

Counseling Psychology Student Handbook

Master's Program

2012-2013

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

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

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

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

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

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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. As you read this handbook, if you have ideas on potential improvements and/or would like to help in subsequent revisions, please contact one of the faculty members. As fellow students, we welcome your input!

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

Chancellor's Diversity Statement

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

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

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

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

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

Program Summary

The Master's program in Counseling Psychology has four concentrations. They are School Counseling, Clinical Mental Health Counseling, General Counseling, and a Research concentration requiring a 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 supervision on-site at their practicum settings. Please see pages 10-21 regarding the required courses in the concentrations. While the program focuses primarily on adolescent and adult counseling, some students may pursue interests in child counseling through their practicum placements, or in marital and family counseling through course work.

The 72 quarter hour Master's degree 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 a school-based environment.

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

The 72 or 81 quarter hour Clinical Mental Health Counseling concentration prepares students to apply for state licensure as licensed professional counselors (LPC) in Colorado. The program takes two years to complete and requires both a practicum and an internship. Students wanting to pursue the LPC in another state must research the academic requirements of that state and take the appropriate classes. The Morgridge College of Education does not guarantee that students will meet licensure requirements in other states. However, many of our graduates are licensed in other states.

The research concentration is a 72 quarter hour Master's degree that prepares students for research-based careers in counseling as well as doctoral work. In addition to core counseling skills courses, this concentration requires advanced course work in research design and statistics, as well as a thesis.

Counselor Development: What Can You Expect?

by Annorah S. Moorman

The process of entering a graduate program is often a very difficult and trying time for the Master's and doctoral student. Initially, the beginning student is immersed in theory and technique, and then expected to perform adequately in a practicum setting. Frequently, the beginning student spends much time trying to conceal his or her anxiety and feelings of incompetence. Often, the inexperienced counselor conceals these feelings not only from faculty and supervisors, but also from members of one's cohort. As a result, isolation may make this developmental process more difficult than necessary.

Stoltenberg and Delworth (1987) describe typical counselor development using changes in three basic structures: self-and other-awareness, motivation, and autonomy. According to Stoltenberg and Delworth's (1987) model, the Level 1 trainee's primary focus is on him- or herself. The beginning trainee is often apprehensive and anxious at the prospect of being evaluated by both supervisor and client. Focusing on one's own fears and uncertainties makes it difficult to "be with" or understand what the client is experiencing. Although this initial focus on self as therapist is necessary in counselor development, it does interfere with the trainee's ability to empathize and understand the client. Motivation at this level is usually very high, as it reflects the individual's strong desire to become a counselor. The Level 1 counselor is preoccupied with helping people rather than on the process involved in becoming effective as a counselor. Here the focus is on basic counseling skills (e.g., eye contact, posture, and attending behaviors). Initial success, in addition to structured and supportive supervision, leads to increased confidence in one's abilities and skills as counselor. With practice, the beginning counselor becomes less anxious and more able to understand specific techniques. Using these techniques, the counselor is able to describe and facilitate the therapeutic process. In theory, the beginning counselor understands the counselor and client role in the therapeutic process. However, this "honeymoon phase" does not last forever.

Having grasped the concept of the therapeutic process, the Level 2 counselor begins to focus on the cognitive and emotional experience of the client. In extreme cases, the counselor may over-identify with the client, becoming absorbed in the client's pain, depression, or joy. This loss of objectivity may result in the trainee feeling confused, pessimistic or optimistic (whatever is congruent with the client's experience). For the first time, the Level 2 trainee realizes that counseling is much more complex than previously thought. Now that they are able to use basic counseling skills effectively, trainees at this level are often assigned more difficult clients with more severe pathology. This may result in a state of disequilibrium for the trainee; the Level 2 trainee realizes that he or she lacks sufficient skills to work effectively with all clients. This trainee often fluctuates between wanting to be treated as an independent counselor and wanting to be dependent on a supervisor. Uncertainty regarding therapy in general and one's own aptitude for the field can adversely affect one's motivation to learn and work with diverse clients (Stoltenberg & Delworth, 1987, p. 39). Ambivalence and frustration are often common at this level of counselor development; trainees may feel ambivalent about their training program and faculty, as it is here that trainees realize their program and faculty have strengths and weaknesses.

Having weathered Level 2, the Level 3 counselor realizes how the client's emotional experience impacts him or her, while understanding how certain behaviors and techniques affect the client. Here the

counselor is able to find a healthy balance between the two; he or she is able to move back and forth between focusing on the counselor's emotional experience and cognitive responses to the client and an awareness of what the client is experiencing. Information from both perspectives is integrated at this level; a deeper and more integrated understanding of the concepts relevant to the particular task and situation is developed. As a result of this deeper understanding, counselor motivation becomes more consistent. The Level 3 counselor is able to identify his or her strengths and weaknesses, as well as the limitations of the profession. At this level, the trainee is confident but consults with others when in doubt in particular situations.

It is important to remember that all counselors, regardless of their developmental level, have good and bad days. The development of a graduate student can be very trying and difficult at times. It is important to realize that this process is normal. If the developing counselor knows what this process entails, hopefully the ups and downs along the way won't be as unsettling and earth shattering. Hopefully it will be easier to discuss this process with site supervisors, peers, advisors and faculty members, knowing one is not alone in this process.

Stoltzenberg, C. & Delworth, U. (1987). *Supervising Counselors and Therapists*. San Francisco: Jossey-Bass.

Graduate Student Stress and Self-Care

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

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

Techniques to Consider:

1. Maintain relationships with family and friends. If you are not from Colorado, call friends and family frequently and keep them as part of your support system.
2. Take time to eat and sleep properly. Students will not be able to function at their best if their bodies are not fueled appropriately. Carry an apple or an orange with you instead of grabbing a candy bar out of the vending machine. Carry water with you instead of drinking a caffeinated beverage. Healthy snacking throughout the day is vital to your health and well-being. Getting eight hours of sleep per night is a good way to maintain and maximize resilience and buffer stress.
3. Take time off weekly, especially during the weeks when you feel you cannot. 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 (papers, readings, finances, loneliness, loss of lifestyle, a returned paper or test), talk to another student. Chances are that other students are experiencing or have experienced a similar reaction. Reach out to students within and outside of your cohort as students further along in the program may be able to offer a helpful perspective.
5. Take time to enjoy your cohort. This is the group with whom you spend the most time. Do your best to make some of this time full of laughter and camaraderie instead of remaining focused only on academics.
6. Remember that you are in a training program and that this experience begins upon admission. It is not helpful to compare yourself to others; instead remain focused on the progress you are making with the path you have set for yourself. The program values collaboration – not competition between students.
7. Maintain outside interests including physical activity, music, movies, and time with friends and family.
8. Exercise regularly. DU has a state-of-the-art gym with free access to students.
9. Enjoy fabulous and diverse restaurants around DU: Isle of Singapore, Tokyo Bowl, Pete's Café, John Holly Asian Bistro, Little India, Poppies, Kokoro, Kiki's Japanese Restaurant, Sushi Den, Washington Park Grille, Jordan's Bistro and Pub, Spicy Thai, etc. (these were tested and recommended by Ruth).
10. If possible, socialize and make friends with people outside of the program.
11. While relationships with spouses 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. Students with multicultural backgrounds and interests and those who value their ethnic heritage are encouraged to contact student organizations on campus. Contact the Center for Multicultural Excellence (303-871-2942), for current programming information and opportunities.
13. International Students are encouraged to stay in touch with other international students through the International Student and Scholar Services (303-871-4912).

Degree and Course Work Plans

1. The College requires students to complete their Course Work Plan by the end of Fall quarter of their first year of study. This form must be signed by you and your advisor and turned in to the Office of

Academic Services (OAS). If students are opting to complete the program in one year, they **must** have this form completed as soon as possible. A blank course work plan is located at the end of this handbook and online at <http://www.du.edu/education/resources/current-students/coursework-plans.html>.

2. All courses taken for elective credit must be approved by the student's advisor.
3. Many courses are only offered once a year. Some electives may be offered every other year. Thus, when planning schedules, it is helpful to consult the *Sample Plan of Study*. Be advised, however, that the timing of some course offerings can, and do, change. When in doubt, **check with your advisor**. Don't depend on word of mouth from students from prior years. Some things change from year to year.
4. Be advised that although the courses that you can take during your first year are limited, there is generally more flexibility at the beginning of your second year. Both years, some classes are held in the evening. It is important to keep this in mind when committing to a long-term job.
5. Try to avoid incompletes if possible. Some students will get an incomplete in Fieldwork if they delay choosing a practicum site. The "I" remains on your transcript along with the new grade. Thus, try to complete all work within the quarter--no one wants to spend vacation time writing papers. On the other hand, in some situations, an incomplete is necessary and helpful.
6. Refrain from **course work overload**. A full-time load at the graduate level is **8 -12 credits per quarter**. Ask professors and second-year students about course requirements before scheduling. In addition, keep the following in mind:

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

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

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

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

School Counseling Internship I), students may receive supervision from doctoral level students taking a Counseling Supervision class. This option will be voluntary.

Transfer Credit

Transfer credit toward a Master's degree is limited to 10 quarter hours. Documentation of transfer credit must be completed during the first quarter of attendance and must be approved by the student's faculty advisor and program coordinator in writing. Please refer to the Transfer of Credit Policy found in the Graduate Policy and Procedures Manual:

http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf.

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

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

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

Course Work Outline

NOTE: By the end of the first quarter of the program, students must file their Course Work plan in the Office of Academic Services. Course work plans are coordinated with the student's advisor. Consultation with the advisor should take place quarterly.

I.	Morgridge College of Education Requirements: 7 hrs.	
A.	Foundations	
	CFSP 4312 - Learning Applications and Analysis	3 qtr. hrs.

B.	Research Requirement	
	RMS 4900 – Educational Research and Measurement	4 qtr. hrs.

II.	Program Requirements: 54 hrs.	
	CNP 4702 – Introduction to Assessment	3 qtr. hrs.
	CFSP 4311 – Child Development	3 qtr. hrs.
	CNP 4641 – Adolescent Development	3 qtr. hrs.
	CNP 4740 –Basic Counseling Techniques	4 qtr. hrs.
	CNP 4700 – Counseling Theory	3 qtr. hrs.
	CNP 4710 – Career Counseling	3 qtr. hrs.
	CNP 4720 – Group Counseling Theory	3 qtr. hrs.
	CNP 4730 – Program Development and Evaluation	3 qtr. hrs.
	CNP 4741 –Intermediate Counseling Techniques	4 qtr. hrs.
	CNP 4743 – Fieldwork in Counseling	1 qtr. hr.
	CNP 4760 –School Counseling Practicum, winter quarter	4qtr. hrs.
	CNP 4755 – M.A. Counseling Clinic (2credits each/2 qtrs.) **	4 qtr. hrs.
	CNP 4773 – Diversity: Multicultural Counseling Psychosocial Issues	3 qtr. hrs.
	CNP 4795 – MA Counseling: Legal and Ethical Issues	3 qtr. hrs.
	CNP 4761 – School Counseling Internship 1, spring quarter	4 qtr. hrs.
	CNP 4762 – School Counseling Internship 2 (1 credit each/3 qtrs.)	3 qtr. hrs.
	CNP 4776 – Family Counseling	3 qtr. hrs.

Other Requirements: 9 hrs.

CFSP 4303– Risk, Resiliency, and Prevention	3 qtr. hrs.
CFSP 4342 – Crisis Intervention and Prevention	3 qtr. hrs.
CFSP 4305 – Exceptional Child: Biomedical & Psychosocial Aspects	3 qtr. hrs.

III.	Possible Electives: 2 hrs. min.	
	CNP 4777 – Counseling Children and Adolescents	3 qtr. hrs.
	CNP 4784 – Psychopathology	3 qtr. hrs.
	CNP 4797 – Counseling Addictive Behaviors	3 qtr. hrs.
	CNP 4772 – Diversity Seminar (a series of 1 credit courses)	1 qtr. hr.
	See other electives on pages 47-57 in the Handbook.	

Total 72 qtr. hrs.

Summary: MA Concentration in School Counseling

I.	MCE Requirements	7 hrs.
II.	Program Requirements	54 hrs.
III.	Other Requirements	9 hrs.
IV.	Electives	2 hrs. min.
		72 hrs. min.

**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.

School Counseling Concentration
Sample Plan of Study

You will find below a typical plan of study. Some courses must be taken in sequence while other courses can be taken as your schedule allows. For example, in the Fall of the first year, students should begin with Basic Counseling Techniques, Counseling Theory, Fieldwork 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 I, and may choose to add required courses listed in Year II. Comprehensive Exams are taken during Fall or Spring of Year II.

YEAR I			
FALL	CR	WINTER	CR
Basic Counseling Techniques *	4	Intermediate Counseling Techniques *	4
Counseling Theory*	3	Adolescent Development	3
Career Counseling	3	School Counseling Practicum*	4
Counseling Fieldwork*	1	Legal and Ethical Issues*	3
Diversity Seminar	3		
	11-14		11- 14
SPRING	CR	SUMMER	CR
School Counseling Internship 1*	4	Diversity Elective	1
Intro. to Assessment	3	Elective	3
Ed. Research & Measurement	4		4
Group Counseling	3		
	11-14		

*Must be taken during Year 1

YEAR II			
FALL	CR	WINTER	CR
School Counseling Internship 2	1	School Counseling Internship 2	1
Child Development	3	Program Development & Evaluation	3
Career Counseling or Diversity or Family Counseling	(3)	<u>Counseling Clinic</u>	2
<u>Counseling Clinic (if not taken year 1)</u>	2		6
	6-9		
SPRING	CR	Other Required Courses	CR
School Counseling Internship 2	1	Risk, Resiliency, and Prevention	3
Learning Applications and Analysis	3	Crisis Intervention and Prevention	3
<u>Group Counseling Theory</u>	3	<u>Exceptional Child: Biomed. & Psych. Aspects</u>	3
	7		9

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

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

Course Work Outline

NOTE: By the end of the first quarter of the program, students must file their course work plan in the Office of Academic Services. Course work plans should be coordinated with and approved by the student's advisor. *Consultation with the advisor should take place quarterly.*

I. Morgridge College of Education Requirements: 6 hrs. min.

A. Foundations

CFSP 4312 - Learning Applications & Analysis 3 qtr. hrs.

B. Research

One of the following three:

RMS 4930 – Empirical Research Methods 3 qtr. hrs.

RMS 4900 - Educational Research and Measurement 4 qtr. hrs.

RMS 4910 – Introduction to Statistics (Optional)** 5 qtr. hrs.

** This course is helpful for students intending to apply to doctoral programs

II. Program Requirements: 47 hrs. min.

One of the following three:

CFSP 4311 - Child Development 3 qtr. hrs.

CNP 4641 - Adolescent Development 3 qtr. hrs.

CNP 4642 - Adult Development 3 qtr. hrs.

Plus:

CNP 4700 - Counseling Theory 3 qtr. hrs.

CNP 4702 - Introduction to Assessment 3 qtr. hrs.

CNP 4710 - Career Counseling 3 qtr. hrs.

CNP 4720 - Group Counseling Theory 3 qtr. hrs.

CNP 4730 – Counseling Psych Program Development & Evaluation 3 qtr. hrs.

CNP 4740 - Basic Counseling Techniques 4 qtr. hrs.

CNP 4741 - Intermediate Counseling Techniques 4 qtr. hrs.

CNP 4743 - Fieldwork in Counseling 1 qtr. hrs.

CNP 4750 - Counseling Psychology Practicum: Beginning 10 qtr. hrs.

CNP 4755 – M.A.-Counseling Clinic (2 qtrs, each 2 credit) ** 4 qtr. hrs.

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues 3 qtr. hrs.

CNP 4795 - MA Counseling: Legal/Ethical Issues 3 qtr. hrs.

III. Electives: 2 hrs. min.

See electives on pp. 47-51 **Total 55 qtr. hrs.**

USummary: Concentration One, MA in Counseling

I. MCE Requirements 6 hrs. min.

II. Program Requirements 47 hrs. min.

III. Electives 2 hrs. min.

55 hrs. min.

** 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.

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 Fall and Spring quarters. Students need to register for them the Quarter **prior** to taking them.

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques	4	Intermediate Counseling Techniques	4
Counseling Theory	3	Beginning Practicum	4
Career Counseling	3	Program Development & Evaluation	3
Counseling Fieldwork	1	Ethical & Legal Issues	3
Diversity Issues	3	Adolescent Development (Optional)	(3)
	14		14-17

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory	3	Beginning Practicum	2
Counseling Clinic	2	Research Requirement	3 min.
Beginning Practicum	4	Counseling Clinic	2
Adult Development (Optional)	(3)	Elective(s)	2 min.
Introduction to Assessment	3		
Learning Application & Analysis	3		
	15-18		9-12

Master's Program with a concentration in Clinical Mental Health Counseling (72 credits)

The Clinical Mental Health Counseling concentration has been designed to meet the requirements to become a Licensed Professional Counselor (LPC). Students who complete this program and two years of post-Master's work in the field can apply to become a Licensed Professional Counselor in the State of Colorado. **Other states may have other requirements.** Students completing this concentration often work in agencies or in community settings. This program requires two years and 72 quarter credits. It also includes a 200-hour practicum and a 600-hour internship. **Students may want to consider taking 81 credits in order to meet CACREP standards in other states. Students are strongly recommended to meet with their advisors before submitting their course plans.**

Course Work Outline

I. Morgridge College of Education Requirements: 6 hrs. min.

A. Foundations

CFSP 4312 - Learning Applications and Analysis 3 qtr. hrs.

B. Research

One of the following three:

RMS 4930 - Empirical Research Methods 3 qtr. hrs.

RMS 4910 - Introduction to Statistics 5 qtr. hrs.

RMS 4900 - Educational Research and Measurement 4 qtr. hrs.

II. Program Requirements: 51 hrs. min.

CNP 4702 - Introduction to Assessment 3 qtr. hrs.

CNP 4700 - Counseling Theory 3 qtr. hrs.

CNP 4710 - Career Counseling 3 qtr. hrs.

CNP 4720 - Group Counseling Theory 3 qtr. hrs.

CNP 4730 - Program Development and Evaluation 3 qtr. hrs.

CNP 4740 - Basic Counseling Techniques 4 qtr. hrs.

CNP 4741 - Intermediate Counseling Techniques 4 qtr. hrs.

CNP 4743 - Fieldwork in Counseling 1 qtr. hrs.

CNP 4750 - Counseling Psychology Practicum: Beginning 8 qtr. hrs.

CNP 4751 - MA Internship (3 qtrs/1 credit each) 3 qtr. hrs.

**CNP 4755 - M.A. Counseling Clinic (2 qtrs/2 credit each) 4 qtr. hrs.

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues 3 qtr. hrs.

CNP 4795 - MA Counseling: Legal/Ethical Issues 3 qtr. hrs.

Two of the following three:

CFSP 4311 - Child Development 3 qtr. hrs.

CNP 4641 - Adolescent Development 3 qtr. hrs.

CNP 4642 - Adult Development 3 qtr. hrs.

III. Electives: 15 hrs. min.

Electives are on pages 47-51 72 qtr. hrs.

Summary: Concentration Two, MA in Clinical Mental Health Counseling

I.	MCE Requirements	6 hrs. min.
II.	Program Requirements	51 hrs. min.
III.	Electives*	15 hrs. min. 72 hrs. min.

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

Passing the program comprehensive exam is also required.

*Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility. (See page 25.)

Clinical Mental Health Counseling Concentration (72 credit hours)
Sample Plan of Study

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

YEAR I

FALL	CR	WINTER	CR
Basic Counseling Techniques *	4	Intermediate Counseling Techniques *	4
Counseling Theory*	3	Beginning Practicum*	4
Career Counseling or Diversity*	3	Ethical and Legal Issues*	3
<u>Counseling Fieldwork*</u>	<u>1</u>		
	11		11
SPRING	CR	SUMMER	CR
Group Counseling Theory	3	Elective	3
Beginning Practicum*	4	<u>Elective</u>	<u>3</u>
Intro. to Assessment	3		6
Ed. Research & Measurement (Optional)	(4)		
	10-14		

YEAR II

FALL	CR	WINTER	CR
M.A. Internship	1	M.A. Internship	1
Career Counseling or Diversity	3	Program Development & Evaluation	3
Elective	3	Elective	3
Empirical Research Methods (Optional)	(3)	Counseling Clinic	2
<u>Counseling Clinic</u>	<u>2</u>	Child Development (Optional)	(3)
	9-12	<u>Adolescent Development (Optional)</u>	<u>(3)</u>
			9-15
SPRING	CR		
M.A. Internship	1		
Adult Development (Optional)	(3)		
Elective	3		
Learning Applications & Analysis	3		
<u>Ed. Research & Measurement (Optional)</u>	<u>(4)</u>		
	7-14		

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

The Clinical Mental Health Counseling track has been designed to meet the requirements to become a Licensed Professional Counselor (LPC). Students who complete this program and two years of post-Master's work in the field can apply to become a Licensed Professional Counselor in the State of Colorado. **Other states may have other requirements.** Students completing this concentration often work in agencies or in community settings. This program requires two years and 72 quarter credits. It also includes a 200-hour practicum and a 600-hour internship. Students are strongly recommended to meet with their advisors before submitting their course work plans. **Students may want to consider taking 81 credits in order to meet CACREP standards in other states. Students are strongly recommended to meet with their advisors before submitting their course plans.**

Course Work Outline

I. Morgridge College of Education Requirements: 6 hrs. min.

A. Foundations

CFSP 4312 - Learning Applications and Analysis	3 qtr. hrs.
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B. Research

One of the following three:

RMS 4930 - Empirical Research Methods	3 qtr. hrs.
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RMS 4910 - Introduction to Statistics	5 qtr. hrs.
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RMS 4900 - Educational Research and Measurement	4 qtr. hrs.
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II. Program Requirements: 51 hrs. min.

CNP 4702 - Introduction to Assessment	3 qtr. hrs.
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CNP 4700 - Counseling Theory	3 qtr. hrs.
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CNP 4710 - Career Counseling	3 qtr. hrs.
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CNP 4720 - Group Counseling Theory	3 qtr. hrs.
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CNP 4730 - Program Development and Evaluation	3 qtr. hrs.
---	-------------

CNP 4740 - Basic Counseling Techniques	4 qtr. hrs.
--	-------------

CNP 4741 - Intermediate Counseling Techniques	4 qtr. hrs.
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CNP 4743 - Fieldwork in Counseling	1 qtr. hrs.
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CNP 4750 - Counseling Psychology Practicum: Beginning	8 qtr. hrs.
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CNP 4751 - M.A. Internship (3 qtrs/1 credit each)	3 qtr. hrs.
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**CNP 4755 - M.A. Counseling Clinic (2 qtrs/2 credit each)	4 qtr. hrs.
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CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues	3 qtr. hrs.
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CNP 4795 - MA Counseling: Legal/Ethical Issues	3 qtr. hrs.
--	-------------

Two of the following three:

CFSP 4311 - Child Development	3 qtr. hrs.
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CNP 4641 - Adolescent Development	3 qtr. hrs.
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CNP 4642 - Adult Development	3 qtr. hrs.
------------------------------	-------------

III. Addictions Specialization Required Courses: 12 hrs. min.

CNP 4797 Counseling Addictive Behaviors	3 qtr. hrs.
CNP 4789 Pharmacology of Addictive Behaviors I & II	4 qtr. hrs.
CNP 4799 Infectious Diseases in Addictive Behaviors	2 qtr. hrs.
CNP 4787 Motivational Interviewing	3 qtr. hrs

IV. Electives: 3 quarter credits

Electives are on pages 47-51

Total 72 qtr. hrs.

Summary: Concentration Clinical Mental Health Counseling with Addictions Certification

I. MCE Requirements	6 hrs. min.
II. Program Requirements	63 hrs. min.
III. Addictions Requirements	12 hrs. min.
IV. <u>Electives*</u>	3 hrs. min.

72 hrs. min.

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

Passing the program comprehensive exam is also required.

*Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility. (See page 25.)

MASTER'S PROGRAM IN CLINICAL MENTAL HEALTH COUNSELING
WITH ADDICTIONS SPECIALIZATION
(72 CREDIT HOURS)
Sample Plan of Study

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

YEAR I

FALL	CR	WINTER	CR
Basic Counseling Techniques *	4	Intermediate Counseling Techniques *	4
Counseling Theory*	3	Beginning Practicum*	4
Career Counseling or Diversity*	3	Ethical and Legal Issues*	3
Counseling Fieldwork*	1		11
	11		
SPRING	CR	SUMMER	CR
Group Counseling Theory	3	Elective	3
Beginning Practicum*	4	Addictions Certification course	2-4
Intro. to Assessment	3		5-7
<u>Ed. Research & Measurement (Optional) (4)</u>			
	10-14		

YEAR II

FALL	CR	WINTER	CR
M.A. Internship	1	M.A. Internship	1
Career Counseling or Diversity	3	Program Development & Evaluation	3
Addictions Certification course	3	Addiction Certification course	2-4
Empirical Research Methods (Optional) (3)	(3)	Counseling Clinic	2
<u>Counseling Clinic</u>	<u>2</u>	Child Development (Optional) (3)	(3)
	9-12	Adolescent Development (Optional) (3)	
			8-13
SPRING	CR		
M.A. Internship	1		
Adult Development (Optional) (3)	(3)		
Addiction Certification course	2-4		
Learning Applications & Analysis	3		
<u>Ed. Research & Measurement (Optional) (4)</u>			
	6-15		

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

Some students wish to develop more advanced research skills as well as counseling skills. This concentration requires two years and 72 credit hours to complete. Students wishing to complete a Master's thesis must apply to participate in this track during the Winter quarter of the first year of the program. It is recommended they 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 unless they combine tracks 2 & 3. Some students have combined the community counseling and thesis option tracks although such a program usually requires more than 72 credits to complete. A thesis may be advantageous when applying to some doctoral programs. A thesis advisor is chosen based on mutual agreement between the student and professor. Typically the student develops a research project in conjunction with ongoing work done by the professor. **Students may want to consider taking 81 credits in order to meet CACREP standards in other states. Students are strongly recommended to meet with their advisors before submitting their course plans.**

Course Work Outline

I. Morgridge College of Education Requirements: 16 hrs min	
A. Foundations	
CFSP 4312 - Learning Applications and Analysis	3 qtr. hrs.
B. Research	
<u>One of the following two:</u>	
RMS 4930 – Empirical Research Methods	3 qtr. hrs.
RMS 4900- Educational Research and Measurement	4 qtr. hrs.
Plus:	
RMS 4910 – Introduction to Statistics	5 qtr. hrs.
CNP 4995 - Master's Thesis Research	5 qtr. hrs.
II. Program Requirements: 48 hrs min	
CNP 4702 - Introduction to Assessment	3 qtr. hrs.
<u>One of the following three:</u>	3 qtr. hrs.
CFSP 4311 - Child Development	3 qtr. hrs.
CNP 4641 - Adolescent Development	3 qtr. hrs.
CNP 4642 - Adult Development	3 qtr. hrs.
Plus:	
CNP 4700 - Counseling Theory	3 qtr. hrs.
CNP 4710 - Career Counseling	3 qtr. hrs.
CNP 4720 - Group Counseling Theory	3 qtr. hrs.
CNP 4730 - Program Development & Evaluation	3 qtr. hrs.
CNP 4740 - Basic Counseling Techniques	4 qtr. hrs.
CNP 4741 - Intermediate Counseling Techniques	4 qtr. hrs.
CNP 4743 - Fieldwork in Counseling	1 qtr. hrs.
CNP 4750 - Counseling Psychology Practicum: Beginning	8-10 qtr. hrs.*
CNP 4751 - MA Internship (3 qtrs/1 credit each)	3 qtr. hrs.*
CNP 4755 M.A. Counseling Clinic (2 qtrs/2 credit each) **	4 qtr. hrs.

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues	3 qtr. hrs.
CNP 4795 - MA Counseling Legal/Ethical Issues	3 qtr. hrs.

III. Electives: 8 hrs min

Total 72 qtr. hrs.

*If a student does not want to take Internship, 10 qtr. hrs. of Practicum must be taken. If the student takes Internship the second year, only 8 hrs. of Practicum will be taken in the first year (4 in Winter, 4 in Spring).

Summary: Concentration in Research

I. MCE Requirements	16 hrs. min.
II. Program Requirements	48 hrs. min.
III. Electives	8 hrs. min.

72 hrs. min.

** 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.

Research Concentration
Sample Plan of Study

In regard to some courses, students are expected to take course work in sequence (see courses marked with * below). This means students who enter the program should begin in the Fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Diversity or Career Counseling. Students should consult the class schedule for research, assessment and developmental courses, and elective courses. Students should note that most classes are 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 may be taken during Fall or Spring of year two.

YEAR I

FALL	CR	WINTER	CR
Basic Counseling Techniques*	4	Intermediate Counseling Techniques *	4
Counseling Theory*	3	Beginning Practicum*	4
Diversity	3	Ethical & Legal Issues*	3
Counseling Fieldwork*	1	Counseling Clinic**	2
	11		13

SPRING	CR	SUMMER	CR
Group Counseling Theory	3	Beginning Practicum*	2
Beginning Practicum*	4	Statistics	5
Introduction to Assessment	3	Elective (optional)	(3)
Counseling Clinic**	2		7-10
Ed. Research & Measurement (optional)	(4)		
	12-16		

YEAR II

FALL	CR	WINTER	CR
Empirical Research Methods (Optional)	(3)	Statistics	5
Career Counseling	3	Child OR Adolescent Development (optional)	(3)
Elective	3	Program Development & Evaluation	3
	6-9	Elective	3
			11-14

SPRING	CR	SUMMER	CR
Thesis Research	5	Thesis Defense	0
Adult Development (Optional)	(3)		
Learning Application & Analysis	3		
	8-11		

* Must be taken during Year 1.

** Beginning Counseling Clinic is taken for 2 consecutive quarters, either Winter-Spring or Spring-Summer during Year 1, or Fall-Winter during Year 2.

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

Student Academic Progress

Because students are in positions that involve serving the public, faculty monitor students' progress in several areas throughout the program. Faculty will evaluate students' progress on a yearly basis*. Students are informed by letter about the outcome of that evaluation. In addition, as students or as professionals in the field, counselors are expected to follow the Code of Ethics and Standards of Practice published by the American Counseling Association (2005) <http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx>. Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and may be grounds for dismissal from the program.

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

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

Practicum

Practicum Evaluation

If a student gets a "C" or below in practicum or internship for a quarter, the following steps will be taken:

1. The student will automatically be placed on probation (see section on Probation).

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

Practicum Hints

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

7. Be clear which concentration you are in so you can tell the site how many hours a week you will need on site. Students in the Clinical Mental Health Concentration need 200 hours over 2 quarters because you will also be doing a 600-hour internship over three quarters in the second year. School Counseling students need 200 hours over 2 quarters, plus a 600-hour internship in a school. Everyone else needs 400 hours over 3 quarters.
8. Be sure to include a cover letter when sending your resume in the mail to potential sites. You want this letter to summarize the highlights of your resume in case they don't bother to look at the resume, or the two documents become separated.
9. Sending "Thank you" notes is helpful after you have completed interviews. This reminds the supervisor that you are really interested in the position and acknowledges that you're appreciative of the time they took out of their schedules to interview you.
10. **BE PERSISTENT!!!** Many organizations (especially mental health clinics) are slow in returning calls. If you do not hear from a site for a week and a half, don't be afraid to call them back. Sometimes the message does not get passed along in the first place. Also, calling to verify that your cover letter, application, and resume were received is a good "cover" for checking back with an organization that is slow in contacting you.
11. First year practicum can be done with populations from various and diverse backgrounds -- including adolescents and adults.
12. After scheduling an interview, consider how you would like to present yourself. Even if the site is a shelter or other "laid-back" organization, you want to make the best impression possible. If you take yourself seriously, others will, too!
13. When interviewing, be sure to take your time in answering questions. Responding with, "That's a good question - let me think about that for a moment" is much better than charging ahead without knowing where you're going. You will be respected more as an interviewee if you put some thought into your answers.
14. Always have questions to ask the interviewers. Following this section is a list of possible questions you can anticipate being asked, as well as good questions to ask your interviewer. Also, make sure that there will be a full hour of supervision per week on site; this is not only a contract requirement, it is vital to your growth as a counselor.
15. Along those lines, it might be in your best interest to discuss, in detail, the type of clientele with whom you will be working. You need to make an attempt to have a good match between your ability level, your personality, and your past experience. Realistically, however, in some situations a perfect match is not possible. Again, your Fieldwork professor will be helpful in evaluating the match between you and your potential site.
16. As you continue through the interview process, it will be important to review the contract with your potential supervisor. If the site is unable to meet your particular requirements, it is not in your best interest to continue with the application process. You **MUST** have supervision for one hour per week on site; you **MUST** be able to audio or videotape your counseling sessions; you **MUST** be able to complete the required hours of direct client time. This last "MUST" sounds simple enough, but several students in the past have run into difficulty meeting this requirement, especially at sites where few individual client hours are available.
17. Good luck! You have many resources available to you - don't be afraid to utilize them. Remember, ask other students about their experiences looking for Practicum sites.
18. Be supportive of one another. This is not a competition. Everyone will get a site; sometimes it just takes a while. Before you commit to a site, be very certain that that is where you want to be. It is

Comment [cmc1]: This should be #18.

- very inappropriate to change your mind and withdraw from a site because they may have turned other students down based on your acceptance. It does not reflect well on you, the program, or the University, so please be thoughtful about your decision.
19. All students are required to get malpractice insurance for practicum and internship. This can be obtained from APA or ACA and will be discussed in Fieldwork and Practicum courses.
 20. All students are also required to register with the Colorado Department of Regulatory Agencies before beginning Practicum (see below).

Practicum Interviews

Questions you should ask your interviewer(s):

1. What theoretical orientations are used?
2. How do the different disciplines (psychiatrists, social workers, psychologists, nurses, etc.) interact and work together?
3. What would a typical day be like for a trainee?
4. What types of psychopathology am I likely to encounter? How much diversity is there in type of problem and severity?
5. What are the strengths (and weaknesses or limitations) of the site?
6. How are supervisors (and rotations) decided?
7. How many practicum slots are available? Are any of them funded? Are any pre-allocated to a certain university?
8. How much interaction occurs between trainees?
9. How many hours of supervision each week? What kind?
10. Can I talk to an intern?
11. Are group counseling services offered here?
12. Will I be able to co-lead/co-facilitate a group?
13. Please describe multicultural diversity as it applies to your professional staff, the client population served, and your agency's services.

Non-Practicum Clinical Positions

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

Registration information and downloadable forms are available from the agency's web site at:

<http://www.dora.state.co.us/mental-health/index.htm>

Master's Degree Internship Information

CNP 4751 – M.A. Internship and CNP 4762 – School Counseling Internship 2: 600-hour supervised field experience for second-year Master's students with weekly seminar. Prerequisite: Successful completion (B- or better) of CNP 4750, or 4760 and 4761. 1 credit hour each quarter for 3 quarters.

Class Objective: You are required to work 600 hours over three quarters at your internship site. A minimum of 150 of your hours must involve direct client contact. A minimum of 75 hours must be spent doing individual counseling. Your internship supervisor must agree to the conditions in the internship contract.

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

General Hints about the Program and Procedures

Get familiar with the Office of Academic Services. This is where your official file is kept and where you will carry out much of your business related to graduate school and the Morgridge College of Education. The phone number is 303-871-2112.

Counseling Psychology faculty mailboxes are located in the second floor copy/workroom of Ruffatto Hall. Student mail folders are located in one of the file cabinets outside the Counseling Psychology faculty offices. Each student has a file folder in the top drawer of the cabinet. Master's students' files start in the front of the top drawer and Doctoral students' file folders start in the middle.

1. Although there are numerous options available for financial aid and scholarships, it has been found that the majority of Master's students need to work at least part-time. Don't be discouraged; it is possible to juggle school work, practicum, and a part-time job. Keep in mind, however, that you need to take care of yourself, so schedule time during the week to pamper yourself. This is a must!
2. **A quality digital recorder is essential for this program.** Ideally, this would be a small digital recorder as they tend to be more convenient and less obtrusive when recording a session. Get to know people who have equipment they are willing to loan. Many will loan them out. Some students have also purchased transcribers which are helpful in practicum.
3. Try to avoid incompletes if possible. Some students will get an incomplete in Fieldwork if they delay choosing a practicum site. The "I" remains on your transcript along with the new grade.

Thus, try to complete all work within the quarter--no one wants to spend vacation time writing papers. On the other hand, in some situations, an incomplete is necessary and helpful.

4. Keep a schedule of your activities and commitments. While you may feel rather compulsive writing everything down, it certainly helps to feel organized. Organization may reduce last minute anxiety.
5. 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.)
6. **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 also available when you are in need of advice and information about your own mental health and sanity.

Meetings

Student and Faculty Informational Meetings

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

Research Meetings

Faculty welcome and encourage Master's students to join research groups on specific topics. Participants frequently have an opportunity to present posters at national and regional conferences or coauthor papers.

Program Faculty Meetings

These meetings take place once a month. Generally, the two student representatives from the MA and doctoral programs attend the faculty meetings. The MA and Ph.D. student representatives are usually elected by classmates at the beginning of the academic year. If you are interested, let the Program Coordinator know. If students have a concern, they may ask a student representative to present it to the faculty or they may petition the faculty by letter addressed to the Program Coordinator. If you plan to petition the faculty, it is useful to talk to the Program Coordinator or another faculty member before writing a letter.

College of Education Student Association (COESA)

Each graduate department at DU has a Graduate Student Association (GSA), including the Morgridge College of Education Student Association (COESA). A representative from Counseling Psychology attends COESA meetings and represents students' concerns and interests. In addition, there is a COESA representative who attends the Graduate Student Association Council (GSAC) meetings. GSAC is the student government for the entire DU graduate student population.

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

Student Support Groups

Each entering class is strongly encouraged to develop a student support group. Previous first year classes have found the support group to be an extremely valuable extracurricular activity and an excellent way to develop group cohesiveness and camaraderie.

Mentoring Relationship between New and Second Year Students

Each entering student is strongly encouraged to develop a mentoring relationship 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.

Penrose Library and Other Local Libraries

Libraries are listed according to their distance from DU: Libraries close to DU are listed first and those farther from DU are listed last. Please note that hours change between quarters/semesters and during the summer sessions.

Penrose Library

The library is currently undergoing renovation. Books can be requested online and may be picked up in the Ballroom on the second floor of the Driscoll Center on the north side of the bridge over Evans.

Phone Numbers

Research Center	(303) 871-2905
Writing Center	(303) 871-7448
Circulation/ Access Desk	(303) 871-3707

Library Resources: Books and Articles

Penrose Library contains millions of research resources, many of which are available electronically from the library's webpage at <http://library.du.edu>. Search for books by using the **Find Books and More** search box on the library's main page. You can do a quick search for journal articles by using the **Find Articles** search box to search popular article indexes such as *Academic Search Complete* or *Google Scholar*. For more in-depth research, click on the **Databases by Subject** link and choose Psychology. Article databases useful for counseling psychology include *PsycINFO* and *ProQuest Psychology Journals*. When using the databases, use the **Article Linker** button to find the full-text of an article. Most of the library's journals are available online. To see a complete list of journals, use the **E-journal Finder** link on the main library site.

If the library does not have the item you need, you can use **Prospector** or **Interlibrary loan** to request the item from another library. Prospector is a unified catalog of 23 academic, public and special libraries in Colorado. Through Prospector you have access to over 13 million books, journals, sound recordings, films, videotapes and other materials held in these libraries. With a single search you can identify and borrow materials from these collections. Requested materials usually arrive at Penrose within 2-5 days. Use InterLibrary Loan to request journal articles and other items not available through Prospector. Penrose Library will borrow the item for you from another library across the country or even around the world!

To access the library's resources from off-campus, log in with your DU ID and password.

Borrowing Materials

You will need your DU ID to check-out materials. MA students can check out books for 10 weeks. Doctoral students have a loan period of one academic year. For complete information on borrowing library materials, go to the library's homepage, click on **Students**, and then go to the **Borrowing & Lending Privileges** link.

Research Assistance

Reference Librarians are available to help you find resources (books, articles, and websites) for papers, class projects, theses, or dissertations. For help, stop by the **Research Center** on the main floor of the library, call (303) 871-2905, fill out the **Ask a Research Question** form, or chat with us through the **Chat With a Librarian** service. **You can also schedule a consultation with a research librarian in the Research Center.** For more information on the Research Center, please go to the library's homepage and choose the **Research Help** option under the Student menu.

Research Librarian for the Morgridge College of Education:

Carrie Forbes
(303) 871-3407
carrie.forbes@du.edu

Local Area Libraries

For a complete list of local area libraries available to DU students, please see
<http://library.du.edu/site/users/otherLibraries.php>.

Auraria Library: (303) 556-2805 library.ucdenver.edu/ (11th and Lawrence)

Check the website for library hours.

UCD Anschutz Medical Campus Health Sciences Library: (303) 270-7460,
<http://www.ucdenver.edu/pages/ucdwelcomepage.aspx>

Check the website for library hours.

Note: As a DU graduate student, you may obtain a library card free of charge. The library has a great selection of journals but the availability of psychology journals is better at C.U. Copy charges are 10 cents and you may purchase a copy card at the circulation desk for 8 cents per copy. Books may be checked out for two weeks.

Norlin Library: (303) 492-8705 <http://ucblibraries.colorado.edu/norlin/>
(University of Colorado at Boulder)

Check the website for library hours.

Hints: You must register your DU card in order to take out books. To get to Norlin, take US 36 (Boulder turnpike), exit at Baseline, turn left on Baseline, turn right on Broadway, follow signs to parking structure. The library is approximately 1 block from the parking lot.

Policies and Procedures of the Counseling Psychology Program

There are three sets of policies and procedures that apply to Master's students in Counseling Psychology. One set is the University of Denver Honor Code (http://www.du.edu/studentlife/studentconduct/honor_code_2011-2012.pdf). The second set is from the Morgridge College of Education, and the third set is from the Counseling Psychology Program. The following provides a select offering of policies and procedures that specifically affect Counseling Psychology Master's students. However, this is not an exhaustive list. Students should refer to the Morgridge College of Education Bulletin and check with the Morgridge College of Education Office of Admissions for copies of the policies and procedures that are College-wide in their applicability.

Due Process

When students do not follow program or university policies, they may be placed on probation and/or ultimately dismissed from the program. While these instances are rare, should they occur, due process procedures will be followed. Students will be informed in writing if they are placed on probation and will have the right to appeal the decision. In other words, students have a right to know specifically and in writing the concerns the faculty have in regard to their academic progress, their interpersonal or practice effectiveness, their attendance, or their ethical behavior. Second, students have a right to respond to those concerns, personally or in writing. Third, students have a right to appeal the faculty's decision.

If students appeal the faculty's decision, that appeal and the reasons for it should be submitted to the faculty in writing. Once a decision has been made regarding the appeal, students have a right to know the basis for the decision. If students remain dissatisfied, the usual University appeal procedure should be followed (i.e., first, the Associate Dean of the Morgridge College of Education should be contacted).

Procedure for Academic Grievances for Graduate Students

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the [Graduate Studies manual on Grade Appeals and Academic Grievances](#) for further information.

Reasons for Probation and Dismissal

Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students, you should know such behavior is unacceptable and, according to the DU Student Honor Code (http://www.du.edu/studentlife/studentconduct/honor_code_2011-2012.pdf), provides grounds for placing a student on probation or dismissing them from the University.

In the Counseling Psychology Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests. Students prepare together for exams and often share notes, references,

etc. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have "friends" from whom to borrow assignments, to the student whose work is being "borrowed" without credit, and to the student who is "borrowing" the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.

Plagiarism

It is and has been unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2002) Code of Ethics. As a result, the Program faculty want to clarify that it is similarly unacceptable in our Program to "borrow" another professional, researcher, writer, or student's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy verbatim something written or published by others.

Lack of Academic Progress

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

Lack of Professionalism and Unethical Behavior

As students or professionals, counselors are expected to follow the American Counseling Association Code of Ethics and Standards of Practice (American Counseling Association, 2005) and the DU "Code of Student Conduct." Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, personal, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If the terms of probation are not met or remediation is not successful as determined by the faculty, students may be dismissed from the program (see "Appeal Procedures" in the MCE Bulletin).

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

Agencies and Students:**Workers' Compensation, Liability Insurance, and Potential Risk**

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

Workers' Compensation Coverage

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

Liability Insurance Coverage

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

Notice of Potential Risk

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

Faculty Serving in Multiple Roles with Students

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

Clinic

All students, during their first year and a half, enroll in two 2-credit clinic courses which require them to work one evening or afternoon a week for two quarters in the Counseling and Educational Services Clinic (C&ES) operated jointly by the Counseling Psychology and School Psychology programs.

The purpose of the Clinic training experience is as follows:

1. To serve as a training site for Master's and doctoral level students in the Counseling Psychology and School Psychology programs 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 feedback. They also participate as a part of a reflection team. There are opportunities for research, supervision, and other experiences.
2. To serve as a research facility for students and faculty in these programs.
3. To offer a community service by providing testing/assessment and individual, couples, family and group counseling and consultation for persons with educational, career, personal, family or other life transitional concerns at a reasonable cost (sliding scale).
4. To provide consultation and intervention for schools and other agencies dealing with school-related problems.

Comprehensive Examinations – MA Students

General content areas include:

- | | |
|---|-------------------------|
| 1. Individual counseling: Theory and practice | 2. Assessment |
| 3. Group counseling: Theory and practice | 4. Career counseling |
| 5. Program evaluation | 6. Multicultural issues |
| 7. Human development | 8. Ethics |

Comprehensive exams are offered in Fall and Spring quarters. Students must register one quarter in advance through the MCE Office of Academic Services.

Licensure

Frequently Asked Questions about Licensure (taken from the Colorado Department of Regulatory Agencies website: <http://www.dora.state.co.us/mental-health/faqs.htm#LPCfaqs>.

Professional Counselors

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

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

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

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

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

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

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

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

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

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

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

A. The total amount to be completed over a minimum of 24 months is 2,000 hours of experience and 100 hours of supervision (done concurrently). Of the 100 required supervision hours, 70 hours must be individual, face-to-face supervision. The Board does not require that applicants accumulate a certain number of hours per month. IMPORTANT: Post-degree supervised experience may not begin until the degree is completed/conferred and the applicant has obtained a counseling position with appropriate supervision. If requirements for the degree were completed before degree was conferred (e.g., completed requirements in December, but degree was not conferred until June of

the following year), applicant must provide a letter from the department head attesting to that fact. See Rule 17 of the [LPC Board Rules](#) for more specific information.

Q. Can applicants take more than two years to complete post-degree supervised experience?

A- Yes. Applicants have five years to complete all requirements for licensure from the date they make application with the Board.

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 is licensed in does not verify requirements met, or if the requirements are not equivalent, the applicant must provide appropriate documentation proving equivalency of such.

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

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

Q. What is the Jurisprudence Examination requirement?

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

Q. What is the Jurisprudence Examination?

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

Licensed Professional Counselors

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

School Counselor Licensing Information

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

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

Colorado license application information and application:
http://www.cde.state.co.us/cdeprof/Licensure_main.asp

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

Counseling Psychology Faculty

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

Patton Garriott, PhD., University of Missouri, 2012. Assistant Professor. Research interests: Multi-cultural counseling and development, career development, research methodology, counseling adolescents and adults. (KRH-253, patton.garriott@du.edu)

Mary Gomez, Ph.D., University of Denver, 1995. Clinical Assistant Professor and Training Director. Licensed Psychologist, Licensed School Counselor. Research interests: Group counseling; multicultural counseling; drug and alcohol use among adolescents. (KRH 263, 303-871-4522, email: Mary.Gomez@du.edu.)

Comment [cmc2]: Correct title?

Cynthia McRae, Ph.D., University of Iowa, 1987. Professor. 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 261, 303-871-2475, e-mail: cmcrae@du.edu)

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

Maria Riva, Ph.D., University of Pittsburgh, 1990. MCE Associate Dean. Professor. Research interests: Adolescent development; supervision; group theory; multicultural counseling in groups, and group leadership. (KRH 322, 303-871-2484, e-mail: maria.riva@du.edu)

Patrick Sherry, Ph.D., ABPP, University of Iowa, 1981. Associate Professor and Program Director. Licensed Psychologist. Research interests: Psychological trauma, job stress and fatigue management in business and industry; psychological assessment of managers, international workforce development and training. (KRH 262, 303-871-2495, e-mail: psherry@du.edu)

Jesse N. Valdez, Ph.D. University of Wisconsin, 1985. Associate Professor. Licensed Psychologist. Research interests: Multicultural behavioral mental health and psychology; bicultural/bilingual (English/Spanish) counseling and psychotherapy; health psychology. (KRH 259, 303-871-2482, e-mail: jevaldez@du.edu)

Maximillian Wachtel, Ph.D., University of Denver, 2001. Clinical Assistant Professor. Licensed Psychologist. Research interests: Group psychotherapy and training in community mental health centers. (KRH 352, 303-871-7490, email: mwachtel@du.edu)

Related Faculty

Kathy Green, Ph.D., University of Washington, 1981. Professor. Research interests: item response theory; conjoint measurement; test use and development; survey design; and health care indices. (KRH 233, 303-871-2490, e-mail: kgreen@du.edu)

Gloria Miller, Ph.D., University of Wisconsin - Madison, 1982. Professor. Research interests: Cognitive development and reading and literacy strategy research, the prevention of conduct disorders in children and adolescents, family-based intervention. (KRH 254, 303-871-3340, e-mail: glmiller@du.edu)

Instructors

J. Michael Faragher, Psy.D., University of Northern Colorado, 1993. Instructor. Licensed Psychologist. Director, Problem Gambling Treatment & Research Ctr., University of Denver.

Counseling Psychology Course Descriptions

CNP 4641 - Adolescent Development

Physical, cognitive, emotional, social, and moral development in adolescents with emphasis on interaction of various aspects of development within an environmental context; focus on normal development with exploration of special problems of adolescents, e.g., substance abuse, teen-age pregnancy, eating disorders and delinquency; critical study, and discussion of literature on adolescence and interviews with adolescents. 3 Credit Hours

CNP 4642 - Adult Development

Literature on normal development of adult thinking and problem-solving processes and the self esteem. Physiological changes and relationship between cognitive development and developmental tasks of adults included. 3 Credit Hours

CNP 4700 - Counseling Theory

Basic counseling theories and philosophical principles as a foundation for professional training including history, concepts, techniques and trends. 3 Credit Hours

CNP 4702 - Introduction to Assessment

Psychological instruments used to assess social, educational, emotional, personality, language, intellectual, behavioral, and perceptual development of adolescents; required practice in administering instruments. Prerequisite: adviser's permission and statistics. 3 Credit Hours

CNP 4705 - History & Systems of Psychology

Historical and philosophical basis of modern psychological theories; basic issues as related to major school of psychology. (Permission of instructor required). 3 Credit Hours

CNP 4706 - Cognitive Assessment

This course provides students in Counseling Psychology with experience in individual intelligence, learning and memory, and neurocognitive screening test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed on synthesizing and integrating information from cognitive assessment with other sources to produce effective intervention and therapeutic recommendations. Issues regarding the use of such tests are discussed, as well as appropriate use in agencies and clinical practice. Permission of instructor required. Lab fee required. 5 Credit Hours

CNP 4710 - Career Counseling

Career development theories; career counseling and assessment techniques; applications of career counseling to special populations. Lab fee required. 3 Credit Hours

CNP 4720 - Group Counseling Theory

Theory and research on dynamics of group process, group treatment and leadership strategies; implications for group counseling and psychotherapy. Prerequisite: master's or doctoral student in

counseling or related field. 3 Credit Hours

CNP 4730 - Counseling Psychology Program Development & Evaluation

Development, evaluation strategies and techniques for human service agencies and schools; application of research and evaluation skills in applied settings. 3 Credit Hours

CNP 4740 - Basic Counseling Techniques

Basic counseling and interviewing skills; emphasis on building counseling relationships and facilitating client's self-exploration; skills of empathy, advanced empathy, self-disclosure, confrontation and immediacy. Prerequisite: instructor's permission. 4 Credit Hours

CNP 4741 - Intermediate Counseling Techniques

Sample of counseling techniques and effectiveness with different types of clients. Prerequisite: CNP 4740. 4 Credit Hours

CNP 4743 - Fieldwork in Counseling

Introduction to the field of counseling with special emphasis on practicum placement. Prerequisite: admission to the MA program in counseling psychology. 1 Credit Hour

CNP 4750 - Counseling Psychology Practicum Beginning

Supervised practice in counseling for master's students. Prerequisite: CNP 4740, counseling psychology student. 2 - 4 Credit Hours

CNP 4751 - M.A. Internship

Yearlong, 600-hour supervised field practice for second-year master's students with weekly seminar. Prerequisite: CNP 4750, counseling psychology master's students. 1 Credit Hour

CNP 4755 – M.A. Counseling Clinic

On-campus experience counseling clients from the community with live supervision and observation. Prerequisite: MA student in counseling psychology. 1-2 Credit Hours, Maximum of 64 total

Comment [cmc3]: Is this the correct title?

CNP 4757 - M.A. Research Practicum 1 - 10 Credit Hours

CNP 4760 – School Counseling Practicum

A minimum of 100 hours supervised practice in School Counseling for Master's students in the School Counseling Concentration. Students must be supervised by a licensed school counselor. 2-4 Credit Hours

CNP 4761 – School Counseling Internship I

100-hour supervised field practice in a school setting for Master's students in the School Counseling Concentration, with weekly seminar. Students must be supervised by a licensed school counselor. 2-4 Credit Hours

CNP 4762 – School Counseling Internship 2

A minimum of 600-hour supervised field practice in a school setting for Master's students in the School Counseling Concentration, with weekly seminar. Students must be supervised by a licensed school counselor. 1 Credit Hour

CNP 4769 - Cognitive Behavioral Strategies

Historical perspective on cognitive and behavioral theories in psychology, assessment, treatment and evaluation from a cognitive-behavioral approach. Prerequisite: advanced master's or doctoral student. 3 Credit Hours

CNP 4771 – Counseling in Business & Industry

Introduction to various roles, interventions and issues encountered by counseling psychologists in business setting; major portion of seminar to consist of state-of-the-art presentations by practitioners. 1 - 5 Credit Hours

CNP 4772 - Diversity Seminar: Psychosocial Issues

Series of courses to analyze social and psychological impacts of oppression related to minority status, socioeconomic status, gender and family configurations; taught using an awareness and knowledge approach; implications for counseling; series includes general seminar and series of 1 credit follow-up seminars on particular topics, e.g., American Indian mental health, African-American mental health and women's mental health. Prerequisite: students must take the 3-credit general seminar prior to the individual seminars.

1 Credit Hour

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues

This course uses a social justice perspective to examine the impact of oppression of Americans considered having a minority status in the United States. Minority status is defined according to an individual's current experiences and/or his or her group's history of oppression in America. Issues and concepts related to ability, age, class, socioeconomic position, ethnicity, gender, race, religion, sexual orientation, and other issues of oppression will be examined. The course is designed to present a general introduction to multicultural and social justice concepts and issues in multicultural counseling. Due to the extensive amount of material in this area only some selected issues and topics will be presented. Students interested in more specific multicultural diversity topics should take the one-credit Counseling Psychology diversity seminars or courses offered in other University of Denver colleges and departments. Students will be involved in interactive learning including the application of awareness and knowledge of course concepts and issues to themselves as participants in counseling with clients who have experienced oppression. The course is designed for graduate students who are professionals-in-training in mental health, counseling, and counseling psychology. Students should have a basic understanding of professional counseling skills and be willing to participate in counseling role-play activities. However, please note that this is not a clinical skills training course. 3 Credit Hours

CNP 4776 - Family Counseling

Introduction, including survey of major theories and research, in-class demonstrations of techniques. Prerequisite: advanced Master's or doctoral student. 3 Credit Hours

CNP 4777 - Counseling Children/Adolescents

Seminar focused on unique issues involved in counseling children; theoretical and research literature and applications to counseling setting. Prerequisite: advanced Master's or doctoral student in counseling or equivalent program. 1 - 5 Credit Hours

CNP 4778 - Health Psychology

Overview of rapidly expanding field of health psychology; wide variety of topics dealing with role of psychological processes in health and health care; includes impact of stress on physical health, and psychological factors that determine health-related behavior, psychological aspects of delivery of health care, and assessment issues in health psychology. 3 Credit Hours

CNP 4784 - Psychopathology

Introduction to psychopathology and overview of several broad topics including schizophrenia, mood disorders and personality disorders. 3 Credit Hours

CNP 4785 Leadership Ed: Training Trainer

The purpose of this course is to introduce basic concepts of the use of Adventure Programming and Experiential Learning in applied counseling psychology. Participants will learn strategies for addressing and developing leadership techniques through a variety of activities including a service learning project. 1 to 5 Credit Hours

CNP 4787 – Motivational Interviewing

Motivational Interviewing is a client-centered collaborative style of therapeutic relationship designed to strengthen a person's motivation for and commitment to change. This class facilitates skill development in managing client ambivalence, eliciting change-talk and honoring the client's autonomy regarding taking steps toward a commonly agreed upon goal. 3 Credit Hours

CNP 4789 – Pharmacology of Addictive Behavior I and II

This class provides a solid base of knowledge about the drugs of abuse including what occurs physiologically with drug use and other addictive behaviors. Additionally, this course explores neuroscience and genetic research on addiction to better understand the changes in the brain that underlie drug use and addictive behaviors. 4 Credit Hours

CNP 4791 - Counseling Psychology Seminar: Counseling Couples

Introduction to couples counseling, including survey of major theories and research. 3 Credit Hours

CNP 4793 – Vocational Psychology

Review of theories of vocational development and vocational interests; introduction to interventions and techniques designed to enhance vocational development and maximize occupational performance. 1 to 5 Credit Hours

CNP 4794 - Counseling Psychology Seminar: Special Topics

Variety of special topics on research and practice in counseling psychology; readings, lectures and projects to provide an in-depth understanding of topics, which vary from year to year and cover areas such as counseling women, advanced group therapy, time-limit counseling, vocational psychology,

professional issues in schools and communities, etc. 1 –4 Credit Hours

CNP 4795 - M.A. Counseling: Legal/Ethic Issues

Introduction to ethical and legal issues in school and agency counseling for Master's students.

Prerequisite: master's student in counseling. 3 Credit Hours

CNP 4797 - Counseling Addictive Behavior

Introduction to assessment, treatment and outcome evaluation of chemical and nonchemical addictive behaviors. Requirements include abstinence from a "compulsive" behavior; journaling about one's cognitive, emotional and behavioral reactions during the abstinence period; attending 12-step meetings; participating in a quasi-12-step in class meeting; critiquing a film depicting dynamics of an alcoholic family. 3 Credit Hours

CNP 4799 - Infectious Diseases in Addictive Behaviors

Drug and alcohol abuse and infectious diseases go hand in hand. This class will explore the high risk for contracting and spreading infectious diseases among drug abusers. This class will help prepare students to identify such diseases, determine client risk for infection, and educate students about disease prevention and treatment options. 2 Credit Hours

CNP 4991 - MA Independent Study 1 - 17 Credit Hours

CNP 4992 - Directed Study 1 – 10 Credit Hours

CNP 4995 - Research - M.A. Thesis -- 1 to 17 Credit Hours

Additional Information

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