfect match is not possible. Again, your Fieldwork professor will be helpful in evaluating the match between you and your potential site.
16. As you continue through the interview process, it will be important to review the contract with your potential supervisor. If the site is unable to meet your particular requirements, it is not in your best interest to continue with the application process. You **MUST** have individual supervision for a minimum of one hour per week on site; you **MUST** be able to audio or videotape your counseling sessions; you **MUST** be able to complete the required hours of direct client time. This last "MUST" sounds simple enough, but several students in the past have run into difficulty meeting this requirement, especially at sites where few individual client hours are available.
17. Good luck! You have many resources available to you - don't be afraid to utilize them. Remember, ask other students about their experiences looking for Practicum sites.
18. Be supportive of one another. This is not a competition. Everyone will get a site; sometimes it just takes a while. Before you commit to a site, be very certain that that is where you want to be. It is very inappropriate

and unprofessional to change your mind and withdraw from a site because they may have turned other students down based on your acceptance. It does not reflect well on you, the program, or the University, so please be thoughtful about your decision.

19. All students are required to get malpractice insurance for practicum and internship. This can be obtained from APA or ACA and will be discussed in Fieldwork and Practicum courses. Students need to provide a copy of proof of insurance to your practicum and internship instructors prior to beginning practicum or internship.

### **Practicum Evaluation**

If a student receives a grade below a B- in practicum, internship, Basic Counseling Techniques, or Intermediate Counseling Techniques for a quarter, the following steps will be taken:

1. The student will automatically be placed on probation (see section on Probation).
2. The student will be advised that he/she will not receive academic credit or credit for the number of hours spent in the course (e.g., practicum) during that quarter. The student will need to put in an equal number of hours for credit over consecutive quarters to demonstrate improved performance.
3. If a change of practicum/internship site is necessary, student will explain the situation to the faculty in writing and petition to find a new practicum site. If the faculty agree to allow the student to change sites, the student (with faculty guidance) will locate an appropriate placement and receive approval from faculty before beginning at the new site.
4. The student will receive a letter from the faculty stating the remedial activities and education that are required to address the deficiency and to remove the probationary status.
5. There may be several different types of activities required of the student in order for them to address the deficiencies that resulted in probation. These may include retaking courses, taking additional courses, obtaining additional supervision, and depending upon the student's needs, the faculty may require that the student enter into appropriate medical treatment and/or psychological therapy, to be paid for by the student.
6. It will be the student's responsibility to provide appropriate documentation that the requirements have been met.

### **Practicum Interviews**

Questions you could ask your interviewer(s):

1. What theoretical orientations are used?
2. How do the different disciplines (psychiatrists, social workers, psychologists, nurses, etc.) interact and work together?
3. What would a typical day be like for a trainee?
4. What types of psychopathology am I likely to encounter? How much diversity is there in type of problem and severity?
5. What are the strengths (and weaknesses or limitations) of the site?
6. How are supervisors (and rotations) decided?

7. How many practicum slots are available? Are any of them funded? Are any pre-allocated to a certain university?
8. How much interaction occurs between trainees?
9. How many hours of supervision each week? What kind?
10. Can I talk to an intern?
11. Are group counseling services offered here?
12. Will I be able to co-lead/co-facilitate a group?
13. Please describe multicultural diversity as it applies to your professional staff, the client population served, and your agency's services.

### **Non-Practicum Clinical Positions**

Some students work or volunteer in clinical positions without being enrolled in the practicum class. Students who are in this position must inform the faculty immediately and are required to have their own insurance coverage. In addition to securing insurance, any student working or volunteering in a non-practicum clinical position must register with the Colorado Department of Regulatory Agencies - Division of Registrations - Mental Health Licensing Section, and become listed in the **Registered Psychotherapists Grievance Board** database directory before beginning Practicum.

Registration information and downloadable forms are available from the agency's web site at:  
H <http://www.dora.state.co.us/mental-health/index.htm>

### **MASTER'S DEGREE INTERNSHIP INFORMATION**

**CNP 4751 – M.A. Internship and CNP 4762 – School Counseling Internship 2:** 600-hour supervised field experience for second-year Master's students with weekly seminar. Prerequisite: Successful completion (B- or better) of CNP 4750, or 4760 and 4761.

Class Objective: You are required to be involved in your internship for 600 hours over three consecutive quarters at your internship site. A minimum of 300 of your hours must involve direct client contact. A minimum of 75 hours must be spent doing individual counseling. Your internship supervisor must agree to the conditions in the internship contract.

The goals of this class are for you to build on your strengths as a counselor-in-training and to acquire additional experience in the counseling skills you learned in your beginning practicum classes and individual techniques and group courses. Additionally, you are expected to incorporate theory into the conceptualization of your client and the counseling process and to acquire additional skills for working with different populations. Part of your role as a counselor-in-training is to be able to look at yourself and identify areas of strength, areas where more information is needed, kinds of personality styles that are difficult for you to work with, and to consult with others to develop in these areas. These two components, development of counseling skills and a willingness to look at yourself in the counseling process, are the key components in this class.

### **General Hints about the Program and Procedures**

Counseling Psychology faculty mail files are located on the second floor of Katherine A. Ruffatto Hall. Each student has a file folder in the cabinet outside the Counseling Psychology faculty offices.

1. Although there are numerous options available for financial aid and scholarships, it has been found that the majority of Master's students need to work at least part-time. Don't be discouraged; it is possible to

juggle school work, practicum, and a part-time job. Keep in mind, however, that you need to take care of yourself, so schedule time during the week to pamper yourself. This is a must!

2. **A quality digital recorder is essential for this program.** Ideally, this would be a small digital recorder as they tend to be more convenient and less obtrusive when recording a session. Get to know people who have equipment they are willing to loan. Many will loan them out. Some students have also purchased transcribers which are helpful in practicum.
3. Keep a schedule of your assignments, activities, and commitments. While you may feel rather compulsive writing everything down, it certainly helps to feel organized. Organization may reduce last minute anxiety.
4. Consider the Tattered Cover, Barnes & Noble, and Amazon.com as alternatives to the DU bookstore. Many of the texts we use are in stock (both new and used) at lower cost. (If you buy used texts, be sure to check the edition/copyright dates and get the correct edition.)
5. **Ask faculty for help** - with classwork, tests, comprehensive exams, course requirements, or anything! Professors are truly nice people but they usually won't seek you out. You need to go to them. Second-year students can also be helpful. After all, it wasn't so long ago that they were experiencing what you are going through. They are usually available when you are in need of advice and information about your own well-being.
6. It will be helpful for you to advocate with your onsite supervisor if you feel like you need to have additional clients. Your instructor can also help you know how to talk to your supervisor about the configuration of your hours on your internship site.

## MEETINGS

### Student and Faculty Informational Meetings

The program tries to have informational meetings during each quarter. The purpose is to allow faculty and students to informally discuss issues relevant to graduate school and professional development. Sometimes there are speakers, at other times pertinent topics for students are discussed by the faculty (e.g., internships, how to complete a Coursework Plan, etc.). These meetings are an excellent way to get to know faculty members and other students.

### Research Meetings

**Faculty welcome and encourage** Master's students to join research groups on specific topics. Participants frequently have an opportunity to present posters at national and regional conferences or coauthor papers. Students should contact a faculty member if they are interested in joining their research team.

### Program Faculty Meetings

These meetings take place twice a month. Generally, student representatives from the MA and doctoral programs attend the faculty meetings. The MA and Ph.D. student representatives are usually elected by classmates at the beginning of the academic year. If you are interested, let your advisor know. If students have a concern, they may ask a student representative to present it to the faculty or they may petition the faculty by letter addressed to the

Program Coordinator. If you plan to petition the faculty, it is useful to talk to the Department Chair or another faculty member before writing a letter.

GSA's serve to represent students' views to the faculty and the larger institution. Both organizations sponsor social and academic events. Some past events that have been sponsored by the Counseling Psychology GSA include: a wine and cheese social, lectures by specialists in the field, and the annual new student-faculty picnic.

### **Student Support Groups**

Each entering class is strongly encouraged to engage in a student support group. Previous first year classes have found the support group to be an extremely valuable extracurricular activity and an excellent way to develop group cohesiveness and camaraderie. First-year students are matched with a second-year student to serve as their peer mentor.

### **Mentoring Relationship between New and Second Year Students**

Each entering student is strongly encouraged to engage in a mentoring system with a second year student. Many second year students have expressed enthusiasm at mentoring new students. The mentoring relationship can be tailored to each student's individual needs.

## **POLICIES AND PROCEDURES OF THE COUNSELING PSYCHOLOGY PROGRAM**

There are three sets of policies and procedures that apply to Master's students in Counseling Psychology. One set is the [University of Denver Honor Code](#). The second set is from the Morgridge College of Education, and the third set is from the Counseling Psychology Program. The following provides a select offering of policies and procedures that specifically affect Counseling Psychology Master's students. In the Counseling Psychology Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests. Students prepare together for exams and often share notes, references, etc. It may be tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It may be also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have "friends" from whom to borrow assignments, to the student whose work is being "borrowed" without credit, and to the student who is "borrowing" the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.

### **PLAGIARISM**

It is and has been unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the ACA (2014) Code of Ethics. As a result, the Program faculty want to clarify that it is similarly unacceptable in our Program to "borrow" another professional, researcher, writer, or student's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy verbatim something written or published by others.

## **LACK OF ACADEMIC PROGRESS**

It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program. Masters students are evaluated by faculty during Winter or Spring quarter and receive feedback either in writing or from their advisors.

## **LACK OF PROFESSIONALISM AND UNETHICAL BEHAVIOR**

As students or professionals, counselors are expected to follow the American Counseling Association Code of Ethics and Standards of Practice (American Counseling Association, 2014) and the DU "Code of Student Conduct." Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, personal, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If the terms of probation are not met or remediation is not successful as determined by the faculty, students may be dismissed from the program (see "Appeal Procedures" in the MCE Bulletin).

The above examples are illustrative of unacceptable behavior for successful completion of the program. While not exhaustive, these examples are provided to apprise all students of unacceptable behavior(s). Students are strongly encouraged to read the Morgridge College of Education Bulletin for additional policies, procedures, and requirements.

## **AGENCIES AND STUDENTS:**

### **Workers' Compensation, Liability Insurance, and Potential Risk**

This information is provided to clarify University of Denver procedures and responsibilities pertaining to workers' compensation coverage, student liability insurance coverage, and off-campus University related work and activities.

#### **Workers' Compensation Coverage**

Students are not covered by the University of Denver for injuries sustained while working in field placement positions. Field placement agencies should consult the Division of Workers' Compensation (303-575-8700) or their professional accountant for advice on workers' compensation coverage as it relates to students in salaried positions. Further clarification of policies related to workers' compensation coverage may be obtained from the Risk Management Director at the University of Denver at 303-871-2327.

#### **Liability Insurance Coverage**

Students are required to purchase their own malpractice insurance from either ACA or APA. Student policies are available for reduced rates.

## **Notice of Potential Risk**

**Please be advised that clinical or research activities performed in field placement settings may carry with them certain attendant risks. Each student must assess whether or not their level of training and amount of supervision provided by the agency is suitable to the routine and/or unique requirements and demands of the field placement environment in which they work.**

## **Faculty Serving in Multiple Roles with Students**

Because some of the Counseling Psychology faculty have served as internship or practicum supervisors, the Counseling Psychology faculty have established guidelines to help avoid conflicts of interest, and to help students maintain the best possible atmosphere to pursue their education. When a faculty member acts in multiple roles with a student, e.g., as a practicum instructor, employer, or course work advisor, there are potential conflicts in roles, rules, expectations, and boundaries which may be confusing and potentially damaging to all parties. Because of the explicit power differential between students and faculty, there is potential for financial exploitation when a student works as an employee of a faculty member. Although it may be impossible to eliminate all dual relationships, the faculty work hard to reduce them and eliminate as many as possible.

## **CLINIC**

Students in the Clinical Mental Health Counseling concentration, during their first year and a half, enroll in two consecutive 5-credit (10 credits total) clinic courses which require them to work one evening or afternoon a week for two quarters in the Counseling and Educational Services Clinic (C&ES) operated jointly by the Counseling Psychology and School Psychology programs.

The purpose of the Clinic training experience is as follows:

1. To serve as a training site for Master's and doctoral level students in the Counseling Psychology program of the University of Denver's Morgridge College of Education. Students are observed by a live observation team during their sessions with clients and receive immediate verbal and written feedback. They also participate as a part of a reflection team. There are opportunities for research, consultation, and other experiences.
2. To serve as a research facility for students and faculty in the Counseling Psychology program.
3. To offer a community service by providing testing/assessment and individual, couples, family and group counseling and consultation for persons with educational, career, personal, family or other life transitional concerns at a reasonable cost (sliding scale).
4. To provide consultation and intervention for schools and other agencies dealing with school-related problems.

## **COMPREHENSIVE EXAMINATIONS – MA STUDENTS**

General content areas include in the National Counseling Examination (NCE) and Counselor Preparation Comprehensive Examination (CPCE):

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationship (Family)
4. Group Work
5. Career Development
6. Assessment
7. Research and Program Evaluation
8. Professional Orientation and Ethical Practice

Comprehensive exams are offered in the Spring quarter only. Students must register one quarter in advance.

## **LICENSURE**

Frequently Asked Questions about Licensure (taken from the Colorado Department of Regulatory Agencies website: <http://cdn.colorado.gov/cs/Satellite/DORA-Reg/CBON/DORA/1251632266340>)

## **PROFESSIONAL COUNSELORS**

**Q. Is there a form to show that an internship/practicum in counseling/psychology, completed as part of the graduate degree program, was comprised of at least 700 clock hours?**

**A.** No. If the program is not approved by the Board or the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a letter is required from the department from which the degree was received stating that the practicum and/or internship in counseling/psychology encompassed at least 700 clock hours.

**Q. Does the education equivalency worksheet always need to be completed?**

**A.** Not if an applicant graduated from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) approved program or the educational program has been approved as meeting educational requirements by the Board. If the degree is from a non-CACREP approved program, the applicant must complete the worksheet and attach any supporting documentation.

**Q. How long may the results of the National Counselor Examination (NCE) be used for licensing purposes?**

**A.** Five years from the date it was last taken.

**Q. What does the Board consider psychotherapy experience hours (or, what can be included as experience hours)?**

**A.** Pursuant to C.R.S. 12-43-201 (9), "Psychotherapy" means the treatment, diagnosis, testing, assessment, or counseling in a professional relationship to assist individuals or groups to alleviate mental disorders, understand unconscious or conscious motivation, resolve emotional, relationship, or attitudinal conflicts, or modify behaviors which interfere with effective emotional, social, or intellectual functioning. Psychotherapy follows a planned procedure of intervention which takes place on a regular basis over a period of time, or in the cases of testing, assessment, or brief psychotherapy, it can be a single intervention. Another suggested reference is C.R.S. 12-43-601 (5).

**Q. Who is considered an appropriate supervisor for post-degree supervised experience, and do applicants need to submit a plan for post-degree supervised experience?**

**A.** The Board will accept, as an appropriate supervisor, a Licensed Professional Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, or Licensed Psychologist who is currently licensed in the jurisdiction in which the applicant is completing the experience requirement. The applicant is responsible for determining the experience requirement is done under the direction of an appropriate supervisor. No plan is required.

**Q. How many hours of post-degree experience and supervision are required, and**

**A.** The total amount to be completed over a minimum of 24 months is 2,000 hours of experience and 100 hours of supervision (done concurrently). Of the 100 required supervision hours, 70 hours must be individual, face-to-face supervision. The Board does not require that applicants accumulate a certain number of hours per month. **IMPORTANT:** Post-degree supervised experience may not begin until the degree is completed/conferred and the applicant has obtained a counseling position with appropriate supervision. If requirements for the degree were completed before degree was conferred (e.g., completed requirements in December, but degree was not conferred until June of the following year), applicant must provide a letter from the department head attesting to that fact. See Rule 17 of the [LPC Board Rules](#) for more specific information.

**Q. Do the post-degree supervision hours have to be complete before an application may be submitted?**

**A.** No. Current rules do not require that supervision hours be complete prior to submitting an application. We

ask that all applicants hold all post-degree experience/supervision forms and submit once hours have been completed.

**Q. May post-degree experience requirements be obtained in less than 24 months (two years)?**

**A.** No. The 2000 hours of post-degree experience must be obtained in such a manner that they are uniformly distributed over a minimum of 24 months.

**Q. Does Colorado have reciprocity with any state?**

**A.** No. Colorado has "licensure by endorsement" which requires the applicant to send a verification of licensure form to the state of current licensure. An authorized representative of the board/program completes the form, verifying what requirements were met for licensure in that state. Upon receipt of the verification form, if the requirements are equivalent to those required for initial Colorado licensure, the Colorado Board will accept them as such, and upon receipt of an application, fee, and proof of completion of an approved jurisprudence workshop, issue a license. If the state the applicant applies for being licensed does not verify requirements met, or if the requirements are not equivalent, the applicant must provide appropriate documentation proving equivalency of such.

**Q. When is it appropriate to apply for licensure by examination or endorsement?**

**A.** Typically, initial applicants apply for licensure by examination. The only time applicants would apply for licensure by endorsement is when they already have an equivalent license/registration in another state.

**Q. What is the Jurisprudence Examination requirement?**

**A.** All applicants for Licensed Professional Counselor shall pass a Board approved Jurisprudence Examination as one of the requirements for licensure.

**Q. What is the Jurisprudence Examination?**

**A.** The Jurisprudence Examination is designed to test your knowledge, skills, and resources to solve routine and complex practice scenarios. Each question has one correct answer. It is "open book" to encourage the development of personal resources to address practice questions.

## **Licensed Professional Counselors**

Colorado requires all applicants for licensure to pass the National Counseling Exam (NCE). The University of Denver has arranged for our students to complete the NCE exam before graduation. Students will receive information for testing from MCE during Fall quarter of your second year. The website for more information on the exam is: <http://www.counselor-exam-prep.com/colorado-counselor-licensure.html>.

## **School Counselor Licensing Information**

PLACE TEST information and sample study guide and dates: <http://www.place.nesinc.com/>

Additionally, there is a study guide book you can purchase at Barnes and Noble specifically for the PLACE test for school counselors.

Colorado license application information and application: [http://www.cde.state.co.us/cdeprof/Licensure\\_main.asp](http://www.cde.state.co.us/cdeprof/Licensure_main.asp)

To be licensed, students must pass the PLACE test, graduate from an approved institution in the state, and also apply. Students can take the PLACE test as many times as needed.

## COUNSELING PSYCHOLOGY FACULTY

**Ruth Chu-Lien Chao, Ph.D.**, University of Missouri-Columbia, 2005. Associate Professor. Licensed Psychologist. Research interests: multicultural counseling; multicultural competence; racism and mental health; and cross-cultural psychology. (KRH 260, 303-871-2556, e-mail: [chu-lien.chao@du.edu](mailto:chu-lien.chao@du.edu))

**William E. Cross, Jr., Ph.D.** Clinical Professor. Dr. Cross holds professor emeritus status from another university but remains active. His work focuses on ethnic-racial-cultural identity development, with particular emphasis on black identity. His recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural miseducation and false consciousness; the multiple ways racial identity is enacted in everyday life. He is Past-President for Div. 45 [APA]. (KRH 355, 303-871-4592, email: [William.Cross@du.edu](mailto:William.Cross@du.edu))

**Patton Garriott, Ph.D.**, University of Missouri, 2012. Assistant Professor. Research interests: Educational and career development of students historically underrepresented in higher education; academic persistence; prejudice reduction. (KRH 253, 303-871-6758, email: [Pat.Garriott@du.edu](mailto:Pat.Garriott@du.edu))

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**Jesse Owen, Ph.D.** Jesse Owen earned his BS from Ball State University, his master's degree from U of Miami, and his doctorate from DU. He has worked at Gannon University and University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice at times over the last decade. He is an Associate Professor and Department Chair. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. He is currently an Associate Editor for two APA journals (Psychotherapy and Journal of Counseling Psychology) and another top tier journal (Archives of Sexual Behavior). On a more personal side, he is the proud father of a 14 year lab-husky mix (Sassy) and a 6 month old cat (Hank).

**Andi Pusavat, Ph.D.**, University of Denver, 2003. Clinical Assistant Professor and Director, Counseling and Educational Services Clinic. Licensed Psychologist. Research interests: multicultural counseling, social justice, trauma, interpersonal partner violence, training and supervision.-(KRH 145, 303-871-3230, email: [andi.pusavat@du.edu](mailto:andi.pusavat@du.edu)).

**Trisha Raque-Bogdan, Ph.D.** University of Maryland, 2013. Assistant Professor. Research interests: cancer survivorship, women's health issues, physical and psychological well-being, career development. (KRH 263, 303-871-4522, email: [trisha.raque-bogden@du.edu](mailto:trisha.raque-bogden@du.edu)).

**Maria Riva, Ph.D.**, University of Pittsburgh, 1990. Professor and Training Director. She is a Past President of Division 49 (Group Psychology and Group Psychotherapy) of the APA. Research interests: group counseling and group dynamics; multicultural counseling in groups, and group leadership, supervision and training, adolescent development (KRH 257, 303-871-2484, email: [maria.riva@du.edu](mailto:maria.riva@du.edu))

**Vicki Tomlin, Ph.D.**, University of Denver, 1994. Clinical Assistant Professor, Licensed School Psychologist and Licensed School Counselor. Research interests include diverse issues within psychology, advocacy models for Black males in urban schools, refugee cultural adjustment, ethics, training and supervision, psychotherapy process and outcome research, empowerment evaluation, and evaluation capacity building in historically marginalized communities. (KRH 262, 303 871-3784, email: [vicki.tomlin@du.edu](mailto:vicki.tomlin@du.edu))

### **Related Faculty**

**Nick Cutforth, Ph.D.**, University of Illinois-Chicago, 1994. Professor, Research Methods and Statistics. Research Interests: physical activity interventions in low-income schools, community-based research, qualitative research. (KRH 252, 303-871-2477, email: [nicholas.cutforth@du.edu](mailto:nicholas.cutforth@du.edu)).

**Kathy Green, Ph.D.**, University of Washington, 1981. Professor, Research Methods and Statistics. Research interests: item response theory; test use and development; survey design; and health care indices. (KRH 233, 303-871-2490, email: [kgreen@du.edu](mailto:kgreen@du.edu))

**Antonio Olmos, Ph.D.**, University of Denver, 1998. Associate Professor, Research Methods and Statistics. Research interests: program evaluation; propensity score modeling; meta-analysis; study of change. (KRH 231, 303-871-6681, email: [polmos@du.edu](mailto:polmos@du.edu))

**Duan Zhang, Ph.D.** Texas A&M University, 2005. Associate Professor, Research Methods and Statistics. Research Interests: multilevel modeling, statistical power analysis, psychological functioning and adjustment for at-risk children in K-12 education, quantitative research. (KRH 232, 303-871-3373, email: [duan.zhang@du.edu](mailto:duan.zhang@du.edu)).

### **Adjunct Faculty/Instructors**

**J. Michael Faragher, Psy.D.** University of Northern Colorado, 1993. Additional credentials: CACIII, NCGCII/BACC. Director of Problem Gambling Treatment and Research Center, Licensed Psychologist; Clinic Supervisor; and adjunct instructor, University of Denver.

**Timothy Sumerlin, Ph.D.** is an adjunct faculty member who has taught several courses for the Counseling Psychology program in the past 3 years. He has been a school counselor for 27 years and currently is a school counselor at Castle View High School in the Douglas County Schools. He specializes and consults in church based counseling programs. He teaches skills- based courses such as practicum and internship and has taught Family Counseling.

### **Affiliated Faculty**

**Patrick Sherry, Ph.D., ABPP**, University of Iowa, 1981. Research Professor, University College. Licensed Psychologist. Research interests: Psychological trauma, job stress and fatigue management in business and industry; psychological assessment of managers, international workforce development and training. (E-mail: [psherry@du.edu](mailto:psherry@du.edu))

## **COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS**

The University of Denver Registrar's website contains the official and most current course descriptions.

Available at: [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlg](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg)

### **ADDITIONAL INFORMATION**

Please note that students must pass CNP 4740, Basic Counseling Techniques, with a B- or better in order to take CNP 4741, Intermediate Counseling Techniques, or CNP 4750, Beginning Practicum. In order to take CNP 4751, MA Internship, students must pass CNP 4750, Beginning Practicum, with a B- or better. In order to take CNP 4772, the one hour Diversity class, students must pass CNP 4773, the three hour Diversity class with a B- or better.