

Counseling Psychology Student Handbook

Doctoral Program



UNIVERSITY OF
DENVER

Morgridge College
of Education

2011 – 2012

The University of Denver Morgridge College of Education Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees. In addition to this handbook, the student should also refer to the Morgridge College of Education Bulletin available at <http://www.du.edu/education/resources/current-students/handbooks.html> and the University of Denver Graduate Studies Policies available at http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf. In some cases, college and university policies take precedence over the regulations of the Student Handbook. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning the Counseling Psychology Program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu.

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 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

Contents

PART I: OVERVIEW.....	6
WELCOME FROM THE STUDENTS.....	6
GENERAL CONTACT INFORMATION.....	6
OTHER CONTACTS/SERVICES.....	7
LOCATION.....	7
ACCREDITATION.....	7
PROGRAM GOALS AND OBJECTIVES.....	8
PROGRAM OUTCOMES.....	10
PART II: PROGRAM REQUIREMENTS AND POLICIES.....	13
AUTUMN ORIENTATION.....	13
MORGRIDGE COLLEGE OF EDUCATION OFFICE OF ADMISSIONS AND OFFICE OF ACADEMIC SERVICES.....	13
STUDENT RESPONSIBILITIES.....	13
AGENCIES AND STUDENTS: WORKERS' COMPENSATION, LIABILITY INSURANCE, AND POTENTIAL RISK.....	14
NON-PRACTICUM PSYCHOTHERAPY OR CLINICAL EXPERIENCE.....	14
ISSUES REGARDING FACULTY SERVING IN MULTIPLE ROLES WITH STUDENTS.....	15
PHD DEGREE: CORE CURRICULUM AND SPECIALIZATIONS	
<i>Required Courses - Entering with a Masters Degree and Practicum/Clinical Experience (90 qtr. hrs).....</i>	<i>16</i>
<i>Required Courses - Entering with a Masters Degree and No Practicum/Clinical Experience (90 qtr. hrs).....</i>	<i>21</i>
<i>Required Courses - Entering with a Bachelors Degree (135 qtr. hrs).....</i>	<i>27</i>
INTERNSHIP AND DISSERTATION REQUIREMENTS.....	33
COUNSELING AND EDUCATIONAL SERVICES CLINIC REQUIREMENT.....	39
PROBLEM GAMBLING TREATMENT AND RESEARCH CENTER.....	39
CONTINUOUS ENROLLMENT POLICY AND DISSERTATION CREDIT POLICY.....	40
ACADEMIC ADVISOR.....	42

GRADE REQUIREMENTS.....	43
TIME LIMIT FOR DEGREE COMPLETION.....	43
COURSEWORK PLAN.....	43
STUDENT ANNUAL REVIEW.....	45
QUALIFYING AND COMPREHENSIVE EXAMS.....	45
GRADUATION.....	48
REASONS FOR PROBATION AND DISMISSAL.....	48
GRIEVANCES.....	51
ASSISTANTSHIPS AND FELLOWSHIPS.....	52
FINANCIAL AID.....	52
COUNSELING PSYCHOLOGY PROGRAM MISCELLANY.....	52
PART III: PROGRAM, COLLEGE, AND UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES.....	56
STUDENT ASSOCIATIONS.....	56
MEETINGS.....	56
COUNSELING PSYCHOLOGY FACULTY.....	57
OTHER UNIVERSITY OF DENVER FACULTY/MORGRIDGE COLLEGE OF EDUCATION FACULTY WHO REGULARLY TEACH IN THE COUNSELING PSYCHOLOGY PROGRAM.....	58
ADJUNCT FACULTY.....	58
PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS.....	58
AMERICAN PSYCHOLOGICAL ASSOCIATION CODE OF ETHICS.....	58
PART V: PROFESSIONAL ASSOCIATIONS.....	58
PART VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY.....	
APA REQUIREMENTS.....	59
DISTRIBUTED EMAIL LIST.....	59
LAPTOPS.....	59
COMPUTER LABS AND TECHNOLOGY RESOURCES.....	59
SOFTWARE INSTALLED IN COMPUTER LAB.....	60
TECHNOLOGY SUPPORT AND SERVICES.....	60

TECHNOLOGY SUPPORT AND SERVICES.....	60
STUDENT TRAINING.....	60
COMPUTER AND SOFTWARE PURCHASES.....	60
DIGITAL CAMERAS, CAMCORDERS, TRANSCRIBERS, AND LAPTOP COMPUTERS.....	60
APPENDIX A: COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS.....	61
COURSE HINTS.....	61
APPENDIX B: COUNSELING PSYCHOLOGY PROGRAM COURSE WORK PLAN (2011-2012).....	68
APPENDIX C: A COMMITMENT TO SCIENCE AND PRACTICE WITHIN THE COUNSELING PSYCHOLOGY TRAINING PROGRAM.....	71
APPENDIX D: COUNSELOR DEVELOPMENT: WHAT CAN YOU EXPECT?.....	72
APPENDIX E: GRADUATE STUDENT STRESS AND SELF-CARE.....	74
APPENDIX F: LIBRARY RESOURCES.....	76

PART I: OVERVIEW

Welcome From Your Fellow Students

Welcome to the Counseling Psychology Program 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 those of us who have experienced the first year of graduate school.

You will find incorporated into this student handbook a brief overview of student views regarding graduate life and the doctoral program. Part of it has been prepared by students in the program to give you some practical advice about getting through the program. 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!

General Contact Information

Dr. Patrick Sherry, Counseling Psychology Program Coordinator
psherry@du.edu, 303-871-2495, KRH 262
For assistance in all matters relating to the Counseling Psychology Program.

Office of Academic Services, Morgridge College of Education
303-871-2112, oas@du.edu
For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support.
Primary contact: Nora McPherson, nora.mcpherson@du.edu

Office of Admissions, Morgridge College of Education
303-871-2509, edinfo@du.edu
For assistance related to admissions.

Janet Erickson, Director of Financial Aid
303-871-2485, jerickso@du.edu
For assistance with Financial Aid, scholarships, and GA.

In Part III of this handbook, a complete list of faculty and staff associated with the Counseling Psychology program is provided.

Other Contacts/Services:

English Language Center (ELC)

www.du.edu/intl/elc 303-871-3075

International students who need to improve their English proficiency will find support at the English Language Center. The five-level intensive English-as-a-second-language program includes instruction in grammar, writing, reading, listening, speaking, research, note taking and vocabulary development. Summer and winter quarters, the ELC also offers an intensive Graduate Preparation Program that prepares international graduate students with language skills needed before they begin their programs in the fall or spring quarters. It also offers an International Teaching Assistant Program in fall quarter for graduate teaching assistants. The center is located at 1958 S. Josephine St.

The Ombuds Office

The Ombuds Office at the University of Denver provides confidential and informal assistance to faculty, staff, and students regarding conflicts with or within the University of Denver. For further information on the Ombuds Office, please visit: <http://www.du.edu/ombuds/>.

Center for Multicultural Excellence

Other resources can be found at the Center for Multicultural Excellence, 1981 S. University Blvd. www.du.edu/cme, email cmeinfo@du.edu, phone (303) 871-2942.

Location

The faculty and staff offices for the Counseling Psychology Program are located in Katherine A. Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. Many, but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/default.aspx>.

Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools.

The Counseling Psychology Doctoral program is accredited by the American Psychological Association (APA). The program received re-accreditation in 2007 with the next site visit occurring in 2014. The Counseling Psychology program trains counseling psychologists to work and do research primarily with normal populations of adolescents and adults struggling with developmental issues, involved in life crises, or who need help in making life decisions. Successful completion of the Ph.D. program in Counseling Psychology enables students to apply for licensure as psychologists in Colorado and other states, assuming post-doctoral requirements are met.

APA's Committee on Accreditation (CoA) reviews doctoral psychology programs, internships and postdocs that voluntarily apply for accreditation. For further information on accreditation, please contact the APA at:

Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979 • TDD/TTY: 202-336-6123 • Fax: 202-336-5978
<http://www.apa.org/ed/accreditation/>

Program Goals and Objectives

The goal of the Counseling Psychology program at the University of Denver is to educate counseling psychologists who have a solid foundation in both science and practice. Although Counseling Psychology programs may lie at various points on the continuum from a very strong emphasis on science to a very strong emphasis on practice, the Counseling Psychology program at DU lies closer to the middle of the continuum. While the program provides students with some flexibility to emphasize either the practice or scientific side of the continuum, we expect that all students will have a solid foundation in science and practice. Because of the realities of the workplace, many of our graduates work in practice settings after graduation. However, when they do so, we believe they are trained to practice from a scientific/critical perspective. In this way, our program is consistent with the perspective of Pepinsky (1954), who suggested that the scientist portion of the scientist-practitioner model is reflected in the way counseling psychology practitioners think about and conduct their practice: they think critically and are appropriately skeptical about theories, research findings, and clinical practices, including their own as well as others. Providing students with a solid foundation in both science and practice will give them the skills to work in a marketplace that continues to change.

Counseling psychologists encourage individuals to better understand themselves and their behavior, to develop an increased repertoire of adaptive coping skills, and to more effectively approach life problems in light of this understanding and skill development. Life crises such as those that normally occur throughout the lifespan, e.g., developing an identity, mid-life reevaluation, retirement, and grief or loss, are of concern to the counseling psychologist. Counseling psychologists also help individuals make vocational-educational decisions, take productive action in marriage or family systems, and assist individuals with health-related crises. Within such roles they may teach communication and other interpersonal skills, time and stress management, parenting, etc. Help with normal developmental problems such as these is the primary province of counseling psychology although counseling psychologists may also work with issues involving atypical or disordered development.

Focusing on developmental issues or those involving atypical development, counseling psychologists may target individuals, families, schools, groups, systems, or organizations. They may do remedial work with individuals or groups in crisis, or work in a developmental, preventative role by providing information and training to prevent crises or more serious mental health problems. In these roles they often function as educators. Counseling psychologists are also trained to provide supervision and consultation, and to use these skills in a variety of settings. Although a counseling psychologist may employ some of the same techniques and build upon a similar core knowledge of general psychology as do clinical psychologists and some social workers,

the emphasis on developmental and educational aspects of mental health make counseling psychology unique.

Counseling psychologists may also function as researchers in agencies, organizations, or academic settings. They may evaluate current practices and programs, develop and test new interventions or study the characteristics of the populations they serve. They may also do basic research on human development, behavior change or related issues. Consequently, doctoral students develop research skills that will enable them to contribute original research to the profession as well as to evaluate individual and program effectiveness. Students are required to work on research projects with faculty throughout the duration of their graduate training.

The doctoral program in Counseling Psychology at the University of Denver provides advanced knowledge in psychological and educational theory, research, and practice. Students' programs include a strong emphasis on developmental psychology as well as individual and group counseling skills. Students develop skills in program development and evaluation that will enable them to function in an educational role, e.g., in the development of parenting groups or life planning workshops. Since all mental health professionals need to differentiate between normal life crises and serious pathology, students also develop a comprehensive understanding of maladaptive behavior and pathology. In addition, students also develop skills in intellectual, vocational, and personality assessment, and acquaint themselves with the needs and issues of specific groups, including but not limited to issues of gender, race, ethnicity, age, sexual orientation, and disabilities.

Although counseling psychology programs have traditionally prepared psychologists to work in educational settings, more opportunities have recently developed in agency, health, business, and industrial settings where part of the role may be educational and supervisory. Usually, however, graduates will be working in settings focused on developmental and preventative mental health care, as well as program development, evaluation, and research.

Our program prepares counseling psychologists to work primarily with adolescents and adults. Students with an interest in counseling children may take some cognate course work related to this age group. Areas of specialization which have a particularly strong emphasis in the DU Counseling Psychology program are health psychology, multicultural counseling, job stress and fatigue management, ethics, group dynamics, and problem gambling. Seminars are offered in several of these areas.

The faculty encourages students to develop individualized programs of study commensurate with their career goals. Practicum settings and internships may be arranged to further intensify training in particular specialty areas. Students whose goals include college teaching are encouraged to co-facilitate introductory counseling classes with faculty. Students are also required to complete a research project prior to their dissertation.

To fulfill our mission, the Counseling Psychology program has adopted the following goals:

1. Students will develop a critical and scholarly approach to the theory, research, and practice of Counseling Psychology based on knowledge of general psychology.
2. Students will develop the skills to understand and conduct research that contributes to the knowledge and practice of Counseling Psychology.
3. Students will develop the skills to engage in scientifically based practice. At a minimum, this includes individual and group psychotherapy and career counseling.
4. Students will develop the skills to intervene effectively with clients who represent a broad range of demographic and cultural characteristics and presenting problems.
5. Students will develop competence in psychological assessment. They will develop the skills to competently conduct and interpret psychological assessments.
6. Students will identify and reason effectively about ethical issues in both science and practice. They are aware of the need to advocate for clients' rights and protect the rights of research participants.
7. Students will learn to be aware of their own intrapersonal and interpersonal developmental issues and develop the skills to manage how these issues affect their professional relationships.
8. Students will develop the skills to supervise counselors based on knowledge of counselor/therapist development, the empirical literature on therapy and supervision, and theoretical models of effective supervision.

It should be noted that the Denver-Boulder-Colorado Springs metropolitan area is heavily populated with mental health professionals. Individuals who are accepted in doctoral programs should not necessarily expect to find employment in these geographical areas after graduation. Students should also be aware that faculty members believe that in light of managed care and other related events, the practice of psychology is changing. We believe that within the next 5-10 years the opportunities for private practitioners will decline and that doctoral level psychologists should prepare themselves for positions that include research, supervision, program development and evaluation, and teaching. These positions will involve leadership and communication skills. The Counseling Psychology program at the University of Denver is committed to help students develop such skills.

Program Outcomes

Graduates of the Counseling Psychology Program should exhibit the following competencies that are consistent with the program's model, goals, and objectives. (The numbers in parentheses refer to the goals to which they are linked.)

1. Students will learn to demonstrate knowledge and understanding of general psychology including social psychology, human development, psychopathology, history and systems, the biological basis of behavior, and learning and cognition. Students should be able to demonstrate the ability to critically read psychological research and theory in these areas and to appropriately apply them in practice and research. (1, 2)
2. Students will learn to demonstrate an understanding and appreciation of the logic of both qualitative and quantitative research designs and the strengths and limits of each. (1, 2)
3. Students will learn to design both qualitative and quantitative research studies to test theoretical or practical questions regarding psychological theory or practice. (2)
4. Students will learn to develop, implement, and evaluate individual and group psychotherapy interventions that promote the well-being of clients and will be able to describe the theoretical underpinnings of their interventions. (3)
5. Students will learn and apply theories of career development, vocational counseling, and the research supporting interventions and assessments. (3)
6. Students will demonstrate knowledge and understanding of the theoretical and research literature on individual and group psychotherapy and career counseling. (3)
7. Students will demonstrate knowledge and understanding of the APA Code of Ethics and be able to evaluate ethical problems in research and practice in terms of the Code. (2, 4, 5, 6, 8)
8. Students will demonstrate knowledge of foundational ethical principles and the ability to apply them to ethical issues in both science and practice. (2, 4, 5, 6, 8)
9. Students will be able to identify and discuss at least two different theoretical approaches to dealing with client problems, evaluate the research literature on each, and suggest the implications of each for practice with clients from diverse backgrounds. (1, 3, 4)
10. Students will identify as Counseling Psychologists and will be familiar with its history, traditions, orientation, and understand its relationship to general psychology. (1, 2)
11. Students will be able to identify and discuss at least two different models of career development, evaluate the research literature on each, and suggest the implications of each for dealing with clients who are diverse in terms of age, ethnicity, cultural background, socioeconomic status and so on. (1, 3, 4)

12. Students will be able to compare and contrast at least two different models of supervision, evaluate the research literature on them, and suggest their implications for supervising therapists at different levels of training. (1, 2, 8)
13. Students will exhibit the ability to effectively supervise masters' levels trainees. (8)
14. Students will understand the basics of psychological test construction. (5)
15. Students will be able to administer objective and projective tests. (5)
16. Students will learn to interpret cognitive and personality test results. (5)
17. Students will be able to write reports describing a client and his or her cognitive and personality test results. (5)
18. Students will learn about personal and institutional barriers to developing multicultural counseling skills. (4, 7)
19. Students will learn to recognize and respond carefully to the diversity of clients and seek consultation when appropriate. (3, 4, 7)
20. Students will learn skills and interventions for working with multicultural clients. (3, 4)
21. Students will develop a multicultural orientation to counseling research and practice. (1, 2, 3, 4, 5, 8)
22. Students will understand how their own background influences the helping process, the interpretation of data, and the research questions they investigate. (3, 4, 7)
23. Students will learn to examine and present their view of their interpersonal relationships with clients and their understanding of themselves and their relationships with clients as components of the helping process. (4, 7)
24. Students will be competent to prepare materials for professional presentation and publication.
25. Students will be competent to develop effective professional relationships with other health care providers.

Part II: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures 2011-12 are the first layer of academic policy under which all college and program policies are administered. The Graduate Policies and Procedures 2011-12 document can be found at: https://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at: <http://www.du.edu/education/resources/current-students/handbooks.html>

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

Autumn Orientation

Prior to the beginning of the autumn quarter, students are strongly encouraged to attend an orientation session that introduces them to the program, its faculty, and staff. Meeting other students, learning about faculty expectations, discussing professional roles and responsibilities, filling out initial course work plans, registering for courses, receiving pre-practicum materials, and engaging in Q&A sessions comprise the basic agenda.

Morgridge College of Education Office of Admissions and Office of Academic Services

To meet the requirements of your degree program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA) and the Office of Academic Services (OAS). These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2112.

The Office of Academic Services can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Student Responsibilities

In addition to following the University of Denver Honor Code and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty are responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible

for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

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 (303-871-2327).

Liability Insurance Coverage

All students in the Master's and Doctoral Programs in Counseling Psychology are required to obtain their own malpractice insurance and maintain it throughout their practicum, internships, and clinic experiences. Most students obtain this insurance from either the American Psychological Association or the American Counseling Association.

Notice of Potential Risk

Please be advised that clinical or research activities performed in field placement settings may carry with them certain attendant risks. Each student must assess whether or not their level of training and amount of supervision provided by the agency is suitable to the routine and/or unique requirements and demands of the field placement environment in which they work. If a student has a concern about the risk level of the practicum or internship site, she or he needs to speak to the Training Director and Practicum Instructor who will help assess this risk and then address the problem if needed.

Non-Practicum Psychotherapy or Clinical Experience

Some students are working in practicum sites without being enrolled in the practicum class. Students who are in this position must inform the faculty. If students are not enrolled in a practicum class, hours obtained in these sites will not be counted as practicum hours. Any student working 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.

APA allows students to count practicum hours for sanctioned activities. For specific practicum sites and specific supervisors, the Counseling Psychology program will sanction assessment practicum experiences without needing the student to be registered for practicum class. The only sanctioned activity that can be counted as practicum hours will need to meet ALL off the requirements below:

The student has completed both Advanced Practicum I AND Advanced Practicum II.

The student is ONLY doing psychological assessments. The experience does not involve any counseling or clinical experience beyond that required for a psychological assessment.

The Training Director has approved both the site and the specific supervisor.

The supervisor will need to complete an evaluation form for the student at the end of each quarter and the student will provide this to the Training Director.

The student will need to turn in the hours for this sanctioned activity on a quarterly basis.

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

Issues Regarding 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 works hard to reduce them and eliminate as many as possible.

**Required Courses for Students Entering with a Masters Degree that
Included a Practicum/Clinical Requirement**

(90 qtr. hrs. for completion of PhD requirements)

A total of 90 post-Masters quarter hours is the minimum required for the doctorate in the Morgridge College of Education; however, most counseling psychology students need additional hours to graduate. If students obtained a Masters degree in Counseling Psychology from an institution other than DU, they may be required to take additional courses to make up deficits in their Masters program. This will probably require course work beyond the 90 credits required for a doctorate.

I. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS: RESEARCH

<u>Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4920: Educational Measurement*	3 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4940: Structural Foundations of Research in Social Sciences	3 hrs	None
RMS 4941: Introduction to Qualitative Research*	3 hrs.	RMS 4940
*May test out; = Please consult your Program Handbook to determine introductory level research requirements; EOY = Every Other Year		
	#	
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
CFSP 4364: Single-Case Research Design	3 hrs.	RMS 4930
RMS 4945: Community Based Research in Urban Settings	3 hrs.	RMS 4942
RMS 4947: Arts-Based Research	3 hrs.	RMS 4942
RMS 4946: Ethnographic Research	4 hrs.	RMS 4942
RMS 4921: Psychometric Theory	3 hrs	RMS 4910
RMS 4932: Meta Analysis in Social Science Research	2 hrs.	RMS 4910
RMS 4931: Survey Design and Analysis	3 hrs.	RMS 4910
RMS 4911: Correlation and Regression [or PSYC 4300 (5hrs)]	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5 hrs.	RMS 4910
RMS 4959: Topics in Research Design	1-5 hrs.	RMS 4930

SOWK 5402: Qualitative Research Methods	4 hrs.	
SOWK 5405: Qualitative Data Analysis	4 hrs.	
STAT 4680: Sampling Theory and Applications	4 hrs.	
STAT 4810 Nonparametric Statistics	4 hrs.	
1		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4911: Mixed Methods Research Design	4 hrs.	RMS 4910, 4941
RMS 4929: Topics in Psychometrics	1-3 hrs.	RMS 4921
RMS 4922: Item Response Theory	3 hrs.	RMS 4921
RMS 4914: Structural Equation Modeling	5 hrs.	RMS 4911
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
RMS 4919: Topics in Statistics	1-5 hrs.	
RMS 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
¹ For more information regarding Advanced Research options, please see the MCE Bulletin .		
Dissertation Research (course CNP 5995, after internship or prior to internship when coursework and comprehensive exams are completed - must register for at least 1 credit during fall, winter, and spring until graduation.)		

II. DIVISION/PROGRAM REQUIREMENTS

A. GENERAL DIVISION REQUIREMENTS

CNP 4704 Psychological Assessment	5
CNP 4706 Cognitive Assessment	5
CFSP 4312 Learning Applications and Analysis	3
(Note that this is not taught within the Counseling Psychology Program)	
CNP 4605 History and Systems of Psychology	3
(Can be taken as cognate, or waived with a similar graduate course)	
<u>One of the following three (Two if no development course completed in MA/MS):</u>	
CFSP 4311 Child Development	3
CNP 4641 Adolescent Development	3
CNP 4642 Adult Development	3

B. BASIC COUNSELING REQUIREMENTS

CNP 4700 Counseling Theory	3
CNP 4701 Advanced Seminar: Counseling Theory & Practice	3

CNP 4710 Career Counseling	3
CNP 4720 Group Counseling Theory	3
CNP 4752 Counseling Practicum: Advanced I* (3 credits each of 3 quarters)	9
CNP 4753 Counseling Practicum: Advanced II** (1 credit each of 3 quarters)	3
CNP 4754 Counseling Psychology: PhD Internship	1
CNP 4758 Field Experience	8
(Register for this each term during internship year for a total of 8 credits)	
CNP 4756 Advanced Counseling Clinic***	2
CNP 4770 Counseling Psychology Seminar: Research	3
CNP 4772 Diversity Seminar: Psychosocial Issues (1cr + 1 cr)	2
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues	3
CNP 4780 Counseling Psychology Seminar: Supervision****	3
CNP 4790 Counseling Psychology Seminar: Ethics	3
CNP 4792 Pro-Seminar in Counseling Psychology	1
CNP 4784 Psychopathology	3
CNP 4794 Electives in Counseling Psychology/Special Topics	6
(e.g., Cognitive-Behavioral Strategies, Addictive Behaviors, Family Counseling, Couples Counseling, Advanced Group, Health Psychology, Spirituality in Psychology and Education)	
CNP 4800, Consultation	1

* Assumes completion of a practicum of 400 hours in the MA/MS program (if not, see section on coursework required for those who did not complete a practicum as part of their MA/MS program)

**Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 400 hours on site for each practicum. All quarters must be at the same site and must be consecutive. Some students take additional practicum hours to be more competitive for internship. For more information on practicum requirements, please see the separate practicum handbook.

***Advanced Counseling Clinic is generally 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.

****Students must have successfully completed Advanced Practicum I

C. BASIC PSYCHOLOGY REQUIREMENTS

Students must complete one graduate course of at least 3 credits in each of the following areas:

- | | |
|---|---|
| 1. Biological bases of behavior | 3 |
| 2. Learning and cognition | 3 |
| 3. Social psychology / Social bases of behavior in psychology | 3 |
| 4. Human development | 3 |

Note:

CFSP 4312--Learning Application and Analysis fulfills area #2

CFSP 4311 Child Development, CNP 4641 Adolescent Development, or CNP 4642 Adult Development fulfills #4

Most students complete the remainder of this requirement with cognate courses.

III. COGNATE

15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the School of Professional Psychology, although it may be possible to complete a cognate in a program different from psychology (e.g., biology, social work). It is required that students take a course in social psychology in their cognate as well as a course that fulfills the Biological Bases of Behavior. Check with your advisor before signing up for a cognate. You (and your advisor) will probably need to contact the professor of the course you're interested in directly to see whether you will be permitted to enroll. Please note that you may be permitted to take classes at institutions other than DU to fulfill your cognate requirement, provided they are psychology classes and you obtain pre-approval from your advisor.

IV. INTERNSHIP

Students must complete a 12-month full-time equivalent internship after completion of course work, comprehensive exams, and dissertation proposal.

V. QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exams are taken during the second year of doctoral study. Comprehensive Exams are taken when coursework is completed. If you are planning to complete the program in four years you may need to take your qualifying and comprehensive exams during the same year (your second year). Comprehensive exams must be passed prior to applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students are encouraged to participate in another research project. This may be research done independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU or elsewhere. The research may also be an outgrowth of a class assignment. In addition, students are encouraged to present the research or aspects of it at a local, state, or national meeting. The student fulfilling the requirement does not have to be the first author on the presentation but should participate in the research project and preparation of the material for the presentation. The presentation may involve activities such as reading a paper, participating in a symposium, or presenting a poster. Students should keep documentation of their participation; for example, a copy of a letter accepting the proposal for presentation or a copy of the program for the meeting with the presentation listed. Students must submit a copy of their presentation to faculty as part of the annual review.

Examples of meetings where students have presented their research include the American Psychological Association, Colorado Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, the Colorado Counseling Association, the American Counseling Association, and the Graduate Student Research Conference at the University of Denver, as well as others.

We suggest two steps for students who are novices in the research process: (a) Join a Counseling Psychology research group and, (b) attend a professional meeting where research is presented so that you see firsthand the difference between a symposium, poster, and an oral research presentation. Students are encouraged to assist faculty with research prior to working on their dissertation and the majority do. It is possible that your dissertation topic will come directly out of this type of research assistance.

VII. DISSERTATION PROPOSAL

Dissertation proposals must be successfully passed by October 1 of the fall quarter that a student plans to apply for predoctoral internship.

**Required Courses For Students Entering with a Masters Degree that
Did Not Include a Practicum/Clinical Requirement
 (90 qtr. hrs. for completion of PhD requirements)**

A total of 90 post-Masters quarter hours is the minimum required for the doctorate in the Morgridge College of Education; however, most counseling psychology students need additional hours to graduate. If students obtained a Masters degree in Counseling Psychology from an institution other than DU, they may be required to take additional courses to make up deficits in their Masters program. This will probably require course work beyond the 90 credits required for a doctorate.

I. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS: RESEARCH

I. Introductory Level		
<u>Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4920: Educational Measurement*	3 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4940: Structural Foundations of Research in Social Sciences	3 hrs	None
RMS 4941: Introduction to Qualitative Research*	3 hrs.	RMS 4940
*May test out; = Please consult your Program Handbook to determine introductory level research requirements; EOY = Every Other Year		
	0-17 HRS [#]	Min Req'd
II. Intermediate Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
CFSP 4364: Single-Case Research Design	3 hrs.	RMS 4930
RMS 4945: Community Based Research in Urban Settings	3 hrs.	RMS 4942
RMS 4947: Arts-Based Research	3 hrs.	RMS 4942
RMS 4946: Ethnographic Research	4 hrs.	RMS 4942
RMS 4921: Psychometric Theory	3 hrs	RMS 4910
RMS 4932: Meta Analysis in Social Science Research	2 hrs.	RMS 4910

RMS 4931: Survey Design and Analysis	3 hrs.	RMS 4910
RMS 4911: Correlation and Regression [or PSYC 4300 (5hrs)]	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5 hrs.	RMS 4910
RMS 4959: Topics in Research Design	1-5 hrs.	RMS 4930
SOWK 5402: Qualitative Research Methods	4 hrs.	
SOWK 5405: Qualitative Data Analysis	4 hrs.	
STAT 4680: Sampling Theory and Applications	4 hrs.	
STAT 4810 Nonparametric Statistics	4 hrs.	
	8 HRS.	Min Req'd
III. Advanced Level ¹		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4911: Mixed Methods Research Design	4 hrs.	RMS 4910, 4941
RMS 4929: Topics in Psychometrics	1-3 hrs.	RMS 4921
RMS 4922: Item Response Theory	3 hrs.	RMS 4921
RMS 4914: Structural Equation Modeling	5 hrs.	RMS 4911
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
RMS 4919: Topics in Statistics	1-5 hrs.	
RMS 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
	3 HRS.	Min Req'd
¹ For more information regarding Advanced Research options, please see the MCE Bulletin .		

V: Dissertation Credits		
Dissertation Research (course CNP 5995, after internship or prior to internship when coursework and comprehensive exams are completed - must register for at least 1 credit during fall, winter, and spring until graduation.)	10 HRS. Min.	
TOTAL MINIMUM RESEARCH CREDITS	32-35 HRS [#]	

II. DIVISION/PROGRAM REQUIREMENTS

A. GENERAL DIVISION REQUIREMENTS

CNP 4704 Psychological Assessment	5
CNP 4706 Cognitive Assessment	5
CFSP 4312 Learning Applications and Analysis (Note that this is not taught within the Counseling Psychology Program)	3
CNP 4605 History and Systems of Psychology (Can be taken as cognate, or waived with a similar graduate course)	3
<u>One of the following three (Two if no development course completed in MA/MS):</u>	
CFSP 4311 Child Development	3
CNP 4641 Adolescent Development	3
CNP 4642 Adult Development	3

B. BASIC COUNSELING REQUIREMENTS

CNP 4700 Counseling Theory	3
CNP 4701 Advanced Seminar: Counseling Theory & Practice	3
CNP 4710 Career Counseling	3
CNP 4720 Group Counseling Theory	3
CNP 4740 Counseling: Basic Techniques	4
CNP 4741 Counseling: Intermediate Techniques	4
CNP 4743 Fieldwork in Counseling	1
CNP 4750 Counseling Practicum: Beginning* (4 credits each of 2 quarters)	8
CNP 4752 Counseling Practicum: Advanced I** (3 credits each of 3 quarters)	9
CNP 4753 Counseling Practicum: Advanced II** (1 credit each of 3 quarters)	3
CNP 4754 Counseling Psychology: PhD Internship	1
CNP 4758 Field Experience (Register for this each term during internship year for a total of 8 credits)	8
CNP 4755 Beginning Counseling Clinic*** (2 credits each of 2 quarters)	4
CNP 4756 Advanced Counseling Clinic*** (1 credit each of 2 quarters)	2
CNP 4770 Counseling Psychology Seminar: Research	3
CNP 4772 Diversity Seminar: Psychosocial Issues (1cr + 1 cr)	2
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues	3
CNP 4780 Counseling Psychology Seminar: Supervision****	3
CNP 4790 Counseling Psychology Seminar: Ethics	3

CNP 4792 Pro-Seminar in Counseling Psychology	1
CNP 4784 Psychopathology	3
CNP 4794 Electives in Counseling Psychology/Special Topics (e.g., Cognitive-Behavioral Strategies, Addictive Behaviors, Family Counseling, Couples Counseling, Advanced Group, Health Psychology, Spirituality in Psychology and Education)	6
CNP 4800, Consultation	1

*Students must complete Basic Counseling Techniques with a grade of “B” or better before enrolling in Beginning Counseling Practicum.

** Prerequisite = Successful completion of two quarters of CNP 4750, Beginning Practicum. Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 400 hours on site for each practicum. All quarters must be at the same site and must be consecutive. Some students take additional practicum hours to be more competitive for internship. For more information on practicum requirements, please see the separate practicum handbook.

***Beginning Clinic and Advanced Counseling Clinic are generally taken for two consecutive quarters each (two Beginning Clinic, two for Advanced Clinic): either winter-spring, spring-summer, summer-fall, or fall-winter. Students are surveyed about their preferences and these are accommodated if possible. Note that students who enter without practicum experience in their MA/MS program are required to complete both Beginning Clinic and Advanced Clinic, for a total of four quarters of clinic.

****Students must have successfully completed Advanced Practicum I.

C. BASIC PSYCHOLOGY REQUIREMENTS

Students must complete one graduate course of at least 3 credits in each of the following areas:

- | | |
|---|---|
| 1. Biological bases of behavior | 3 |
| 2. Learning and cognition | 3 |
| 3. Social psychology / Social bases of behavior in psychology | 3 |
| 4. Human development | 3 |

Note:

CFSP 4312--Learning Application and Analysis fulfills area #2

CFSP 4311 Child Development, CNP 4641 Adolescent Development, or CNP 4642 Adult Development fulfills #4

Most students complete the remainder of this requirement with cognate courses.

III. COGNATE

15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the School of Professional Psychology, although it may be possible to complete a cognate in a program different from psychology (e.g., biology, social work). It is required that students take a course in social psychology in their cognate as well as a course that fulfills the Biological Bases of Behavior. Check with your advisor before signing up for a cognate. You (and your advisor) will probably need to contact the professor of the course you’re interested in directly to see whether you will be permitted to enroll. Please note that you may be permitted to take classes at institutions other

than DU to fulfill your cognate requirement, provided they are psychology classes and you obtain pre-approval from your advisor.

IV. INTERNSHIP

Students must complete a 12-month full-time equivalent internship after completion of course work, comprehensive exams, and dissertation proposal.

V. QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exams are taken during the second year of doctoral study. Comprehensive Exams are taken when coursework is completed. If you are planning to complete the program in four years you may need to take your qualifying and comprehensive exams during the same year (your second year). Comprehensive exams must be passed prior to applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students are encouraged to participate in another research project. This may be research done independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU or elsewhere. The research may also be an outgrowth of a class assignment. In addition, students are encouraged to present the research or aspects of it at a local, state, or national meeting. The student fulfilling the requirement does not have to be the first author on the presentation but should participate in the research project and preparation of the material for the presentation. The presentation may involve activities such as reading a paper, participating in a symposium, or presenting a poster. Students should keep documentation of their participation; for example, a copy of a letter accepting the proposal for presentation or a copy of the program for the meeting with the presentation listed. Students must submit a copy of their presentation to faculty as part of the annual review.

Examples of meetings where students have presented their research include the American Psychological Association, Colorado Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, the Colorado Counseling Association, the American Counseling Association, and the Graduate Student Research Conference at the University of Denver, as well as others.

We suggest two steps for students who are novices in the research process: (a) Join a Counseling Psychology research group and, (b) attend a professional meeting where research is presented so that you see firsthand the difference between a symposium, poster, and an oral research presentation. Students are encouraged to assist faculty with research prior to working on their dissertation and the majority do. It is possible that your dissertation topic will come directly out of this type of research assistance.

VII. DISSERTATION PROPOSAL

Dissertation proposals must be successfully passed by October 1 of the fall quarter that a student plans to apply for predoctoral internship.

VIII. EXTRA HINTS FOR THOSE ENTERING WITHOUT PRACTICUM/CLINICAL EXPERIENCE

Basic Counseling Techniques, offered during Fall quarter, requires students to participate in a triad in addition to scheduled class time. Triads meet once weekly for two hours to practice techniques. You will be acting as counselor, client, and observer during sessions. Sessions are tape-recorded and you will meet individually with a T.A. to review those sessions in which you were the counselor.

Intermediate Techniques, offered Winter quarter, also has triads that meet once weekly for two hours. The format will be the same as during Beginning Practicum.

Beginning Practicum is a three-quarter commitment starting with the Fall quarter, when you take the Fieldwork class. The most important aspect of Fieldwork is securing a site. There are excellent sites available all over the Denver area. Please speak with Masters students, Ph.D. students, and faculty to make the process much easier. There is a blue book of practicum sites in the Counseling Psychology area. Students will spend between 10-15 hours on site Winter and Spring quarters. Depending on your progress and evaluations, you may need to continue with a third quarter of Beginning Practicum. You will be required to provide typed verbatim transcripts of three sessions each quarter; and although these transcripts are always described as an excellent learning experience, they take a considerable amount of time.

While in Beginning Practicum during Spring quarter, students may receive supervision from doctoral level students taking Counseling Supervision class. As with other practicum placements, you will be taping your sessions and completing transcripts.

Required Courses For Students Entering with a Bachelors Degree

(135 qtr. hrs. for completion of PhD requirements)

A total of 135 post-Bachelor's quarter hours is the minimum required for the doctorate in the Morgridge College of Education for students coming in without a Masters. Students will receive a Masters degree as part of the 135 hours toward the doctoral degree.

I. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS

A. Foundations

CFSP 4312 Learning Applications & Analysis (This counts also as a General Division Requirement, below)

B. Research

I. Introductory Level		
<u>Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4920: Educational Measurement*	3 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4940: Structural Foundations of Research in Social Sciences	3 hrs	None
RMS 4941: Introduction to Qualitative Research*	3 hrs.	RMS 4940
*May test out; = Please consult your Program Handbook to determine introductory level research requirements; EOY = Every Other Year		
	0-17 HRS [#]	Min Req'd
II. Intermediate Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
CFSP 4364: Single-Case Research Design	3 hrs.	RMS 4930
RMS 4945: Community Based Research in Urban Settings	3 hrs.	RMS 4942
RMS 4947: Arts-Based Research	3 hrs.	RMS 4942
RMS 4946: Ethnographic Research	4 hrs.	RMS 4942
RMS 4921: Psychometric Theory	3 hrs	RMS 4910
RMS 4932: Meta Analysis in Social Science Research	2 hrs.	RMS 4910
RMS 4931: Survey Design and Analysis	3 hrs.	RMS 4910

RMS 4911: Correlation and Regression [or PSYC 4300 (5hrs)]	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5 hrs.	RMS 4910
RMS 4959: Topics in Research Design	1-5 hrs.	RMS 4930
SOWK 5402: Qualitative Research Methods	4 hrs.	
SOWK 5405: Qualitative Data Analysis	4 hrs.	
STAT 4680: Sampling Theory and Applications	4 hrs.	
STAT 4810 Nonparametric Statistics	4 hrs.	
	8 HRS.	Min Req'd
III. Advanced Level ¹		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4911: Mixed Methods Research Design	4 hrs.	RMS 4910, 4941
RMS 4929: Topics in Psychometrics	1-3 hrs.	RMS 4921
RMS 4922: Item Response Theory	3 hrs.	RMS 4921
RMS 4914: Structural Equation Modeling	5 hrs.	RMS 4911
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
RMS 4919: Topics in Statistics	1-5 hrs.	
RMS 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
	3 HRS.	Min Req'd
¹ For more information regarding Advanced Research options, please see the MCE Bulletin .		
V: Dissertation Credits		
Dissertation Research (course CNP 5995, after internship or prior to internship when coursework and comprehensive exams are completed - must register for at least 1 credit during fall, winter, and spring until graduation.)	10 HRS. Min.	
TOTAL MINIMUM RESEARCH CREDITS	32-35 HRS [#]	

II. DIVISION/PROGRAM REQUIREMENTS

A. GENERAL DIVISION REQUIREMENTS

CNP 4704 Psychological Assessment	5
CNP 4706 Cognitive Assessment	5
CFSP 4312 Learning Applications and Analysis	3
(Note that this is not taught within the Counseling Psychology Program)	
CNP 4605 History and Systems of Psychology	3
<u>Two of the following three:</u>	
CFSP 4311 Child Development	3
CNP 4641 Adolescent Development	3
CNP 4642 Adult Development	3

B. BASIC COUNSELING REQUIREMENTS

CNP 4700 Counseling Theory	3
CNP 4701 Advanced Seminar: Counseling Theory & Practice	3
CNP 4710 Career Counseling	3
CNP 4720 Group Counseling Theory	3
CNP 4740 Counseling: Basic Techniques	4
CNP 4741 Counseling: Intermediate Techniques	4
CNP 4743 Fieldwork in Counseling	1
CNP 4750 Counseling Practicum: Beginning (4 credits each of 2 quarters)	8
CNP 4752 Counseling Practicum: Advanced I* (3 credits each of 3 quarters)	9
CNP 4753 Counseling Practicum: Advanced II*** (1 credit each of 3 quarters)	3
CNP 4754 Counseling Psychology: PhD Internship	1
CNP 4758 Field Experience	8
(Register for this each term during internship year for a total of 8 credits)	
CNP 4755 Beginning Counseling Clinic**** (2 credits each of 2 quarters)	4
CNP 4756 Advanced Counseling Clinic**** (1 credit each of 2 quarters)	2
CNP 4770 Counseling Psychology Seminar: Research	3
CNP 4772 Diversity Seminar: Psychosocial Issues (1cr + 1 cr)	2
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues	3
CNP 4780 Counseling Psychology Seminar: Supervision*****	3
CNP 4790 Counseling Psychology Seminar: Ethics	3
CNP 4792 Pro-Seminar in Counseling Psychology	1
CNP 4784 Psychopathology	3
CNP 4794 Electives in Counseling Psychology/Special Topics	6
(e.g., Cognitive-Behavioral Strategies, Addictive Behaviors, Family Counseling, Couples Counseling, Advanced Group, Health Psychology, Spirituality in Psychology and Education)	
CNP 4800, Consultation	1

*Students must complete Basic Counseling Techniques with a grade of “B” or better before enrolling in Beginning Counseling Practicum. Beginning counseling is a 10 to 15 hour a week requirement in a practicum placement over two quarters, for a total of 200 hours on site.

** Prerequisite = Successful completion of two quarters of CNP 4750, Beginning Practicum.

***Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 400 hours

on site for each practicum. All quarters must be at the same site and must be consecutive. Some students take additional practicum hours to be more competitive for internship. For more information on practicum requirements, please see the separate practicum handbook. ****Beginning Clinic and Advanced Counseling Clinic are generally taken for two consecutive quarters each (two Beginning Clinic, two for Advanced Clinic): either winter-spring, spring-summer, summer-fall, or fall-winter. Students are surveyed about their preferences and these are accommodated if possible. Note that students who enter with a bachelor's degree are required to complete both Beginning Clinic and Advanced Clinic, for a total of four quarters of clinic.

****Students must have successfully completed Advanced Practicum I.

C. BASIC PSYCHOLOGY REQUIREMENTS

Students must complete one graduate course of at least 3 credits in each of the following areas:

- | | |
|---|---|
| 1. Biological bases of behavior | 3 |
| 2. Learning and cognition | 3 |
| 3. Social psychology / Social bases of behavior in psychology | 3 |
| 4. Human development | 3 |

Note:

CFSP 4312--Learning Application and Analysis fulfills area #2

CFSP 4311 Child Development, CNP 4641 Adolescent Development, or CNP 4642 Adult Development fulfills #4

Most students complete the remainder of this requirement with cognate courses.

III. COGNATE

15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the School of Professional Psychology, although it may be possible to complete a cognate in a program different from psychology (e.g., biology, social work). It is required that students take a course in social psychology in their cognate as well as a course that fulfills the Biological Bases of Behavior. Check with your advisor before signing up for a cognate. You (and your advisor) will probably need to contact the professor of the course you're interested in directly to see whether you will be permitted to enroll. Please note that you may be permitted to take classes at institutions other than DU to fulfill your cognate requirement, provided they are psychology classes and you obtain pre-approval from your advisor.

IV. INTERNSHIP

Students must complete a 12-month full-time equivalent internship after completion of course work, comprehensive exams, and dissertation proposal.

V. QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exams are taken during the second year of doctoral study. Comprehensive Exams are taken when coursework is completed. If you are planning to complete the program in four years

you may need to take your qualifying and comprehensive exams during the same year (your second year). Comprehensive exams must be passed prior to applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students are encouraged to participate in another research project. This may be research done independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU or elsewhere. The research may also be an outgrowth of a class assignment. In addition, students are encouraged to present the research or aspects of it at a local, state, or national meeting. The student fulfilling the requirement does not have to be the first author on the presentation but should participate in the research project and preparation of the material for the presentation. The presentation may involve activities such as reading a paper, participating in a symposium, or presenting a poster. Students should keep documentation of their participation; for example, a copy of a letter accepting the proposal for presentation or a copy of the program for the meeting with the presentation listed. Students must submit a copy of their presentation to faculty as part of the annual review.

Examples of meetings where students have presented their research include the American Psychological Association, Colorado Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, the Colorado Counseling Association, the American Counseling Association, and the Graduate Student Research Conference at the University of Denver, as well as others.

We suggest two steps for students who are novices in the research process: (a) Join a Counseling Psychology research group and, (b) attend a professional meeting where research is presented so that you see firsthand the difference between a symposium, poster, and an oral research presentation. Students are encouraged to assist faculty with research prior to working on their dissertation and the majority do. It is possible that your dissertation topic will come directly out of this type of research assistance.

VII. DISSERTATION PROPOSAL

Dissertation proposals must be successfully passed by October 1 of the fall quarter that a student plans to apply for predoctoral internship.

VIII. EXTRA HINTS FOR INCOMING STUDENTS WITHOUT A MASTERS DEGREE

Basic Counseling Techniques, offered during Fall quarter, requires students to participate in a triad in addition to scheduled class time. Triads meet once weekly for two hours to practice techniques. You will be acting as counselor, client, and observer during sessions. Sessions are tape-recorded and you will meet individually with a T.A. to review those sessions in which you were the counselor.

Intermediate Techniques, offered Winter quarter, also has triads that meet once weekly for two hours. The format will be the same as during Basic Counseling Techniques.

Beginning Practicum is a three-quarter commitment starting with the Fall quarter, when you take the Fieldwork class. The most important aspect of Fieldwork is securing a site. There are excellent sites available all over the Denver area. Please speak with Masters students, Ph.D. students, and faculty to make the process much easier. There is a blue book of practicum sites in the Counseling Psychology area. Students will spend between 10-15 hours on site Winter and Spring quarters. Depending on your progress and evaluations, you may need to continue with a third quarter of Beginning Practicum. You will be required to provide typed verbatim transcripts of three sessions each quarter; and although these transcripts are always described as an excellent learning experience, they take a considerable amount of time.

While in Beginning Practicum during Spring quarter, students may receive supervision from doctoral level students taking Counseling Supervision class. As with other practicum placements, you will be taping your sessions and completing transcripts.

Internship and Dissertation Requirements

Prior to graduation, doctoral students must complete a 12-month full-time internship or equivalent after completion of course work and comprehensive exams. It is required that students have their dissertation proposal approved by October 1 of the fall quarter that a student plans to apply for predoctoral internship. It is also required that students pass their comprehensive exams prior to applying for internship. All students need to be approved by faculty to apply for internship. It is unlikely that most students will receive internship sites in Colorado and, in fact, students are strongly encouraged to seek APA approved internships in other locations. Please note we also strongly encourage each doctoral student to have successfully defended his/her dissertation prior to the beginning of this year-long internship.

Internship Registration

You will need to register for CNP 4754 Internship for fall quarter during your internship year.

You must obtain departmental approval every academic quarter for clearance to register for the field experience course (CNP 4758) by contacting the Office of Academic Services (OAS@du.edu) who will confirm via your DU email account that you are eligible for field experience registration.

You must then register for CNP 4758 PhD Field Experience during the fall, winter, and spring quarters of your year-long internship. This is listed in the regular course offerings for CNP students. You will need to go online and register yourself each academic quarter to reflect that you are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once you register for CNP 4758 PhD Field Experience, you will be “flagged” as a full time student even though you have only 1 credit for that quarter (recall that you must register for CNP 4754 for fall quarter). In winter and spring quarters you will only be registered for CNP 4758 and will need to pay the required DU Graduate Studies fees associated with this course.

Once you complete the required year-long internship and are working on your dissertation you must register for CNP 5995 for EACH academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters as per the MCE Continuous Enrollment Policy. Please note: Some students will decide to complete their dissertation prior to their internship.

If you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment. You must first complete the CE Approval form (found at DU Office of Graduate Studies: <https://www.du.edu/media/documents/graduates/CE.pdf>) with signatures from your advisor and the Associate Dean of MCE. Once you have been approved you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation. See the DU Graduate Studies policy manual for more information about the Continuous Enrollment process. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CNP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

Internship Hints

Internship Application Timetable (written by former students and faculty):

We have a high predoctoral internship match rate. This is due to the fact that students are well-prepared to apply and interview for internship placements. You will have a gamut of emotions involved in the internship process. We want to pass on some recommendations and suggestions that have been valuable and effective. Below is a suggested timetable for the internship process.

Spring and Summer:

1. Meet with your advisor the Spring quarter before applying to discuss what you want/need from your internship and whether you are ready to apply.
2. Begin selecting assessment cases during Spring quarter which you can use in the application and for your interview. Include diagnosis, therapeutic approach and plans. Practice them during practicum. A few sites will want a complete battery of tests (WAIS, MMPI, TAT, CAT, Rorschach and maybe neuropsychological tests). Some career centers want career testing experience. Check with past applicants. On these reports you need all identifying information to be de-identified, not just the name but any information that could potentially identify the client.
3. Review the Association of Professional Psychology Internship Centers (APPIC) internship references and make a list of internship sites of interest. The most up-to-date APPIC Internship Directory can be obtained on line at. <http://www.appic.org/>. Make sure it is a current directory as deadline dates change from year to year. If possible, check with professors regarding the "personalities" of each site.
4. Start gathering information to prepare your vita. Get samples from other students or friends. Be sure to include your home phone number and email address on your vita so sites can call to arrange interviews. List number of practicum hours in a prominent place. Depending on the site, you may want to separate hours for adult, child, family, etc. In addition to your vita, develop a statement of your goals and training interests.
5. You will need to pass your dissertation proposal by October 1 of the fall quarter that you plan to apply for predoctoral internship.

Fall:

1. In September, pull down the internship application on line. Most are now on the web and the form is becoming more universal for sites. Begin to select the number of agencies (about 10-12) to which you will apply.
2. Make a list of deadlines for each internship and start well in advance to meet them. Remember, even the new APPIC Directory may have inaccurate deadlines, so check applications.
3. Finish your vita and have a faculty member in the program look it over. Have it reproduced professionally.

4. Request transcripts early. If agencies do not request official transcripts, you can purchase an unofficial copy of your transcripts from the Registrar's Office and make copies to send to agencies. Some agencies request transcripts of undergraduate work as well.
5. In September, request letters of recommendation from faculty and supervisors. Think carefully about what you want to convey and choose your references accordingly. Use a combination of supervisors and faculty. Give them a copy of your vita, a statement of your training interests and goals, your strengths and weaknesses, and a list of internship sites, training directors and addresses and the application deadline to those places that you will apply.
6. Work on your applications. Note that you should have arranged for reference letters and transcript before this step. Many applications are due on November 1 while others are due as late as January 15th. Have all of your materials reviewed by the Training Director and possibly your advisor, or some other faculty member.
7. Some students use Winter break to visit agencies while others visit agencies in January. An alternative strategy is to investigate internship sites each time you travel throughout your graduate career. You can go and at least see the site and perhaps meet people, particularly current interns. During the interview process, some agencies will not allow on-site interviews, and will only grant telephone interviews. Others seem to expect a personal interview if you are interested. Call the agency and ask about their policy. A limited Winter class schedule is helpful if you plan visits in January.

Late Fall / Early Winter:

Most internship interviews occur in January. Many internships, especially counseling centers, arrange phone interviews only. Typical questions can be found at the end of this section.

Follow interviews with your favorite sites with a letter stating appreciation for the interview and why you are a strong fit with them.

The time between interviews and acceptance day is a grueling time. Some agencies stay in touch with their top choices during the entire time while others refuse to communicate with you at all. Those that do court students during that time will court their alternate choices also. The waiting period is a good time to work on your dissertation.

Selection day is determined by APPIC .Results are typically given to students in the last week of February on a Friday. On this day you will be told whether you match or not, but you will not be told where you match until the following Monday. This lag time allows for students who did not match to prepare for the Clearinghouse which begins on Monday. Sites will not be told whether they have filled their slots until Monday morning, again to allow for students to enter the Clearinghouse on Monday morning. Matching is now done by computer. Consult Dr. Mary Gomez, Training Director, with any questions regarding this system.

Students who remain unplaced in an internship after this period can participate in the second round of internship placements which occurs shortly after the initial process. Through the APPIC Clearinghouse, agencies send information about their openings and schools send requests for information for students not yet placed. Our students have had an excellent match rate in the internship selection process and have been very pleased with their sites. GOOD LUCK!

Internship Interviews

Questions Your Internship Interviewer May Ask You:

1. Why are you interested in this site?
2. What are your strengths? Weaknesses?
3. What is unique about you as a person?
4. What do you expect from an internship?
5. What is the last book you read in psychology? Why did you pick it?
6. What are the theoretical orientations that you are most familiar with? Least familiar?
7. Describe your therapeutic style.
8. Discuss a particular client (patient) and the course of treatment.
9. What type of clients or patients do you like working with the most? Least?
10. What do you hope to do when you complete your internship?
11. What do you see yourself doing in five years?
12. What kind of tests and assessment instruments have you been trained to give? How many of each have you given?
13. Give a description of a case which you handled well and which you did not handle well and explain why. What did you learn from it?
14. What is your view of what makes people the way they are and how they change?
15. What is your theoretical orientation? (If answering “psychodynamic,” be prepared to discuss how it will work in a brief treatment setting).
16. Describe your professional strengths and weaknesses.
17. Why are you interested in our agency? (How do your interests match the internship?)
18. How do you handle conflict at work?
19. What things outside the field of psychology affected your professional development?
20. What is your experience dealing with psychopathology?
21. What honors have you received?
22. What is your ethical responsibility to your client?
23. What book or article have you read lately that has greatly influenced your professional development?

Questions You May Want to 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 an intern?
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. If there was a recent APA site visit, were there any concerns in the report? What were the strengths mentioned?
7. How are supervisors (and rotations) decided?
8. How many intern slots are available? Are they all funded? Are any pre-allocated to a certain university?
9. How much interaction occurs between interns?
10. How many hours of supervision each week? What kind?
11. Are there research opportunities? Is there a research requirement?
12. Can I talk to an intern?

Recommended Dissertation Timeline Taking Into Consideration Timing of Internship

Completing Program in 4 Years (3 Years at DU, 1 Year at Internship Site)	Completing Program in 5 Years (4 Years at DU, 1 Year at Internship Site)
Complete research statistics requirements during first year (if possible)	Complete research and statistics requirements by end of second year
Select dissertation advisor and general topic by end of first year	Select dissertation advisor and general topic by end of second year
Successfully defend dissertation proposal by October 1 of the fall applying for internship	Successfully defend dissertation proposal by October 1 of the fall applying for internship
Option 1: Defend dissertation during third year (before beginning the internship) Option 2: Defend dissertation after completing the internship (will likely involve working on the dissertation, including data collection, during the internship year)	The five-year plan typically involves defending your dissertation during the fourth year (before beginning the internship)

Monitoring Student Dissertation Progress

After students leave on internship, it is often difficult for students to continue to make progress on their dissertations. It is equally hard for faculty to mentor students through the dissertation process. Since 2006, the Counseling Psychology program has required all students applying to internships to have their dissertation proposal passed by October 1 of the fall quarter that they plan to apply for predoctoral internship. This has been a very positive change in that several students have had their data collected prior to beginning internship and several students have defended their dissertations prior to beginning internship. Additionally, our length of time to completion for the doctoral degree in Counseling Psychology has decreased to 5.0 years. This policy was instituted to help students graduate in a timely manner. Further, we strongly encourage the successful defense of your dissertation prior to beginning your internship. While this is not possible for all students, it is an expectation where appropriate.

Another policy adopted by the faculty helps to monitor students' progress. After passing the Comprehensive examination and completing course work, students need to submit a graduation time line and plan which has been reviewed with their advisor. The plan need not be extensive, but it should outline the student's plans for completing the dissertation and graduating and include a reasonable timetable. The plan should be approved and signed by the dissertation advisor and signed by the student. After being signed, the plan should be submitted to the faculty via the Training Director before the student leaves on internship. Once a year (September 15), students must send a letter to the Training Director which reports their progress in meeting the goals identified in their time line. The letter should outline how the student and his or her advisor have monitored the student's progress (e.g., monthly meetings, phone calls).

Obviously, there are often unanticipated delays in completing dissertations. If during one year, a student realizes he/she will not meet his/her stated goal, the student could submit a revision of the time line for that year to his/her advisor. If the student also anticipates a delay in the overall time line, the revision should be submitted with the yearly progress update. If a personal emergency arises, a student may take a leave from the plan for up to one year with appropriate prior approvals. This option can only be used once and must be approved by the entire faculty, the Morgridge College of Education, and the DU Office of Graduate Studies. This extension is a program extension and does not change the 7-year limit for graduation. Students should refer to the Morgridge College of Education Bulletin for the complete extension policy. Any leave must be approved by the student's program, the Morgridge College of Education, and the Office of Graduate Studies.

All successfully defended dissertations must be submitted electronically to ProQuest (UMI). ProQuest provides access to graduate works for thousands of libraries around the world. You will find step-by-step instructions on how to submit your dissertation using the "ETD Administrator" software via the following website: http://www.proquest.com/products_umi/dissertations/.

Counseling and Educational Services Clinic Requirements

All doctoral students, during their first year and a half, enroll in two one-credit clinic courses which require them to work one evening a week for two quarters in the Counseling and Educational Services Clinic (C&ES) operated jointly by the Counseling Psychology and the Child, Family, and School Psychology programs. The purposes of the Clinic are 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 during their sessions with clients and receive immediate feedback. They also participate as a part of a reflective 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 transition concerns at a reasonable cost (sliding scale).
4. To provide consultation and intervention for schools and other agencies dealing with school related problems.

Effective February 8, 2011, the following clinic requirements apply to doctoral students:

1. Students who did not complete a practicum in their master's program or who entered with a bachelor's degree are required to take both the Beginning and Advanced Clinic courses (two quarters each, for a total of four quarters).
2. Students who completed the master's program in counseling psychology at DU do not have to retake Beginning Clinic courses but they may need to complete two quarters of Advanced Clinic as part of their doctoral course work requirements. It is possible to waive this requirement with approval from your advisor.

Problem Gambling Treatment and Research Center

The Problem Gambling Treatment and Research Center (PGTRC) at the University of Denver is housed within the Counseling and Educational Services Clinic in the Counseling Psychology Graduate Program. Resources to support the PGTRC come in part from a contract with the Colorado Department of Human Services, Division of Behavioral Health.

The PGTRC provides the following services and learning opportunities:

1. Presentation of an annual state-wide conference focusing on problem gambling issues in Colorado.
2. The provision of problem gambling specific training to counselors in Colorado.
3. The supervision of counselors working with problem gamblers or those affected by problem gambling in Colorado.

4. The provision of treatment services to those affected by problem gambling.
5. Conducts research relevant to problem gambling in Colorado and dissemination of research results at local, regional, and national conferences.

The Center of Excellence offers a state-wide mechanism for the delivery of both gambling counselor training and supervision at no cost to trainees. The Center of Excellence has provided counseling and treatment to a growing number of clients affected by problem gambling. A follow-up of clients who have completed counseling is currently underway. An extensive amount of research has been conducted; data has been analyzed, and related research has been presented at both the regional and national levels.

Training

A 30-hour core curriculum has been created and is currently available online for state-wide access. Those desiring training register with the PGTRC and receive a login ID to access training modules. Completion of the 30 modules has prepared trainees to pass a required Colorado examination as part of the requirements for Colorado Approved Gambling Counselor endorsement.

Supervision

The supervision format currently provides supervisory consultation services to problem gambling counselor trainees. To be eligible for supervision, a trainee must currently be working with a problem gambler or have worked with one during the past year and maintained records of this work. Trainees desiring supervision contact the Center for Excellence and are given toll-free local and long distance phone numbers and a login ID to access the supervision.

Research

Research conducted at the Center of Excellence has been accepted for presentation at the American Psychological Association, the Rocky Mountain Psychological Association, and the National Council on Problem Gambling conferences.

CONTINUOUS ENROLLMENT POLICY AND DISSERTATION CREDIT POLICY (updated 2/1/2011)

Please note there is a Continuous Enrollment Policy for the University and a Dissertation Credit Policy for the Morgridge College of Education. Students MUST adhere to both policies at all times.

Morgridge College of Education Dissertation Credit Policy

Once the student has completed successfully all required courses and the required comprehensive exam, the student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. In order to encourage the completion of the dissertation, the policy requiring dissertation credits is as follows:

A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

Note that students on doctoral internship should not register for dissertation credits.

University Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits, or Continuous Enrollment registration. The University Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation, though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (XXXX 5995) each quarter until you graduate per the MCE Dissertation Credit Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, please see your program handbook for specific instructions on meeting MCE and DU requirements.

If a student is registering for XXXX 5995 for less than four (4) credits in a given quarter AND you are attempting to defer student loan repayments, the University Continuous Enrollment Policy should be utilized in addition to the MCE Dissertation Credit Policy. You are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements. The MCE does not provide financial aid policy interpretation so please consult the appropriate office for support on any financial aid policy.

To register for University Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to:

<http://www.du.edu/media/documents/graduates/10-11policy.pdf>

For the University Continuous Enrollment form and instructions, please go to:

<http://www.du.edu/media/documents/graduates/CE.pdf>

Please note that completing the University Continuous Enrollment form DOES NOT register you for continuous enrollment. Permission to enroll for Continuous Enrollment is granted for one academic year beginning in the fall quarter. Students requiring Continuous Enrollment after fall quarter registration must complete and submit a new form prior to the beginning of the fall quarter of the subsequent academic year. Continuous Enrollment permission is granted for one (1) full academic year.

REGISTRATION must be completed QUARTERLY. Students are responsible to register for Continuous Enrollment **each quarter**, and for payment of the \$50.00 registration fee and the associated technology fee, \$4 per credit hour. Students should register for **CENR 5600 (Doctoral, 8 credit hours)**. Doctoral students working on a dissertation CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid

Students with an approved time extension for completion of their degree program, but who are no longer eligible for Financial Aid because they are past the aid eligibility time limit (10 years Doctoral) register for: **CENR 5700 (Doctoral Level, Non Financial Aid Eligible, 0 credit hours)**. CENR 5700 registrations do not confer loan eligibility or loan deferment.

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some form of financial aid, you may only need to register for the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the University Continuous Enrollment Policy would be necessary in addition to the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Domain Chair if their advisor is not on campus.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the college in graduate course work counted toward the degree. The average is determined on the basis of the University's grading system. Credits carrying below a "B-" will not be accepted by the program as meeting degree requirements. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended or dismissed. The Office of Graduate Studies informs the Morgridge College of Education in writing at the end of each quarter when a student's cumulative GPA falls below 3.0. It is the program's responsibility to inform the student. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be dismissed from the program.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Time Limit for Degree Completion

The time limit to complete the PhD degree is seven (7) years.

Coursework Plan

The *Coursework Plan* provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. **It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** The coursework plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the course work plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form (<http://www.du.edu/education/resources/current-students/forms.html>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at <http://www.du.edu/education/resources/current-students/coursework-plans.html> and must be completed electronically, signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

A student's coursework plan serves as a legal document at graduation time. The Office of Academic Services checks it against the student's transcript, making sure that the student has taken the classes which are listed on his or her course work plan. Thus, the course work plan should remain a living document and be updated as necessary by the student and advisor.

In order to transfer credit from another school, the Office of Academic Services needs to have an official transcript from that school in its files, sent directly to the University of Denver from that school's registrar's office. This form must be completed and approved before the end of the first quarter of enrollment. Credit can only be transferred if it is less than five years old when the transfer is requested, and if it has not been counted toward any degree. Credits must be at the graduate level and with a grade of "B" or better. Please make sure you check with the Office of Academic Services to make sure these transcripts are in your file.

The faculty in each program area of the Morgridge College of Education have agreed upon a listing of required and recommended courses for each of the concentrations available to students in that area. For each concentration area, a course program planning sheet is available for use by students and their advisor. The program planning sheets provided for all MA and Ph.D. concentrations give students and their advisors a clearly definable program, which is important for student advisement, for inspection by agencies that evaluate our programs, and for preparing MA comprehensive exams and Ph.D. qualifying and comprehensive exams. It is intended by the faculty of each program area and by the faculty of the Morgridge College of Education as a whole, that the requirements and guidelines listed on course work program planning sheets be followed.

In rare cases where exceptions to requirements are recommended, the following process will be followed:

1. Research, measurement, and statistics courses requirements can be waived only with written permission of the Research and Statistics Methods Program Coordinator. A judgment will be made by the Coordinator concerning the "comparability" of the course in question. In no case are credit hours granted with the waiver, but rather, students are provided the opportunity to engage in more advanced or specialized work.
2. Program area courses and courses recommended for particular concentrations can be waived only by the faculty member who teaches the course or in consultation with the person most directly responsible for the overall program. Credit hours will not be reduced as another course must be selected.
3. Advanced Research requirements can be waived, or substitutions made only with written approval of the academic advisor and the course instructor.
4. Students may waive RMS 4930, RMS 4910, or RMS 4941 if they have taken comparable coursework within 5 years with a grade of "B" or better. Students may also attempt to test out of these courses. Credit hours will not be reduced. Consult the MCE Office of Academic Services.

Students should follow the steps listed below in seeking a waiver:

1. Obtain a Request for Waiver/Substitution of Course form on the MCE website at: <http://www.du.edu/education/resources/current-students/forms.html>.
2. Include a copy of your transcript with the course listed that you are using to waive the course.
3. Include a copy of your syllabus for the course that you have taken.
4. Have the waiver form signed by the appropriate faculty member.
5. Return the signed waiver form to the Office of Academic Services.
6. Must be completed in first quarter of enrollment.
7. A waived course does not result in a reduction of credit requirements.

Student Annual Review

Because students are in positions that involve serving the public, faculty monitor students' progress in several areas throughout the program. Faculty will evaluate students on a yearly basis and students will be informed by letter after Fall Quarter about the outcome of that evaluation.

Students participate in this ongoing evaluation process by completing a Student Annual Review form, which will be provided to you by the Training Director, by October 1 each year. Responses to this form as well as faculty members' observations will be the basis for the annual evaluation. Copies of the completed Annual Review form are to be emailed to the Training Director. The Training Director may also use an on-line form, requiring you to go to a survey web-site, rather than an e-mail document.

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

Qualifying and Comprehensive Exams

Qualifying Exam

This exam demonstrates a student's background knowledge in their area of concentration and demonstrates his or her proficiency and conceptualization in writing. The exam is to be taken

during the second year of study (please note: students who completed their masters degree in the DU Counseling Psychology program are exempt from taking the doctoral qualifying exam).

General content areas include:

Individual counseling: Theory and practice

Assessment

Group counseling: Theory and practice

Career counseling

Program evaluation

Multicultural issues

Human Development

Ethics

Supervision

Psychotherapy Research

Research Methods/Statistics

Final Comprehensive Examination Requirement

Students who have earned a graduate degree reflect the successful acquisition of the knowledge, skills, and competencies required to work in the field. The comprehensive examination is intended to provide an opportunity for students to demonstrate their ability to integrate, synthesize, and make meaning of the knowledge they have gained during their program of study. Designed as a reflective exercise that emphasizes the student's ability to utilize knowledge and skills in a compressed time frame, a final examination enables the student to certify that he or she has gained sufficient knowledge and professional expertise to begin or continue employment in an information environment. There is no fee for the exam. Registration is required and students are responsible for timely registration, according to College deadlines. The comprehensive exam schedule, forms, and further information is available at:

<http://www.du.edu/education/resources/current-students/exams.html>.

The purpose of the Doctoral Comprehensive Exams is to assess the student's depth of understanding in areas that go beyond the qualifying exam, such as a deep understanding of theory and research design and analysis, individual differences, etc. The comps are typically taken during the final quarter of course work. Please contact the MCE Office of Academic Services (303-871-2112) for information.

Doctoral Qualifying Exam – Sample Questions

Criteria to be used for evaluation:

1. The response is directed to the question as stated.
2. The response to the question is a complete discussion of it.
3. The response is accurate in all respects.
4. The response is logically organized in all respects.
5. The response reflects depth of thought consistent with graduate level work.
6. Documentation is accurate and from pertinent primary sources. Sources are cited.

7. Response reflects the field as a whole and not fragmented reporting of isolated facts and names.
8. The response is well written and includes the use of good grammar.

Answer three of the following four questions:

1. Compare the techniques, theories and research relevant for enhancing the career maturity of high school and college students. Suggest the extent to which the theories, techniques and research may be valid with both males and females and with different cultural groups.
2. You work in a mental health center and are considering developing a group for adolescents who have attempted suicide in the past but are not currently suicidal. You decide it will be a 12-week group. Discuss in depth your thinking about selection of members, size, characteristics of membership, format, leadership style, group goals, and how you will determine if it is successful. Also discuss how you will address confidentiality and the limits to confidentiality. Throughout your response, you need to support your thinking based on group theory and group research.
3. Describe a client you have seen. Give the presenting problem, relevant history, and suggest a diagnosis for the client. Choose one theoretical approach. Discuss the client from that theoretical perspective explaining the etiology of the problem from that perspective as well as a treatment plan which follows from that perspective. Last, suggest assessment techniques you used or might have used with the client; justify their use in terms of the information they might provide about treatment as well as their limitations.
4. A young Latina is assigned as a client in a university counseling center. She is married and living in campus housing. She moved to Denver with her husband and son two years ago. Her husband is a graduate student and she is taking a few classes. She and her husband have begun to have conflicts over her role as a wife since she has been on-campus as a student. She is doing well in her biology classes and wants to go to medical school but fears the impact on her marriage. Based on your knowledge of multicultural counseling, what cultural considerations would be important, what important therapeutic tasks would there be with the client, and what ethical issues would be at stake? Defend your response to each issue.

Doctoral Comprehensive Exam – Sample Questions

1. Psychotherapy Outcome Research

Thoroughly discuss the following: Does psychotherapy work? Describe the current research, common research methodology used to address this question, and the strengths and limitations of this research.

2. Psychological Assessment

A resident assistant at an area university has referred a person to you because of some concern that the student “might be suicidal.” The student comes to your office stating that

her RA sent her to you to have some “tests.” The client is a 24-year old multiethnic (Caucasian, Latino, and Native American) female.

- a. Describe in detail what your plan is for this client in the first session.
- b. You determine that the person is not in imminent danger and wonder about the possibility of a personality disorder. You decide to administer a battery of psychological assessments. Describe four psychological assessment instruments that you might use **with this particular client** and for each instrument list the validity and reliability issues associated with each instrument. Be Specific
- c. List the strengths and the weaknesses of these instruments for (a) this particular client and (b) for use with diverse populations. Please tie all of your responses to research and theory.

3. Research

Outline a proposal for the funding of a research project to compare the effects of treatment A and B, each of which is designed to decrease the symptoms of depression in adolescents but through different approaches. Briefly describe treatments A and B and then describe the design you would use for this study. Also discuss your justification for doing this study based on the existing literature, the research questions you might ask, procedures you will use, a description of the sample, instrumentation, and specific methods for analyzing data.

Graduation

Completing a degree in the Morgridge College of Education deserves celebration. The University of Denver, Morgridge College of Education, and the faculty applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete.

Students must apply for graduation. Official deadlines and forms are online at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline.

Probation and Dismissal for Academic and Non-Academic Reasons

A student may be placed on probation, suspended, or dismissed from the program for non-academic reasons such as: unethical or unprofessional acts in violation of the code of ethics adopted by the program, violations of the program or University of Denver policies; dishonesty; negligence; nonpayment of bills owed to the University of Denver; criminal acts; failure to meet assigned responsibilities; and any other conduct not in keeping with the ethical standards of the College or the profession.

Conduct inappropriate to the profession may include but is not limited to plagiarism, cheating, fabrication (see definitions below), dishonesty, willful destruction of property, substance abuse, violence or threat of violence, or serious breach of trust or confidence. Serious misconduct,

misrepresentation, or failure in personal actions or in meeting obligations that raise serious unresolved doubts about the integrity, character, and faithfulness of the student in meeting the overall obligations of a career are all considered inappropriate behavior. Students may also be dismissed from the program for conduct inappropriate to the profession which shall also include violations of the ethical code adopted by the program. Failure to abide by these standards while enrolled as a student in the program will lead to probationary status and may be grounds for dismissal from the program. Any student who exhibits personal characteristics which seem inappropriate to one seeking to become a professional is considered for dismissal regardless of academic performance.

In the Counseling Psychology Program, as students or professionals, Counseling Psychologists are expected to follow the Ethical Principles for Psychologists and Code of Conduct (American Psychological Association, 2002, 2010).

While such instances are rare, should they occur, students will be contacted by their advisor and informed **specifically and in writing** of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, or ethical or policy violations. **Students will be asked to respond to these concerns personally and in writing.** Decisions regarding probation or dismissal from the program will be made by the Program Faculty and Program Coordinator in consultation with the Associate Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

In the case of a student whose non-academic performance or behavior and conduct are unsatisfactory, the Program Faculty and Program Coordinator may:

1. Reprimand the student and require corrective action or restriction
2. Place the student on warning with remedial work required
3. Place the student on probation with restrictions, corrective actions, or remedial work required
4. Suspend the student
5. Recommend that the Dean dismiss the student from the College

Placement on warning, probation, or suspension may continue until satisfactory performance has been demonstrated, remedial work has been completed, correction of deficiencies have been shown or appropriate professional evaluation, counseling, and treatment has been sought and successfully completed to the program faculty's satisfaction.

Any student may be dismissed from enrollment in the Program if, in the opinion of the Program Faculty and the Program Coordinator that , his or her knowledge, character, or mental and physical fitness cast serious doubts upon his/her capabilities as a professional. In addition, students who are **not functioning effectively** in academic, ethical, interpersonal, or practice areas

will be advised of deficiencies and required to remediate them. (This may include undergoing a psychological evaluation and/or psychotherapy at the student's expense.) They may also be placed on probation. If remediation is not successful as determined by the program faculty, students may be dismissed from the program.

A student who has been suspended or dismissed from the program for academic or non-academic reasons has the right to appeal. Students placed on probation or suspension for non-academic reasons may have to meet specific standards or have their activities restricted during the period of probation or suspension while he/she appeals the action depending on the nature of the offense.

Further Reasons for Probation and Dismissal

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

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

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

2. Cheating: 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 Honor Code, are grounds for placing a student on probation or dismissing them from the University. In the Counseling Psychology Program 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.

3. **Plagiarism:** It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2002, 2010) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.
4. **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.
5. **Lack of Professionalism and Unethical Behavior:** All students and professionals are expected to follow the ethical principles that are explained in Part IV of this handbook. Failure to abide by these standards while enrolled as a student in the Counseling Psychology program will lead to probationary status and may be grounds for dismissal from the program.

Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas or if students are deemed unable to perform the duties of a professional will be advised of deficiencies and required to remediate them. They may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

While it is not expected that a student will be dismissed from the program, 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). Please refer to the MCE Bulletin for additional information.

Grievances

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors and the Domain Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct his/her concern to the Domain Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policy Manual.

Assistantships and Fellowships

There are financial aid opportunities at the University of Denver through various assistantships, scholarships, and work study positions. The Counseling Psychology Program has teaching assistantship opportunities for doctoral students and research positions working with faculty members.

The Morgridge College of Education offers positions working in the Office of Admissions, the Office of Academic Services, the Dean's Office, and in various academic programs. Secretarial experience is helpful for the Office of Admissions positions while experience in the schools is helpful for positions in the Teacher Education Program.

The Health and Counseling Center at DU has positions which involve individual counseling with university students. A position through the Counseling Center also serves as a practicum placement.

To be considered for assistantships in Counseling Psychology and other positions in the Morgridge College of Education, you must submit a departmental financial aid application to the Morgridge College of Education (see Rule 2, "Financial Aid" in this handbook) by March 1. Applications for the DU Health and Counseling Center positions are usually due in March. Contact the Health and Counseling Center for application instructions at that time. Metro State College Counseling Center also offers practicum/assistantship positions which come with a monthly stipend. Contact the Director at 303-556-4045 for application information.

Financial Aid

In the past two years, all of the first year doctoral students in the Counseling Psychology program who applied for aid received partial financial aid of some sort. All of the second and third year students who applied for aid in the last two years were also partially funded. Most students receive financial aid during their program although it is very rare to receive full funding.

Counseling Psychology Program Miscellany (More You Should Know)

The Counseling Psychology program is structured so that there is a Program Coordinator (Patrick Sherry, PhD.) and a Training Director (Mary Gomez, Ph.D.). In collaboration with the faculty, the Program Coordinator is responsible for the overall functioning of the program, including communication with the Dean's Office, overseeing class schedules, financial aid distribution, and other areas that relate to the day-to-day effectiveness of the program. The Training Director oversees the training components of the doctoral program including practica and predoctoral internship, and communicates with the American Psychological Association about any accreditation considerations. The Training Director helps prepare students for the predoctoral internship process.

Get familiar with the Office of Academic Services (OAS). The OAS is on the third floor of Ruffatto Hall. This is the office where your official file is kept and where you will carry out much of your graduate business. The phone number is 303-871-2112.

Counseling Psychology faculty mailboxes are located in the copy/workroom (201A) on the second floor of Ruffatto Hall. Students' mail folders are located outside of faculty offices on the 2nd floor. Each student has a file folder in the top drawer of the filing cabinet. Doctoral students' files start in the middle of the first drawer with Master students' file folders in front.

You are responsible for knowing DU, MCE, and program policies and procedures. This includes policies covering cheating, ongoing student evaluations, and grievance processes. Please refer to the Grad Students tab at <http://www.du.edu/currentstudents/index.html>, and the MCE website at <http://www.du.edu/education/resources/current-students/index.html>. The Bulletin and the Dissertation and Thesis Handbook are located under Handbooks.

Understanding program requirements can be confusing. Because there are individual differences based on students' backgrounds, the year they entered the program, and career plans, it is essential that you consult with your academic advisor.

Each doctoral student will have to choose departments outside of the Morgridge College of Education in which to complete their cognate courses. Cognate courses are available in the Psychology Department (Ph.D.) as well as the Graduate School of Professional Psychology (Psy.D.). It may also be possible to take cognates in programs that are not directly related to psychology (e.g., biology, social work). Discuss your options and goals with your advisor. Cognates any area have pros and cons. Talk to other students to get their views about specific classes so you can pick a cognate that will fit your needs.

Beware of canceled cognate courses in the Psychology Department. They sometimes cancel classes without notifying students. A way to avoid this uncertainty is to email the professor of the course you wish to take the preceding quarter. In addition, they will allow their own students to take the courses first, often leaving no space. Talk with your advisor immediately if you know you might have problems taking a cognate course.

Technology has allowed for many different options of recording. You will need to find a method to video or audiotape your clients so that you can bring it to your consultation session with your practicum instructor. 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. To check-out

equipment, please contact the Technology Coordinator in Ruffatto Hall room 212 or 303-871-3222. Please report any damaged or broken equipment to the Technology Coordinator.

The College requires students to complete their Coursework Plan during their first quarter. The Coursework Plan must be filed with the Office of Academic Services before the Qualifying Exam can be taken. Plan to work closely with your advisor.

The program also encourages students to take their Qualifying Exam during their second year of study. It may be helpful to get input from students who have already taken the exam. They, along with the faculty, can give you an overview of the important areas to cover in studying. (See the section of this handbook on comps and quals). The quarter during which the Qualifying Exam is offered may be somewhat of a moving target - keep an eye out for announcements from the Morgridge College of Education.

It is possible to sign up for 5 of the required 10 minimum Dissertation credits before you take comprehensive exams. The remainder of these credits can only be taken after you have successfully completed comprehensive exams.

Getting practicum sites can be a source of anxiety for many; however, we always place our students. Because there are lots of schools and counseling-related programs in the area, the keys to getting a good site are being proactive and taking initiative. The best thing, however, is to ask other students and faculty for suggestions that meet your needs. All practicum sites have different application dates. It is a good idea to begin the application process in the Winter quarter. You can contact the site and ask about the specific process. You will want to check with other doctoral students who are currently in practicum, and the instructor for Advanced Practicum and Advanced Practicum II. For further information on past sites, student contacts, and information regarding the process, see the section on Practicum Hints.

Having your own personal malpractice insurance coverage is required. Student members of the American Counseling Association (ACA) are eligible to obtain malpractice insurance for work related to program curriculum. ACA membership information can be obtained on the web at www.counseling.org. The American Psychological Association also provides insurance for student members. Insurance information is available on the APA website at www.apait.org.

In order to apply for predoctoral internship, you must meet all requirements, including a signed "Readiness for Internship Form" by the end of Spring quarter. Prior to applying for internship you must pass your comprehensive examination and your dissertation proposal. Without these, you will not be considered ready for internship.

Doctoral students must complete a 12-month full-time internship or equivalent after completion of course work and comprehensive exams prior to graduation. It is unlikely that most students will identify internship sites in Colorado and, in fact, students are strongly encouraged to seek APA approved internships in other locations. Students who have gone through this process have strongly suggested that students (a) keep detailed records of all practicum and clinical experiences, including assessments, (b) obtain additional clinical experience beyond the minimum program requirements if the internships require considerable assessment experience, (c) request transcripts early, (d) carefully coordinate letters of reference, and (e) prepare for internship interviews (See Internship Hints or Policy Sections for further information). Please note we also expect doctoral students to have successfully defended their dissertation proposal prior to the beginning of this year-long internship.

Ask for help from students and faculty with class work, tests, comps, requirements, anything. We really are in this together, and professors are nice people.

With an assistantship, you get a 10% discount at the DU Bookstore. When you get your DU ID card, make sure you tell them you have an assistantship and then just present your card at the bookstore to get your discount. Consider other book stores as an alternative to the DU bookstore.

The Tattered Cover Bookstore has many of the texts we use in stock and at lower prices; the store has an excellent psychology section. Also, some chain book stores, like B. Dalton, give 10%-20% discounts if you become a store member. Barnes and Noble also offers a 20% discount on all hardcover books. They will also order textbooks but orders must be placed several weeks in advance to ensure on-time delivery. On-line ordering is becoming more popular. It helps to find out the books you will need in advance and to allow time for delivery. Some useful web sites include: www.ecampus.com, www.varsitybooks.com, and www.amazon.com.

PART III: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

Student Associations

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Meetings

Student and Faculty Informational Meeting

The program schedules informational meetings at lunchtime 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 lunches are an excellent way to get to know faculty members and other students in a relaxed setting.

Program Faculty Meetings

These meetings take place once a month. Generally, two student representatives from the MA and one from the 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 in being a representative, please let the program chair know. If students have a concern, they may ask a student representative to present it to the faculty or they may petition the faculty by letter addressed to the program coordinator. If you plan to petition the faculty, it is useful to talk to the program chair or another faculty member before writing a letter.

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. In addition to the support of the cohort, you will be contacted by a student currently enrolled in the Ph.D. program, as part of the Student Mentor program. Your Student Mentor will be available via phone or email to help

answer questions, offer guidance, and provide support as you transition to the Ph.D. Counseling Psychology program, whether already living in Denver or moving to town.

Counseling Psychology Faculty

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

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

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, email: cmcrae@du.edu)

Andrea Pusavat, Ph.D., University of Denver, 2003. Licensed Psychologist. Co-Director of the Counseling and Educational Services Clinic. (KRH 145, 303-871-3230, email: andi.pusavat@du.edu)

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor. (Currently the MCE Associate Dean) Research interests: group counseling and group dynamics; multicultural counseling in groups, and group leadership. Adolescent development, increasing parent involvement in children and adolescents' mental health treatment (KRH 322, 303-871-2484, email: maria.riva@du.edu)

Patrick Sherry, Ph.D., ABPP, University of Iowa, 1981. Associate Professor and Program Coordinator. Licensed Psychologist. Research interests: Job stress and fatigue management in the transportation industry; and psychological assessment of managers. (KRH 262, 303-871-2495, email: psherry@du.edu)

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

Maximillian Wachtel, Ph.D., University of Denver, 2001. Lecturer. Licensed Psychologist. Research interests: Forensic Psychology, Group psychotherapy; and training in community mental health centers. (email: mwachtel@du.edu)

Other University of Denver Faculty – Morgridge College of Education Faculty Who Regularly Teach in the Counseling Psychology Program

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, email: 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, email: glmiller@du.edu)

Adjunct Faculty/Instructors

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

PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

American Psychological Association Ethical Principles of Psychologists and Code of Conduct

Doctoral students are expected to become familiar with and to adhere to the ethical standards set forth by the American Psychological Association. The Ethical Principles of Psychologists and the Code of Conduct can be found at:

<http://www.apa.org/ethics/code/index.aspx>

Part V: PROFESSIONAL ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. The following organizations are suggestions; there are many others for students to consider.

American Psychological Association

Division 17 and APAGS membership are encouraged

American Counseling Association

Part VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

APA Requirements

The Morgridge College of Education requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with
- other elements that are a part of every manuscript

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online.

<http://www.apastyle.org/pubmanual.html>

Distributed Email List

All accepted and enrolled students in an MCE program should immediately subscribe to their program's distributed email list, using their PREFERRED email address. These lists are used to deliver official program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to <https://listserv.du.edu/mailman/listinfo/cnpprogram-l> in order to subscribe.

Laptops

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule. The lab is closed on holidays.

Software Installed in Computer Lab

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed along with many Morgridge College of Education course-specific software titles. Research and Statistics Methods course software is also available. For questions about specific software titles please call 303-871-3222 for information.

Technology Support and Services

The computer lab in Katherine A. Ruffatto Hall is located in Room 210. Generally, hours are Monday through Thursday 8:00 a.m.- 9:00 p.m., Fridays 8:00 a.m. - 4:30 p.m., closed on weekends and holidays. The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Digital Cameras, Camcorders, Transcribers and Laptop Computers

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required. It is recommended you make a reservation for the equipment by calling 303-871-3222.

APPENDIX A: COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg

Students must pass all required courses with a B- or better in order for these courses to count as part of the Counseling Psychology plan of study. If a student is given a grade below a B- in any require course, it will need to be retaken and passed with a grade of B- or better.

CNP 1200 Career Decision Making

For undergraduates unsure of their academic and/or career direction. Helps students explore their interests, skills, values, and the world of work; provides decision-making strategies to aid in future career and life decisions. Lab fee required. 2 qtr. hrs.

CNP 3802 Peer Counseling

Are you interested in learning about how to help others? Interested in being a counselor? This course will provide an introduction to the profession of counseling. Learn more about the variety of roles and responsibilities of mental health professionals and how you can learn how to help others. 3 qtr. hrs.

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 qtr. hrs.

CNP 4642 Adult Development

Literature on normal development of adult thinking and problem-solving processes and self esteem. Physiological changes and relationship between cognitive development and developmental tasks of adults included. Prerequisite: prior course in development. 3 qtr. hrs.

CNP 4700 Counseling Theory

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

CNP 4701 Advanced Seminar: Counseling Theory

Focus on advanced practice issues and integration of theory and practice.
Prerequisite: Doctoral student. 3 qtr. hrs.

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. Lab fee required. Prerequisite: advisor's permission and statistics. 3 qtr. hrs.

CNP 4703 Behavioral Neurology

Overview of brain/behavior relationships; introduction to language and terms used in neuroanatomy and physiological psychology, anatomy of brain and nervous system; several neurological conditions studied in more depth (e.g., multiple sclerosis and Parkinson's disease), physical and psychological sequelae of those illnesses. 5 qtr. hrs.

CNP 4704 Psychological Assessment

Administration, scoring, and interpretation of objective and projective personality assessment techniques, the DSM IV-TR, diagnostic categories, report-writing skills, ethical standards for testing. Lab fee required. Prerequisite: Counseling psychology doctoral student. 5 qtr. hrs.

CNP 4705 History and Systems of Psychology

Historical and philosophical bases of modern psychological theories; basic issues related to major schools of psychology. 3 qtr. hrs.

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. Lab fee required. (Permission of Instructor) 5 qtr. hrs.

CNP 4710 Career Counseling

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

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: masters or doctoral student in counseling or related field. 3 qtr. hrs.

CNP 4730 Counseling Psychology Program Development and Evaluation

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

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. 4 qtr. hrs.

CNP 4741 Intermediate Counseling Techniques

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

CNP 4743 Fieldwork in Counseling

Introduction to the field of counseling with special emphasis on practicum placement. 1 qtr. hr.

CNP 4750 Counseling Psychology Practicum: Beginning

Supervised practice in counseling for Masters students. Prerequisite: Successful completion of CNP 4740 Basic Counseling Techniques and CNP 4743 Fieldwork in Counseling. 2-4 qtr. hrs.

CNP 4751 MA Internship

Yearlong, 300-hour supervised field practice for second-year Masters students with weekly seminar. Prerequisite: CNP 4750.

CNP 4752 Counseling Psychology Practicum Advanced I

Supervised practice in counseling for first or second-year doctoral students. Prerequisite: CNP 4750 or prior practicum, counseling psychology student only. 2-4 qtr. hrs.

CNP 4753 Counseling Psychology Practicum Advanced II

Group supervised practice in counseling for second-year doctoral students with emphasis on process and countertransference issues. Prerequisite: CNP 4752. 1 qtr. hr.

CNP 4754 Counseling Psychology: PhD Internship

Meets 12-month internship requirement in counseling psychology. Prerequisite: completion of comprehensive examination and dissertation proposal. 1 qtr. hr.

CNP 4755 Beginning Counseling Clinic

On-campus experience counseling clients from the community with close supervision and observation. 1-2 qtr. hrs.

CNP 4756 Advanced Counseling Clinic

On-campus, advanced-experience counseling of clients from the community with close supervision and observation. Prerequisite: Doctoral student in counseling psychology. 1 qtr. hr.

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 1

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 qtr 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 qtr. hr.

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 Masters or doctoral student.

3 qtr. hrs.

CNP 4770 Counseling Psychology Seminar: Research

Review of current process and outcome research in counseling and psychotherapy; substantive issues, including client and therapist variables as well as methodological issues and experimental designs. Prerequisite: doctoral student. 3 qtr. hrs.

CNP 4771 Counseling Psychology Seminar: Counseling in Business and Industry

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

CNP 4772 Diversity Seminar: Psyc Soc 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(s): Students must take CNP 4773 (3 credit general seminar) prior to the individual seminars. 1 qtr. hr.

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 qtr. hrs.

CNP 4776 Family Counseling

Introduction, including survey of major theories and research, in-class demonstrations of techniques.
3 qtr. hrs.

CNP 4777 Counseling Children and Adolescents

Seminar focused on unique issues involved in counseling children; theoretical and research literature and applications to counseling setting. 1-5 qtr. hrs.

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 qtr. hrs.

CNP 4780 Counseling Psychology Seminar: Supervision

Introduces literature and research on counseling supervision, including awareness of individual differences; provides experience supervising masters level counselors. Prerequisites: doctoral student and CNP 4752. 3 qtr. hrs.

CNP 4784 Psychopathology

Introduction to psychopathology and overview of several broad topics including schizophrenia, mood disorders, and personality disorders. -3 qtr. hrs.

CNP 4785 Leadership Education I: Training the 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. 1-5 qtr. hrs.

CNP 4790 Counseling Psychology Seminar: Ethics

Professional ethics in practice and research in counseling and school psychology, including informed consent, confidentiality, clients' rights, psychologists' obligations, etc.; basic APA documents. Prerequisite: doctoral student. 3 qtr. hrs.

CNP 4791 Counseling Psychology Seminar: Counseling Couples
Introduction to couples counseling, including survey of major theories and research. 3 qtr. hrs.

CNP 4792 Pro-Seminar in Counseling Psychology
Introduction to field of counseling psychology required for all first-quarter doctoral students.
Prerequisite: counseling psychology doctoral students. 1 qtr. hr.

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. 1-5 qtr. hrs.

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, counseling in business and industry, advanced group therapy, time-limit counseling, vocational counseling, etc. 3 qtr. hrs.

CNP 4797 Counseling Addictive Behavior
Introduction to assessment, treatment and outcome evaluation of chemical and non-chemical 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 qtr. hrs.

CNP 4800 Consultation
This course is designed to teach the basic theories of psychological consultation that can be used to guide practice in a variety of settings. Students learn to differentiate process, collaborative and expert consultation. The class format includes presentations from practitioners working in school, medical, forensic, and business settings. In addition, students also learn about the ethical principles that guide their practice and to also become sensitive to how their work with diverse cultural backgrounds may be perceived. Prerequisite: must be enrolled in the Counseling Psychology doctoral program.

Course Hints

Psychological Assessment is offered only during the summer. This course is a requirement and cannot be substituted with another course in a different department. You are required to complete four case studies on separate individuals. Testing, interpreting results, and report writing are time-consuming. It is not unusual to take 20 hours to score your first Rorschach. When you take this class, it is not recommended to take other summer classes unless they are short. It is not permissible to use your friends and family for this class. This will be your most expensive class with books costing about \$500-800 and about \$40 for testing forms.

Cognitive Assessment is usually a Spring quarter class. You will need to complete approximately eight assessments and will need to assess children as well as adults. For this class, in addition to books, you should expect to pay about \$60 for testing forms in addition to a refundable deposit in the amount of \$600.

The developmental sequence. You will need to take two of the three developmental courses (Child Development, Adolescent Development, and Adult Development) unless you had one or more developmental courses in a Masters program. Then you will take only one of the three. The Child Development class, usually offered Fall quarter, requires that you observe children. Adolescent Development requires interviewing an adolescent three times over the quarter to assess his/her developmental level.

Students secure a practicum placement and enroll in three consecutive quarters of Advanced Practicum (for a total of 9 quarter hours). Students are also required to continue with a second Advanced Practicum (Advanced Practicum II for 1 credit per quarter). If you are planning on securing a practicum site your first year, you will want to apply to sites as soon as you know you are accepted into the program. Of course, before applying to a practicum site, please contact the Training Director for program procedures. Most practicum sites make their decisions for fall between March and April.

Doctoral students must also sign up for two consecutive quarters of Clinic during their first or second year (winter-spring, spring-summer, or summer-fall), and some doctoral students may be required to take more than two quarters of clinic (i.e., those entering with a master's degree but no practicum/clinical experience and those entering with a bachelor's degree). Students are required to work approximately five hours, one evening a week. Live supervision is provided. A letter explaining the sign-up procedure for clinic hours will be e-mailed to all new students before registration for Winter quarter. Additional quarters of clinic can also be taken to provide a richer experience. Doctoral students enrolled in clinic are also required to conduct an interview with ministerial candidates and write a report based on the interview and assessment results. The interview takes about two hours, and the report scoring and write-up take an additional six to eight hours.

APPENDIX B: COUNSELING PSYCHOLOGY PROGRAM COURSE WORK PLAN (2011-2012)

SAMPLE: USE THE COURSEWORK PLAN LOCATED ON THE MCE WEBSITE
AND COMPLETE ELECTRONICALLY

COUNSELING PSYCHOLOGY PROGRAM
COURSEWORK PLAN – DOCTOR OF PHILOSOPHY
Handbook Year: 2011-12

Student Name: _____ Student #: _____
Email: _____ Advisor: _____

I. Morgridge College of Education Requirements	Course Number	Estimated Completion Date	Credit Hours
A. Foundations			
B. Research			
II. Program Area Requirements			

II. Program Area Requirements <i>continued</i>	Course Number	Estimated Completion Date	Credit Hours
III. Cognate			
IV. Practicum and Internship			
V. Transfer Credit			
VI. Additional Courses for Endorsement			

SUMMARY	CREDIT HOURS
I. Morgridge College of Education Requirements	
II. Program Area Requirements	
III. Cognate	
IV. Practicum and Internship	
V. Transfer Credit	
VI. Additional Courses for Endorsement	
TOTAL	

Non-Academic Requirements: Quarter to Enroll
Qualifying Exam _____
Comprehensive Exam _____

Grade Requirement:

A satisfactory quality of achievement with a grade point average of B (3.0 or better) is required by the CP Program in graduate course work counted toward the degree. Credits carrying below a "B-" will **not** be accepted by the CP program as meeting degree requirements.

Student's Signature _____ Date: _____

Advisor's Signature _____ Date: _____

Note: Degree plan approval is not binding unless it meets the requirements of the Handbook under which the student was accepted. Independent Study and transfers from other institutions require separate written approval.

Handbook Year: _____ Total Hours _____

Rev. 8/2011

APPENDIX C: A COMMITMENT TO SCIENCE AND PRACTICE WITHIN THE COUNSELING PSYCHOLOGY TRAINING PROGRAM

This material is excerpted from several sources summarized in Heppner et al.'s (2006) *Research Design in Counseling*, Pacific Grove, CA: Brooks/Cole

Counseling psychology is a broadly-based applied specialty within the science of psychology and education. As psychologists, we are committed to the generation and application of psychological knowledge based on a scientific view of the world. As counseling psychologists, we are engaged in the pursuit and application of psychological knowledge to promote optimal development and learning for individuals, groups, and systems, and to provide remedies for psychological difficulties. The Counseling Psychology Program is committed to working with community partners to help improve the mental health of individuals, families, and groups in the Denver area as well as in the U.S. and internationally.

Counseling psychology training programs are committed to the Boulder model of scientist-practitioner training. This model promotes the integration of a scientific base with practice and the development of research that is relevant to practice. This view holds that each scientist be a practitioner in some field and that each practitioner be engaged in scholarly inquiry. Counseling psychologists are expected to develop critical thinking skills and a healthy degree of skepticism regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to the activities of those educated within the scientist-practitioner model.

We are committed to participate in the development and refinement of psychological knowledge as it applies to practice or as it relates to basic psychological processes. We are committed to employing diverse research strategies and to rigorously using the logic of understanding. As such, the counseling specialty will support, through its publications and conventions, the sharing of knowledge gained through multiple forms of research and scholarly inquiry.

To accomplish these goals, and following the recommendations of the task force on integrating science and practice in Counseling Psychology¹, the Counseling Psychology Training Program is committed to (a) creating an environment that fosters a scientific attitude toward all counseling tasks along the science-practice continuum, (b) undertaking curriculum review and revision to strengthen science-practice skills, (c) increasing the production and consumption of both theory and research through professional publications of faculty, students, and alumni, and (d) encouraging students to participate at regional and national meetings.

¹ A summary of this report is found in Heppner et al. (1999), *The Counseling Psychologist*, 3-28.

APPENDIX D: COUNSELOR DEVELOPMENT: WHAT CAN YOU EXPECT?

Written by Annorah S. Moorman (Alumna of the doctoral program and currently Director of The Counseling Center at Illinois Wesleyan University)

The process of entering a graduate program is often a very difficult and trying time for the masters 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, McNeill, and Delworth, (1998) described typical counselor development using changes in three basic structures: self and other-awareness, motivation, and autonomy. According to this 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 and making a difference 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, McNeill, & Delworth, 1998). 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.

Stoltenberg, C.D., McNeill, B.W., & Delworth, U. (1998). *IDM: An integrated developmental model of supervising counselors and therapists*. San Francisco: Jossey-Bass.

APPENDIX E: 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 decrease in self-care practices. There are several techniques that can be used to help students maintain balance as they navigate the graduate journey and ultimately, facilitate optimal physical and mental health.

Techniques to Consider:

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.

Take time to eat. 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.

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.

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.

Take time to enjoy your cohort. This is the group with which 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.

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.

Maintain outside interests including physical activity, music, movies, and time with friends and family.

If possible, socialize and make friends with people outside of the program.

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. Taking advantage of a few moments here and there for a cup of tea or glass of wine can make a big difference.

Multicultural resources can be found at the Center for Multicultural Excellence, 1981 S University Blvd., www.du.edu/cme, email cmeinfo@du.edu (303) 871-2942

International Students are encouraged to stay in touch with other international students through the International Student and Scholar Services (303-871-4912).

APPENDIX F: LIBRARY RESOURCES

Penrose Library and Other Local Libraries

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

Penrose Library: <http://library.du.edu/site/>

Penrose is undergoing a major renovation and the building is closed. Please visit the website for updates on services and to access various library departments. <http://library.du.edu/site/>

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 for 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 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, 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

Research Workshops

Penrose Library offers a number of open workshops for students on finding books and articles, using Google Scholar, creating bibliographies, and more. Workshop schedules are posted on the main page of the library before the start of every quarter.

Additional Library Services

For information on computers, printing, copying, study rooms and more, please go to the library's homepage and click on Students.

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) 5562805 library.cudenver.edu/ (11th and Lawrence)

UCDHSC Anschutz Medical Campus Health Sciences Library: (303) 2707460,
<http://hsclibrary.uchsc.edu/>

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) 4928705 <http://ucblibraries.colorado.edu/norlin/>
(University of Colorado at Boulder)

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.