

Counseling Psychology Student Handbook

Doctoral Program



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

2014 – 2015

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/media/documents/graduates/gradpolmanual.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 guidelines relating to the degree programs, and to complete program and degree requirements in a timely fashion.

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

Inquiries concerning the Counseling Psychology Program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 or edinfo@du.edu. For more information online, go to <http://morgridge.du.edu/>. Current students refer to faculty/staff contact listed within this handbook.

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

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Office of Diversity & Equal Opportunity, 2199 S. University, Denver, CO 80208-4840, 303-871-2585, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204; Phone 303-844-5695.

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MORGRIDGE COLLEGE OF EDUCATION POLICIES

All College and program policies are administered under the University of Denver's [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the University community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

University of Denver Honor Code (MCE Adoption)

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 the 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.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found [here](#).

Orientation

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

Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are College-wide in their applicability.

APA Requirement

The MCE 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
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

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

Degree Planning

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

The Coursework Plan. During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor. Students should submit the coursework plan within the first 15 credits of enrollment. A sample coursework plan appears in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Coursework plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Waiver or Substitution of Courses. If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found [here](#). Under no circumstance will the waiver or substitution of

a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed coursework plan.

Transfer of Credit. Degree-seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/transfer.pdf> This form must be signed by both the faculty advisor and the Department Chair.

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

Enrollment Requirements

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status. Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gststu@du.edu) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the Graduate Policy Manual. The form is found at this link: <http://www.du.edu/media/documents/graduates/personalleave.pdf>.

Provisional Admission Status. Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, a provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

Doctoral Research (Dissertation) Registration Requirement. MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

Doctoral Continuous Enrollment. The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the [Continuous Enrollment Approval form](#) to the advisor.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

MCE Grading Scale (Approved February 2013)

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

A	4.0 = 93-100
A-	3.7 = 90-92
B+	3.3 = 87-89
B	3.0 = 83-86
B-	2.7 = 80-82
C+	2.3 = 77-79
C	2.0 = 73-76
C-	1.7 = 70-72
D+	1.3 = 67-69
D	1.0 = 63-66
D-	0.7 = 60-62
F	0.0 = 59 & below

PROFESSIONALISM

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, commitment to mutual wellbeing, and respect for diversity. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program-related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Reasons for Probation and Dismissal

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. 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, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Time to Degree

The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via PioneerWeb and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#).

Video- and Audio-Taping Policy

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. Before conducting any recording, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found on the MCE website.

Graduation

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: [Graduation Information](#). Step-by-step directions can be viewed at this link: [Graduation Application Instructions](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Procedure for Student Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, [25Live](#). This system is open for students to book the following spaces for academic-related activities in KRH:

- KRH 124 (turret room East – Capacity 6)
- KRH 134 (turret room West – Capacity 15)
- KRH 203 (small conference room – Capacity 8)
- KRH 206 (turret room East – Capacity 14)
- KRH 234 (turret room West – Capacity 12)
- KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in PioneerWeb. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your PioneerWeb username and password to log into 25Live.

Room Reservation TIPS:

- For best results, review the instructions on PioneerWeb first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation, you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Technology Support Procedures

The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with University-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
 - Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2nd floor turret room behind the student locker bank.
 - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
 - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
 - Lab hours are posted on the door of the 210 computer lab.
 - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues.
 - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).
- Account help with Blackboard, PioneerWeb, wireless setup.

- MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.
 - Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
 - MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

Event Support

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE, you must first reserve the space online. Go to <https://25live.collegenet.com/du/> and sign in using your DU ID and passcode (same as PioneerWeb login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the Department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email events@du.edu.

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298.
- For Catering call DU Dining at 303-871-4410.
- For Audio Visual Support email mce.support@du.edu or call 303-871-3222.

Event requests can only be processed for terms in which classes have been assigned spaces.

Event requests for each term will be processed as follows:

- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event, please reply to your confirmation email and include the Reference Number.

Quick Forms for students and advisors

Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions: <http://bulletin.du.edu/graduate/gradpolicy/>

- The application portal for Academic Exceptions is found in PioneerWeb on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter *before* the student will graduate.

- The graduation application portal is found in PioneerWeb on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at http://www.du.edu/registrar/forms/Incomplete_application.pdf

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

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

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at <http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Reserving a room in the MCE—<https://25live.collegenet.com/du/>

Part I: Counseling Psychology Program Introduction

Accreditation

The Counseling Psychology Doctoral program has been accredited by the American Psychological Association (APA) since 1986. The program was reviewed most recently in 2007 and was awarded the maximum period between reviews of seven years. Our next site visit will occur in 2014. The Counseling Psychology program prepares students to become licensed psychologists who work and do research primarily with normal multicultural populations of adults, adolescents and families dealing with developmental issues, and life crises, or who need help making life decisions. Our graduates are also trained to consult with diverse groups and both mainstream and multicultural organizations to enhance their effectiveness and the overall quality of their interpersonal relationships. Successful completion of the Ph.D. program in Counseling Psychology enables students to become psychologists in Colorado and other states, assuming post-doctoral requirements are met. APA's Committee on Accreditation (CoA) reviews doctoral psychology programs, internships and postdoctoral programs that voluntarily apply for accreditation. For more information you may contact the APA at:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979 / Email: apaaccred@apa.org
Web: <http://www.apa.org/ed/accreditation/>

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

General Contact Information

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Chair, Department of School & Counseling Psychology
Maria.riva@du.edu; 303-871-2484, KRH 257

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Training Director, Counseling Psychology
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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. For parking information, consult <https://www.parking.du.edu/default.aspx>.

Program Philosophy, 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 science, practice, and culture. 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 and will approach each aspect of their training from a multiculturally informed position. 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 infused with cultural awareness. 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. In addition, our students strive for cultural competence and the ability to service a diverse client base. Providing students with a solid foundation in science, practice, and culture will give them the skills to work in a marketplace that continues to change.

Counseling psychologists encourage groups of individuals in an array of cultural contexts to better understand themselves and their own behavior, to develop an increased repertoire of adaptive skills, and to more effectively approach life problems in light of this understanding and skill development. Life crises such as those that can 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, being careful to take cultural consideration into account. Within such roles they may teach communication and other interpersonal skills, time and stress management, parenting, etc. Help with commonly occurring 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, the work of 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 cultural 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. It is highly recommended that students 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, practice, and multicultural competence. The program has a strong emphasis on developmental psychology as well as individual and group counseling skills. Students develop skills in consultation 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 diverse groups, including but not limited to issues of gender, race, ethnicity, age, sexual orientation, disabilities, and social class.

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 that service diverse individuals where part of the role may be educational and supervisory. Graduates will work in settings focused on behavioral health, integrative medicine, or developmental and preventative mental health care, as well as program development, evaluation, and research. Increasingly, our students are placed in agencies that serve multicultural clients and communities.

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 multicultural counseling and social justice, health psychology, psychological assessment, group dynamics, and treatment of addictions and problem gambling. Seminars are offered in all 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 participate in and contribute to a research project that leads to a presentation and/or a submission for publication.

Program Goals and Objectives

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

Goal #1: To have students attain competence in the broad and general areas of psychology.

Objective for Goal #1: To develop a knowledge base in the broad and general areas of psychology, including biological, cognitive, affective, and social aspects of behavior, history and systems, psychological measurement, individual differences, human development, and ethics.

Goal #2: To have students attain competence in conducting research and scholarship in counseling psychology.

Objectives for Goal #2:

1. To develop knowledge of basic and advanced methodological and research skills
2. To develop and complete an independent research project

Goal #3: To have students attain competence in the core areas of counseling psychology.

Objectives for Goal#3: To develop a knowledge base in the models, theories, and empirical support in substantive areas important to the research and practice of counseling psychology.

Goal #4: To have students attain competence in the clinical practice of counseling psychology.

Objectives for Goal #4:

1. To attain knowledge and skills in counseling theories, interventions, and assessment
2. To integrate knowledge of multicultural and social justice issues into clinical practice
3. To develop self-awareness in regard to working with clients and other professionals
4. To develop skills related to legal and ethical competency in professional practice

It should be noted that the Denver-Boulder-Colorado Springs metropolitan area is heavily populated with mental health professionals. Individuals who are accepted into 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 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.

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 Policy Manual is the first layer of academic policy under which all college and program policies are administered. This document can be found [here](#).

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.

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

Fall Orientation

Prior to the beginning of the autumn quarter, students are strongly encouraged to attend the 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.

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 the Department's Academic Services Associate who can provide information and assistance from initial inquiry through graduation. For questions related to academic requirements, including the comprehensive exam and graduation application, contact your Academic Services Associate (ASA). The ASA 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:

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 Counseling Psychology Program are required to obtain their own malpractice insurance and maintain it throughout their practicum, internships, and clinic experiences. Most students obtain this insurance from either the American Psychological Association or the American Counseling Association.

Registering As a Registered Psychotherapist

All students participating in an Advanced Practicum setting are encouraged to register with the Dept. of Regulatory Agencies as a registered psychotherapist. Many sites require that you do. Contact DORA at this website for more information on how to register: <http://www.dora.state.co.us/> Some sites may also require that you have a TB test, be fingerprinted, and/or have an official background check. As some of these processes take time, it is important to ask what your site requires as you may not be able to see clients until these requirements are met.

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** (and cannot be used on an Internship application). Any student working in a non-practicum clinical position must register with the Colorado Department of Regulatory Agencies (DORA) - Division of Registrations - Mental Health Licensing Section, and become listed in the Registered Psychotherapists Grievance Board database directory. Contact DORA at: <http://www.dora.state.co.us/>

Practicum Placements

Only one practicum placement per year will be sanctioned for each student unless an exception is approved by the faculty.

Assessment Practicum

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 of the requirements below:

- The student has completed both Advanced Practicum I AND Advanced Practicum II.
- The student is ONLY doing psychological or cognitive assessments. The experience does not involve any counseling or clinical experience beyond that required for a psychological or cognitive 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.
- The student will complete monthly and quarterly logs, and the student will provide both the logs and the evaluation to the Training Director at the end of each quarter.
- The student will need to turn in the hours for this sanctioned activity on a quarterly basis.
- The student will meet with the Training Director monthly to discuss and review the experiences at the site.

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

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. Students are encouraged to clarify roles, expectations and limits when engaged in various tasks and assignments to ensure clarity and minimize potential conflicts.

Requirements for Students Entering with a Master's Degree

That Included a Supervised Practicum/Clinical Requirement

(90 qtr. hrs. minimum for completion of PhD requirements based on previous coursework and experience.

The majority of students take more than 90 credits.)

A total of 90 post-master's quarter hours is the minimum required for the doctorate in the Morgridge College of Education; however, many students take additional hours to graduate. If students obtained a master's degree in Counseling Psychology from an institution other than DU, they may be required to take additional courses to match DU requirements for the M.A. This will probably require course work beyond the 90 credits required for a doctorate.

I. 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 4705 History and Systems of Psychology	3
(Can be taken as cognate, or waived with a similar graduate course)	

One of the following three (Two if no development course completed in MA/MS):

CFSP 4311 Child Development	3
CNP 4641 Adolescent Development	3
CNP 4642 Adult Development	3

B. BASIC COUNSELING REQUIREMENTS

CNP 4700 Counseling Theory (can be waived)	3
CNP 4701 Advanced Seminar: Counseling Theory & Practice	3
CNP 4710 Career Counseling (can be waived)	3
CNP 4720 Group Counseling Theory (can be waived)	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 (no syllabus required)	1
CNP 4758 Field Experience (no syllabus required)	8
(Register for this Fall, Winter, and Spring terms during internship year for 8 credits per quarter)	
CNP 4756 PhD 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 (can be waived)	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 (can be waived)	3
CNP 4800 Consultation	1
CNP 4794 Electives in Counseling Psychology/Special Topics	3
(e.g., Social Psychology, Advanced Group, Grief and Loss)	

Additional Electives:

CNP 4778 Health Psychology	3
CNP 4797 Counseling Addictive Behavior	3
CNP 4776 Family Counseling	3
CNP 4787 Motivational Interviewing	3
CNP 4789 Pharmacology of Addictive Behavior I & II	4
CNP 4769 Cognitive Behavioral Strategies	3
CNP 4791 CP Seminar: Counseling Couples	3

* Assumes completion of a supervised field experience 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 450-600 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.

***PhD 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. BROAD FOUNDATIONS OF PSYCHOLOGY

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

1. Biological aspects of behavior	3
2. Cognitive aspects of behavior	3
3. Affective aspects of behavior	3
4. Social aspects of behavior	3
5. Psychological measurement	3
6. Individual differences	3
7. Human development	3

II. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS: RESEARCH

Introductory Level		
<u>Required Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4941: Introduction to Qualitative Research*	3 hrs.	None
Total Required	0-11 HRS.	
*May test out; see Dr. Green or Dr. Cutforth regarding testing out or waiving based on previous coursework.		

Intermediate Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4945: Community Based Research in Urban Settings	3 hrs.	RMS 4942
RMS 4947: Arts-Based Research	3 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 4942: Qualitative Data Collection & Analysis	4 hrs.	
** Typically taken by CP students.		
Total Required	7-9 HRS.	
Advanced Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4951: Mixed Methods Research Design	4 hrs.	RMS 4910, 4941
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 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
Total Required	3-5 HRS. Min.	
Dissertation Credits		
Dissertation Research (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 RESEARCH CREDITS depending on courses being waived and tested out.	20-38 HRS.	
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III. COGNATE

A total of 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 Graduate 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. Because of enrollment limitations in Psychology and Professional Psychology you (or 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 and, on occasion, from Graduate Studies.

Cognate Requirements

Biological Aspects of Behavior	3-5 hours
Affective Aspects of Behavior	3-5 hours
Social Psychology	3-5 hours
Remaining Credits	0-6 hours

Required Cognate Total 15 hours

IV. INTERNSHIP

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

V. COMPREHENSIVE EXAMS

Comprehensive Exams are taken when coursework is completed and must be passed prior to applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students are required 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 must present the research or aspects of it at a local, state, or national meeting or submit it for publication. The student fulfilling the requirement does not have to be the first author on the presentation but should participate and make a substantial contribution to the research project in both a conceptual and technical fashion as well as the 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 or manuscript to faculty as part of the annual student 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, the Society of Behavioral Medicine, International Congress of Behavioral Medicine, 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 observe and interact with seasoned researchers. It is possible that your dissertation topic will come directly out of this type of research environment.

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.

Requirements For Students Entering with a Master's Degree without Clinical Training (*e.g., a supervised a Practicum/Clinical requirement*)

(90 qtr. hrs. minimum for completion of PhD requirements based on previous coursework and experience. The majority of students take more than 90 credits. For students entering without a supervised M.A. practicum or clinical experience, there are several extra requirements included in the list below.)

I. 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)	

One of the following three (Two if no development course completed in MA/MS):

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 per quarter)	
CNP 4755 Beginning Counseling Clinic*** (2 credits each of 2 quarters)	4
CNP 4756 PHD 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 4800 Consultation	1
CNP 4794 Electives in Counseling Psychology/Special Topics	3

(e.g., Social Psychology, Advanced Group, Grief and Loss)

Additional Electives:

CNP 4778 Health Psychology	3
CNP 4797 Counseling Addictive Behavior	3
CNP 4776 Family Counseling	3
CNP 4787 Motivational Interviewing	3
CNP 4789 Pharmacology of Addictive Behavior I & II	4
CNP 4769 Cognitive Behavioral Strategies	3
CNP 4791 CP Seminar: Counseling Couples	3

*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 450-600 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.

***PHD 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. Note that students who enter without practicum experience in their MA/MS program are required to complete both MA Clinic and PhD 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 aspects of behavior	3
2. Cognitive aspects of behavior	3
3. Affective aspects of behavior	3
4. Social aspects of behavior	3
5. Psychological measurement	3
6. Individual differences	3
7. Human development	3

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<u>Required Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
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RMS 4941: Introduction to Qualitative Research*	3 hrs.	None
Total Required	0-11 HRS.	
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RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
Total Required	3-5 HRS. Min.	
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Dissertation Research (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 RESEARCH CREDITS depending on courses being waived and tested out.	20-38 HRS.	
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A total of 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 Graduate 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. Because of enrollment limitations in Psychology and Professional Psychology you (or 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 and, on occasion, from Graduate Studies.

Cognate Requirements

Biological Aspects of Behavior	3-5 hours
Affective Aspects of Behavior	3-5 hours
Social Psychology	3-5 hours
Remaining Credits	0-6 hours

Required Cognate Total 15 hours

IV. INTERNSHIP

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

V. COMPREHENSIVE EXAMS

Comprehensive Exams are taken when coursework is completed and must be passed by the spring of the year in which you are applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students are required 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 must present the research or aspects of it at a local, state, or national meeting or submit it for publication. The student fulfilling the requirement does not have to be the first author on the presentation but should participate and make a substantial contribution to the research project in both a conceptual and technical fashion as well as the 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 or manuscript to faculty as part of the annual student 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 Society of Behavioral Medicine, 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 observe and interact with seasoned researchers. It is possible that your dissertation topic will come directly out of this type of research experience and environment.

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.

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 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 Techniques.

Beginning Practicum is a two-quarter commitment starting in the winter quarter. However, you secure the site for Practicum in fall quarter when you take the Fieldwork class. There are excellent sites available all over the Denver area. Please speak with Master's students, Ph.D. students, and faculty to make the process much easier. Your Fieldwork instructor will provide you with information and the links to a listing of potential practicum sites. 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 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 the Counseling Supervision class. As with other practicum placements, you will be taping your sessions and completing transcripts.

Required Courses for Students Entering with a Bachelor's 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 master's degree.

I. DIVISION/PROGRAM REQUIREMENTS

A. GENERAL DIVISION REQUIREMENTS

CNP 4702 Introduction to Assessment	3
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 4705 History and Systems of Psychology	3

Two of the following three:

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 8 credits per term)	
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 4800 Consultation	1
CNP 4794 Electives in Counseling Psychology/Special Topics	3
(e.g., Social Psychology, Advanced Group, Grief and Loss)	

Additional Electives:

CNP 4778 Health Psychology	3
CNP 4797 Counseling Addictive Behavior	3
CNP 4776 Family Counseling	3
CNP 4787 Motivational Interviewing	3
CNP 4789 Pharmacology of Addictive Behavior I & II	4
CNP 4769 Cognitive Behavioral Strategies	3
CNP 4791 CP Seminar: Counseling Couples	3

*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.

**** PHD 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. Note that students who enter with a bachelor's degree are required to complete both MA Clinic and PhD Clinic, for a total of four quarters of clinic.

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

II. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS

A. Foundations

CFSP 4312 Learning Applications & Analysis

(This counts also as a General Division Requirement, below)

II. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS: RESEARCH

Introductory Level		
<u>Required Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4941: Introduction to Qualitative Research*	3 hrs.	None
Total Required	0-11 HRS.	
*May test out; see Dr. Green or Dr. Cutforth regarding testing out or waiving based on previous coursework.		
Intermediate Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4945: Community Based Research in Urban Settings	3 hrs.	RMS 4942

RMS 4947: Arts-Based Research	3 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 4942: Qualitative Data Collection & Analysis	4 hrs.	
** Typically taken by CP students.		
Total Required	7-9 HRS.	
Advanced Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4951: Mixed Methods Research Design	4 hrs.	RMS 4910, 4941
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 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
Total Required	3-5 HRS. Min.	
Dissertation Credits		
Dissertation Research (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 RESEARCH CREDITS depending on courses being waived and tested out.	20-38 HRS.	

C. BASIC PSYCHOLOGY REQUIREMENTS

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

- | | |
|-----------------------------------|---|
| 1. Biological aspects of behavior | 3 |
| 2. Cognitive aspects of behavior | 3 |

3. Affective aspects of behavior	3
4. Social aspects of behavior	3
5. Psychological measurement	3
6. Individual differences	3
7. Human development	3

III. COGNATE

A total of 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 Graduate 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. Because of enrollment limitations in Psychology and Professional Psychology 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 and, on occasion, from Graduate Studies.

Cognate Requirements

Biological Aspects of Behavior	3-5 hours
Affective Aspects of Behavior	3-5 hours
Social Psychology	3-5 hours
Remaining Credits	0-6 hours

Required Cognate Total 15 hours

IV. INTERNSHIP

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

V. QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exams are taken during the second year of doctoral study for students entering the program with a bachelor's degree. Comprehensive Exams are taken when coursework is completed and must be passed by the spring of the year in which you are 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 required 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 or publication. 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 or publication to faculty as part of the annual student 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 International Congress of Behavioral Medicine, 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 required to assist faculty with research prior to working on their dissertation. It is possible that your dissertation topic will come directly out of this type of research experience and environment.

VII. DISSERTATION PROPOSAL

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

HINTS FOR INCOMING STUDENTS WITHOUT A MASTER'S 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 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 is 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 master's students, Ph.D. students, and faculty to make the process much easier. Your Fieldwork instructor will provide you with information and the links to a listing of potential practicum sites. Students will spend between 10-15 hours each week on site during 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 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 the Counseling Supervision class. As with other practicum placements, you will be recording your sessions and completing transcripts.

Internship and Dissertation Requirements

Prior to graduation, doctoral students must complete a 12-month full-time APA-accredited internship or equivalent after completion of coursework 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.

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 your Academic Services Associate 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 have completed 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](#) with signatures from your advisor and your Department Chair. 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 Policies & Procedures 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 and the Training Director the spring quarter before applying to discuss what you want/need from your internship and whether you are ready to apply.
2. Set up meetings with the Training Director to go over applications and deadlines.
3. Take the Comprehensive exams no later than spring of the year applying for Internship.
4. 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.
5. Sign up for an account on the Association of Professional Psychology Internship Centers (APPIC). Review 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 sites they may know.
6. 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.
7. You will need to pass your dissertation proposal by October 1 of the fall quarter that you plan to apply for pre-doctoral internship.

Fall:

1. In the summer, no later than September 1, pull down the internship application on line. All 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. Make sure that the sites you select match your experience, including sites and hours from Adv. Practicum classes.
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 and the Training Director 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. It is strongly recommended that you use a minimum of two site supervisors and one faculty member to write your letters of recommendation. 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 for those places to which you will apply. Get the Training Director's approval of all application materials before submission.
6. Work on your applications. Note that you should have arranged for reference letters and transcripts 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 December and January. Many internship sites, especially counseling centers, arrange phone interviews and/or Skype interviews. 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 do not 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. Additionally, you need to rank your sites. Discuss these sites before you rank them online.

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, and also where you match. Students who did not match can prepare for Phase II on Monday. Sites will be told whether they have filled their slots the same day, again to allow for students to enter the Clearinghouse on Monday morning. Matching is now done by computer. Consult the Training Director with any questions regarding this system.

Students who remain unplaced in an internship after Phase I can participate in the second round of internship placements which occurs shortly after the initial process. Through the APPIC Phase II, students typically have one week to apply to Phase II sites. Consult with the Training Director about this process immediately if you are applying to Phase II. 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 one which you did not handle well and explain why. What did you learn from each?
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 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 at that time. 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 timeline 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 timeline. 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

1. 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.
2. 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 MA and PhD Clinic courses (two quarters each, for a total of four quarters).
3. Students who completed the master's program in counseling psychology at DU do not have to retake MA Clinic courses but they may need to complete two quarters of PhD Clinic as part of their doctoral course work requirements. It is possible to waive this requirement with approval from your advisor.

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.

CONTINUOUS ENROLLMENT

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 (CNP 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, you do not need to register for dissertation credit during this period.

If a student is registering for CNP 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, which will submit it to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, click [here](#).

The University Continuous Enrollment form and instructions are available [here](#).

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 are:

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.

- Students are required 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 Program Coordinator if their advisor is not on campus.

Grade Requirements

A minimum level of achievement with a grade point average of B (3.0) or better is required by the College in graduate coursework 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 on the [Counseling Psychology website](#) and must be completed electronically, signed by both the student and advisor, and filed with the Department's Academic Services Associate before the end of the first quarter of enrollment.

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

In order to transfer credit from another school, Office of Graduate Studies 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 (up to 15 quarter hours) 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 Academic Services Associate and Graduate Studies 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 Academic Services Associate.

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.
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 (e.g., RMS faculty if waiving a stats course).
5. Have the waiver form signed by your academic advisor.
6. Return the signed waiver form to the Academic Services Associate.
7. Must be completed in first quarter of enrollment.
8. 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. The form will be provided to you by the Training Director by November 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 your academic advisor and the Training Director. The Training Director may also use an online form, requiring you to go to a survey web-site, rather than an email 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 dissertation advisor and the Training Director, and update that time line by September 15 each year (see Policy on Monitoring Student Dissertation Progress). During the time period after the completion of course work, the student is expected to make reasonable and consistent progress toward the completion of the dissertation. Students should monitor their progress in the program carefully with the help of their advisor and the Academic Services Associate. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dropped from the program.

Qualifying and Comprehensive Exams

Qualifying Exam

This exam is taken only by students entering with a bachelor's degree. The exam assesses 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. General content areas include:

Individual counseling: Theory and practice
Assessment
Group counseling: Theory and practice
Career counseling
Consultation
Multicultural issues
Human Development
Ethics
Supervision
Psychotherapy Research
Research Methods/Statistics

Comprehensive Examination

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 as a counseling psychologist. 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 are available on the MCE website [here](#).

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 Academic Services Associate 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 (White, 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 the Academic Services Associate and 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 APA code of ethics (<http://www.apa.org/ethics/code/principles.pdf>); 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 Department Chair. 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 has 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, the student's 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, personal, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. A student 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/studentconduct/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.

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

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

Due Process

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

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

Grievances

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

complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policies and Procedures Manual.

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 Dean's Office, and in various academic programs. Administrative 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 Training Director for application instructions at that time.

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 (Ruth Chao, Ph.D.) and a Training Director (Jesse Owen, 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. Questions or concerns relating to these issues should first be brought to the Program Coordinator.

The Training Director oversees the training components of the doctoral program including practica and pre-doctoral internship, and communicates with the American Psychological Association about any accreditation considerations. The Training Director helps prepare students for the pre-doctoral internship process. The Training Director, not your academic advisor, approves practicum sites, placements, and other clinical experiences that will count toward internship readiness. The Training Director and the Practicum Instructor should be consulted immediately if there are any issues or problems that arise at your practicum site (e.g., personality conflicts with supervisors, suspected unethical behavior, lack of clients needed to complete requirements etc.).

Counseling Psychology faculty mailboxes are located in the copy/workroom (201A) on the second floor of Katherine A. Ruffatto Hall. Students' mail folders are located outside of faculty offices on the 2nd

floor. Each student has a file folder in the second drawer of the filing cabinet. Note: students are expected to maintain ethical codes of conduct in terms of confidentiality and look only at your own file.

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://morgridge.du.edu/programs/counseling-psychology/>. 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 in 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(s) 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 record 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 it tends to be more convenient and less obtrusive when recording a session. 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 entering with a Bachelor's degree to take their Qualifying Exam during their second year of study. 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 Qualifying Exam is offered in the fall quarter.

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. All Practica sites must be approved by the Training Director. Additionally, as a Ph.D. student, you should be supervised by a licensed psychologist.

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. Unless these are completed, 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 find 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).

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.

PART III: PROGRAM, COLLEGE, and UNIVERSITY 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.

The Morgridge College of Education Queer-Straight Alliance (QSA) serves and represents students in regards to gender and sexual orientation identities. It provides students in the College of Education (MCE) with an opportunity to learn about LGBTQIA issues, gain information on advocacy for LGBTQIA populations, and discuss LGBTQIA concerns that arise within MCE. Meetings are typically held at least once a month and vary in format (e.g., open discussion, social event, etc.). More information about the QSA can be found by emailing the organizers at mceqsa@gmail.com.

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 coursework 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 twice a month. There are student representatives from both the MA and PhD programs who 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.

Core Counseling Psychology Faculty

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

William Cross, Ph.D., Princeton University, 1976. Clinical Professor. Dr. Cross holds professor emeritus status from another university but remains active. His work focuses on ethnic-racial-cultural identity development, with particular emphasis on black identity. His recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural miseducation and false consciousness; the multiple ways racial identity is enacted in everyday life. He is President-Elect for Div. 45 [APA]. (KRH 355, 303-871-4592, William.cross@du.edu)

J. Michael Faragher, Psy.D. University of Northern Colorado, 1993. Additional credentials: CACIII, NCGCII/BACC. Director of Addiction Specialization, Licensed Psychologist; Clinic Supervisor; and adjunct instructor, University of Denver. (email: Mike.Faragher@du.edu)

Patton Garriott, Ph.D. University of Missouri, 2012. Assistant Professor. Research interests: academic persistence and career development of students underrepresented in higher education; multicultural issues and vocational psychology; race and racism. (KRH 253, 303-871-6758, pat.garriott@du.edu)

Cynthia McRae, Ph.D., University of Iowa, 1987. Professor and Training Director. Fellow of SCP. 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)

Amber Olson-Garriott, Ph.D., University of Denver, 2011. Assistant Clinical Professor and Licensed Psychologist. Research interests: grief experiences of bereaved individuals, issues related to social class, academic development of first generation college students, and multicultural psychology. (KRH 262, 303-871-3784, email: Amber.Olson-Garriott@du.edu)

Jesse Owen, Ph.D., University of Denver, 2005. Associate Professor and Training Director. Dr. Owen earned his B.S. from Ball State University, his master's degree from the University of Miami, and his doctorate from the University of Denver. He has worked at Gannon University and the University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice at times over the last decade. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. He is currently an Associate Editor for two APA journals (*Psychotherapy* and

Journal of Counseling Psychology), and another top tier journal (*Archives of Sexual Behavior*). (KRH 252, 303-871-2482; email: Jesse.Owen@du.edu)

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

Trisha Raque-Bogdan, P.D., University of Maryland, 2013. She is a member of the American Psychological Association, and is on the Board of the Division 17 Health Psychology Section. Dr. Raque-Bogdan's areas of research include women's health issues, with a specific focus on cancer survivorship; the relation between well-being and physical health outcomes; career development; and qualitative research. As a former scholar of Russian history and library science, she enjoys people's life stories and tales of resilience as expressed in history, literature, and the psychotherapy process. (KRH 263, 303-871-4522; email: Trisha.Raque-Bogdan@du.edu)

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor and Chair, Department of School and Counseling Psychology. President of Division 49 of the APA in 2013. 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 257, 303-871-2484, email: maria.riva@du.edu)

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

Associated Program Faculty – Morgridge College of Education Faculty Who Regularly Teach in the Counseling Psychology Program

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

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

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

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

Affiliated Faculty

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

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.

APA 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
- 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>

Other Contacts/Services:

English Language Center (ELC)

www.du.edu/intl/elc or call 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. It also offers an International Teaching Assistant Program in fall quarter for graduate teaching assistants. For more information, please visit www.du.edu/intl/elc.

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.

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 in 210 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.

Room Scheduling

To reserve a room in Katherine A. Ruffatto Hall (KRH), please log in (use your PioneerWeb login and password) to the 25 Live System: <https://25live.collegenet.com/du/>

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 Methods and Statistics course software is also available. For questions about specific software titles, please call 303-871-3222 for information.

Technology Support and Services

The technology staff are housed in Katherine A. Ruffatto Hall 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 website (dubooksore.com) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

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 required course, it will need to be retaken and passed with a grade of B- or better.

For Students who enter without a masters degree in counseling:

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 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 are 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 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

This course is designed to give students an introduction to group theory, research, and practice. Group Counseling class provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. This course will focus on group theory and research but will also provide instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, school counseling, addictions counseling, and other related fields who work with persons in a group context. This course focuses on the entire age range from children, adolescents, and adults. This course aims to define therapeutic groups broadly. Additionally, there may be an experiential component of group practice involved. 3 qtr. hrs.

CNP 4794 Adv. Group Theory

This course is an advanced group course that will concentrate on advanced skills, particularly those related to leader observation of group process, leadership style, and leader methods geared toward conducting groups with diverse populations. **It is required that you have had at least one course in group counseling, that you are willing to carefully read scholarly works on the process and outcome of group counseling and psychotherapy assigned for this class, and that you are willing to actively participate in class demonstrations that are geared toward increasing your knowledge and skill as a group leader. It is helpful (but not required) that you have read *The Theory and Practice of Group***

Psychotherapy by Irvin Yalom and Modyn Leszcz (2005) and that you have led or co-led a group. This course will focus on "small group behavior" primarily as it relates to group counseling and psychotherapy. Several different methods will be used to teach group leadership skills including: videotapes on groups, critical incidents demonstrations in class, group discussion, group articles, discussions with group leaders, etc. 3 qtr. hrs.

CNP 4752 Counseling Psychology Practicum Advanced I

The goals of this class are for you to continue to build on your strengths as a counseling psychologist-in-training and to acquire additional experience and skill from what you gained in your first quarter of Doctoral level practicum. Additionally, you are expected to incorporate theory into your conceptualization of your client and the counseling process, as well as to begin to understand and utilize Best Practice methods and Empirically Supported Treatments. Part of your role as a psychologist-in-training is for you to be able to look at yourself and identify areas of strength, weakness, areas where you need more information, and to identify the kinds of personality styles that are difficult for you to work with, etc. These two major components, development of counseling psychology skills and a willingness to look at yourself in the counseling process, are key components in this class. Your professional development as a counseling psychologist will be emphasized heavily in this class. Prerequisite: CNP 4750 or prior practicum, counseling psychology student only. 3 qtr. hrs.

CNP 4753 Counseling Psychology Practicum Advanced II

This class is a continuation of Adv. Prac. 1. The goals of this class are for you to continue to build on your strengths as a psychologist-in-training and to acquire additional experience and skill from what you gained in your previous doctoral level practica. Group supervised practice in counseling for second-year doctoral students with emphasis on process and countertransference issues. This class will also help you assess your skills and needs in order to apply for Internship. 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 4756 PhD 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 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 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

Family counseling is an introductory course that includes a survey of major theories and research in marriage and family therapy, and weekly in-class demonstrations of practical techniques. Fundamental assumptions and concepts of general systems theory are contrasted with individual theories of psychology. Students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Additionally, couples counseling application will be explored. Techniques will be applied to a variety of settings, including schools, private practice, and organizations. Finally, ethical issues in family therapy will be explored and discussed weekly in class. Prerequisites include: Counseling theory, and basic and intermediate techniques. 3 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 4790 Counseling Psychology Seminar: Ethics

Professional ethics in practice and research in counseling 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 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 substance and non-substance addictive behaviors. Requirements include abstinence from a "preferred" behavior; journaling about one's cognitive, emotional, and behavioral reactions during the abstinence period; review of empirically based evidence associated with revisions found in the DSM V; class/group discussions; and critiquing videos associated with common addictions. 3 qtr. hrs.

CNP 4796 Motivational Interviewing

Motivational interviewing is a client-centered collaborative style of therapeutic relationship designed to development in managing client ambivalence, eliciting change autonomy regarding taking steps toward a commonly agreed upon goal. 3 qtr. hrs.

CNP 4798 Pharmacology of Addictive Behaviors

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

CNP 4799 Infectious Diseases in Addictive Behaviors

Drug and alcohol abuse and infectious diseases go hand in hand. This class will explore the high risk for contracting and spreading infectious diseases among drug abusers. This class will help prepare students to identify such diseases, determine client risk for infection, and educate students about disease prevention and treatment options. 2 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. 1 qtr. hr.

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.

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 master's 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 I (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.

APPENDIX B: COUNSELING PSYCHOLOGY PROGRAM COURSEWORK PLAN

**COUNSELING PSYCHOLOGY PROGRAM
COURSEWORK PLAN – DOCTOR OF PHILOSOPHY
Handbook Year: 2014-15**

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			

	Course Number	Estimated Completion Date	Credit Hours
II. Cognate			
III. Practicum and Internship			
IV. Transfer Credit			
V. Courses Waived (no credit)			

SUMMARY

CREDIT HOURS

I. Morgridge College of Education Requirements	
II. Program Area Requirements	
III. Cognate	
IV. Practicum and Internship	
V. Transfer Credit	
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.

APPENDIX C: THE SCIENTIST-PRACTITIONER MODEL AT DU

This material is excerpted from several sources summarized in Heppner et al.'s (2008, 3rd ed.) *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 assistance 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. As such, the counseling program will support, through its publications and presentations, 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 Assistant Dean and Director of Counseling Services 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.

The Center for Multicultural Excellence has a variety of programming for supporting diverse graduate students. Information about the Center and programming can be found at <http://www.du.edu/cme/>.

International Students are encouraged to stay in touch with other international students through the Office of Internationalization (303-871-4912).

APPENDIX F: LIBRARY RESOURCES

University Libraries 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.

University Libraries: <http://library.du.edu/site/>

Please visit the website for updates on services and to access various library departments.

Phone Numbers

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

Library Resources: Books and Articles

University Libraries contains millions of research resources, many of which are available electronically from the library's webpage. 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 University Libraries within 2-5 days. Use InterLibrary Loan to request journal articles and other items not available through Prospector. University Libraries 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. 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

University Libraries 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) 556-2805 library.cudenver.edu/ (11th and Lawrence)

UCDHSC Anschutz Medical Campus Health Sciences Library: (303) 270-7460,
<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) 492-8705 <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.