

Counseling Psychology Student Handbook

Master's Program



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

2016-2017

The Counseling Psychology Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees. In addition to this handbook, the student should also refer to the Morgridge College of Education Policies and Procedures, available at <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>, as well as the University of Denver Graduate Studies Policies available at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>. In some cases, College and University policies take precedence over the regulations of the Student Handbook. It is the student's responsibility to read and understand University, College, and program guidelines relating to the degree programs, and to complete program and degree requirements in a timely fashion. The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning the Counseling Psychology program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 or edinfo@du.edu. For more information online, go to <http://morgridge.du.edu/>. Current students 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 Office of Diversity & Equal Opportunity, 2199 S. University, Denver, CO 80208-4840, 303-871-2585, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204; Phone 303-844-5695.

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

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COUNSELING PSYCHOLOGY PROGRAM

General Contact Information

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

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. Although 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 such child development, counseling children and adolescents, marital and family counseling.

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.

The 90 quarter hour Clinical Mental Health Counseling (CMHC) 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.

There is an option within the CMHC to specialize in the treatment of people with addictions. There are a series of courses, along with practicum and internship that, prepares students to work with individuals who are coping with addictions. The completion of this specialization allows students to apply for the Certified Addictions Counselor II (CAC II) designation.

The General Counseling concentration is a 55 quarter hour (four or five quarters) Master's degree option; however, students in this track are not eligible for licensure. This concentration is advised for those who would like to learn more about what counseling has to offer, but do not want to practice.

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.

Counseling Psychology Faculty

Counseling Psychology Core Faculty

Ruth 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, email: chu-lien.chao@du.edu)

Patton Garriott, Ph.D., University of Missouri, 2012. Assistant Professor. Research interests: academic persistence and career development of students underrepresented in higher education; multicultural issues and vocational psychology; race and racism.

(KRH 253, 303-871-6758, email: pat.garriott@du.edu)

Jesse Owen, Ph.D., University of Denver, 2005. Associate Professor and Chair of the Counseling Psychology Department. Dr. Owen earned his B.S. from Ball State University, his master's degree from the University of Miami, and his doctorate from the University of Denver. He worked at Gannon University and the 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. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. (KRH 259, 303-871-2482; email: jesse.owen@du.edu)

Andrea Pusavat, Ph.D., University of Denver, 2003. Clinical Assistant Professor, Co-Director of the Counseling and Educational Services Clinic, and Licensed Psychologist.

(KRH 145, 303-871-3230, email: andi.pusavat@du.edu)

Trisha Raque-Bogdan, P.D., University of Maryland, 2013. She is a member of the American Psychological Association, and is on the Board of the Division 17 Health Psychology Section. Dr. Raque-Bogdan's areas of research include women's health issues, with a specific focus on cancer survivorship; the relation between well-being and physical health outcomes; career development; and qualitative research. As a former scholar of Russian history and library science, she enjoys people's life stories and tales of resilience as expressed in history, literature, and the psychotherapy process.

(KRH 263, 303-871-4522; email: trisha.raque-bogdan@du.edu)

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor and Training Director, Department of Counseling Psychology. She is a Fellow of APA. In 2013 she was President of Division 49 (Group) of the APA and in 2006 President of the Association for Specialists of Group Work (Group Division of ACA). Research interests: group counseling and group dynamics; multicultural counseling in groups, group leadership, training and supervision, adolescent development, sexual abuse and violence, and the mental health treatment of adolescents.

(KRH 257, 303-871-2484, email: maria.riva@du.edu)

Julia Roncoroni, Ph.D., University of Florida, 2016. Assistant Professor. She is a member of the American Psychological Association. Research interests: health disparities, customized culturally sensitive health promotion and health care, and the integration of health promotion in medicine.

(email: julia.roncoroni@du.edu)

Counseling Psychology Affiliate Faculty

William Cross, Ph.D., Princeton University, 1976. Clinical Professor with joint positions in the Departments of Counseling Psychology and Higher Education. Dr. Cross holds professor emeritus at CUNY. 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. In 2014, he was President of Div. 45[APA].

(KRH 355, 303-871-4592, email: william.cross@du.edu)

Research Faculty

Cynthia McRae, Ph.D., University of Iowa, 1987. Research Professor. Fellow of APA. Research interests: Psychological adjustment to chronic illness with special interests in caregivers; self-efficacy; quality of life; and the placebo effect in health-related issues.
(KRH 225, 303-871-2475, email: cmcrae@du.edu)

J. Michael Faragher, Psy.D. University of Northern Colorado, 1993. Additional credentials: CACIII, NCGCII/BACC. Director of Addiction Specialization for MA clinical mental health concentration, Licensed Psychologist, University of Denver. Research interests include: addictions (e.g., problem gambling, substances) and minority populations.
(KRH 225, email: mike.faragher@du.edu)

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.
(email: psherry@du.edu)

What Students 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 students to immerse themselves 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, 2010).

It is also common 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 students are in a graduate program to receiving training. If students already had all the skills needed to become an effective counselor, they 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.

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 students can use to help maintain balance as they 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 body is 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 fitness center 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, , 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.

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, 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 practicum site.

Non-Practicum Psychotherapy or Clinical Experience

Some students are working in practicum sites without being enrolled in the practicum class. Students who are in this position must inform the faculty. **If students are not enrolled in a practicum class, hours obtained in these sites will not be counted as practicum hours** (and cannot be used on an Internship application). Any student working in a non-practicum clinical position must register with the Colorado Department of Regulatory Agencies (DORA) - Division of Registrations - Mental Health Licensing Section, and become listed in the Registered Psychotherapists Grievance Board database directory. Contact DORA at: <http://www.dora.state.co.us/>

Counseling Psychology Values¹

Over the years, counseling psychologists have engaged in thoughtful and ongoing dialogue regarding the qualities that characterize Counseling Psychology as a specialty (Gelso & Fretz, 2001; Rude, Weissberg, & Gazda, 1988; Whiteley, 1984). The study and practice of career development and counseling, systematic training in interpersonal skills, and the provision of preventive, remedial, and educational interventions have historically been employed as prominent descriptors of Counseling Psychology. In addition, Counseling Psychology as a field has emphasized attention to issues of cultural and individual diversity, serving as leaders in the creation and adoption of several sets of APA guidelines related to diversity in professional practice, including the Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients, The Guidelines for Psychological Practice with Older Adults, practice guidelines in process for girls and women, boys and men, and those for other groups that may be addressed in the future (APA, 2004, 2003;

¹ Downloaded on August 1, 2010 from <http://www.ccptp.org/trainingdirectorpage5.html>

Division 44/Committee on Lesbian, Gay and Bisexual Concerns Joint Task Force on Professional Practice 2000). The integration of theory, research, and practice and respect for diversity has been emphasized since the inception of Counseling Psychology as a specialty field.

Throughout this dialogue a consensus has emerged that the field of Counseling Psychology is best defined by its distinctive philosophical perspective, reflected in our model, rather than by particular settings or clients served. Gelso and Fretz (2001) proposed unifying themes of Counseling Psychology, which were embellished by the Council of Counseling Psychology Training Programs. These philosophical themes are (a) a focus on working within a developmental framework across a wide range of psychological functioning; (b) a focus on assets and strengths, regardless of level of functioning; (c) the inclusion of relatively brief counseling approaches; (d) an emphasis on person-environment interactions, rather than an exclusive focus on either person or environment; (e) an emphasis on prevention, including psycho-educational interventions; (f) emphasis on the educational and vocational lives of individuals; (g) a strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age, ability, socioeconomic status and sexual orientation; and (h) evaluation and improvement through critical thinking and a commitment to the scientific approach.

Attention to life-span development and transitions has traditionally been and remains a critical element in the practice of Counseling Psychology. Developmental issues are approached from two major perspectives: (a) the need to anticipate typical or normative problems associated with the full range of development in the design of educational and preventive measures; and (b) the need to take into account developmental differences in the design and application of Counseling Psychology interventions for the treatment of adjustment and remedial problems. Understanding both types of problems requires awareness of the developmental background, predisposing conditions, and critical person-environment interactions that influence behavior.

The broadening of the developmental focus to encompass the entire life span has brought about changes in how counseling psychologists understand the emphases and boundaries of their specialty. Consequently, the focus of research and training has expanded to include a wider range of preventive and remedial interventions than was characteristic of Counseling Psychology in its formative years.

Counseling Psychology's developmental and adaptive orientation necessitates an understanding of normal as well as abnormal human development, from individual, couples, family, group, systems, and organizational perspectives. This developmental framework promotes the integration of theory, research, and practice across the content areas of Counseling Psychology. Counseling Psychology promotes the optimal development of individuals, families, groups, and environmental systems from a culture-centered perspective.

Counseling Psychology Values Statement Addressing Diversity²

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. The latest version of the APA Ethics code was in 2010 <http://www.apa.org/ethics/code/index.aspx>.

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 to prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or

² 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.

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 from 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 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 as it relates to being a professional counselor.

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.

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.

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

DEGREE AND COURSEWORK PLANS

Please also see the Bulletin at: <http://bulletin.du.edu/graduate/>.

NOTE: By the end of the first quarter of the program, students must file their Coursework Plan (CWP) with the Counseling Psychology Department 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 students submit their first quarter in the program does not have to be the final version submitted to Graduate Studies. However, by the final quarter in the program, students' Coursework Plans should accurately reflect the courses they have taken and the quarters they completed them. The final Coursework Plan must be signed by the student's advisor. Consultation with the advisor should take place quarterly.

1. The College requires students to complete their Coursework Plan by the end of fall quarter of their first year of study. This form must be signed by the student and the student's advisor and submitted to the Counseling Psychology Department Academic Services Associate. Updates to the Coursework Plan must be approved by the advisor. Please note that a Coursework Plan can change, but all changes must be approved by the student's advisor. If students are opting to complete the program in one year (only possible for the General Counseling concentration), they **must** have this Coursework Plan completed as soon as possible.
2. All courses taken for elective credit must be approved by the student's 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 students are planning their schedule, it is helpful to consult the *Sample Plan of Study* listed in this handbook under the Master's program section that relates to their specific concentration. Students should be advised, however, that the timing of some course offerings can, and do, change. When in doubt, students should **check with their advisor** and not depend on word of mouth from students from prior years. Some things change from year to year.
4. Try to avoid incompletes. 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 a student's transcript along with the new grade. Thus, students should 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. Students should make sure to talk to their course instructor if they are having difficulty completing the work for the course. Complete information on the University policy for Incomplete grades can be found at: <http://www.du.edu/registrar/records/incompletegrade.html>
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. Students should ask their advisor about course requirements before scheduling. In addition, they should 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. Students will role play as counselor for some sessions and as client for others. Sessions are recorded and students will meet with a T.A. to review those sessions in which they were the counselor.

CNP 4750/4751: Beginning Practicum & MA Internship requires that students receive additional consultation from their course instructor outside of class. Students should plan on having two separate hour-long meetings for this individual consultation. Students will be required to provide typed verbatim transcripts of sessions; these have been known to take 5 to 10 hours to complete.

CNP 4760: School Counseling Practicum requires that students receive additional consultation from their course instructor outside of class. Students should plan on having two separate hour-long meetings for this individual consultation. Students will be required to provide typed verbatim transcripts of sessions; these have been known to take 5 to 10 hours to complete.

Additional Course 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.

**MASTER'S PROGRAM WITH A CONCENTRATION IN CLINICAL MENTAL HEALTH
COUNSELING
(90 credits)**

The Clinical Mental Health Counseling (CMHC) concentration has been designed to meet the requirements for those who desire to become a Licensed Professional Counselor (LPC). Students who complete this program and after two years of post-Master's work in the field may 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 (see below).

**Clinical Mental Health Counseling Concentration Sample Plan of Study
(90 credit hours)**

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 once each academic year and the schedule may change from year to year. 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>CR</u>
Basic Counseling Techniques *	4	Intermediate Counseling Techniques *	4
Counseling Theory*	3	Beginning Practicum*	4
Ethical and Legal Issues*	3	Career Counseling*	3
Psychopathology*	3	Lifespan Development* or Intro. to Assessment* 4 (3)	
Counseling Fieldwork*	1		
	14		15 (14)

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	3		
Beginning Practicum*	4	Elective (to replace 2 nd year elective)	(3)
Diversity*	3		
Intro. to Assessment* or Lifespan Development* 3 (4)			
	13 (14)		(3)

***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*	5	M.A. Internship*	5
Elective or Program Development & Evaluation	3	Elective or Program Development & Evaluation	3
Research Course (RMS) or Learning Apps	3	Elective	3
Counseling Clinic	5	Counseling Clinic	5
	16		16
<u>SPRING</u>	<u>CR</u>		
M.A. Internship*	5		
Elective	4		
Elective	4		
Research Course (RMS) or Learning Apps	3		
	16		

Comprehensive Examination

General content areas for the Counselor Preparation Comprehensive Examination (CPCE) include:

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationship
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.

Note, the areas covered in the CPCE overlap with the NCE, which is needed for licensure.

Clinic

Students in the Clinical Mental Health Counseling concentration enroll in two consecutive 5-credit (10 credits total) clinic courses that 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. Students 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.

**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 for those who desire to become a Licensed Professional Counselor (LPC). Students who complete this program and two years of post-Master's work in the field may 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. This specialization allows students to complete the course work that is required for a Certified Addiction Counselor II (CACII).

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 (see below).

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

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 quarter 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
Ethical and Legal Issues*	3	Career Counseling*	3
Psychopathology*	3	Lifespan Development or Intro to Assessment*	4 (3)
Counseling Fieldwork*	1		
	14		15 (14)
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	3	Counseling Addictive Behaviors	(4)
Beginning Practicum*	4	Motivational Interviewing	(4)
Diversity*	3	(to replace fall and spring Year II)	
Intro to Assessment or Lifespan Development*	3 (4)		
	13 (14)		(4-8)

***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*	5	M.A. Internship*	5
Counseling Addictive Behaviors	4	Program Development & Evaluation	3
Research Course (RMS) or Learning Apps	3	Infectious Dx	2
Pharmacology I & II	4	Counseling Clinic	5
	16		15
<u>SPRING</u>	<u>CR</u>		
M.A. Internship*	5		
Motivational Interviewing Clinic	4		
Research Course (RMS) or Learning Apps	5		
	3		
	17		

Comprehensive Examination

General content areas for the Counselor Preparation Comprehensive Examination (CPCE) include:

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationship
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.

Note: the areas covered in the CPCE overlap with the NCE, which is needed for licensure.

Clinic

Students in the Clinical Mental Health Counseling concentration enroll in two consecutive 5-credit (10 credits total) clinic courses that 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.

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, students must take the state PLACE exam (Program for Licensing Assessments for Colorado Educators), which is offered four times a year. Students 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 https://www.cde.state.co.us/cdeprof/licensure_place_info. Students typically take the exam near the end of the program or shortly after graduation. Students 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.

School Counseling Concentration Sample Plan of Study

Students are expected to take course work in sequence (see courses marked with * below). Students will find below a typical plan of study. Some courses must be taken in sequence while other courses can be taken as a student's 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 students complete a Coursework Plan in their 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 or Intro to Assessment*	4 (3)
Legal and Ethical Issues*	3	School Counseling Practicum*	4
Counseling Fieldwork*	1	Career Counseling*	3
Psychopathology*	3		
	15 (14)		14
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
School Counseling Internship 1*	4	Optional	
Intro to Assessment or Lifespan Development* 3 (4)	3		
Group Counseling*	3		
Diversity: Multicultural Counseling*	3		
	13 (14)		

***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
CFSP required course**	3	CFSP Required Course	3
<u>Learning Applications and Analysis</u>	<u>3</u>	<u>Family Counseling</u>	<u>3</u>
	11		10

<u>SPRING</u>	<u>CR</u>
School Counseling Internship 2	1
CFSP Required Course	3
Elective	4
<u>Diversity Seminar</u>	<u>1</u>
	9

**Required Courses from CFSP	CR
Risk, Resiliency, and Prevention	3
Crisis Intervention and Prevention	3
Exceptional Child: Biomed. & Psych. Aspects	3

Comprehensive Examination

General content areas for the Counselor Preparation Comprehensive Examination (CPCE) include:

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.

MASTER'S PROGRAM IN COUNSELING WITH A RESEARCH CONCENTRATION (72 credits)

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 only 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.

Master's Program in Counseling with a Research Concentration Sample Plan of Study

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
Ethical & Legal Issues*	3	Career Counseling*	3
Psychopathology	3	Lifespan Development	4
<u>Counseling Fieldwork*</u>	<u>1</u>		
	14		15

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	3		
Beginning Practicum*	4		
Intro to Assessment*	3		
<u>Diversity*</u>	<u>3</u>		
	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>
Empirical Research Methods (Or Ed. Research & Measurement in winter)	(3)	Ed. Research & Measurement (optional) (Or Empirical Research Methods in Fall)	(4)
Statistics	5	Elective (if no Ed. Research & Measurement)	4
Research Elective	3	Program Development & Evaluation	3
	8-11	Research Elective	3
			7-10
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Thesis Research	5	Thesis Defense	0
General Elective (if needed)	4		
Learning Application & Analysis	3		
	8-12		

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 200-hour practicum that spans two quarters.

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
Ethical & Legal Issues*	3	Career Counseling*	3
Counseling Fieldwork*	1	<u>Lifespan Development</u>	<u>4</u>
Psychopathology	<u>3</u>		
	14		15

***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
Beginning Practicum*	4	<u>Elective</u>	<u>3</u>
Multicultural Counseling	3		5
<u>Introduction to Assessment</u>	<u>3</u>		
	13		

<u>FALL</u>	<u>CR</u>
Learning Application and Analysis	3
Research Requirement	3
Program Development & Evaluation	3
<u>Elective</u>	<u>3</u>
	12

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?

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 their 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 students 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

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.

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

MCE & UNIVERSITY POLICIES & PROCEDURES

All College and program policies are administered under the University of Denver's [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the University community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. Please see the Morgridge College of Education Policies and Procedures: at <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

MCE STUDENT ORIENTATION

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event, students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of College and University support systems, the overview of the student's specific program content and requirements.

There is also a Counseling Psychology student orientation that occurs at the start of the first quarter. Students are strongly encouraged to attend, as there are multiple opportunities to join with other students, learn from advanced students, and learn about Counseling Psychology faculty. The Chair, Training Director, and faculty will lead this orientation.

DEGREE PLANNING

Course Descriptions The DU Course Catalog contains the official, current course descriptions and can be accessed at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term, then select the appropriate program.

COURSEWORK PLAN

The Coursework Plan provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan. The Coursework Plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the Coursework Plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form

(<http://www.du.edu/education/resources/current-students/forms.html>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website on the [Counseling Psychology website](#) and must be completed electronically, signed by both the student and advisor, and filed with the Counseling Psychology Department Academic Services Associate before the end of the first quarter of enrollment.

A student's Coursework Plan serves as a legal document at graduation time. The Academic Services Associate checks it against the student's transcript, making sure that the student has taken the classes that are listed on the Coursework Plan. Thus, the Coursework Plan should remain a living document and be updated as necessary by the student and advisor.

Waiver or Substitution of Courses

If the faculty advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found [here](#). The student must submit the syllabi and other supporting documentation (e.g., transcript) in order for the faculty advisor to review. The Counseling Psychology Department Chair will also need to sign off on the waiver. At times, the faculty advisor may consult with other instructors to ensure the substituted course is of similar scope and quality. Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed Coursework Plan.

Transfer of Credit

Degree-seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a Master's degree is limited to 10 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#). Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the faculty advisor, will initiate a request to transfer-in credits by completing the form found at this link: <http://www.du.edu/media/documents/graduates/transfer.pdf> This form must be signed by both the faculty advisor and the Counseling Psychology Department Chair.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course has been approved by the advisor, has been certified to be one level above the student's degree, and has been approved in writing by the MCE Associate Dean. Written approval, signed by both the advisor and the Associate Dean must be obtained prior to taking the course, and submitted with a revised Coursework Plan to the Counseling Psychology Department Academic Services Associate.

POLICIES AND PROCEDURES OF THE COUNSELING PSYCHOLOGY DEPARTMENT

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 Counseling Psychology 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, that 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, that are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables Counseling Psychology faculty to discuss 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 winter/spring quarters, the Counseling Psychology faculty meet to review the progress of students. The purpose of the review is to determine whether 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 strengths and weaknesses on an annual basis. Minimal levels of satisfactory achievement are based on multiple factors including (but not limited to) course grades, clinical work, site supervisor feedback, and professional and ethical behaviors. 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 Counseling Psychology Department Chair or Counseling Psychology faculty). If the student is demonstrating outstanding performance those accomplishments are also noted in the annual review. There are four possible outcomes and in all cases a letter addressing specific outcomes will be given to the student and placed in the student's departmental file:

1. The student is demonstrating exceptional skill and progress in their program.
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. This outcome is also referred to as formal warning.
4. If, in the professional judgment of the department faculty (based on a faculty vote), 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, 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.

**Note options 3 and 4 can be enacted at any time during a student's training.

For information on the University policy regarding the student process for appealing academic and student status related decisions, students should see the Graduate Bulletin at <http://bulletin.du.edu/graduate/academicexceptions/proceduresforacademicgrievancesforgraduatestudents/>

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 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 Counseling Psychology Department places students on probation whenever their cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Students will receive a letter informing them of their probationary status. 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 raise 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 Associate 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 Counseling Psychology, grades of B- or greater are considered passing, whereas grades lower than B- are considered failing. Also, as a matter of departmental policy, 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 Counseling Psychology faculty.

2. Unsatisfactory performance in counseling practica or internship

Upon the recommendation of the student's clinical supervisor at their practicum or internship site 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 internship, may be recommended to the Counseling Psychology 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 ACA (2010) Code of Ethics. As a result, the department 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 Counseling Psychology Department. If suitable solutions are not reached, the case shall be reported to the MCE Associate 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 master students to complete the program within 5 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 Studies Policy Manual](#). 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. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dismissed from the program.

6. Unethical practices and/or unprofessional conduct

As students or professionals, Master's 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 that, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and that 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.

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 Policies and Procedures](#), the [University Graduate Bulletin Policies](#), and the [Honor Code & Student Conduct Policies and Procedures](#) website for further information on the rationale, authority, and enforcement of the University's Honor Code.

Probation and Remediation Processes

If a student is placed on probation or given a formal warning, a remediation plan will be developed by the student, the advisor, and potentially other faculty as needed. This plan will be approved by the Counseling Psychology Department faculty. This plan will be in writing and will be signed by the student, the advisor, and Department Chair. A copy of the plan will be provided to the student and a copy will be placed in the student's departmental 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 or is being given a formal warning. Additionally, the student shall meet with the advisor to discuss the procedures that will be used regarding the probation.
2. The student, the student's advisor, and potentially other faculty will 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. After approval from the Counseling Psychology faculty, 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 Counseling Psychology Department 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. After re-review, 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 and training director 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 given to the student, and one copy will be placed in the student's file in the Counseling Psychology 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 Counseling Psychology 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 Associate 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. If the grievance concerns a claim of discrimination or is a title IX matter you should include the contact information of that office <http://www.du.edu/equalopportunity/> 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 Department 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 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 Associate 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 Associate 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 the 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.

MEETINGS

Student and Faculty Informational Meetings

The department schedules monthly department meetings on the first Tuesday of the month. The purpose is to allow faculty and students to informally discuss issues relevant to graduate school and professional development. There are student representatives from both the MA and PhD programs who attend the faculty meetings. The MA and PhD student representatives are usually elected by classmates at the beginning of the academic year. If students are interested in being a representative, please let the program chair 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 students plan to petition the faculty, it is useful to talk to the program chair or another faculty member before writing a letter. There are other scheduled meetings (e.g., lunch and learns), where 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 lunches 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 co-author papers. Students should contact a faculty member if they are interested in joining their research team.

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. The student's mentor will be available via phone or email to help answer questions, offer guidance, and provide support as the student transitions into the Counseling Psychology program, whether already living in Denver or moving to town.

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

All students in the Counseling Psychology program are required to obtain their own malpractice insurance and maintain it throughout their practicum, internships, and clinic experiences. Most students obtain this insurance from either the American Psychological Association or the American Counseling Association. 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. If a student has a concern about the risk level of the practicum or internship site, she or he needs to speak to the Department Chair and Practicum Instructor who will help assess this risk and then address the problem if needed.