



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE
OF EDUCATION

2022-2023

COUNSELING
PSYCHOLOGY STUDENT
HANDBOOK

Doctoral Program

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 Policies and Procedures available at: <https://morgridge.du.edu/content/mce-policies-procedures> and the University of Denver Graduate Studies Policies available at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures>.

In some cases, College and University policies take precedence over the regulations of this 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 mce.admission@du.edu. For more information online, go to <https://morgridge.du.edu/academic-programs/counseling-psychology>. 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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Welcome to the Counseling Psychology (CP) Department in the Morgridge College of Education at the University of Denver! Counseling Psychology is a Specialty within the Council of Specialties in Professional Psychology, meaning that it is a major area of study. The updated approved taxonomies for different specialties is available at this link <https://www.cospp.org/cos-approved-specialty-e-t-taxonomies>.

There are several distinguishing elements of the CP MA and PhD degree programs: outstanding and committed faculty, ample opportunities for practical training in diverse settings, a commitment to equity and justice in both our curriculum and our research, and the friendly and supportive nature of our community. Fundamental to the Department's success is its outstanding students—an exceptional group of engaged emerging scholars and practitioners who possess a strong passion for social justice and for helping others through the field of mental health and counseling.

This handbook provides detailed information about the CP doctoral program. Please review all the information contained herein. The Office of Graduate Education (OGE) at DU will use the course requirements outlined in this Handbook when it reviews transcripts prior to graduation. Students will want to work closely with a CP advisor to ensure that all program requirements are met. It is important to be aware, though, that students are ultimately responsible for knowing and understanding the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures](#) and the [MCE Policies and Procedures](#).

Please know that all of us in CP are here to make your academic experiences at DU rewarding, intellectually challenging, and professionally gratifying. Speaking on behalf of the entire CP Faculty, we look forward to working with you!

Pat Garriott, PhD

Associate Professor and Department Chair, Counseling Psychology

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

The Counseling Psychology (CP) PhD program has been accredited by the American Psychological Association (APA) since 1986. In Fall, 2018, the program was reviewed by APA for re-accreditation and the program was awarded accreditation for 10 years until 2028. Our program strongly values the integration of research to practice and the integration of practice to research where empirical evidence is practice-informed and practice is evidence-based. Throughout our program there is an emphasis on integrating science and the practice of health service psychology in and outside of the classroom. The Counseling Psychology doctoral program prepares students to serve various roles such as researchers, educators/teachers, and licensed psychologists who engage in health service psychology settings. Successful completion of the PhD program in Counseling Psychology enables students to become psychologists in Colorado and other states, assuming post-doctoral requirements are met. APA's Commission on Accreditation (CoA) reviews doctoral programs in Health Service Psychology (SoA), doctoral psychology internships, and postdoctoral residency programs that voluntarily apply for accreditation. For more information you may contact the APA at:

Commission on Accreditation

c/o Office of Program Consultation and Accreditation
Education Directorate

American Psychological Association

750 First Street NE
Washington, DC 20002-4242 Phone: 202-336-5979
TDD: (202)336-6123
Fax: (202)336-5978

For updates on accreditation issues, check the Commission on Accreditation Web site at <http://www.apa.org/ed/accreditation/> or send an e-mail to apaaccred@apa.org

Additionally, all degrees at the University of Denver are accredited through the Higher Learning Commission-North Central Association of Colleges and Schools (HLC-NCA).

GENERAL PROGRAM CONTACT INFORMATION

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Location

The faculty and staff offices for the CP doctoral program are located in Katherine A. Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO.

PROGRAM PHILOSOPHY, AIMS, OBJECTIVES, COMPETENCIES, & PROGRAM EVALUATION BENCHMARKS

The goal of the CP doctoral program at the University of Denver is to educate counseling psychologists who have a solid foundation in science, practice, and culture. Although CP programs may lie at various points on the continuum from an emphasis on science to an emphasis on practice, the CP doctoral program at DU lies closer to the middle of the continuum. Although the program provides students with some flexibility to more strongly 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 multi-culturally informed position. Many of our graduates work in health service psychology settings after graduation, including community mental health, Veterans Administration facilities, university counseling centers, hospital/medical centers, and in research/faculty positions across the country. We believe our students are trained to provide interventions 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 in order to be effective with diverse clients.

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. Counseling psychologists also help individuals make vocational-educational decisions, take action in marriage or family systems, and assist individuals with health-related crises, being careful to take cultural consideration into account. Counseling psychologists are also trained to provide supervision, consultation, and inter-professional/interdisciplinary skills and to use these skills in a variety of settings. Consistently, the DU Counseling Psychology program emphasizes multicultural counseling and social justice, health psychology, psychological assessment, career counseling, group dynamics, and psychotherapy research. Seminars are offered in all of these areas.

The faculty works with students to develop their competence in research and practice to reach their career goals. Practicum settings are arranged to further intensify training in particular specialty areas (e.g., college counseling, VA, hospital/medical settings, integrative care, correctional settings, community mental health). Students whose goals include college teaching are encouraged to co-facilitate introductory counseling classes with faculty and teach undergraduate courses. In order to support the development of

student competencies in research, all students are required to complete a pre-doctoral research project that leads to a regional or national presentation and/or a submission for publication. The pre-doctoral research project can be either qualitative or quantitative research, the student needs to contribute a substantial portion of the overall research, the student needs to present the work at the regional or national conference, and the student can be either first or second author on the presentation or publication.

INTEGRATION OF RESEARCH TO PRACTICE AND PRACTICE INFORMED BY RESEARCH

Counseling Psychology is a broadly-based applied specialty within the science of psychology. As a counseling psychology doctoral program, 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 CP program is committed to working with community partners to help improve the mental health of individuals, families, groups, and communities in the Denver area, the U.S., and internationally.

Our PhD program in counseling psychology is committed to the Boulder model (Frank, 1984)¹ 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 a program that is committed to the integration of science and practice. Likewise, we also are committed to the development and refinement of psychological knowledge as it applies to practice or as it relates to basic psychological processes. Our commitment to training also employs diverse research strategies. As such, the counseling psychology program will support, through its publications and presentations, the sharing of knowledge gained through multiple forms of research and scholarly inquiry. We value multiple forms of research and our research methods and analysis sequence includes both qualitative and quantitative methods.

To accomplish these goals, and following the recommendations of the task force on integrating science and practice in Counseling Psychology², 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

¹ Frank, G., (1984). The Boulder Model: History, rationale, and critique. *Professional Psychology: Research and Practice*, 15(3), 417–435

² A summary of this report is found in Heppner et al. (1999), *The Counseling Psychologist*, 3-28

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.

COUNSELING PSYCHOLOGY VALUES³

“Over the years, counseling psychologists have engaged in thoughtful and ongoing dialogue regarding the qualities that characterize counseling psychology as a specialty (Gelso & Fretz, 2001; Rude, Weissberg, & Gazda, 1988; Whiteley, 1984). The study and practice of career development and counseling, systematic training in interpersonal skills, and the provision of preventive, remedial, and educational interventions have historically been employed as prominent descriptors of counseling psychology. In addition, counseling psychology as a field has emphasized attention to issues of cultural and individual diversity, serving as leaders in the creation and adoption of several sets of APA guidelines related to diversity in professional practice, including but not limited to the Guidelines on Race and Ethnicity in Psychology (2019), the Multicultural Guidelines on Education, Training, Research, and Organizational Change (2002), Guidelines for Practice with Lesbian, Gay, and Bisexual Clients (2011), Guidelines for Psychological Practice with Older Adults (2004), Guidelines for Assessment and Intervention with Persons with Disabilities (2011), Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015), and Guidelines for Psychological Practice with Girls and Women (2007, 2018). The integration of theory, research, and practice and respect for diversity has been emphasized since the inception of Counseling Psychology as a specialty field.

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

Attention to life-span development and transitions traditionally has been and remains a critical element in the practice of Counseling Psychology. Developmental issues are approached from two major perspectives: (a) the need to anticipate typical or normative problems associated with the full range of development in the design of educational and

³ Counseling Psychology Model Training Program found in Scheel et al. (2018), *The Counseling Psychologist* 6-49.

preventive measures; and (b) the need to take into account developmental differences in the design and application of Counseling Psychology interventions for the treatment of adjustment and remedial problems. Understanding of both types of problems requires awareness of the developmental background, predisposing conditions, and critical person-environment interactions that influence behavior.

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

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

Counseling Psychology Values Statement Addressing Diversity⁴

The Counseling Psychology program at the University of Denver adheres to the values and ethics put forward by the American Psychological Association. Students are expected to adhere to the highest professional and ethical standards. Upon entry into the program students are expected to become familiar with the Ethical Principles of Psychologists and Code of Conduct (2002 with amendments in 2010 and 2017) and the various specialty guidelines published by APA.

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

⁴ Counseling Psychology Model Training Values Statement addressing Diversity (2009). *The Counseling Psychologist*, 641-643. This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society of Counseling Psychology (SCP) in August of 2006.

Also see: Scheel, M.J., Stabb, S.D., Cohn, T.J., Duan, C., & Sauer, E.M. (2018). Counseling Psychology Model Training Program. *The Counseling Psychologist*, Vol, 46, 6-49.

that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein “training programs”) in Counseling Psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members’ openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

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

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

biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

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

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

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

Student Disclosure of Personal Information

The APA 7.04 Ethical Principles of Psychologists and Code of Conduct (2002), regarding self-disclosure states:

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

or professionally related activities in a competent manner or posing a threat to the students or others.

Note: Because of the nature of the Counseling Psychology program at the University of Denver and its relevance to Counseling Psychology as a field we often encourage self-disclosure and introspection of our students while in the program as it is related to their development as a psychologist.

In addition, students should be familiar with the Specialty Guidelines for the Delivery of Services endorsed by APA:

https://www.cospp.org/files/ugd/814d7c_6fc1c1b00d7c44aebd97afecc2ac38d6.pdf

This commitment to diversity is not only consistent with the Society of Counseling Psychology (Division 17), but within our own University's mission for Diversity, Equity, and Inclusion.

Chancellor's Statement on Diversity and Inclusion

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

In an organization so reliant on its people, creating a diverse and inclusive community isn't only the right thing to do; it's critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world. That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion, political and ideological viewpoints, and more.

In 2006, the chancellor and provost asked the University's senior leadership to embrace Inclusive Excellence and to begin working in conjunction with our [Cultural Center](#), [campus leaders](#), [the Office of Diversity, Equity & Inclusion](#), and every member of the University community to realize this vision at DU. We have made significant progress in recent years, thanks to the critical efforts of faculty, staff, students and administrators. We have better integrated a culture of Inclusive Excellence in our processes, systems, mission statements and other structures. But we have more work to do—work that is the responsibility of everyone in our community and that the University's leadership recognizes remains critically important to everything we do.

As the University of Denver prepares to meet the exciting challenges of the growing, thriving and remarkably diverse city in which we live as well as the needs of a changing nation, we will continue to be guided by the principles of Inclusive Excellence. We must continue to strive for an inclusive community that embraces all its members, provides

equality of opportunity for all and actively encourages all voices to be heard. Everyone must be welcomed and treated with dignity and respect, and every person's story must be honored. An inclusive community celebrates different cultures, engages in clamorous debates and cultivates the individual and collective flourishing of all of us."

Land Acknowledgment

Throughout time, over 100 different tribal nations have a history of occupying the lands now defined as the State of Colorado. It is important to recognize that the University of Denver continues to reside on lands that are held in stewardship by various Indigenous communities. DU has a troubling history with Indigenous communities and the university acknowledges that John Evans, DU founder, was culpable in the events leading up to the Sand Creek Massacre. With that knowledge in mind, it is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. It is through their losses and trauma that we are able to engage in learning and collaboration to further the study of counseling psychology on these lands. To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the John Evan's report at: <https://portfolio.du.edu/evcomm/page/52699>.

CORE, CONTRIBUTING, AND ADJUNCT FACULTY

Core Counseling Psychology Faculty

Ruth Chao, Ph.D., University of Missouri-Columbia, 2005. Professor, Licensed Psychologist. Research interests: multicultural counseling; multicultural competence; racism and mental health; and cross-cultural psychology. (KRH 261, 303-871-2556, email: chulien.chao@du.edu)

Jennifer Gafford, Ph.D., University of Denver 2008. Clinical Assistant Professor. Dr. Gafford is the Training Director for the MA Clinical Mental Health Counseling program and a Licensed Psychologist. Clinical Interests: cognitive therapy, correctional psychology, trauma, and clinical supervision. Dr. Gafford is a board member for the Masters in Psychology and Counseling Accreditation Council and the Council of Masters in Counseling Training Programs. Dr. Gafford represents the mental health community on Denver's Crime Prevention and Control Commission. (KRH 241, 303-871-6681, email: jennifer.gafford@du.edu)

Patton Garriott, Ph.D., University of Missouri, 2012. Associate Professor and Department Chair. Dr. Garriott earned his BA in Psychology and MA in Counseling Psychology from the University of Kentucky. He completed his doctoral internship at the University of Texas at Austin Counseling and Mental Health Center. Research interests: power, privilege, and oppression in career development; access and equity in higher education, social class, first-generation college students, critical theory, critical whiteness studies, research methods and measurement. Dr. Garriott is an Associate Editor for the Journal of Diversity in Higher

Education and Journal of Career Assessment. He has served as a member of the APA Committee on Socioeconomic Status and Executive Board of the Society for Vocational Psychology. (KRH 253, 303-871-6758, email: pat.garriott@du.edu)

Keiko McCullough, Ph.D., Indiana University, 2022. Assistant Professor. Dr. McCullough graduated with Ph.D. in Counseling Psychology from Indiana University Bloomington and completed her internship at the University of California, Los Angeles (UCLA). Her quantitative research explores the relationships between media consumption and psychological and mental health outcomes among marginalized groups. In the qualitative domain, Dr. McCullough examines how psychological constructs such as identities, attitudes, and ideologies are constructed in and through media texts. She is highly interested in diverse research methods and the development of new methodological approaches to better understand the social world. (contact information TBD)

Jesse Owen, Ph.D., University of Denver, 2005. Professor. Dr. Owen earned his B.S. from Ball State University, his Masters degree from the University of Miami, and his doctorate from the University of Denver. He worked at Gannon University and the University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice occasionally over the last decade. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. (KRH 259, 303-871-2482, email: jesse.owen@du.edu)

Andi Pusavat, Ph.D., University of Denver, 2003. Clinical Associate Professor, Training Clinic Director, and Licensed Psychologist. Dr. Pusavat earned her B.A. in Psychology from the University of California, Santa Barbara and her M.A. in Counseling Psychology from Loyola Marymount University. She completed a predoctoral internship at Denver Health Medical Center and a postdoctoral fellowship at University Health System Detention Health Care Services. She is a member of the American Psychological Association, is the Colorado Psychological Association Academic Liaison, and is a member of the 9Health365 Board of Trustees and 9Health365 Medical Advisory Committee. She maintains a small private practice focused on adult individual and couple psychotherapy and the supervision of psychologist candidates. Dr. Pusavat's clinical interests include clinical supervision, social justice, and trauma, and her research interests include clinical supervision, telepsychology, and interpersonal partner violence. (KRH 145, 303-871-3230, email: andi.pusavat@du.edu)

Trisha Raque, Ph.D., University of Maryland, 2013. Associate Professor. She is a member of the American Psychological Association and is the Chair of the Division 17 Health Psychology Section. She is also on the Editorial Board of the Journal of Counseling Psychology and Journal of Career Assessment. Dr. Raque's areas of research include cancer survivorship, navigating work after cancer, access to decent work, positive health psychology, and the centrality of sociocultural and political systems that intersect with health and career development. She applies social justice principles, intersectionality, and anti-racism to cancer survivorship with research and advocacy focused on the nexus of

cancer with identities such as gender, sexual orientation, and social class. (KRH 263, 303-871-4522, email: trisha.raque@du.edu).

Maria T. Riva, Ph.D., University of Pittsburgh, 1990. Professor and Doctoral Training Director, Department of Counseling Psychology. She is a Fellow of the American Psychological Association. In 2013 she was President of Division 49 (Group) of the APA and in 2006 President of the Association for Specialists of Group Work (Group Division of ACA). In 2020-2021, Dr. Riva was the President of the Council of Counseling Psychology Training Programs (CCPTP). Her research interests involve group counseling and group supervision, multicultural counseling in groups, group leadership, training and supervision, child sexual abuse, and trauma. (KRH 257, 303-871-2484, email: maria.riva@du.edu)

Julia Roncoroni, Ph.D., University of Florida, 2016. Assistant Professor. She is a member of the American Psychological Association. Dr. Roncoroni leads two community-based research programs—Patient-Centered Culturally Sensitive Health Promotion and Patient-Centered Culturally Sensitive Health Care—that promote health and prevent disease in at-risk communities, in particular Latinos. These research programs target different social determinants of health, ranging from immigration status and education to quality of received health care. (KRH 262, 303-871-3784, email: julia.roncoroni@du.edu)

Associated Counseling Psychology Faculty

Jillian Blueford, Ph.D., University of Tennessee, Knoxville, 2019. Clinical Assistant Professor. Practicum & Internship Specialist for SchoolCounseling@Denver. National Certified Counselor. Pronouns: she/her. Dr. Blueford's professional clinical background includes working in a variety of settings with children, adolescents, adults, and families primarily to address concerns related to grief and loss. Her research interests include counselor preparation in grief counseling, grief and loss issues for children and adolescents, and creating school systems for grieving students. Dr. Blueford is an active member of multiple professional counseling associations, such as the American Counseling Association, Association for Counselor Education and Supervision, American School Counselor Association, and the Association for Death Education and Counseling. (KRH 133, 303-871-6594, jillian.blueford@du.edu)

Lisa Brownstone, Ph.D., University of North Carolina-Chapel Hill. Clinical Psychology. 2017. Assistant Professor of Practice. Dr. Brownstone (she/her) completed her doctoral clinical internship at Denver VA Medical Center and postdoctoral fellowship at Eating Disorder Care (EDCare) of Denver. She stayed on at EDCare of Denver as a licensed psychologist until August 2019 and served as their Binge Eating Disorder Track Coordinator. Her areas of clinical and research specialization include disordered eating and body distress, LGBTQ+ health, trauma, stigma, psychotherapy, and qualitative approaches. Dr. Brownstone identifies as a social justice advocate psychologist and is passionate about non-value neutral practice. Outside of work, Dr. Brownstone plays fiddle

and guitar, and loves spending time with her family and fluffy dogs. (KRH 357, email: lisa.brownstone@du.edu)

William Cross, Ph.D., Princeton University, 1976. Emeritus Professor. Dr. Cross holds professor emeritus at CUNY and DU. In 2017 he received the DU University Lecturer Award. The 2020 APA Gold Medal for Life Achievement in the Application of Psychology Award, along with many other awards. 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 false-education and false consciousness; the multiple ways racial identity is enacted in everyday life. In 2014, he was President of APA Division 45. (KRH 355, 303-871-4592, email: william.cross@du.edu)

Nick Cutforth, Ph.D., University of Illinois-Chicago, 1994. Professor, Research Methods and Statistics; Director of Community Engagement and Outreach Center for Rural School Health & Education. Research Interests: rural education, school health and wellness, community-engaged research, qualitative research, and physical education. (KRH 231, 303-871-2477, email: nicholas.cutforth@du.edu).

Kathy Green, Ph.D., University of Washington, 1981. Professor Emeritus 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)

Joe Johnson, Ph.D., University of Florida, 2016. Clinical Assistant Professor. Pronouns: he/him. Dr. Joe earned his B.A. from Saginaw Valley State University, his M.A. from Western Michigan University, and his Ph.D. from the University of Florida. He has worked in K-12 education, higher education, in corporate America, and as an entrepreneur. He is a licensed school counselor (MI). His research interests include discovering our Purpose (career and life), undocumented students, social justice issues, and entrepreneurship. (KRH 242, joseph.johnson951@du.edu)

Erin Leyba, L.C.S.W., Ph.D., is a Visiting Assistant Professor of Practice in the Counseling Psychology program. She is passionate about teaching a variety of counseling theories and methods through a strengths-based perspective. Dr. Leyba currently sees individuals in her private therapy practice in Boulder, CO and specializes in anxiety, grief/loss, life transitions, parenting, and relationships. Research interests include youth protective and resilience factors, support for new parents, and clinician self-care / burnout prevention. Dr. Leyba received her Ph.D. from the University of Illinois at Chicago, her M.S.W. from Washington University in St. Louis, and her B.A. from Washington University in St. Louis. Her dissertation examined how involving at-risk youth in service and leadership activities improved their mental health and behavior. Outside of work, she enjoys hiking and biking in the mountains and spending time with her partner and four children. (KRH 351, erin.leyba@du.edu)

Stacy Pinto, Ph.D., Montclair State University, 2018. Clinical Assistant Professor. Program Director for SchoolCounseling@Denver. Certified School Counselor (NJ); National Certified Counselor; Licensed Professional Counselor Candidate (CO). Pronouns: she/they. Dr. Pinto's experience spans a variety of counseling and educational settings (i.e., K-12, higher education, in-home and community-based mental health). Her research interests include queer identity intersections, sexual identity language and labeling, and inclusive educational environments. Dr. Pinto is active in professional organizations such as the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities, the Association for Counselor Education and Supervision, and the American School Counselor Association. (KRH 258, 303-871-2832, stacy.pinto@du.edu)

Geneva Polser, Ph.D., University of Denver, 2020. Visiting Assistant Professor of Practice, Licensed Psychologist (CO and TN). Dr. Polser (she/her), has practiced in a variety of clinical settings with diverse populations. She completed her predoctoral internship at Vanderbilt University Counseling Center and her postdoctoral fellowship at Osher Center for Integrative Medicine at Vanderbilt University Medical Center. In addition, Dr. Polser has worked in schools, jails, and private practice. Her area of clinical and research interests includes trauma, clinical hypnosis, mindfulness, Multicultural Orientation, and chronic pain/chronic illness. (KRH 351, Geneva.polser@du.edu)

Sage Rian, Ph.D., University of Nevada, Reno, 2019. Visiting Assistant Professor of Practice. Licensed School Counselor (NV, CA, NJ); Clinical Professional Counselor Intern (NV); National Certified Counselor. Pronouns: they/she. Dr. Rian earned their B.A. from Georgian Court University, M.S. from Monmouth University, and Ph.D. in Counselor Education and Supervision from the University of Nevada, Reno. Dr. Rian has a variety of counseling experiences as both a clinician and as a school counselor at every level in public and charter settings. Their research interests include ecotherapy, social justice in PK-12 education, and neurodiversity. (530-536-0361, sage.rian@du.edu)

Robyn Pitts, Ph.D., University of North Carolina –Greensboro, Educational Research Methodology, 2017. Assistant Professor, Research Methods and Statistics (RMS). Dr. Pitts teaches Quantitative Research Methods (was Empirical Research Methods) a required course for the PhD program in Counseling Psychology. Dr. Pitts worked in medical education, teacher preparation, and K-12 school leadership prior to becoming an educational evaluator. She studies evaluator preparation with a focus on experiential learning, ethics, and mixed methods research design. Dr. Pitts encourages you to think about the role evaluation will play in your future practice. (KRH 249, 303-871-2549, email: robyn.thomaspitts@du.edu)

Bruce Uhrmacher, Ph.D., Stanford University, 1991, Professor, Research Methods and Statistics; Curriculum and Instruction. Acting Dean, Morgridge College of Education. Research Interests: Qualitative styles of inquiry, aesthetic education, educational criticism and connoisseurship, curriculum and instruction. Teaches qualitative research courses for counseling psychology doctoral students. He has collaboratively published numerous articles and several books: *Intricate palette: Working the ideas of Elliot Eisner*; *Beyond the*

one room school; Using educational criticism and connoisseurship as qualitative research; and Lesson planning with purpose: Five approaches to curriculum design. Also collaboratively, Uhrmacher devised a teaching method called CRISPA, of which information can be found here: <http://www.crispateaching.org/>. Uhrmacher is past president of the American Association for Teaching and Curriculum, and past chair (and originator) of the Elliot Eisner Special Interest Group of the American Educational Research Association. Uhrmacher was also the recipient of the University of Denver Teaching Award and the Upton Sinclair Award, among other honors (KRH 344, 303-871-2483, email: bruce.uhrmacher@du.edu).

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

Research Faculty

Cynthia McRae, Ph.D., University of Iowa, 1987. Research Professor. Fellow of APA (Division 17) Research interests: Psychological adjustment to chronic illness with special interests in caregivers; self-efficacy; quality of life; and the placebo effect in health-related issues.
(KRH 225, 303-871-2475, email: cmcrae@du.edu)

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

Adjunct Faculty

June Ashley, Ph.D., University of Denver, Counseling Psychology, 2016, Licensed Psychologist, Teaches several required courses for counseling psychology doctoral students.

Joseph Longo, Ph.D., University of Denver, Counseling Psychology, 2013, Courses Taught: LGBT Counseling. Licensed Psychologist.

Talli Hitt, Psy.D., Chicago School of Professional Psychology, 2016, Courses Taught: Cognitive Assessment. Psychological Assessment.

AIMS, OBJECTIVES, COMPETENCIES, AND OUTCOMES

To fulfill our mission, the Counseling Psychology program has adopted the following aims, objectives, expected competencies, and outcomes.

Aim 1

Each student will attain competency in the broad and general areas (also called Discipline Specific Knowledge [DSK]) of psychology (history and systems of psychology, affective aspects, biological aspects, cognitive aspects, development aspect, and social aspects as well as an advanced integration of social and affective aspects of behavior, research methods, quantitative methods, and psychometric theory) that serve as a foundation for further training in counseling psychology and the practice of health service psychology.

Objectives: To develop a scientific knowledge base in the broad and general areas of psychology, including biological, cognitive, developmental, affective, social aspects of behavior, history and systems of psychology, psychometric theory, quantitative methods, qualitative methods, and research methods.

Competencies expected: Demonstrate knowledge of content related to biological, cognitive, developmental, affective, and social aspects of behavior, history and systems of psychology, psychometric theory, research methods, and qualitative and quantitative methods.

To achieve these competencies students will be evaluated in the following courses that address the competency area:

- ✓ **Biological Aspects of Behavior:** CNP 4788 Physiological Psychology
- ✓ **Cognitive and Affective Aspects of Behavior:** CNP 4775 Affective and Cognitive Psychology
- ✓ **Social Aspects of Behavior:** CNP 4768 Social Psychology
- ✓ **History and Systems of Psychology:** CNP 4705 History and Systems of Psychology
- ✓ **Development Aspects of Behavior:** CNP 4645 Lifespan Development
- ✓ **Advanced Integration of Broad and General Aspects:** CNP 4794 Advanced Integration of Social and Affective Topics in Adulthood
- ✓ **Psychological Measurement:** RMS 4921 Psychometric Theory
- ✓ **Research Methods:** RMS 4930 Quantitative Research Methods (prior to 2019 called Empirical Research Methods)
- ✓ **Qualitative Methods:** RMS 4941 Introduction to Qualitative Methods
- ✓ **Quantitative Methods:** RMS 4910 Introductory Statistics, RMS 4911 Correlation and Regression, and RMS 4912 Analysis of Variance

In each of these courses, the **minimum threshold** for demonstrating competency is a grade of B-. To meet the objectives for Aim 1, each student must demonstrate competency in each course.

Aim 2

Each student will attain competency in each of the following areas: Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Interpersonal skills; Assessment; Supervision; and Consultation and Inter-professional/Interdisciplinary skills. APA describes these listed areas as Profession-Wide Competencies (PWC) (there are two additional competency requirements, Research and Intervention that are represented in Aim #3).

Objectives: To develop knowledge of each of the profession-wide competencies in health service psychology (i.e., Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Interpersonal skills; Assessment; Supervision; and Consultation and Inter-professional/Interdisciplinary skills).

Competencies expected: Demonstrate knowledge, skill, and competence in each of the following seven areas: Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Interpersonal skills; Assessment; Supervision; and Consultation and Inter-professional/Interdisciplinary skills.

To achieve these competencies students will be evaluated in the following courses that address the competency area:

- ✓ **Ethics and Legal Issues:** CNP 4790 Counseling Psychology Seminar: Ethics; as well as CNP 4752 Advanced Practicum I and CNP 4753 Advanced Practicum II, CNP 4792 Pro-Seminar in Counseling Psychology.
- ✓ **Individual and Cultural Diversity:** CNP 4773 Diversity Seminar 3 credits, CNP 4772 Diversity Seminars (Require at least 2 additional credits), and also assessed in other courses that address individual and cultural diversity CNP 4800 Consultation, CNP 4780 Supervision, CNP 4701 Advanced Psychotherapy Theories, CNP 4752 Advanced Practicum I, CNP 4753 Advanced Practicum II, and CNP 4756 PhD Clinic
- ✓ **Professional Attitudes, Values, and Behavior:** CNP 4792 Pro-Seminar in Counseling Psychology and will be assessed in other courses including CNP 4790 Counseling Psychology Seminar: Doctoral Ethics, CNP 4752 Advanced Practicum I, CNP 4753 Advanced Practicum II, and CNP 4756 PhD Clinic.
- ✓ **Communication and Interpersonal Skills:** CNP 4792 Professional Seminar in Counseling Psychology and in CNP 4752 Advanced Practicum I, CNP 4753 Advanced Practicum II, and CNP 4756 PhD Clinic.
- ✓ **Assessment:** CNP 4706 Cognitive Assessment; CNP 4704 Psychological Assessment; Assessment Practicum (optional) and in other courses including CNP 4784 Psychopathology and RMS 4921 Psychometric Theory.
- ✓ **Supervision:** CNP 4780 Counseling Psychology Seminar: Supervision
- ✓ **Consultation and Inter-professional/Interdisciplinary Skills:** CNP 4800 Consultation and also in CNP 4752 Advanced Practicum I and CNP 4753 Advanced Practicum II.

In each of these courses, the minimum threshold for demonstrating competencies is a grade of B-. To meet the objectives for Aim 2, each student must demonstrate competency in each course.

Also, we will utilize other methods to assess these seven areas including:

- ✓ Comprehensive Examination questions pertaining to Ethics and Legal Issues, Individual and Cultural Diversity, Assessment, Supervision, and Consultation. The minimum threshold for competency is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].
- ✓ Practicum Supervisor Ratings for Professional Attitudes, Values, and Behavior, as well as, Communication and Interpersonal Skills; Individual and Cultural Diversity; and Ethical and Legal Issues on a 7-point scale (1-Extremely Below Expectations, 2-Below Expectations, 3-Slightly Below Expectations, 4-Meets Expectations, 5-Slightly Above Expectations, 6-Above Expectations, 7-Strongly Above Expectations). Competency is 4 and higher out of 7.
- ✓ Annual Review of Students by Faculty and the Students' ratings of their competency in these seven areas.

Aim 3

Each student will attain competencies in the ability to conduct research and to provide interventions in the areas of health service psychology, and more importantly to be able to competently integrate research/science and practice.

Objective 1: To develop an advanced knowledge base in research methods and research analysis and to be able to design and successfully carry out at least two research projects (predissertation research project and dissertation).

Objective 1 Competencies Expected: Advanced Research Electives. Each student is required to take several additional research courses that are sequential (more advanced than the courses listed in Aim 1). See Information about the research sequence in Handbook. Students are required to take 5 to 10 credits of advanced research electives.

- ✓ RMS 4913 Multivariate Analysis (5 credits, prerequisite RMS 4911).
- ✓ RMS 4914: Structural Equation Modeling (5 credits, prerequisite RMS 4911).
- ✓ RMS 4915: Hierarchical Linear Modeling (4 credits, prerequisite RMS 4911).
- ✓ RMS 4916: Latent Growth Curve Modeling (3 credits, prerequisite RMS 4914).
- ✓ RMS 4922: Item Response Theory (3 credits, prerequisite, RMS 4921).
- ✓ RMS 4932: Meta-Analysis in Social Science Research (2 credits, prerequisite RMS 4910).
- ✓ RMS 4939: Topics in Quantitative Methods: Propensity Score Analysis (3 credits, prerequisite RMS 4939).

- ✓ RMS 4942: Qualitative Data Collection & Analysis (4 credits, prerequisite RMS 4941).
- ✓ RMS 4951: Mixed Methods Research Design (5 credits, prerequisite RMS 4910, 4941).

In these courses, the **minimum threshold** for demonstrating competencies is a grade of B- for each course. To meet the objectives for Aim 3, Objective 1, each student must demonstrate competency in each course they take to meet the 5 to 10 credit requirements.

Also, we will utilize other methods to assess research competency including:

- ✓ CNP 4770 Counseling Psychology Seminar: Research with a B- or above.
- ✓ CNP 5771 Counseling Psychology: Doctoral Research Seminar with a B- or above.
- ✓ Comprehensive Examination question(s) pertaining to Research Design, Methods and Analysis Statistics, and Psychotherapy Research. The minimum threshold for competency is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].
- ✓ Successful completion of the Predissertation Research Project
- ✓ Successful completion of the Dissertation
- ✓ Student Annual Review of satisfactory for Competency in Research

Objective 2: To develop advanced knowledge in and competencies to provide interventions in health service psychology settings.

For each student who enters the doctoral program without a Masters or equivalent coursework, the following courses are required: Fieldwork in Counseling, Basic Counseling Techniques, Intermediate Techniques, Counseling Theory, Beginning Practicum, Multicultural Counseling, Group Counseling, Introduction to Assessment, and Career Counseling.

For each student who enters the doctoral program with a Masters degree with clinical experience, they will begin this sequence in their first year. Others will start this sequence in their second year:

- ✓ CNP 4752 Advanced Practicum I
- ✓ CNP 4753 Advanced Practicum II (second year)
- ✓ CNP 4784 Psychopathology
- ✓ CNP 4770 Counseling Psychology Seminar: Research (offered every year)
- ✓ CNP 4701 Advanced Psychotherapy Theories (offered every other year)
- ✓ CNP 4756 PhD Clinic.
- ✓ Required Elective Multicultural/Diversity Courses. Two credits required

In each course, the **minimum threshold** for demonstrating competencies is a grade of B-. To meet the objectives for Aim 3, Objective 2, students must demonstrate competencies in each course taken.

Also, we will utilize other methods to assess the Intervention competency including:

- ✓ Comprehensive Examination. Each student is required to pass Comprehensive Examination questions on Interventions and Theory, Empirically Supported Treatments, and Psychological Assessments.
- ✓ Successful completion of two academic years (3 quarters each) of practica (Advanced Practicum I and Advanced Practicum II) that meet the number of intervention hours (minimum of 250 each practicum) and indirect hours (total for intervention hours and indirect hours is a minimum of 500 for each practicum) and the supervision requirements (psychologist or doctoral intern who is supervised by a psychologist).
- ✓ Practicum Supervisor Evaluations also will be used to assess competency in the area of Intervention. Some specific areas will be underscored: Practicum Supervisor Evaluations for Sections I. Assessment/Diagnosis/Case Conceptualization; II Intervention; and IV. Crisis Intervention
- ✓ Additionally, Student Annual Review Questions on Intervention Q#12 (individual) and #13 (group) will be considered for the Intervention Competency.
- ✓ Students also will be assessed by faculty annually and need a satisfactory rating or above for "Clinical Work" in their Annual Review Letter.
- ✓ Doctoral Psychology Internship. Each student will obtain a doctoral internship. Students will only apply to APA accredited doctoral internships in Phase 1 unless there is an extremely unusual reason and approved by the faculty. If a student does not match in Phase I and does not match with an APA approved internship for Phase 2, it may be acceptable to take a non-APA site if it meets all APPIC requirements.

Objective 3: Competency in integration of research and science to practice and practice that is informed by research

Objective 3 Competencies Expected: The integration of research and science to practice is integrated across the curriculum. Each student is expected to be able to have knowledge, competency in integrating of research and science with the practice of health service psychology, and to provide interventions and practice that are informed by science/research. In the following courses, the integration is a primary component of the course.

- ✓ CNP 4752 Advanced Practicum I
- ✓ CNP 4753 Advanced Practicum II
- ✓ CNP 4770 Counseling Psychology Seminar: Research
- ✓ CNP 4701 Advanced Psychotherapy Theories
- ✓ CNP 4756 PhD Clinic

- ✓ CNP 4780 Doctoral Supervision
- ✓ CNP 4800 Consultation
- ✓ CNP 4790 Counseling Psychology Seminar: Doctoral Ethics
- ✓ CNP 4706 Cognitive Assessment
- ✓ CNP 4704 Psychological Assessment

In these courses, the **minimum threshold** for demonstrating competencies is a grade of B- for each course. To meet the objectives for this Aim, students must demonstrate competencies in each course.

Also, we utilize other methods to assess the integration of research to practice.

- ✓ Comprehensive examination question(s) pertaining to an integration of research/science to practice and practice informed by research/science. The **minimum threshold** for competencies is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].
- ✓ Practicum Supervisor ratings of the sections on Assessment, Diagnosis, Case Conceptualization, Intervention, Consultation/Outreach, Individual Differences/Diversity, Personal Characteristics, and Relationship & Agency Integration per the practicum evaluation form. The **minimum threshold** for demonstrating competencies is an average score of 4 per domain on a scale from 1 to 7.
- ✓ We also gauge the degree to which students perceive that they are obtaining competence in these areas via an annual survey. In this survey students are able to comment on the degree to which they perceive their competency in research and in intervention areas. After graduation, we will also send an alumni survey to gauge how well-prepared graduates perceive that the program prepared them in research, practice, and the integration of the two. We will also utilize other metrics after graduation such as the EPPP to gauge how we are doing in this area.
- ✓ The successful completion of the predissertation research project where an integration of research/science to practice is required. Please see section on predissertation research.
- ✓ The successful completion of the dissertation where an integration of research to practice is required.

Ultimately, we are confident that when our students are able to achieve these competencies (which hopefully also results in an APA-accredited doctoral internship), and are able to complete the required supervised hours for licensure, they will be prepared to be an entry-level psychologist after post-doctoral hours are completed.

THE CP DOCTORAL TRAINING IS SEQUENTIAL, CUMULATIVE, AND GRADED IN COMPLEXITY

The Counseling Psychology training is built on the belief that training should be sequential, cumulative, and graded in complexity over the years. Here are some key ways in which this is actualized:

1. **Broad and General Course Sequence:** Our broad and general courses are taught within the first two years of the program with a course in each of the first 6 quarters of study (excluding summer). For students who come in without a Masters or a Masters in a nonclinical area they will likely take three years to complete these requirements.
2. **Research Sequence:** The research sequence starts with foundational training in research methodology and statistics (see below). Then the sequence focuses on applications via common statistical methods (e.g., Correlation and Regression, ANOVA, Introduction to Qualitative Methods, Quantitative Research Methods). Finally, students take at least two additional advanced statistical/methods courses (e.g., SEM, HLM; Advanced Qualitative Methods). This progression is quintessential of this model.
3. **Clinical Sequence:** For students who enter without a Masters degree (or a nonclinical Masters degree), they start the program via Field Work class (Fall Quarter), Beginning Counseling Techniques (Fall Quarter), followed by Intermediate Techniques (Winter Quarter). They then proceed to basic practicum courses (Beginning Practicum) where the focus is on developing initial competencies (e.g., developing alliances, executing treatment plans). Students then go on to Advanced Doctoral Practicum I, where they are introduced to a series of empirically supported treatment approaches (e.g., psychodynamic, cognitive/interpersonal, emotion-focused) [this is where students who enter with a Masters degree start]. Students are also exposed to advanced theory courses and gain competencies in psychological assessment. Next, students move on to Advanced Practicum II, where the focus is to integrate and consolidate theoretical and practical knowledge in efforts to have a more cogent, personally salient, theoretical orientation and approach. Throughout the entire sequence, students are encouraged to develop a more sound multicultural orientation in their therapeutic process. Some courses such as Supervision and Consultation are taken in the third and fourth year of the program in order to give students a foundation of clinical and systems skills prior to taking these courses.

Some students who are employed in agencies, and those experiences while valuable, should not be confused with the practicum sequence. 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, cannot be used to fulfil the practicum requirements, and cannot be used on a Doctoral Internship application.** The key is to have a developmental, sequential training process. Accordingly, practicum

positions (paid or not) need to be approved by the faculty. **We also do not take responsibility for any problems or concerns that occur during the time the person is not enrolled in practicum or when the experience is not sanctioned by the Counseling Psychology Department whether it is employment or voluntary.**

REQUIREMENTS FOR STUDENTS ENTERING WITH A MASTERS DEGREE THAT INCLUDED A SUPERVISED PRACTICUM/CLINICAL REQUIREMENT

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

A total of 90 post-Masters quarter hours is the minimum required for the PhD in the Morgridge College of Education, unless students are able to transfer in additional hours for graduate work that did not lead to a degree. If students obtained a Masters 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.

The following is an example of requirements for the Counseling Psychology doctoral program. The official bulletin for the University is located here:

<http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/counselingpsychology/>

I. Program Requirements*

A. Foundations

CNP 4788 Physiology Psychology	3
CNP 4775 Counseling Psychology: Cognitive and Affective Basis of Behavior	3
CNP 4768 Counseling Psychology: Social Psychology	3
RMS 4921 Psychometric Theory	3
CNP 4794 Counseling Psychology Seminar: Advanced Integrative Course	1
CNP 4702 Introduction to Assessment	5
CNP 4704 Psychological Assessment	5
CNP 4645 Lifespan Development	5
CNP 4706 Cognitive Assessment	5

CNP 4772 Diversity Seminar: Psychosocial Issues (2 credits total)	
2	
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues	5
CNP 4705 History and Systems of Psychology	
3	
CNP 4790 Counseling Psychology Seminar: Doctoral Ethics	3

B. Counseling Requirements

CNP 4700 Counseling Theory	
5	
CNP 4701 Advanced Seminar: Counseling Theory	3
CNP 4710 Career Counseling	
5	
CNP 4720 Group Counseling Theory	
5	
CNP 4752 Counseling Practicum: Advanced I** (3 qtrs/ 3 credits each)	
9	
CNP 4753 Counseling Practicum: Advanced II** (3 qtrs/ 1 credit each)	
3	
CNP 4754 Counseling Psychology: PhD Internship	1
CNP 4756 PhD Clinic*** (2 qtrs/ 1 credit each)	
2	
CNP 4770 Counseling Psychology Seminar: Psychotherapy Research	
3	
CNP 4780 Counseling Psychology Seminar: Supervision****	
3	
CNP 4792 Professional Seminar in Counseling Psychology	1
CNP 4784 Psychopathology	5
CNP 4800 Consultation	
1	
CNP 4794 Electives in Counseling Psychology/Special Topics	
3	

(Courses to be approved by advisor, must be taken while in the doctoral program)

CNP 4758 Field Experience. All students must sign up for 4758 during fall, winter, and spring terms during the three academic quarters of their doctoral internship year for 8 credits per quarter. (These credits are not paid by the student) 8

Notes for Program Requirements:

* 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 minimum of

total of 500 hours per practicum experience (a minimum of 250 of those hours should be direct client time per practicum setting). Ideally a minimum of 500 to 600 direct intervention hours will be accumulated by the end of the two practicum experiences. All three quarters of each practicum placement must be at the same site and must be consecutive. Some students take an additional practicum placement if necessary, based on goals for internship and career. 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 and II. A student can enroll in Supervision if still completing Advanced Practicum II if they receive written support from their academic advisor as well as their Advanced II instructor. Typically taken in the 3rd or 4th year of the program.

II. Morgridge College of Education Requirements: Research

Required Courses	Credit Hours	Prerequisites
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4930: Qualitative Research Methods*	3 hrs.	None
RMS 4941: Introduction to Qualitative Research*	4 hrs.	None
RMS 4911: Correlation and Regression	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA)	5 hrs.	RMS 4910
CNP 5771: Doctoral Research Seminar	3 hrs.	RMS 4930, 4911
Total Required	12-24	
*May test out; see Counseling Psychology Academic Services Associate regarding testing out or waiving based on previous coursework for RMS 4910, RMS 4930, and RMS 4941 respectively (see this Handbook for further information on waiving required courses).		
RMS Electives: Select At Least Two Courses***		
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
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 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	4 hrs.	RMS 4914
RMS 4942: Qualitative Data Collection & Analysis	4 hrs.	RMS 4941

RMS 4932: Meta-Analysis in Social Science Research	3 hrs.	RMS 4910
RMS 4939: Topics in Quantitative Methods: Propensity Score Analysis	3 hrs.	RMS 4930
RMS 4946: Advanced Qualitative Research	4 hrs.	RMS 4942
Other statistical/methodology electives can be approved by advisor***		
Total Electives	5-10 hrs.	
Dissertation Credits		
Dissertation Research (CNP 5995) can take up to 5 credits prior to comprehensive exams; HOWEVER, must register for at least 1 credit during fall, winter, and spring until graduation.	7 Hrs. Minimum	

III. Comprehensive Exams

Comprehensive Exams are taken when the majority of coursework is completed and must be passed prior to applying for internship. This is typically taken in the 3rd year for students who come in with a MA in counseling or related area.

IV. Pre-Dissertation Research Requirements

Prior to writing the dissertation proposal, students are required to participate in another research project during their doctoral program. 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. The research may also be an outgrowth of a class assignment. Students must present the research or aspects of it at a regional or national meeting or submit it for publication. The student fulfilling the requirement has to be the **first or second author** on the presentation and is required to have made 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 need to 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. The documentation also needs to be in students' files. Students must complete the Pre-dissertation Research Completion form and submit it to the Training Director. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects research.

V. Dissertation Proposal

Dissertation proposals must be successfully passed by October 1 of the fall quarter that a student plans to apply for doctoral internship. Without a passed proposal, a student cannot apply for doctoral internship. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects research.

Dissertation Directors will not sign or submit the proposal approval form on the student's behalf until revisions are complete. Revisions will need to be approved before students can be cleared to apply for internship by the Training Director.

VI. Internship

Students must complete a 12-month full-time equivalent doctoral internship after completion of coursework, comprehensive exams, and dissertation proposal. All students must complete an Internship Readiness form and be approved by faculty to apply for internship. It is expected that the internship is APA accredited. In some extremely unusual situations, faculty may allow a student to accept a non-APA doctoral internship if it meets APPIC requirements. Students cannot graduate until the doctoral internship is completed.

VII. Dissertation Defense

Students must successfully pass their dissertation defense in order to receive their diploma.

MCE/COUNSELING PSYCHOLOGY PROGRAM DISSERTATION CREDIT POLICY

PhD programs in the Morgridge College of Education require a minimum of one (1) Dissertation (PhD) credit hour. Beyond this requirement, individual programs in MCE may establish their own requirements for Dissertation credit hours. The Counseling Psychology program requires that doctoral students register for at least seven (7) Dissertation (PhD) credit hours. In order to maintain degree candidacy, MCE doctoral students who have completed all required course work will register for a minimum of one dissertation credit for consecutive terms fall through spring (summers are not required) until the student graduates. Although a total of 7 dissertation/doctoral research credits are required, student progress toward the degree may require students to register for more than 7 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 their program prior to the completion of all coursework and comprehensive exams. Dissertation credits, 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.

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

students must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind students must also register for one credit hour of dissertation research (CNP 5995) each quarter until they graduate per the MCE Dissertation Credit Policy (noted above). **If a student is on a full-time, year-long internship required by the program, the student does not need to register for dissertation credits during this period.**

If a student is registering for CNP 5995 for less than four (4) credits in a given quarter AND the student is attempting to defer student loan repayments, the University Continuous Enrollment Policy should be utilized in addition to the MCE Dissertation Credit Policy. Students 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, students must complete the [Continuous Enrollment \(CE\) Approval Form](#). The form must be approved by the Morgridge College of Education, which will submit it to the Associate Provost for Graduate Studies for final approval.

For further details on this policy, students should refer online to the complete [DU Graduate Studies Continuous Enrollment Policy](#).

Please note that completing the University Continuous Enrollment form DOES NOT register students 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.

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.

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.**

TYPICAL SEQUENCE OF CLASSES FOR COUNSELING PSYCHOLOGY PHD STUDENTS WITH A MA/MS AND CLINICAL EXPERIENCE

(Students' schedules may vary from this depending on prior experiences and coursework.)

Fall first year

Advanced Practicum I*

Doctoral Ethics

Broad and General Course (either Physiological Psychology or History & Systems of Psychology)

Professional Seminar in Counseling Psychology

Introductory Statistics or Qualitative Research Methods

Winter, first year

Advanced Practicum I*

Psychopathology

Broad and General Course (either Cognitive and Affective Basis of Behavior or Social Psychology)

Psychometric Theory

Spring, first year

Advanced Practicum I*

Broad and General Course (Lifespan Development)

Cognitive Assessment

Intro to Statistical Methods or Quantitative Research Methods

Summer, first year

Psychological Assessment

Fall, second year

Advanced Practicum II* for those who took Adv Prac I (Adv Prac I for others)

Broad and General Course (either Physiological Psychology or History and Systems)

Psychotherapy Research

Correlation and Regression

Winter, second year

Advanced Practicum II*

Broad and General Course (either Cognitive and Affective Basis of Beh, or Social Psychology)
 Analysis of Variance (AVOVA)
 Intro to Qualitative Research

Spring, second year

Advanced Practicum II*
 Diversity Seminar (need two credits, can be two 1 credit courses or one 2 credit course)
 Advanced Research Course
 Advanced Integration of Social and Affective Topics in Adulthood (a Broad and General course). Needs to be taken after Cognitive and Affective Basis of Behavior AND Social Psychology

Fall, third year

Advanced Research Course
 Dissertation credits
 PhD Clinic
 Advanced Theory

Winter, third year

Dissertation credits
 PhD Clinic
 Consultation
 Statistical Elective I

Spring, third year

Supervision
 Diversity Seminar
 Dissertation credits
 Statistical Elective II

Fourth year

Apply for doctoral internship in Fall if doing the program in 5 years
 Dissertation credits

If completing the program in 4 years, students will be in a doctoral internship during the fourth year and will have applied for a doctoral internship in their third year.

Fifth year

Doctoral Internship

Note: Electives may be taken at any given quarter assuming the student has room in their schedule. Typically, students complete an optional Assessment Practicum which can only be

done AFTER the two Advanced Practica are successfully completed. The Assessment Practicum and the Assessment Practicum supervisor must be approved by the Training Director and the program. If the Assessment Practicum meets the requirements, it will be sanctioned by the program and the student will not need to participate in a practicum class as long as all requirements are met. If a student is approved for **an Assessment Practicum and is not enrolled in a practicum class, the student is not sanctioned to do any therapy (individual, group, etc).** A student can do assessments and therapy in a practicum site, but they must be enrolled in a practicum class. In this scenario both the intervention hours for assessment and for clinical work will count as part of the doctoral internship application (APPI).

Note: The courses below are offered every other year:

- ✓ CNP 4701 Advanced Seminar: Counseling Theory
- ✓ CNP 4705 History and Systems of Psychology
- ✓ CNP 4788 Physiological Psychology
- ✓ CNP 4768 Social Psychology
- ✓ CNP 4775 Cognitive & Affective Basis of Behavior
- ✓ CNP 4800 Counseling Psychology Seminar: Consultation
- ✓ CNP 4794 Advanced Integration of Social and Affective Topics in Adulthood

REQUIREMENTS FOR STUDENTS ENTERING WITH A MASTERS DEGREE WITHOUT CLINICAL TRAINING

(e.g., 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. **For students entering without a supervised M.A. practicum or clinical experience, there are several extra requirements included in the list below.**)

The following is an example of requirements for the Counseling Psychology doctoral program. The DU Graduate bulletin is located here:

<http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/counselingpsychology/>

I. Program Requirements

A. Foundations

CNP 4768 Counseling Psych.: Social Psychology

3

CNP 4775 Counseling Psych.: Cognitive & Affective Basis of Behavior

3

RMS 4921 Psychometric Theory

3

CNP 4794 Advanced Integrative Course

1

CNP 4645 Lifespan Development	
5	
CNP 4702 Introduction to Assessment	
5	
CNP 4704 Psychological Assessment	5
CNP 4705 History and Systems of Psychology	
3	
CNP 4706 Cognitive Assessment	
5	
CNP 4772 Diversity Seminar: Psychosocial Issues (2 qtrs/ 1 credit each)	
2	
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issue	
5	
CNP 4788 Physiology Psychology	3
CNP 4790 Counseling Psychology Seminar: Ethics	3
B. Counseling Requirements	
CNP 4700 Counseling Theory	
5	
CNP 4701 Advanced Seminar: Counseling Theory	3
CNP 4710 Career Counseling	
5	
CNP 4720 Group Counseling Theory	5
CNP 4740 Counseling: Basic Techniques	
3	
CNP 4741 Counseling: Intermediate Techniques	
3	
CNP 4743 Fieldwork in Counseling	1
CNP 4750 Counseling Practicum: Beginning* (2 qtrs/ 3 credits each)	
6	
CNP 4752 Counseling Practicum: Advanced I** (3 qtrs/ 3 credits each)	
9	
CNP 4753 Counseling Practicum: Advanced II** (3 qtrs/ 1 credit each)	
3	
CNP 4754 Counseling Psychology: PhD Internship	1
CNP 4756 PhD Clinic*** (2 qtrs/ 1 credit each)	
2	
CNP 4770 Counseling Psychology Seminar: Research	
3	
CNP 4780 Counseling Psychology Seminar: Supervision****	
3	
CNP 4792 Pro-Seminar in Counseling Psychology	
1	
CNP 4784 Psychopathology	5

CNP 4800 Consultation

1

CNP 4794 Electives in Counseling Psychology/Special Topics

3

(Topics to be approved by advisor; needs to be taken while in the doctoral program)

CNP 4758 Field Experience (students do not pay for these credits) 8

(Register for this each term during internship year for a total of 8 credits per quarter)

Notes for Program Requirements:

* Students must complete Basic Counseling Techniques with a grade of "B-" or better before enrolling in Beginning Counseling 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 minimum of 500 total hours per practicum experience (a minimum of 250 of those hours must be direct client time [also called intervention hours] per practicum setting). Ideally a minimum of 500 to 600 intervention hours will be accumulated at the end of the two practica experiences). For each practicum, all three quarters must be at the same site and must be consecutive. Some students take an additional practicum placement if necessary, based on internship and career goals. 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 or who enter with a bachelor's degree are only required to take PhD Clinic.

****Students must have successfully completed Advanced Practicum I and II to enroll in Doctoral Supervision. This course is taken by students in their 3rd and 4th year of the program. If a student is completing Advanced Practicum II, an exception will only be considered in extremely unusual cases. In these situations, the student will need to receive written support from their advisor and their Faculty Instructor for Practicum II prior to enrolling in Doctoral Supervision.

II. Morgridge College of Education Requirements: Research

Required Courses	Credit Hours	Prerequisites
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4930: Quantitative Research Methods*	3 hrs.	None
RMS 4941: Introduction to Qualitative Research*	4 hrs.	None

RMS 4911: Correlation and Regression	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA)	5 hrs.	RMS 4910
CNP 5771: Doctoral Research Seminar	3 hrs.	RMS 4930, 4911
Total Required	17-24	
*May test out; contact the Counseling Psychology Academic Services Associate regarding testing out or waiving based on previous coursework for RMS 4910, RMS 4930, and RMS 4941 respectively (see this Handbook for further information on waiving required courses).		
RMS Electives: Select At Least Two Courses***		
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
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 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	4 hrs.	RMS 4914
RMS 4942: Qualitative Data Collection & Analysis	4 hrs.	RMS 4941
RMS 4932: Meta-Analysis in Social Science Research	3 hrs.	RMS 4910
RMS 4939: Topics in Quantitative Methods: Propensity Score Analysis	3 hrs.	RMS 4930
RMS 4946: Advanced Qualitative Research	4 hrs.	RMS 4941
Other statistical/methodology electives can be approved by advisor***		

Total Electives	5-10 hrs.	
Dissertation Credits		
Dissertation Research (CNP 5995) can take up to 5 credits prior to comprehensive exams; HOWEVER, must register for at least 1 credit during fall, winter, and spring until graduation.	7 Hrs. Minimum	

III. Qualifying Exams

Qualifying Exams are taken in the second year of the program.

All students who enter the program without a Masters degree or have a Masters degree without clinical experience are required to take qualifying exams.

IV. Comprehensive Exams

Comprehensive Exams are taken when the majority of coursework is completed and must be passed prior to applying for internship. Comprehensive Examinations must be passed prior to completing a dissertation proposal.

V. 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. The student 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 needs to be a first or second author on the presentation or the publication and needs to have participated and made 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 complete the Pre-dissertation Research Completion form and submit it to the Training Director. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects' research.

VI. Dissertation Proposal

Dissertation proposals must be successfully passed by October 1 of the fall quarter that a student plans to apply for doctoral internship. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects' research.

VII. Doctoral Psychology Internship

Students must complete a 12-month full-time equivalent doctoral internship after completion of coursework, comprehensive exams, and dissertation proposal. It is expected that the internship is APA accredited. Some rare exceptions may be allowed by the faculty. Students cannot graduate until the internship is successfully passed and completed.

VIII. Dissertation Defense

Students must successfully pass their dissertation defenses in order to receive their diploma. Please see more details in the graduate bulletin:
<http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/doctoral-degree-requirements/doctoral-dissertation/>

See this Handbook for MCE Dissertation Credit Policy and University Continuous Enrollment Policy.

In our experience, students entering with a MA/MS without clinical experience vary considerably in the type of equivalent courses they have accumulated. Accordingly, it is important for students to work with their academic advisor to determine an appropriate sequence of classes.

REQUIREMENTS FOR STUDENTS ENTERING WITH A BACHELOR'S DEGREE

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

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

The following are requirements for the Counseling Psychology doctoral program. The official bulletin for the university is located here:

<http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/counselingpsychology/>

I. Program Requirements

A. Foundations

CNP 4788 Physiology Psychology	3
CNP 4775 Cognitive & Affective Basis of Behavior	3
CNP 4768 Social Psychology	3
RMS 4921 Psychometric Theory	3
CNP 4645 Lifespan Development	5
CNP 4794 Advanced Integrative Course	1
CNP 4702 Introduction to Assessment	5
CNP 4704 Psychological Assessment	5
CNP 4706 Cognitive Assessment	5
CNP 4794 Advanced Integrative Course	1
CNP 4772 Diversity Seminar: Psychosocial Issues (2 qtrs/ 1 credit each)	2
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues	5
CNP 4705 History and Systems of Psychology	3
CNP 4790 Counseling Psychology Seminar: Ethics	3

B. Counseling Requirements

CNP 4700 Counseling Theory	5
CNP 4701 Advanced Seminar: Counseling Theory	3

CNP 4710 Career Counseling	
5	
CNP 4720 Group Counseling Theory	5
CNP 4740 Counseling: Basic Techniques	
3	
CNP 4741 Counseling: Intermediate Techniques	
3	
CNP 4743 Fieldwork in Counseling	1
CNP 4750 Counseling Practicum: Beginning* (2 qtrs/ 3 credits each)	
6	
CNP 4752 Counseling Practicum: Advanced I** (3 qtrs/ 3 credits each)	
9	
CNP 4753 Counseling Practicum: Advanced II** (3 qtrs/ 1 credit each)	3
CNP 4754 Counseling Psychology: PhD Internship	1
CNP 4756 Advanced Counseling Clinic*** (2 qtrs/ 1 credit each)	
2	
CNP 4770 Counseling Psychology Seminar: Research	
3	
CNP 4780 Counseling Psychology Seminar: Supervision****	
3	
CNP 4792 Pro-Seminar in Counseling Psychology	
1	
CNP 4784 Psychopathology	5
CNP 4800 Consultation	
1	
CNP 4758 Field Experience (students do not pay for these credits)	
8	
(Register for this each term during internship year for 8 credits per term)	

Notes for Program Requirements:

*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 minimum of a total of 200 hours on site.

**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 a minimum of 500 hours per practicum experience (250 of those hours must be direct client time per practicum setting). Ideally a minimum of 500 to 600 direct service hours will be accumulated at the end of the two practicum experiences). All three quarters must be at the same site and must be consecutive. Some students take an additional practicum placement if necessary, based on goals for internship and career. 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. and Advanced Practicum II. If a student is considering taking Supervision while still completing Advanced Practicum II, they will need written support from their advisor and their Practicum II instructor.

II. Morgridge College of Education Requirements: Research

Required Courses	Credit Hours	Prerequisites
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4930: Quantitative Research Methods*	3 hrs.	None
RMS 4941: Introduction to Qualitative Research*	4 hrs.	None
RMS 4911: Correlation and Regression	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA)	5 hrs.	RMS 4910
CNP 5771: Doctoral Research Seminar	3 hrs.	RMS 4930, 4911
Total Required	17-24	
*May test out; contact the Counseling Psychology Academic Services Associate and Department Chair for Research Methods regarding testing out or waiving based on previous coursework for RMS 4910, RMS 4930, and RMS 4941 respectively (see p. 41 of this Handbook for further information on waiving required courses)		
RMS Electives: Select At Least Two Courses***		
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
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 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	4 hrs.	RMS 4914
RMS 4942: Qualitative Data Collection & Analysis	4 hrs.	RMS 4941
RMS 4932: Meta-Analysis in Social Science Research	3 hrs.	RMS 4910
RMS 4939: Topics in Quantitative Methods: Propensity Score Analysis	3 hrs.	RMS 4930
RMS 4946: Advanced Qualitative Research	4 hrs.	RMS 4941
Other statistical/methodology electives can be approved by advisor***		
Total Electives	5-10 hrs.	
Dissertation Credits		
Dissertation Research (CNP 5995) can take up to 5 credits prior to comprehensive exams; HOWEVER, students must register for at least 1 credit during fall, winter, and spring until graduation.	7 Hrs. Minimum	

III. Qualifying Exams

Qualifying Exams are typically taken during the second year of doctoral study for students entering the program without a Masters degree or a Masters degree without a clinical experience.

IV. Comprehensive Exams

Comprehensive Exams are taken when the majority of coursework is completed. Comprehensive Examinations must be passed (including revisions of a conditional pass) prior to a dissertation proposal meeting and prior to applying for doctoral internship. Typically taken in the winter of the third year.

V. Pre-Dissertation Research Requirements

Prior to writing the dissertation proposal, students are required to participate in another research project. This may be research conducted independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU. The research may also be an outgrowth of a class assignment. 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 has to be first or second author on the presentation and 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/publication. The presentation may involve activities such as presenting 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 complete the Pre-dissertation Research Completion form and submit it to the Training Director and a copy will need to be included in the student's file. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects' research.

VI. Dissertation Proposal

Dissertation proposals must be successfully passed by October 1 of the fall quarter that a student plans to apply for doctoral internship. Prior to the dissertation proposal, students must have successfully completed comprehensive exams.

Students working with human subjects need to submit materials for the Institutional Review Board (IRB) prior to collecting any data. Students should refer to the Handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects' research.

VII. Doctoral Internship

Students must complete a 12-month full-time equivalent internship after completion of coursework, comprehensive exams, and dissertation proposal. It is expected that the internship is APA accredited. Some exceptions may be allowed by the faculty under extremely unusual situations and the doctoral internship meets APPIC requirements. Students cannot graduate until the internship is completed.

VIII. Dissertation Defense

Students must successfully pass their dissertation defense in order to receive their diplomas. Please see more details in the graduate bulletin:
<http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/doctoral-degree-requirements/doctoral-dissertation/>

See this Handbook for MCE Dissertation Credit Policy and University Continuous Enrollment Policy.

A typical sequence of classes for PhD students who do not have a MA/MS with clinical experience.

(Students' schedules may vary from this depending on prior experiences and coursework.)

Fall first year

- Professional Seminar in Counseling Psychology
- Doctoral Ethics
- Basic Techniques
- Counseling Theory
- Fieldwork
- Introduction to Statistics

Winter, first year

- Intermediate Techniques
- Beginning Practicum
- Psychopathology
- Intro to Assessment

Spring, first year

- Beginning Practicum
- Multicultural Counseling
- Cognitive Assessment
- Group Counseling

Summer, first year

- Psychological Assessment

Fall second year

- Advanced Practicum I
- Broad and General Course (either Physiological Psychology or History & Systems of Psychology)
- PhD Clinic
- Psychometric Theory
- Quantitative Research Methods

Winter, second year

- Advanced Practicum I
- Career Counseling
- Broad and General Course (either Cognitive and Affective or Social Psychology)
- PhD Clinic

Spring, second year

- Advanced Practicum I
- Lifespan Development
- Diversity Seminar

Fall, third year

Advanced Practicum II
Broad and General Course (either Physiological Psychology or History and Systems)
Psychotherapy Research
Correlation/Regression

Winter, third year

Advanced Practicum II
Broad and General Course (either Cognitive and Affective or Social Psychology)
ANOVA

Spring, third year

Advanced Practicum II
Diversity Seminar
Advanced Integrative Course
Intro to Qualitative Methods

Fall, fourth year

Consultation
Dissertation credits
Advanced Theory

Winter, fourth year

Dissertation credits
Supervision
Statistical Elective I

Spring, fourth year

Diversity Seminar
Dissertation credits
Statistical Elective II

Fifth or Sixth year

Apply for doctoral internship in Fall of Fifth year if doing the program in 6 years
Dissertation credits

If completing the program in 5 years, students will be in a doctoral internship during the fifth year and will have applied for a doctoral internship in their fourth year.

Fifth or Sixth year

Doctoral Internship

Note: The 3 electives credits can be taken at any given quarter.

IX. Interim Master of Arts in Counseling Psychology

Students who enter the program without a Masters degree have the option of earning an interim Master of Arts in Counseling Psychology with a concentration in General Counseling while in progress on their coursework toward the PhD. Here are the requirements of the interim Masters degree:

This interim MA does not prepare students for licensure as a Licensed Professional Counselor (LPC). It is intended for students who wish to complete a Masters degree as they pursue their PhD.

Degree Requirements:

Coursework Requirements

Completion of General Counseling MA concentration coursework (55 credit hours):

CNP 4645 Lifespan Development	5
CNP 4700 Counseling Theory	5
CNP 4702 Introduction to Assessment	5
CNP 4710 Career Counseling	5
CNP 4720 Group Counseling Theory	5
CNP 4740 Basic Counseling Techniques	3
CNP 4741 Intermediate Counseling Techniques	3
CNP 4743 Fieldwork in Counseling	1
CNP 4750 Counseling Psychology Beginning Practicum	6 (2 quarters of 3 quarter credits each)
CNP 4772 Diversity Seminar	2 (2 quarters of 1 quarter credit each)
CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues	5
CNP 4784 Psychopathology	5
CNP 4790 Counseling Psychology Seminar: Ethics	3
Electives: (2 hrs. min.) Discuss electives with your advisor	2
<u>Total Credits</u>	55

X. Emphasis in Health Psychology

The Counseling Psychology PhD program offers an Emphasis in Health Psychology with at least two health-related didactic courses and two supervised clinical practica. One of these supervised practicum experiences could be an Assessment Practicum if approved by the program. Practicum opportunities have included integrated health settings, academic medical centers, and VA Hospitals serving adults, children, and families. The Emphasis in Health Psychology offers an exciting opportunity to build upon excellent foundational broad and general psychology training to dive deeper into advocating for health equity, developing interprofessional competencies, and partnering with our Denver communities.

Didactic Elective Courses

Example elective courses that may be taken in addition to required coursework within the Department of Counseling Psychology to complete the Major Area of Study are found below. Please note that these courses are in addition to the required courses for completion of the PhD in Counseling Psychology. Possible courses include:

- ✓ CNP 4778 Health Psychology (3 credits)
- ✓ CNP 4707 Integrated Health (3 credits)
- ✓ CNP 4772 Diversity Seminar: Health Disparities (2 credit)
- ✓ CNP 4789 Psychopharmacology I & II (4 credits)

Example elective courses that may be taken in addition to required coursework outside the Department of Counseling Psychology to complete the Major Area of Study are found below. Please note that these courses are in addition to the required courses for completion of the PhD in Counseling Psychology, and because they are outside of the Department of Counseling Psychology, student enrollment is determined by the department teaching the course. Possible courses include:

- ✓ SOWK 4325 – Evolving Perspectives and Trends in Health and Wellness
- ✓ SOWK 4401 – Integrated Health Care: Models and Practice
- ✓ SOWK 4501 – Wellness Promotion and Interventions across the Life Span
- ✓ SOWK 4645 – Health Care Policy
- ✓ SOWK 4790 – Human Sexuality
- ✓ SOWK 4350 – Evolving Perspective and Trends in Aging
- ✓ SOWK 4360- Social-Ecological Resilience and One Health
- ✓ CPSY 5865: Introduction to Psychosocial Oncology
- ✓ CPSY 5406 Professional Seminar: Health Psychology (2 credits)

Supervised Clinical Practice in Health Psychology:

There are many opportunities for completing health related practicum in the Denver area and that our students have been successful for obtaining those practicum placements in the past. However, please note that students are not guaranteed a supervised clinical practicum in a health psychology setting and must initiate the application to such training settings on their own. Students interested in practicum in health psychology settings may work with their advisor, training director, and Dr. Trisha Raque to identify relevant sites and obtain guidance and support in the application process. Some example sites where

our students have received health psychology and integrated health related clinical training include:

- ✓ AF Williams Integrated Health
- ✓ Asian Pacific Development Center
- ✓ Denver Health
- ✓ Kaiser Permanent
- ✓ Eating Recovery Center
- ✓ Salud Family Health
- ✓ Aurora Mental Health Center
- ✓ Rose Medical Center
- ✓ Emerge
- ✓ Children's Hospital of Colorado
- ✓ Denver County Jail
- ✓ Rocky Mountain Regional VA Medical Center
- ✓ Rocky Mountain Neuropsychology Consultants

DISSERTATION OR RESEARCH PROJECTS RELATED TO HEALTH PSYCHOLOGY

Similar to the practicum component, students interested in completing a health psychology related dissertation have several faculty who can support them in this process, but students in consultation with their advisor and/or dissertation chair, select their dissertation topic.

Example dissertation topics in the area of health psychology include:

- ✓ College Athletes and Romantic Relationship Conflict: The Moderating Effects of Sport-Relationship Conflict and Enrichment
- ✓ Determinants of Well-Being Among Military Caregivers
- ✓ The Perceived Effects of Dance for Individuals with Parkinson's Disease and Healthy Amateurs
- ✓ The Role of Integrated Health Care in Reducing Stigma Around Seeking Psychological Help Among International Students
- ✓ Posttraumatic Growth Following Cancer: The Role of Cognitive Processing, Anxiety, Depression and Perceived Threat
- ✓ A Longitudinal Study of Fetal Tissue Transplantation Surgery for the Treatment of Parkinson's Disease: Can Quality of Life and Optimism at Baseline Predict Patient Outcome 10 Years Later?
- ✓ Longitudinal Perspective of Participation in a Double-Blind Placebo Surgery Trial
- ✓ Neuropsychological Aspects of Fetal Transplant Surgery for the Treatment of Parkinson's Disease: A Longitudinal Study
- ✓ Relationship between Infertility and Mental Health
- ✓ The Creation of Art Books with Adolescents Diagnosed with an Eating Disorder: Effectiveness, Self-esteem, and Related Factors
- ✓ Longitudinal Study of Neural Tissue Implantation for Treatment of Parkinson's Disease: Effects on Quality of Life from 1995 to 2013
- ✓ Impact of Obesity on Growth Trajectories of Cognitive Flexibility in Patients with Sleep Apnea
- ✓ Group Yoga Intervention as an Adjunctive Trauma Therapy for Adolescent Girls

- ✓ Long-term Quality of Life in Persons Receiving Deep Brain Stimulation for the Treatment of Parkinson's Disease

Example health psychology research projects:

- ✓ Preferred Provider Cultural Sensitivity Indicators and Their Association with Perceived Quality of Care
- ✓ Increasing Denver Latinos' Sleep
- ✓ Implicit Bias and Opioid Prescription at Emergency Department Visits
- ✓ Health Self-Empowerment Theory: Predicting Health Behaviors and BMI in Culturally Diverse Adults
- ✓ Strategies to Counter Affiliate Stigmatization of Latinx Caregivers of Children with Intellectual Disabilities
- ✓ The Role of Health Status in Predicting Work Volition
- ✓ Work lives and career development of young breast cancer survivors
- ✓ Examining a model of restoring well-being after a diagnosis of breast cancer
- ✓ A self-compassion expressive writing intervention for college women to improve body image
- ✓ Career path of counseling psychologists working in medical education
- ✓ Meta-ethnography of social isolation and loneliness of cancer survivors
- ✓ Career paths/development of psychologists working in the area of oncology
- ✓ Motivation to Exercise: Qualitative Study of Three Exercise Interventions for Persons with Parkinson's Disease
- ✓ Effects of a Dance intervention (Dance for Parkinson's Disease) on Quality of Life
- ✓ Effectiveness of a Self-Efficacy Learning Program for Newly Diagnosed Parkinson's Disease Patients and Their Care Partners
- ✓ Exploration of the Placebo Effect in a Double-Blind Placebo Surgery Trial for the Treatment of Parkinson's Disease
- ✓ Stress in Parkinson Care Partners: Predictors and Comparisons
- ✓ Adolescent and Young Adult Cancer Survivors' Experiences and Implications of Social isolation
- ✓ Navigating Personal and Professional Self-Disclosure in the 21st Century Social Media World for Young Breast Cancer Survivors
- ✓ Meaningful Work as a Predictor of Mental Health among Cancer Survivors
- ✓ A Self-Compassion Expressive Writing Intervention for Promoting Body Appreciation in College Women
- ✓ Exploring the Experiences of Counseling Psychologists Working in Medical Education
- ✓ Experiences of Psychologists Working in Oncology
- ✓ HIV Stigma and Coping

WAIVER PROCESS FOR REQUIRED RESEARCH COURSES

You may be able to waive a course IF you have taken a similar course at the graduate level within the prior 5 years OR you can demonstrate content knowledge through coursework or work experience. Please contact your advisor to discuss how to waive a

course. You will need to have the research courses waived with permission of the Department Chair and Research Instructor.

WAIVER OF OTHER COURSES

You may wish to waive courses that are required by your program that you have taken in prior coursework or for which you have content knowledge through work experience. The process to waive courses other than required research courses is: First, consult your advisor to discuss courses you think you can waive. Your advisor will direct you to the instructor of the course you wish to waive or waive the course yourself depending on program protocols. Second, you will consult with the instructor of the course you wish to waive if advised to do so, bringing the syllabi from a course you think is comparable or other relevant materials. If that faculty member agrees that you can waive the course, complete a waiver form signed by the instructor of the course you wish to waive and signed by your advisor. Give the waiver form to your advisor, give the original to the Academic Services Associate (ASA) and keep a copy for yourself. You will indicate on your course work plan that the course was waived. It is the student's responsibility to ensure the waiver form and course work plan are also both filed with the ASA. The ASA will retain the waiver form along with the updated course work plan. If the instructor of the course you wish to waive does not agree that you can waive the course, you must register for the course. For more information regarding course waivers, please refer to the MCE Policies and Procedures document: <https://morgridge.du.edu/content/mce-policies-procedures>

Test-Out Exams

- ✓ RMS 4910 Introductory Statistics 5 credit hrs.
- ✓ RMS 4930 Quantitative Research Design 3 credit hrs.
- ✓ RMS 4941 Introduction to Qualitative Research 4 credit hrs.

The credit hours associated with the class you successfully test out of must be utilized for other, typically more advanced courses. You should consult with the instructor of the course you wish to test out of if you have any questions or need advice about whether or not you should take the course or test out.

Test-out exams are scheduled on a case-by-case basis by contacting the Counseling Psychology Academic Services Associate. All exams are closed book and no notes, materials, or other persons may be used or consulted during the exam for testing out of required research courses.

QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exam

This exam is taken only by students entering with a bachelor's degree or a nonclinical MA degree. The exam assesses a student's background knowledge in counseling psychology

and demonstrates proficiency and conceptualization in writing. The exam is typically taken during the second year of study. General content areas include:

- ✓ Theories of Counseling and Psychotherapy
- ✓ Counseling Techniques
- ✓ Career Counseling
- ✓ Group Counseling
- ✓ Multicultural Issues
- ✓ Psychopathology
- ✓ Introduction to Assessment
- ✓ Ethics
- ✓ Research Methods/Statistics
- ✓ Professional Issues in Counseling Psychology

The purpose of the Doctoral Qualifying Exam is to assess the student's depth of understanding in areas that are reflected in the areas described above: Students will be required to answer 3 questions in five hours during one day.

Qualifying Exam – Sample Questions

Criteria to be used for evaluation:

- ✓ The response is directed to the question as stated.
- ✓ The response to the question is a complete discussion of it.
- ✓ The response is accurate.
- ✓ The response is logically organized.
- ✓ The response reflects depth of thought consistent with graduate level work.
- ✓ Documentation is accurate and from pertinent primary sources. Sources are cited.
- ✓ Response reflects the field as a whole and not fragmented reporting of isolated facts and names.
- ✓ The response is well written and includes the use of good grammar.

Answer all three questions:

1. You work in a mental health center and are considering developing an intervention for adolescents who have attempted suicide in the past but are not currently suicidal. You decide it will be a 12-week group intervention. Discuss how you will approach designing or identifying an intervention for this presenting concern. How are your decisions supported by theory and practice? What are the strengths and limitations of this approach? 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.
2. Describe your theoretical orientation and the reported change mechanisms associated with the theory. Also, describe the limitations of this theoretical orientation.

3. A client is multiracial client is assigned to you in your practicum at a university counseling center. The client is married and living in campus housing. She moved to Denver with her partner and son two years ago. They are both graduate students and have begun to have conflicts over the role of parenting. She is doing well in her 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 to consider, what important therapeutic tasks would there be with the client, and what ethical issues would be at stake? Defend your response to each issue.

Comprehensive Exam

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 sense 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 comprehensive examination enables the student to certify that they have gained sufficient knowledge and professional expertise to move to the next stage of the doctoral program. There is no fee for the exam. Registration is required and students are responsible for timely registration, according to College deadlines. The faculty members who review the comprehensive exams and qualifying questions will have their decisions back to the students within one month of the exam date.

The purpose of the Doctoral Comprehensive Exams is to assess the student's depth of understanding in the following areas: Ethics and Legal Issues; Individual and Cultural Diversity; Communication and Interpersonal Skills; Psychological Assessment; Psychotherapy Research; Research Methods, Statistics, and Psychometric Theory; Psychotherapy Theories; Psychopathology.

To note, the questions are commonly integrated. That is, a question might include multiple competencies (e.g., diversity & assessment & ethics). Students will be required to answer six questions (three per day) over the course of five hours per day.

Qualifying Exams and Comprehensive Exams: Process & Scoring: Students will be required to answer six questions over two days (three questions each day for five hours) for Comprehensive Exams and three questions during one day (5 hours) for Qualifying Exams. The grading rubric for Comps and Quals are the same. Each area will be graded on a five-point scale ranging from: 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations in this area). Each question will be de-identified (a random number will be assigned to the answer). Two faculty members independently grade each question (the TD will assure that the questions are in line with the program goals). If there is disagreement between the two

faculty reviewers, a third faculty will be brought into the process to resolve the disagreement. A score of 3.0 or greater will constitute a pass on each question.

Pass with Honors: For Comprehensive Exams, if a student earns a score of 5 on four of the six questions, and 4 or above on the remaining two questions the student will be deemed as passing with honors. For the Qualifying Exam, if a student earns a score of 5 on two of the three questions, and a score of 4 or greater on the remaining question the student will be deemed as passing with honors.

Pass: If a student receives a score of 3 or higher on all questions, the student will be deemed as passing the comprehensive exam. If a student receives a score of 3 or higher on all areas, the student will be deemed as passing the qualifying exam.

Conditional Pass: For the comprehensive exam, if a student fails 1 or 2 questions, the student's exam will be scored as a conditional pass. For the qualifying exam, if a student fails 1 question, the qualifying exam will be scored as a conditional pass. Those who earn a condition pass will be required to meet with the TD to discuss areas of deficit. Students should also review their exam results with the faculty member(s) listed in their decision letter. Next, they will be required to complete a 10-page paper on the area(s) that they failed. Students will have one month to complete the paper(s). The due date will be included in the decision letter. This paper(s) will be reviewed by two faculty members. If the paper(s) is/are deemed to meet the standards of competencies, then they will be assigned a passing score for the exam (based on the same scoring system noted above). If the paper(s) do not meet the standard of competencies, then the student will need to take the entire comprehensive exam over the next time it is given as well as work with the Training Director to develop a remediation plan.

Fail: If students fail more than two questions on the comprehensive exam or more than one questions on the qualifying exam, the student will be required to: (a) retake the entire exam the next time it is given, and (b) meet with the TD and/or advisor to develop a remediation plan to help address the gaps in knowledge, skills, or awareness. Students will also be required to retake the comprehensive exam or qualifying exam if they fail the 10-page pager response to the conditional pass question(s).

Students who fail the Qualifying or Comprehensive Exam twice will be subjected to faculty vote for dismissal from the program.

Doctoral Comprehensive Exam – Sample Questions

DAY 1

Evaluation Criteria:

- ✓ The response is directed to the question as stated.
- ✓ The response to the question is a complete discussion of it.

- ✓ The response is accurate in all respects.
- ✓ The response is logically organized and developed.
- ✓ The response reflects depth of thought.
- ✓ Documentation is accurate & from pertinent primary sources that are referenced in text.
- ✓ The response reflects counseling psychology as a whole and not fragmented reporting of facts and names.

Answer all three questions:

1. Ethics & Legal Issues, and Culturally Informed Psychotherapy

Please read the following vignette and respond to the questions below. In this case, you can assume that you are working in a solo private practice.

The director of a University Counseling Center refers a 23-year-old single gay Muslim male client to you, named Hasaam. The client was born in the Middle East and moved back to this country during high school and recently received his undergraduate degree from a US university. The client is no longer eligible for services but according to the referral from the Center, Hasaam is still in need of treatment. At the scheduled intake, you take a history and determine that the client had been seen off and on for the past four years at the University Counseling Center. During that time, the client reports developing a strong connection with a male intern that he had been seeing for therapy. Therapy with the intern was concluded over two years ago, and Hasaam received treatment from other staff therapists in the subsequent years.

A few sessions after your intake, you learn that Hasaam met his former therapist (the intern) at a local bar. The two of them struck up a conversation and agreed to go to dinner and a movie together later this month. The client expressed concerns about this relationship saying that it was "weird to see him" but also commenting "it is just a dinner, and we have such a deep connection." He also requested your confidentiality to not reveal this relationship to anyone. When you explored what made him want to process that relationship, he reported that his counseling with this therapist was related to his concern about being gay which was not supported by his family or by his religious community. He mentioned that his therapist was one of the first supportive people in his life about his dual identities, and currently he doesn't really feel connected to anyone. He then changed the discussion in your session to his depression following the death of his father about a month ago. He and his father had not spoken for several months because his father did not approve of him being gay. Hasaam complains of sleeplessness, loneliness, lack of interest in his work, and low energy.

- A. Identify ethical/legal issues involved in the case. Describe what makes them ethical issues. Describe how you would approach resolving the ethical issues using an ethical decision-making model. You can assume this is taking place in Colorado.
- B. Assuming you are the treating psychologist:

1. What are some of the most relevant clinical and cultural issues in the case?
2. What further information would you want to know?
3. How would learning the information described in #2 above shape your treatment approach with Hasaam?

2. Counseling Theory and Diversity

Pick a counseling theory and describe the merits and deficits of the model through a multicultural perspective. Be sure to be explicit about concepts you are describing. In your description, be sure to include:

- A. Theoretical views on the development of personality
- B. Theoretical views on the formation of psychopathology
- C. Describe the process of change from this theoretical orientation including the view of the therapeutic relationship and techniques common in the theory.

3. Clinical Intervention: Suicide Assessment

You have been treating a client for approximately 4-months, or 16 sessions. The client came to therapy due to feelings of depression and anxiety related to being single and unhappy with the current job. In the initial phases of treatment, the client and you developed a sound working alliance and the initial symptoms of depression and anxiety abated, to some extent. Yet, the client continued to have some underlying existential questions related to the purpose of love and work. In the 17th session, the client describes a relationship with a co-worker that the client hoped would go deeper but the co-worker stated that they did not want to be involved in any type of romantic or personal relationship. The client seems quite depressed and states that they have been having thoughts of suicide.

- A. Describe in detail how you will assess for suicide risk.
- B. If you assess that the client is at serious risk for suicide, how would you proceed with this client? What are your clinical considerations?
- C. If you assess that the client is not at serious risk for suicide, how would you proceed with this client? What are your clinical considerations?

ADVANCED PRACTICUM I AND II

As the APA Standards of Practice in Health Service Psychology state, "Practicum must include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above."

A strength of the program is the number and diversity of practicum sites we have established over the years in the Denver Area. Our program is situated in a diverse urban

area that is rich with practicum opportunities. Several practica placements accept our students on a regular basis. Traditionally, we have had students at several college/university counseling centers, hospital settings, mental health centers, veteran's administration hospitals, and forensic placements among others. All students that start the program with a Masters degree that included practicum experiences are required to take 6 quarters (two academic years) of practicum. They take Advanced Practicum I in their first, or at times, their second year, and then the following year they take Advanced Practicum II. For those students who enter the doctoral program without a Master or with a non-clinical Masters, they will take Beginning Practicum in their first year for two quarters (Winter and Spring) and then begin Advanced Doctoral Practicum I the second year. For each of the two required doctoral practica, the three quarters must be sequential and in the same site. Students must check with the Training Director, Dr. Riva, before accepting a site, allowing for program oversight over placements and to assure students have broad and diverse practica experiences. Students are required to complete a minimum of 500 hours (250 intervention hours) in each practicum. These practicum experiences require students to have supervision from a doctoral level psychologist, almost always a licensed psychologist. Students typically have approximately 600 doctoral intervention hours prior to applying for internship. Students who come to the program with a Masters degree plus practicum experience also have completed between 200 to 400 intervention hours from their MA practicum and MA internship experiences. Students, who come to our program without a Masters degree will obtain around 100 intervention hours in their Beginning Practicum.

All students obtain practicum settings that are committed to training. We carefully vet all practicum placements and evaluate sites on their consistency with health service psychology and the Aims of our program. Our students are able to attain and demonstrate appropriate competencies in these sites. The site supervisors evaluate our students each quarter, and they are also in a weekly practicum class where they are evaluated by the practicum instructor. Site supervisors and trainees complete a practicum agreement that outlines the trainee's responsibilities, supervision requirements, weekly schedule, and practicum course requirements. The agreement clearly delineates the quality of trainee experience expected by DU's counseling psychology program. Further, practicum supervisors complete an evaluation of trainees each quarter, and any concerns noted on the evaluation are followed up on by the practicum instructor.

All students are required to have a supervisor on-site while they are in their practicum placement. Their supervisor is required by APA to directly observe them at least once a quarter. This supervision is often via videotape review, but it can also include audiotape review, a supervisor sitting in on a session or conducting co-therapy or co-leadership in a therapy group. Only one clinical practicum placement per year will be sanctioned for each student unless there is an extremely unusual situation and an exception is approved by the faculty.

ASSESSMENT PRACTICUM

Although this practicum is optional, almost all doctoral internship sites now require assessment experience that includes administration and scoring of a battery of

psychological measures and experience writing integrative reports. For approved assessment practicum sites and approved supervisors, the Counseling Psychology program will sanction assessment practicum experiences without needing the student to be registered for a practicum class. **The only sanctioned activity that can be counted as assessment practicum hours will need to meet the requirements below:**

- ✓ 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 such as a clinical interview.
- ✓ The Training Director has approved both the site and the specific supervisor.
- ✓ A copy of the supervisor's vita is provided to the Training Director
- ✓ The supervisor will need to complete an evaluation form for the student at the end of each quarter and the supervisor will need to directly observe the student during each evaluation period.
- ✓ The student will complete quarterly logs, and the student will provide both the logs and the evaluation to the Training Director attached to an email and copied to the Academic Services Associate (ASA) by the end of each quarter. All students need to retain a copy of their hours since it is not the responsibility of the ASA to find them in the file.
- ✓ An Assessment Practicum can only be taken after successful completion of Advanced Practicum I and II.

Students can only do ONE Assessment Practicum at a time unless there is a very unusual circumstance and an exception is approved by the faculty

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. 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 needs to be either the first or second author on the presentation and 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 complete the Pre-dissertation Research Completion form and submit it to the Training Director. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects' research.

DOCTORAL INTERNSHIP

Prior to graduation, doctoral students must complete a 12-month, full-time APA-accredited internship or equivalent after completion of coursework, comprehensive exams. **It is required that students have their dissertation proposal passed by October 1 of the fall quarter that they plan to apply for doctoral internship.** It is also required that students fully pass their comprehensive exams prior to applying for internship. All students need to be approved by faculty to apply for internship. Please contact the Training Director for the internship readiness form.

Internship Registration

Students will need to register for CNP 4754 Internship for fall quarter during their internship year. A student must obtain departmental approval every academic quarter for clearance to register for the field experience course (CNP 4758) by contacting the Academic Services Associate who will confirm via DU email that the student is eligible for field experience registration. **The student must then register for CNP 4758 PhD Field Experience during the fall, winter, and spring quarters of the year-long internship.** This is listed in the regular course offerings for CNP students. CNP 4758 PhD Field Experience is listed as an 8-credit hour course, however those credits do not have any associated tuition fees, and they do not count toward total credits earned. The intention of this registration is to help students maintain status as a full-time student to ensure continued deferral of federal financial aid loan repayment until after graduation.

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

Once the student has completed the required year-long internship and is working on a dissertation, the student must register for CNP 5995 for EACH academic quarter until he or she successfully completes and defends the 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 a student is receiving financial aid while working on the dissertation and/or wishes to defer any potential loan repayments, the student must also register for the DU Graduate Studies Continuous Enrollment. The student must first complete the [CE Approval Form](#) with signatures from the advisor and the Department Chair. Once the student has been approved, the student will need to register online for CENR 5600 EACH academic quarter until the student successfully completes and defends the dissertation.

See the [DU Graduate Policies & Procedures](#) for more information about the Continuous Enrollment process. If financial aid issues are not a concern while working on the dissertation, **the student only needs to register for CNP 5995 each academic quarter until the student successfully completes and defends the dissertation at a minimum of 1 credit hour per term.**

Doctoral Internship Application Timeline

We have a 100% doctoral internship match rate since 2014-2015. This is due to the fact that students are well-prepared to apply and interview for internship placements. During this time, students will receive considerable feedback. Students in the CP program have done well in the internship application process because they have been responsive to feedback. Students will have a gamut of emotions during the internship process. Here is a timeline:

Spring Quarter prior to Applying for Doctoral Internship

1. After completing your comprehensive exams and moving ahead on your dissertation proposal, meet with your advisor (academic and dissertation advisor if different) to discuss whether you are ready to apply for doctoral internship.
2. Set up meetings with the Training Director to go over the application process.
3. If you need an Assessment Report as part of your application, select one and make sure it fits with the types of sites you are applying to and that it is de-identified meaning changing not only the name of the client but any information that could potentially identify the client.
4. Sign up for an account with the Association of Professional Psychology Internship Centers (APPIC). Review APPIC internship information 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.
5. Revise your CV. Get samples from other students or friends. List the number of intervention hours for each practicum placement. Depending on the site, you may want to separate hours for adult, child, family, etc.
6. Begin your 4 required essays.
7. You will need to pass your dissertation proposal by October 1 of the fall quarter that you plan to apply for doctoral internship.

Summer Quarter prior to applying for internship

1. Download the [online internship application](#). 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 I and II and Clinic, as well as hours from a Masters Program.
2. Make a list of deadlines for each internship site. Remember, even the APPIC Directory may have inaccurate deadlines, so check applications.

3. Update your CV and have a faculty member in the program and the Training Director review it.
4. Request transcripts early. You will need official transcripts from all graduate degrees and coursework.
5. In summer at latest, request recommendations from faculty and supervisors (generally one faculty member and two clinical supervisors). Recommendations are now forms that have several areas for the recommender to respond to. The request for this form comes from APA to the recommender. Think carefully about what you want to convey and choose your references accordingly. Give them a copy of your CV, a statement of your training interests and goals, and your strengths and weaknesses. Get the Training Director's guidance on all application materials before submission.
6. Work on your essays. There are four of them that focus on: your autobiography, theoretical orientation, multicultural and diversity experience, and your research experience. Please have the Training Director and other faculty members review them. It generally takes several reviews before they are ready to send to the APPI.
7. One consideration 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. The internship will provide their policy in their materials. A limited winter class schedule is helpful if you plan visits in January.
8. Typically, all materials are due on-line by November 1 although each site has its own due date.

Late November/December/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. After an interview, you should write a thank you note to the Training Director (and not to everyone you met). You need to follow all APPIC rules. **For example, you cannot tell a site that they are your first choice.**

The interval between interviews, ranking day (1st or 2nd week of February) and notification day (typically the 4th Friday in February) is a grueling time. Most sites will not have any contact with you while a few might contact you once to see if you have any questions. Do not make any assumptions about how they feel about you on whether they contact or not contact you. The waiting period is a good time to work on your dissertation. Additionally, you need to rank your sites. It is a good idea to discuss your ranked list with the Training Director before you rank them online.

Notification day is determined by APPIC. Results are provided by email to students on the last week of February on a Friday often as early as 6am Mountain Time. Rankings are submitted about 2 weeks before the notification day. 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 immediately. Sites will not be allowed to see who has applied to them for a week so that students can send materials to the portal. Sites then will be given 3 weeks to interview students who have applied in Phase II. Students will then rank their choices and the same matching process will occur, but results will be provided to candidates a week or two after the ranking deadline. Consult the Training Director with any questions regarding this system.

Potential Internship Questions You May Be Asked

1. Describe an ethical dilemma that you faced in working with clients.
2. Why are you interested in this site?
3. Describe a time when you had a courageous conversation with someone who thought differently than you about some important topic.
4. Talk about your experience working with culturally diverse clients?
5. How would you describe the type of supervision that you hope to have on your internship?
6. What are your strengths? Areas for growth?
7. What is unique about you as a person?
8. What do you expect from an internship?
9. What is the last book you read in psychology? Why did you pick it?
10. What are the theoretical orientations that you are most familiar with? Least familiar?
11. Describe your therapeutic style.
12. Discuss a particular client (patient) and the course of treatment.
13. What type of clients or patients do you like working with the most? Least?
14. What do you hope to do when you complete your internship?
15. What do you see yourself doing in five years?
16. What kind of tests and assessment instruments have you been trained to give? How many integrative reports have you written?
17. 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?
18. What is your view of what makes people the way they are and how they change?
19. What is your theoretical orientation? (If answering "psychodynamic," be prepared to discuss how it will work in a brief treatment setting).
20. Describe your professional strengths and weaknesses.
21. How do you handle conflict at work?
22. What is your experience dealing with psychopathology?
23. What honors have you received?
24. What is your ethical responsibility to your client?
25. 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. What types of training experiences do you provide on diversity?
10. How much interaction occurs between interns?
11. How many hours of supervision each week? What kind?
12. Are there research opportunities? Is there a research requirement?
13. Can I talk to an intern?

HUMAN SUBJECTS RESEARCH (IRB)

The University of Denver is committed to protecting the rights and welfare of individuals participating as subjects in research. The Office of Research Integrity and Education is home to the Human Research Protection Program (HRPP) and the Institutional Review Board (IRB) charged with reviewing and overseeing human subjects research.

Research that involves the use of human subjects (either directly or through records or other data such as specimens) requires human subjects review prior to beginning such a project. Students engaged in research that involves the use of human subjects should complete the "Determination of Human Subject Research" form to determine if a project requires IRB review.

Office of Research Integrity and Education

The DU Office of Research Integrity and Education (ORIE) provides support and oversight for research conducted by members of the University of Denver community so as *"...to ensure active adherence to the ethical principles and professional standards for the responsible conduct of research."*

MCE students, staff and faculty who conduct research are required to review the protocols listed on the [ORIE website](#) if your research project qualifies as human subject research that requires you to submit a proposal to be reviewed by the Institutional Review Board (IRB). MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121.

ADVISING

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 members 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 Coursework Plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in the development of the student's professional goals. All of the faculty members 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 their 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 Department Chair if their advisor is not available.

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 bulletin at <http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/counselingpsychology/>. By conferring with their 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 (<https://www.du.edu/graduate-education/current-student-resources/academic-resources>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website on the [Counseling Psychology website](#) and must be completed, 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. The student should check with the Academic Services Associate and Graduate Studies to make sure these transcripts are on file.

The faculty members 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.

EXCEPTIONS TO POLICY: RESEARCH, WAIVERS, TRANSFER

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 Faculty. A judgment will be made by the RMS faculty 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 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 five years with a grade of B or better. Students may also attempt to test out of these courses. Credit hours will not be reduced.

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

1. Obtain a [Graduate Course Substitution or Waiver Approval Form](#) on the MCE website.
2. Discuss the waiver with your advisor and provide any pertinent syllabi and transcripts if the course was completed elsewhere.
3. Have the Graduate Course Substitution or Waiver Approval Form signed by the appropriate faculty member (e.g., RMS faculty if waiving a stats course).
4. Have the Graduate Course Substitution or Waiver Approval Form signed by the advisor.
5. Return the signed Graduate Course Substitution or Waiver Approval Form to the Academic Services Associate.
6. Ideally, complete this process in first quarter of enrollment.
7. Note, a waived course does not result in a reduction of credit requirements.

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

1. Obtain a [Transfer of Credit Request Form](#) on the MCE website.
2. Include a copy of the transcript with the course listed that is being requested for transfer.
3. Include a copy of the syllabus for the course being transferred in.
4. Determine which required course the transferred course will substitute for and complete a Graduate Course Substitution or Waiver Approval Form.
5. Have the Graduate Course Substitution or Waiver Approval Form signed by the appropriate faculty member (e.g., RMS faculty if waiving a stats course).
6. Have the Graduate Course Substitution or Waiver Approval Form signed by the advisor.
7. Return the signed Graduate Course Substitution or Waiver Approval Form to the Academic Services Associate.
8. Complete this process in first quarter of enrollment.

Other Exceptions to Policy

Program Requirements For any other exception to policy, the student must describe in writing the reason for the exception and send it to the Department Chair who will bring it to faculty for discussion it at the next faculty meeting. It will require a faculty vote.

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 and research assistantship opportunities for doctoral students and research positions with faculty members.

FINANCIAL AID

In the past decade, all of the first- and second-year doctoral students in the Counseling Psychology program who applied for aid received partial financial aid of some sort. All of the third-year students who applied for aid in the last few years were also partially funded. Most students receive some financial aid during their program although it is very rare to receive full funding. If you have questions or concerns about your financial aid you can contact finaid@du.edu.

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 program.

TRANSFER OF CREDIT

With approval from the student's advisor and the department chair, doctoral students may reduce the required hours for a doctoral degree by up to 45 hours with an earned Masters degree from a regionally accredited university, in order to reduce the credits required from 135 to 90. 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. With approval from the student's advisor and the department chair, doctoral students may reduce the required hours for a doctoral degree by up to 45 hours with an earned Masters degree from a regionally accredited university (i.e., from 135 to 90). Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the faculty advisor, will initiate a request to transfer-in credits by completing the form found at: <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 meet elective degree requirements, and to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course has been approved by the advisor, and the instructor for the course has been certified to be one level above the student's degree (e.g., a PhD student takes a course from an instructor with a PhD, PsyD or EdD), 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.

COUNSELING PSYCHOLOGY POLICIES

Admissions Policy

Although the admissions requirements are listed in the Office of Graduate Education's [admission policies](#), the Counseling Psychology faculty approach to admissions decisions are guided by:

- ✓ Students demonstrating competence in foundational areas of psychology and/or related areas.
- ✓ Students demonstrating acumen for research and clinical practice.
- ✓ Students demonstrating a keen multicultural orientation.
- ✓ Students demonstrating ethical and professional behavior.
- ✓ Students demonstrating good self-awareness.
- ✓ Students demonstrating a good fit with program's Aims, Competencies and Curriculum as well as the program's outcomes, values and philosophies.
- ✓ Students demonstrating a good understanding of program faculty as well as an understanding of how they fit.
- ✓ Students demonstrating strong academic and clinical performance.

We receive many high-quality applicants, so at times faculty members have to make difficult admissions decisions regarding whom to select. This is the admissions process. After review of applications, the faculty invite a select subgroup to an on-campus interview (Skype or phone interviews are also available for those cannot make the on-campus interview). After the interview day, the faculty members meet to discuss the applicants and make a recommendation to the Graduate Office regarding whom should be offered admission. The Counseling Psychology Department typically selects approximately 8-9 doctoral students per year.

Counseling Psychology Student Review and Retention Policy

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

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

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

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

A student deemed not to be performing at a high academic, professional, personal, and/or scientific level will be given an indication of the areas in which improvement is needed in the annual review as well as via a meeting with their advisor (or in some cases the Counseling Psychology Department Chair or Counseling Psychology faculty). If the student is demonstrating outstanding performance those accomplishments are also noted in the annual review. There are four possible outcomes and in all cases a letter addressing specific outcomes will be given to the student and placed in the student's department file:

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

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

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

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

The following subsections are offered to clarify the list above:

Failure to maintain minimum academic standards

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

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

Unsatisfactory performance in counseling practica courses or internship

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

Academic misconduct or dishonesty

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

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the Counseling Psychology Department. If suitable solutions are not reached, the case shall be reported to the MCE Associate Dean. See the [DU Student Rights & Responsibilities Policy](#) and the [DU Honor Code](#) for further information.

Criminal conviction of misconduct that affects ability to practice or be licensed

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

Failure to comply with established University or program timetables and requirements

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

[Manual](#). It is also expected that students will make reasonable and consistent progress toward their degree. "Reasonable and consistent" means that students register for at least 8 credits per quarter during their first year in the program, and 20 credits per year thereafter until course work is completed. After completing course work, students must submit a detailed timeline for completing their dissertation to the dissertation advisor and the Training Director, and update that timeline 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.

Unethical practices and/or unprofessional conduct

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

Behavioral impairments that obstruct the training process and/or threaten client welfare

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that the student is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment.

Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical

responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student conduct.

VIOLATION OF THE DU HONOR CODE

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

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

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

PROBATION AND REMEDIATION PROCESSES

If a student is placed on probation or given a formal warning, a remediation plan will be developed by the student, the advisor, and training director. This plan will be approved by the Counseling Psychology department faculty. A copy of the plan will be provided to the student and a copy will be placed in the student's Counseling Psychology file. More specifically, if the department faculty determines the student should be placed on probation, the following steps will be taken:

1. The Department Chair will notify the student, in writing, that the student is on probation or is receiving a formal warning. Additionally, the student shall meet with the advisor and training director to discuss the procedures that will be used regarding the probation.
2. The student, the student's advisor, and the training director develop a plan for remediation of the student's behavior. This plan will: (a) define the student's problem areas; (b) identify the expected behavior patterns or goals; (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work; (d) delineate

specific goals and how goal attainments will be demonstrated; and (e) designate a date for goal attainment or reevaluation.

3. After approval from the Counseling Psychology faculty, a copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the Counseling Psychology office.

4. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.

5. After re-review, the faculty has three options of recommendation:

a) Continuation in the program: the specified concerns no longer present a significant problem and the student is allowed to continue in the program.

b) Continued probation and remediation: if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.

c) Dismissal from the program: if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.

6. The student will be notified in writing, by the Department Chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor and training director for feedback concerning the decision.

7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be given to the student, and one copy will be placed in the student's file in the Counseling Psychology office.

8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.

9. If dismissal from the program is recommended by the faculty, the Department Chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the Counseling Psychology office.

10. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.

11. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step 10a, a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.

12. Following the student's presentation, the department faculty will meet to: (a) review the student's progress in the program; (b) review the student's behaviors as related to expected professional and personal behaviors; (c) review the student's remediation progress; and (d) render a decision as to whether the dismissal recommendation is to be upheld.

13. Written notification of the decision will be provided to the student by the Department Chair.

14. If the dismissal decision is upheld, the Department Chair will forward a formal dismissal notice to the MCE Associate Dean and will work with the Office of Graduate Studies to finalize the dismissal.

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

GRIEVANCES

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors and the Department Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct the concern to the Department Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the [Graduate Studies Policies and Procedures Manual](#) and reviewed here briefly:

GRADE APPEAL

See University Policy. Please see more details in the link below about the grade appeal.
<https://www.du.edu/registrar/records/gradeappeal.html>

First Level: Informal Resolution

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

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

Second Level: Submission of the Formal Grievance or Appeal to Department Chair

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

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

The decision of the Department Chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:

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

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

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

The Associate Dean may render a decision on the matter or may refer the grievance or appeal to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

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

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

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

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within five working days of receiving the Associate Dean's decision. The Provost will hear

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

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

Scope of Review

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

Deviation from Procedures

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

Grievance or Appeal Record

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

Failure to Meet Deadlines

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

MCE AND UNIVERSITY POLICIES & PROCEDURES

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 Studies Policies and Procedures Manual](#) is the first layer of academic policy under which all college and program policies are administered.

Morgridge College of Education (MCE) policies are the second layer. Students should refer to the [MCE Policies and Procedures](#) 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.

ACADEMIC SERVICES

To meet the requirements of the 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 the 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 a student's Academic Advisor should be the primary resource for decisions related to choice of courses.

STUDENT RESPONSIBILITIES

In addition to following the DU 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. Faculty members 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.

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.

All College and program policies are administered under the University of Denver's [Graduate Studies Policies and Procedures 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.

MCE STUDENT 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.

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.

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 Education (gradstudies@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 Policies and Procedures 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.

PROGRAM, COLLEGE, AND UNIVERSITY RESOURCES

Student Associations

[Graduate Student Government \(GSG\)](#) 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.

[College of Education Queer & Straight Student Alliance \(QSSA\)](#) serves and represents students in regard 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 mceqssa@gmail.com.

Counseling Psychology BIPOC

The Counseling Psychology BIPOC Group is a student-led community that is meant to build relationship amongst Masters and PhD Counseling Psychology BIPOC students at DU. The purpose is to provide a space for individuals to feel embraced and empowered to continue and be their authentic self in the DU community and beyond. We seek to enrich and develop community through bi-monthly lunches, online Discord space, and off-campus hangouts. *Ask your advisor how to get involved.*

The Social Justice Cooperative (SJC)

The Social Justice Cooperative's (SJC) purpose/mission is to promote and incorporate social justice principles, ideals, values, and actions within the University of Denver's Counseling Psychology Department and its students, faculty, and staff. The SJC advocates for social justice, equity, and the actualization of multiculturalism within the larger systems and communities we embody, including within the Morgridge College of Education, University of Denver campus, and greater Denver community. The intention is to start from within our own department and build towards enacting change across our larger college, campus, and community. *Ask your advisor how to get involved.*

Student and Faculty Informational Meeting

The program schedules informational meetings at lunchtime periodically throughout the year. 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 once a month. There are student representatives from both the MA and PhD programs who attend the faculty meetings. The MA and PhD student representatives are usually elected by classmates at the beginning of the academic year. If students are interested in being a representative, they should 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 a student plans to petition the faculty, it is useful to talk to the program chair or another faculty member before writing a letter. 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>

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

<http://www.apa.org/>

Division 17 (Counseling Psychology)

There are also other divisions that may be of interest, including but not limited to: Division 29, 35, 45, 49, 51

Colorado Psychological Association

<http://www.coloradopsych.org/>

STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

International Student & Scholar Services (ISSS)

<https://www.du.edu/iss/>

International students will find support at ISSS. They can assist with the following:

- ✓ Advocacy for international student and scholar issues on campus
- ✓ Cultural adjustment and immigration advising
- ✓ Orientation and employment workshops
- ✓ Support of international student organizations
- ✓ Cross-cultural programming
- ✓ Issuance of immigration documents, authorizations, and certification letters

Office of Equal Opportunity (EEO)

The Office of Equal Opportunity is responsible for ensuring compliance with the University's anti-discrimination policies related to race, ethnicity, national origin, age, religion, disability, genetic information or veteran status and promoting full compliance with all applicable federal, state and local discrimination laws. For more information, please visit:

<http://www.du.edu/equalopportunity/>. Equal Opportunity can assist with:

- ✓ Consultation concerning issues of possible discrimination, harassment or retaliation
- ✓ Investigation of complaints of discrimination, harassment and/or retaliation
- ✓ Education designed for your department or organization that focuses on prevention
- ✓ Consultation or training for search and screening committees
- ✓ Consultation regarding reasonable accommodations for participants with disabilities and for religious accommodations
- ✓ Consultation regarding disability access problems
- ✓ In conjunction with the Center for Multicultural Excellence, activities to improve the climate for diversity in your department or organization

Office of Title IX

The Office of Title IX is responsible for ensuring compliance with the University's anti-discrimination policies related to sex or gender, sexual orientation, gender identity, gender

expression, and promoting full compliance with all applicable federal, state and local discrimination laws. For more information, please visit:

<http://www.du.edu/equalopportunity/titleix/index.html>.

The Office of Title IX can assist with:

- ✓ Consultation concerning issues of possible gender-based discrimination, harassment, violence, or retaliation
- ✓ Investigation of complaints of gender-based discrimination, harassment, or retaliation
- ✓ Investigation of sexual misconduct matters including sexual assault (non-consensual sexual contact)
- ✓ Investigation of relationship violence matters including domestic violence and dating violence
- ✓ Investigation of stalking
- ✓ Education designed for your department or organization that focuses on prevention
- ✓ Consultation on appropriate support for pregnant or parenting students, faculty and staff

The Cultural Center

Other resources can be found at the Cultural Center, 2055 E Evans Ave.

<https://www.du.edu/culturalcenter/index.html>, email cmeinfo@du.edu, phone (303)871-3111.

Distributed Email List

All enrolled students in an MCE program are automatically subscribed to the program's email list(s). These lists are used to deliver official program notices and discussion of matters among students and faculty.

Canvas

The program canvas page is utilized for document submission, and job and internship opportunities. You will receive an invite to join the canvas page when you begin the program. Please ensure to join immediately in order to stay on top of program document submission.

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.

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, Chrome, Adobe Acrobat Reader, MPlus, Amos, 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 Canvas. 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 (dubookstore.com) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

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 spaces for academic-related activities in KRH.

Tips:

- ✓ Fill out every field within the online form or the system will refuse the request.
- ✓ Once a room is requested, students 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 the 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 students have to cancel a reservation, they 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 students use a room it is their responsibility to place it in its original configuration before leaving. This will ensure that the next user will have the same experience that prior students had.

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/>
The application portal for Academic Exceptions is found in MyWeb, 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 MyWeb, under Student Records.

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: <https://www.du.edu/registrar/other-student-services/forms>

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:

<https://www.du.edu/registrar/other-student-services/forms>

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 found at: <https://www.du.edu/registrar/other-student-services/forms>

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 <https://www.du.edu/registrar/other-student-services/forms>

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 https://www.du.edu/sites/g/files/lmucqz251/files/2018-11/continuous_enrollment.pdf

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

The University of Denver Registrar's website contains the official and most current course descriptions. Available at: <https://www.du.edu/registrar>

APPENDIX A: COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

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

APPENDIX B: COUNSELING PSYCHOLOGY PROGRAM COURSEWORK PLAN



COUNSELING PSYCHOLOGY PROGRAM COURSEWORK PLAN – DOCTOR OF PHILOSOPHY Handbook Year: 2022-2023

Student Name: _____

Student #: _____

Email: _____

Academic Advisor: _____

Course Name	Course Number	Credit Hours	Completed
Foundations			
Physiology Psychology	CNP 4788	3	
Counseling Psychology: Cognitive and Affective Basis of Behavior	CNP 4775	3	
Counseling Psychology: Social Psychology	CNP 4768	3	
Psychometric Theory	RMS 4921	3	
Counseling Psychology Seminar: Advanced Integrative Course	CNP 4794	1	
Introduction to Assessment	CNP 4702	5	
Psychological Assessment	CNP 4704	5	
Lifespan Development	CNP 4645	5	
Cognitive Assessment	CNP 4706	5	
Diversity Seminar: Psychosocial Issues (2 credits total)	CNP 4772	2	
Diversity: Multicultural Counseling Psychosocial Issues	CNP 4773	5	
History and Systems of Psychology	CNP 4705	3	
Counseling Psychology Seminar: Doctoral Ethics	CNP 4790	3	
Subtotal			

Counseling Requirements			
Counseling Theory	CNP 4700	5	
Advanced Seminar: Counseling Theory	CNP 4701	3	
Career Counseling	CNP 4710	5	
Group Counseling Theory	CNP 4720	5	
Counseling Practicum: Advanced I (3 qtrs/3 credits each)	CNP 4752	9	
Counseling Practicum: Advanced II (3 qtrs/1 credit each)	CNP 4753	3	
Counseling Psychology: PhD Internship (sign up for 1 credit in Fall only)	CNP 4754	1	
PhD Clinic (2 qtrs/1 credit each)	CNP 4756	2	
Counseling Psychology Seminar: Psychotherapy Research	CNP 4770	3	
Counseling Psychology Seminar: Supervision	CNP 4780	3	
Professional Seminar in Counseling Psychology	CNP 4792	1	
Psychopathology	CNP 4784	5	
Consultation	CNP 4800	1	
Electives in Counseling Psychology/Special Topics (3 total credits of electives required, and approved by advisor)	CNP 4794 or other approved course	3	
Field Experience (sign up for this while on doctoral internship)	CNP 4758	N/A	
Subtotal			
Research Courses (Required)			
Introductory Statistics (can test out, or waive with a graduate course)	RMS 4910	5	
Quantitative Research Methods (can waive with a graduate course)	RMS 4930	3	
Introduction to Qualitative Research (can waive with a graduate course)	RMS 4941	4	
Correlation and Regression	RMS 4911	4	

Analysis of Variance (ANOVA)	RMS 4912	5	
Doctoral Research Seminar	CNP 5771	3	
Subtotal			
Research Courses (Electives) (Need at least two courses)			
Multivariate Analysis	RMS 4913	5	
Mixed Methods Research Design	RMS 4951	4	
Item Response Theory	RMS 4922	3	
Structural Equation Modeling	RMS 4914	5	
Hierarchical Linear Modeling	RMS 4915	4	
Latent Growth Curve Modeling	RMS 4916	4	
Qualitative Data Collection & Analysis	RMS 4942	4	
Meta-Analysis in Social Science Research	RMS 4932	3	
Topics in Quantitative Methods: Propensity Score Analysis	RMS 4939	3	
Advanced Qualitative Research	RMS 4946	4	
Other statistical/methodology electives approved by advisor			
Subtotal			
Dissertation Credits (minimum of 7)			
Transfer Credit			
Subtotal			
Courses Waived (no credit) (courses can be waived with graduate courses that have similar content)			

SUMMARY	Credit Hours Required	Student Hours per Transcript
Foundations	26 min.	
Counseling Requirements	37 min.	
Electives	3 min.	
Research (Required)	12-21	
Research (Elective)	5-10	
Dissertation Credits	7 min.	
Transfer Credit		
TOTAL	90 min.	

Non-Academic Requirements: Date Passed
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.

I have met with my advisor, and I have received and take responsibility for understanding the licensing requirements in the state in which I plan to obtain licensure. (check here)

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. Students must complete a waiver form for each course that is listed as waived. Independent Study and transfers from other institutions require separate written approval.

PLEASE SIGN AND SUBMIT THE
HANDBOOK AGREEMENT ON
CANVAS AFTER READING