



2022-2023

COUNSELING  
PSYCHOLOGY STUDENT  
HANDBOOK

Masters Program

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

Inquiries concerning the Counseling Psychology program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 or [mce.admission@du.edu](mailto: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.

For information on Financial Aid and funding opportunities, please visit the website for the University of Denver Office of Financial Aid: <https://www.du.edu/admission-aid/financial-aid-scholarships/graduate-financial-aid>

The Master's program is accredited via the University's accrediting body, the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). It is also accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

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Welcome to the Counseling Psychology (CP) Department in the Morgridge College of Education at the University of Denver! There are several distinguishing elements of the CP MA program: outstanding and committed faculty, ample opportunities for practical training in diverse settings, a commitment to social justice in both our curriculum and our research, and the friendly and supportive nature of our community. Fundamental to the Department's success are its outstanding students—an exceptional group of engaged emerging scholars and practitioners who possess a strong passion for helping others through the field of mental health and counseling. Professional relationships developed through the CP Department will be rewarding and long-term.

This handbook provides detailed information about CP degree programs. 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 worthwhile, intellectually challenging, and professionally gratifying. Speaking on behalf of the entire CP Faculty, we look forward to working with you!

*Pat Garrriott, Ph.D.*

Department Chair, Counseling Psychology

## COUNSELING PSYCHOLOGY PROGRAM

### General Contact Information

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Practicum and Internship Coordinator  
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### Program Summary

The Master's program in Counseling Psychology has two concentrations: Clinical Mental Health Counseling, and Research. Students are able to choose electives in specific areas of focus (trauma, modalities of psychotherapy, counseling in systems, health psychology, and multicultural counseling). Students develop basic individual, group, and career counseling skills. They also receive extensive training in basic counseling skills and receive on-site supervision at their practicum settings. Please see the appropriate sections regarding the required courses in the concentrations.

The 90-quarter hour Clinical Mental Health Counseling (CMHC) concentration prepares students to apply for state licensure as licensed professional counselors (LPC) in Colorado. Most students complete the program in two years, including a required practicum and an internship. Students are responsible for knowing and understanding the licensure requirements for the state in which they wish to pursue licensure. Due to varying state requirements, the Morgridge College of Education does not guarantee that students will meet licensure requirements in other states, however the Training Director will work with students in their efforts.

The Research concentration is a 72-quarter hour Master's degree that prepares students for research-based careers in counseling as well as future doctoral work. In addition to core counseling skills courses, this concentration requires advanced course work in research design and statistics and the completion of a Master's thesis. This degree does not lead to licensure.

## COUNSELING PSYCHOLOGY FACULTY

### Counseling Psychology Core Faculty

**Lisa Brownstone, Ph.D.**, University of North Carolina-Chapel Hill. Clinical Psychology. 2017. Assistant Professor of Practice. Following graduation, Dr. Brownstone (she/her) completed her predoctoral 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](mailto:lisa.brownstone@du.edu))

**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: [chu-lien.chao@du.edu](mailto:chu-lien.chao@du.edu))

**Jennifer Gafford, Ph.D.**, University of Denver 2008. Clinical Assistant Professor. Training Director for MA Clinical Mental Health Counseling program. Licensed Psychologist. Clinical Interests: cognitive therapy, correctional behavioral health, trauma, and clinical supervision. Dr. Gafford is on the boards of the Council of Master's in Counseling Training Programs and the Masters in Psychology and Counseling Accreditation Council. (KRH 241, 303-871-6681, email: [jennifer.gafford@du.edu](mailto:jennifer.gafford@du.edu))

**Patton Garriott, Ph.D.**, University of Missouri, 2012. Department Chair. Associate Professor. Dr. Garriott earned his BA in Psychology and MA in Counseling Psychology from the University of Kentucky. He completed his pre-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](mailto: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 master's degree from the University of Miami, and his doctorate from the University of Denver. He worked at Gannon University and the University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice 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](mailto: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](mailto: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-bogdan@du.edu](mailto:trisha.raque-bogdan@du.edu))

**Maria 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 is the President of the Council of Counseling Psychology Training Programs (CCPTP). Her



research interests involve group counseling and group dynamics, multicultural counseling in groups, group leadership, training and supervision, adolescent development, child sexual abuse, and trauma. (KRH 257, 303-871-2484, email: [maria.riva@du.edu](mailto: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](mailto:julia.roncoroni@du.edu))

### Supporting Department Faculty

**Clark Ausloos, Ph.D.**, University of Toledo, 2020. Clinical Assistant Professor. Pronouns: he/him/his. Dr. Ausloos is a licensed school counselor and a licensed professional counselor in the state of Ohio, as well as a national certified counselor. Dr. Ausloos has an active research agenda, focusing on the experiences of queer and trans youth, particularly in schools. Dr. Ausloos serves on several professional boards, including the National Board for Certified Counselors, and the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities. (920-948-2467, [clark.ausloos@du.edu](mailto:clark.ausloos@du.edu))

**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](mailto:jillian.blueford@du.edu))

**Kelly Gentry, Ph.D.** (pending conferral), Montclair State University, 2021. Clinical Assistant Professor. Licensed School Counselor (NJ); Licensed Professional Counselor (NJ). Pronouns: She/her. Kelly earned her MA in Counseling, with a concentration in School Counseling, from Montclair State University. She has a private mental health counseling practice working with teens and adults, as well as facilitating groups for women who have experienced trauma. She has worked in various roles in higher education over the past 15 years including academic advisor, women's center coordinator, and manager of career services. Kelly's research interests include gender-based violence, gender issues in career development, and mental health issues among women. She is active in professional organizations such as Counselors for Social Justice and the

American College Counseling Association, and is Past-President of the New Jersey Career Development Association. ([kelly.gentry@du.edu](mailto:kelly.gentry@du.edu))

**Lindsay Harman, Ph.D.**, University of the Cumberland, 2021. Clinical Assistant Professor. Certified School Counselor (SC); Licensed Professional Counselor Associate (SC); National Certified Counselor. Pronouns: she/her. Dr. Harman earned her B.A. from Wake Forest University, M.A. from West Virginia University, and Ph.D. in Counselor Education and Supervision from the University of the Cumberland. She worked as a professional school counselor and leader in a variety of PK-12 schools for fourteen years. Dr. Harman is active in professional organizations such as the Palmetto State School Counselor Association, the American School Counselor Association, the American Counseling Association, and the Association for Counselor Education and Supervision. Her research interests include comprehensive school counseling programming, school counselor supervision, and social/emotional learning in PK-12 education. (336-671-5668, [lindsay.harman@du.edu](mailto:lindsay.harman@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](mailto: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](mailto: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](mailto: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 interest include trauma, clinical hypnosis, mindfulness, Multicultural Orientation, and chronic pain/chronic illness. (KRH 351, [Geneva.polser@du.edu](mailto:Geneva.polser@du.edu))

**Sage Rian, Ph.D.**, University of Nevada, Reno, 2019. Clinical Assistant Professor. 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](mailto:sage.rian@du.edu))

### Counseling Psychology Affiliate Faculty

**William Cross, Ph.D.**, Princeton University, 1976. Clinical Professor with joint positions in the Departments of Counseling Psychology and Higher Education. Dr. Cross holds professor emeritus at CUNY. His work focuses on ethnic-racial-cultural identity development, with particular emphasis on black identity. His recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural false-education and false consciousness; the multiple ways racial identity is enacted in everyday life. In 2014, he was President of Div. 45[APA]. (KRH 355, 303-871-4592, email: [william.cross@du.edu](mailto:william.cross@du.edu))

### Research Faculty

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

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## WHAT STUDENTS CAN EXPECT

The process of entering a graduate program can be equally exciting and challenging. Students are often eager to learn and participate in the wide range of opportunities offered to them. With this eagerness, often comes the challenge of maintaining one's boundaries and refraining from taking on too much. Indeed, enrolling in graduate school can be much like a marathon—it is tempting to start fast given the excitement of the moment, however this can also lead to burnout down the road. We as a faculty encourage students to immerse themselves in learning experiences and opportunities for personal and professional growth. We also believe it is important that students be aware of and assess their limits, engage in self-care, and maintain their ethical responsibility to sustain a level of wellness necessary to effectively help clients (APA, 2010).

It is also common for beginning students to feel like an "imposter" as they begin graduate school. That is, many students erroneously believe they have somehow "fooled" the program faculty into accepting them and that it is only a matter of time before they are "found out" for being incompetent, under-qualified, and in the wrong place. Consequently, some students may shrink away from participating in class, feel overcome by anxiety when helping clients, or even compensate by pretending to be more competent than they actually are. Remember that anxiety is a typical part of the learning process and that students are in a graduate program to receive training. If students already had all the skills needed to become an effective counselor, they would not need a graduate program! Therefore, the faculty encourages students to remember that the process of becoming an effective counselor involves life-long learning and responsiveness to feedback.

## COUNSELING PSYCHOLOGY VALUES<sup>1</sup>

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

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<sup>1</sup> Downloaded on August 1, 2010 from page 5 of the training director from the [CCPTP](http://www.ccptp.org) website.

creation and adoption of several sets of APA guidelines related to diversity in professional practice, including the Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients, The Guidelines for Psychological Practice with Older Adults, practice guidelines in process for girls and women, boys and men, and those for other groups that may be addressed in the future (APA, 2004, 2003; Division 44/Committee on Lesbian, Gay and Bisexual Concerns Joint Task Force on Professional Practice 2000). The integration of theory, research, and practice and respect for diversity has been emphasized since the inception of Counseling Psychology as a specialty field.

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

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

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

Counseling Psychology's developmental and adaptive orientation necessitates an understanding of normal as well as abnormal human development, from individual, couples, family, group,

systems, and organizational perspectives. This developmental framework promotes the integration of theory, research, and practice across the content areas of Counseling Psychology. Counseling Psychology promotes the optimal development of individuals, families, groups, and environmental systems from a culture-centered perspective.

### **Counseling Psychology Values Statement Addressing Diversity<sup>2</sup>**

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 American Psychological Association and American Counseling Association Codes of Ethics <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Respect for diversity and for values different from one's own is a central value of Counseling Psychology training programs. The appreciation 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 that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in Counseling Psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different from them as well as the 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

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<sup>2</sup> 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.

are based) may be evaluated in light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

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

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

The APA Ethical Principles of Psychologists and Code of Conduct (2010), regarding self-disclosure, states:

#### **7.04 Student Disclosure of Personal Information**

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

reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Note: Because of the nature of the program and its relevance to Counseling Psychology we often require self-disclosure and introspection of our students while in the program as it relates to being a professional counselor.

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

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

This commitment to diversity is not only consistent with the Society of Counseling Psychology, but within our own University's mission for Multicultural Excellence.

### **Chancellor's Statement on Diversity, Equity and Inclusive Excellence**

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

In an organization so reliant on its people, creating a diverse and inclusive community isn't only the right thing to do; it's critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world.

That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion, political and ideological viewpoints, and more.



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

As the University of Denver prepares to meet the exciting challenges of the growing, thriving and remarkably diverse city in which we live as well as the needs of a changing nation, we will continue to be guided by the principles of Inclusive Excellence. We must continue to strive for an inclusive community that embraces all its members, provides equality of opportunity for all and actively encourages all voices to be heard. Everyone must be welcomed and treated with dignity and respect, and every person's story must be honored. An inclusive community celebrates different cultures, engages in clamorous debates and cultivates the individual and collective flourishing of all of us.

## COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

The University of Denver Registrar's website contains the official and most current course descriptions. Available at: [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlg](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg)

## DEGREE AND COURSEWORK PLANS

Please also see the Bulletin at:

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

NOTE: By the end of the first quarter of the program, students must file their Coursework Plan with the Counseling Psychology Department Academic Services Associate. Coursework Plans are coordinated with the student's advisor. Note that Coursework Plans may change and can be updated regularly. Therefore, the Coursework Plan students submit their first quarter in the program does not have to be the final version submitted to Graduate Studies. However, by the final quarter in the program, students' Coursework Plans should accurately reflect the courses they have taken and the quarters they completed them. The final Coursework Plan must be signed by the student's advisor. Consultation with the advisor should take place quarterly.

1. All courses taken for elective credit must be approved by the student's advisor.

2. Courses are typically offered in a designated quarter. The program is designed to be sequential and graded in complexity. A few electives may only be taught once a year or every two years. Thus, when students are planning their schedule, it is helpful to consult the *Sample Plan of Study* listed in this handbook under the Master's program section that relates to their specific concentration. Students should be advised, however, that the timing of some course offerings can, and do, change. When in doubt, students should **check with their advisor** and not depend on word of mouth from students from prior years. Some things change from year to year. A non-exhaustive list of elective courses offered in the Counseling Psychology program is provided below. Note that courses on this list are not necessarily offered every year. Students should consult with their advisor on elective course offerings.

**Elective Courses:** Health Disparities, Health Psychology, Introduction to Integrated Healthcare, Counseling Addictive Behaviors, Pharmacology of Addictive Behavior, Motivational Interviewing, Cognitive Behavioral Therapy, Introduction to Psychodynamic Theory, Existential and Humanistic Theories, Sex Therapy, LGBTQ Counseling, Multicultural Orientation, Family Therapy, Couples Counseling, Weight Stigma, Eating Disorders, Trauma Informed Counseling, Trauma Counseling with Diverse Populations, Grief and Loss

3. Incompletes are assigned when there is good reason that coursework can not be completed in the given quarter. The incomplete is replaced with the actual grade once all coursework is completed. Complete information on the University policy for Incomplete grades can be found at:  
<http://www.du.edu/registrar/records/incompletegrade.html>

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

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

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

**CNP 4773: Multicultural Counseling: Psychosocial Issues**, offered during Spring quarter, has a lab requirement for meeting **outside of class** in addition to the lecture time. Labs meet individually on a weekly basis for 1.5 hours to meet with a T.A. to hold small group discussions and application of course content.

### Additional Course Information

Please note that students must pass **CNP 4740: Basic Counseling Techniques**, with a B- or better in order to take **CNP 4741: Intermediate Counseling Techniques**, **CNP 4750: Beginning Practicum**, or **CNP 4755: M.A. Clinic**. Students must pass **CNP 4795: MA Counseling Legal/Ethic Issues** with a B- or better to take **CNP 4750: Beginning Practicum** or **CNP 4755: M.A. Clinic**. In order to take **CNP 4751: MA Internship**, students must pass **CNP 4750: Beginning Practicum**, with a B- or better. In order to take **CNP 4772**, the variable credit Diversity class, students must pass **CNP 4773**, the five-hour Diversity class with a B- or better.

When filling out the coursework plan, students will indicate which quarter of which year they will take/have taken each course. For example, for Ethics and Legal Issues in Counseling, students would indicate Fall 2021.

The Coursework Plan provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. By conferring with 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 Coursework Plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form (<https://www.du.edu/registrar/other-student-services/forms>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website on the [Counseling Psychology website](#) and must be completed electronically, signed by both the student and advisor, and filed with the Counseling Psychology Department Academic Services Associate before the end of the first quarter of enrollment.

A student's Coursework Plan serves as a legal document at graduation time. The Academic Services Associate checks it against the student's transcript, making sure that the student has taken

the classes that are listed on the Coursework Plan. Thus, the Coursework Plan should remain a living document and be updated as necessary by the student and advisor.

### **Waiver or Substitution of Courses**

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

### **Transfer of Credit**

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

### **Non-MCE Courses**

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

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

The Clinical Mental Health Counseling (CMHC) concentration has been designed to meet the requirements for those who desire to become a Licensed Professional Counselor (LPC). Students who complete this program and after two years of post-Master's work in the field may apply to become a Licensed Professional Counselor in the State of Colorado. **Other states may have other requirements.** This program requires two years and 90 quarter credits. It also includes a 200-hour practicum and a 600-hour internship. **Students are required to meet with their advisors before submitting their course plans. Students must pass comprehensive exams as a condition for graduation.**

M.A. Clinic must be taken for two consecutive quarters and can begin as early as winter quarter of the first year based on availability.

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

Students are expected to take course work in sequence (see courses marked with \* below). In general, this means students who enter the program should begin in the Fall Quarter with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Ethical and Legal Issues. Students should note that most classes are only offered once each academic year and the schedule may change from year to year. Some electives are offered during summer quarter. Note: Some students may want to carry a heavier course load during year one, and may choose to add required courses listed in year two. Comprehensive Exams are taken in the beginning of the spring quarter of year two.

**Please note that these plans of study are simply examples to be used as a planning tool, and not all students will be able to follow these sequences exactly.**

If Clinic is taken in spring 1<sup>st</sup> year/summer between 1<sup>st</sup> and 2<sup>nd</sup> year:

### YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques *	3	Intermediate Counseling Techniques *	3
Counseling Theory*	5	Beginning Practicum*	3
Ethical and Legal Issues*	5	Psychopathology*	5
Counseling Fieldwork*	1	Lifespan Development	5
	<b>14</b>		<b>16</b>

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	5		
Beginning Practicum*	3	M.A. Clinic	5
Diversity*	5		
M.A. Clinic	5		
	<b>18</b>		<b>5</b>

\*Must be taken during Year 1 during the quarter noted.

### YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
M.A. Internship*	3	M.A. Internship*	3
Program Development & Research Methods	5	Career Counseling*	5
Elective	3	Elective	3
		Intro to Assessment	5
	<b>11</b>		<b>16</b>

<u>SPRING</u>	<u>CR</u>
M.A. Internship*	3
Elective	3
Elective	4

**10**

If Clinic is taken in summer between 1<sup>st</sup> and 2<sup>nd</sup> year/fall 2<sup>nd</sup> year:

### YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques *	3	Intermediate Counseling Techniques *	3
Counseling Theory*	5	Beginning Practicum*	3
Ethical and Legal Issues*	5	Psychopathology*	5
Counseling Fieldwork*	1	Lifespan Development	5
	<b>14</b>		<b>16</b>

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	5		
Beginning Practicum*	3	M.A. Clinic	5
Diversity*	5		
Intro to Assessment	5		
	<b>18</b>		<b>5</b>

\*Must be taken during Year 1 during the quarter noted.

### YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
M.A. Internship	3	M.A. Internship	3
Program Development & Research Methods	5	Career Counseling	5
M.A. Clinic	5	Elective	3
		Elective	3
	<b>13</b>		<b>14</b>

<u>SPRING</u>	<u>CR</u>
M.A. Internship	3
Elective	3
Elective	4
	<b>1</b>

If Clinic is taken in fall 2<sup>nd</sup> year/ winter 2<sup>nd</sup> year:

### YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques *	3	Intermediate Counseling Techniques *	3
Counseling Theory*	5	Beginning Practicum*	3
Ethical and Legal Issues*	5	Psychopathology*	5
Counseling Fieldwork*	1	Lifespan Development	5
	<b>14</b>		<b>16</b>

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	5		
Beginning Practicum*	3	Elective (to replace 2 <sup>nd</sup> year elective)	(3)
Diversity*	5		
Intro. to Assessment	5		
	<b>18</b>		<b>(3)</b>

\*Must be taken during Year 1 during the quarter noted.

### YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
M.A. Internship	3	M.A. Internship	3
Program Development & Research Methods	5	Career Counseling	5
Elective	3	Elective	3
M.A. Clinic	5	M.A. Clinic	5
	<b>16</b>		<b>16</b>

<u>SPRING</u>	<u>CR</u>
M.A. Internship	3
Elective	3
Elective	4

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10



If Clinic is taken in winter 2<sup>nd</sup> year/ spring 2<sup>nd</sup> year:

### YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques *	3	Intermediate Counseling Techniques *	3
Counseling Theory*	5	Beginning Practicum*	3
Ethical and Legal Issues*	5	Psychopathology*	5
Counseling Fieldwork*	1	Lifespan Development	5
	<b>14</b>		<b>16</b>
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory*	5		
Beginning Practicum*	3	Elective (to replace 2 <sup>nd</sup> year elective)	(3)
Diversity*	5		
Intro. to Assessment	5		
	<b>18</b>		<b>(3)</b>

\*Must be taken during Year 1 during the quarter noted.

### YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
M.A. Internship	3	M.A. Internship	3
Program Development & Research Methods	5	Career Counseling	5
Elective	3	Elective	3
Elective	3	M.A. Clinic	5
	<b>14</b>		<b>16</b>
<u>SPRING</u>	<u>CR</u>		
M.A. Internship	3		
Elective	4		
M.A. Clinic	5		
	<b>12</b>		

NOTE: All core courses (Ethics, Theory, Career, Lifespan, Group, Diversity, Assessment, Psychopathology) must be completed before taking Comprehensive Exams unless approved by the advisor.

## Clinic

The Counseling and Educational Services Clinic (CESC) is a live observation training clinic utilized by the Counseling Psychology and School Psychology programs. Students in the Clinical Mental Health Counseling concentration enroll in two consecutive 5-credit (10 credits total) Clinic courses that require them to work one afternoon or evening a week for two quarters in the CESC. Clinic should be discussed with your advisor as early as possible to ensure that you understand the Clinic scheduling process and have an approved spot in Clinic. The Training Clinic Director will email a Clinic Qualtrics Survey to the MA listserv in the first week of fall quarter. You **MUST** respond to the survey no later than the end of fall quarter to communicate when you would like to take M.A. Clinic. **Requests for Clinic quarters are taken on a first come, first served basis**, so the earlier you respond to the Clinic Qualtrics survey, the more likely you are of receiving your preferred Clinic quarters. You may start M.A. Clinic as early as winter quarter of your first year. The above sample plan of study provides an example of your schedule if you were approved to take M.A. Clinic in fall and winter of your second year, however students will enroll in the Clinic sequence according to their approved Clinic quarters. You are encouraged to talk to the Training Clinic Director about any questions you have about Clinic. **\*Fall Clinic extends for 3 weeks after the quarter** has ended to ensure continuity of care for clients, so please be sure to plan accordingly.

The purpose of the Clinic training experience is as follows:

1. To provide students with a live observation training experience, serving clients that may be different than the clients seen at their Practicum and Internship sites. Students are observed by a licensed psychologist and live peer observation team during their counseling sessions with clients. Students receive immediate verbal and written feedback, as well as the opportunity to discuss their counseling sessions with their team. In addition, they will utilize the Clinic Artificial Intelligence program, CORE-MI/LYSSN, to receive objective feedback about their counseling sessions. Students will also have the opportunity to observe their peers' live counseling sessions and provide their peers with consultation feedback as part of the reflection team.
2. To offer affordable mental health services to the Denver metropolitan community by providing testing/assessment and individual, couple, family and group counseling and consultation for persons with educational, career, personal, family or other life transitional concerns. Clinic services are provided at a reasonable cost (sliding scale from \$5-\$30 for counseling services, heavily reduced rate for assessment services) so that services are more accessible for the community, including people with marginalized identities who often lack access to counseling and assessment services.
3. To serve as a research facility for students and faculty in the Counseling Psychology and School Psychology training programs.

4. To provide consultation and intervention for schools and other agencies working with students experiencing school-related problems.

To learn more about the Clinic, please visit <https://morgridge.du.edu/counseling-educational-services-clinic/>

### MA Clinic Procedure

CNP 4755 M.A. Clinic must be taken over 2 consecutive quarters, and can be taken as soon as Winter quarter of your first year. **You MUST request your preference before the end of fall quarter in your first year, otherwise your two-quarter Clinic schedule will be assigned to you, regardless of preference.** Requests are taken in the order they are received, so the earlier you respond to the Clinic Qualtrics survey sent out in the first week of fall quarter of your first year, the more likely you are of being able to take Clinic in your preferred quarters. If you have questions about Clinic scheduling, please contact the Training Clinic Director, Dr. Andi Pusavat ([andi.pusavat@du.edu](mailto:andi.pusavat@du.edu)).

Meet with academic advisor to discuss coursework plan **(due to ASA by end of fall quarter year 1)**

Complete [Qualtrics Survey](#) to indicate your preference for quarters to take MA Clinic **by the end of fall quarter, year 1.**

Dr. Pusavat (or a clinic assistant) will email you with your clinic assignment (quarter) **before winter quarter year 1.** Make sure to check your du.edu email address frequently.

Register for **CNP 4755** in each quarter that you are participating in clinic so that a grade can be assigned. Make sure to register for the section that corresponds to the day of the week you'll be in the clinic, and the supervisor you'll be working under.

### Comprehensive Examination

Comprehensive exams are offered in the beginning of the spring quarter in the second year. Students are required to register one quarter in advance. If you plan to start your internship in summer between your first and second year, finish by the end of winter quarter and take all of their required courses by winter quarter 2<sup>nd</sup> year, you may be able to graduate early. In this case, you would need to register for the CPCE (Counselor Preparation Comprehensive Exam) through a local Pearson VUE testing center before the end of winter quarter:

<http://www.pearsonvue.com/CPCE/>, and submit your test results (either the printout you receive at the end of the exam or a screenshot of your results) to your department ASA so that it can be recorded.

Alternately, if you would like to finish your internship and coursework a quarter early but want to take the comp exam on-campus in spring, you can register for [Continuous Enrollment](#) in spring quarter so that you remain an active student in spring even though your coursework requirements are completed. This might be an option to consider if you are an international student who wishes to remain here on your student visa through the end of the school year, since you do have to be registered as a full-time student in order to stay in line with student visa requirements. In the case of international students, please also check with your academic advisor and [ISSS](#) to review your options and make sure there aren't other factors to consider.

The Morgridge College of Education Counseling Psychology program uses the Counselor Preparation Comprehensive Examination (CPCE) for its Comprehensive Examination. Students will be responsible for the cost of the exam. In 2019, the cost when taken at the University of Denver was \$75. If you choose to take the exams off campus at a different time, the cost (in 2022) is \$150.

The CPCE consists of 160 multiple choice items, 20 items from each of the following content areas:

- Human Growth and Development
- Social and Cultural Diversity
- Helping Relationships
- Group Work
- Career Development

- Assessment
- Research and Program Evaluation
- Professional Orientation and Ethical Practice

Seventeen of the 20 questions in each area will be graded, whereas three are considered to be "test" questions. Students are required to score 65% in each content area (minimum of 11 items correct) in order to pass comprehensive exams. Students who do not meet minimum requirements in each of the content areas will be required to retake the exam at their own cost. You may take the exam a total of three times. If students are not able to meet minimum standards after three attempts, the faculty will review the student's standing in the program and could result in dismissal. Retaking the test after the initial attempt could result in a delay in graduation. The content areas and format are consistent with the National Counselor Examination, which is required for licensure in Colorado and many other states.

### **Recommended Resources for Studying for the CPCE and NCE:**

Erford, Hays, & Crockett (2014). *Mastering the National Counselor Exam and the Counselor Preparation Comprehensive Examination* (2<sup>nd</sup> Ed.). Pearson: New York.

Helwig, A. A. (2018). *Study guide for the National Counselor Examination and CPCE Counselor Preparation Comprehensive Examination* (8<sup>th</sup> Ed.). Broomfield, CO.

Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams and the Counselor Preparation Comprehensive Examination* (4<sup>th</sup> Ed). Routledge: New York.

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

Some students wish to develop more advanced research skills as well as counseling skills. This concentration requires two years and 72 credit hours to complete. Students wishing to complete a Master's thesis **are required to apply to participate in this track during the winter quarter of the first year of the program.** It is recommended that students begin discussing this option with their advisor during their first quarter of graduate work. **Students in the research concentration are not required to take the comprehensive examination, will not participate in clinic, and will not do an internship.** This is the only concentration students may pursue if they are interested in writing a thesis. The Research concentration does not meet requirements to achieve licensure.

Procedures for forming a thesis committee, developing a thesis proposal, etc. may be found by accessing the following form: <http://www.du.edu/media/documents/graduates/committee.pdf> A thesis advisor is chosen based on mutual agreement between the student and a faculty member.

### Master's Program in Counseling with a Research Concentration Sample Plan of Study (72 credit hours)

Students are expected to take course work in sequence (see courses marked with \* below). This means students who enter the program should begin in the fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Ethical and Legal Issues. Students should consult the class schedule for research, assessment and developmental courses, and elective courses. Students should note that most classes are more than once each academic year and the schedule may change from year to year. Some electives are offered during summer quarter. Note: The Course plan below reflects those completing only the Research Concentration, not combined concentrations.

Please note that this plan of study is simply an example to be used as a planning tool, and not all students will be able to follow this sequence exactly.

#### YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques*	3	Intermediate Counseling Techniques *	3
Counseling Theory*	5	Beginning Practicum*	3
Ethical & Legal Issues*	5	Psychopathology*	5
Counseling Fieldwork*	1	Lifespan Development	5
	<hr/>		<hr/>
	14		16

<u>SPRING</u>	<u>CR</u>
Group Counseling Theory*	5
Beginning Practicum*	3
Intro to Assessment	5
<u>Diversity*</u>	<u>5</u>
	18

\*Must be taken during Year 1 during the quarter noted.

## YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Empirical Research Methods	3	Program Development & Evaluation	5
Statistics	5	Career Counseling	5
	<u>8</u>		<u>10</u>
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Thesis Research (Independent Study)	3	Thesis Defense	0
<u>Elective</u>	<u>3</u>		
	6		

## LICENSURE

Most graduates from the Clinical Mental Health Counseling program will pursue their Licensed Professional Counselor (LPC) license in Colorado. Other states have similar licenses. Some students in the addictions track will pursue their Certified Addictions Counselor (CAC) certification or Licensed Addictions Counselor (LAC) license. This is a link to the credential requirements for all mental health licenses in Colorado:

<https://drive.google.com/file/d/0BzKoVwvexVATYVIBV0hRYTd4THc/view>

Following graduation, prior to the LPC, candidates must first secure their Licensed Professional Counselor Candidate (LPCC) license. The following is a link to the checklist for the LPCC application: <https://drive.google.com/file/d/0BzKoVwvexVATTGE4QmZkWnlzMLk/view>

You will receive more information throughout the program regarding licensure, and you may always contact the Training Director, Dr. Gafford, with any questions. Licensure frequently brings a lot of anxiety for students. Ask lots of questions, but one important thing to know at this point is that your first and really only requirement is to complete the program. You will not be able to do anything else until your degree is conferred.

## GENERAL INFORMATION

1. **Email** is your primary way to receive communication about courses, program information, practicum/internship opportunities and other relevant information. You are expected to check your email regularly. 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.
2. 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.
3. **A quality digital recorder is essential for this program.** Audiotaping sessions is a requirement for both practicum and internship. Taped sessions will be transcribed and reviewed with course instructors.
4. **Ask faculty for help.**



## NON-PRACTICUM PSYCHOTHERAPY OR CLINICAL EXPERIENCE

Some students are working in practicum sites without being enrolled in the practicum class. Students who are in this position must inform the faculty. **If students are not enrolled in a practicum class, hours obtained in these sites will not be counted as practicum hours** (and cannot be used on an Internship application).. Contact DORA at: <https://dora.colorado.gov/>

## MCE & UNIVERSITY POLICIES & PROCEDURES

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

## POLICIES AND PROCEDURES OF THE COUNSELING PSYCHOLOGY DEPARTMENT

The following guidelines apply to each student's academic performance, classroom behavior, field-site performance, and general decorum while enrolled at University of Denver and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The Counseling Psychology Department recognizes that the development of professional behavior is an evolving process. As such, students will be offered feedback and guidance from the instructors and supervisors at various points throughout their program, but students are responsible for seeking such input on their own initiative. Attitude and attributes include but are not limited to:

1. A demonstration of the capacity to work collaboratively and respectfully with others in all aspects of their academic and professional training experience.
2. A sustained awareness of one's effectiveness and functioning in counseling and academic settings, as well as an awareness of one's personal and professional impact on others.
3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors, and staff.
4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and others.
5. A demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill counseling and academic responsibilities (e.g. consultation, supervision, literature, etc.).
6. A demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. A receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.

8. A demonstration of the capacity and willingness to evaluate one's self and others honestly, fairly, and sensitively (e.g. in supervision, in classroom exchanges and exercise, during conferences, etc.)
9. An ability to empathize with clients and an ability to demonstrate this quality effectively in professional roles and responsibilities.
10. A demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding in academic and professional settings.
11. An overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for professional practice in the counseling field, including but not limited to: sexual misconduct, violations of confidentiality, threats or assault of any kind against a client, co-worker, classmate, instructor, supervisor, or supervisee, claims of qualifications/expertise exceeding those possessed, providing services beyond actual training/experience, meeting the counselor's needs at the expense of the client, engaging in actions construed as sexual harassment, and violation of individuals' rights and personal dignity.

## Annual Review

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

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

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

In the Winter/Spring quarters, the Counseling Psychology faculty meet to review the progress of students. The purpose of the review is to determine whether a student is making satisfactory progress in graduate training. All students will receive a letter from the Training Director and Department Chair summarizing their progress in the program, providing specific feedback strengths and weaknesses on an annual basis. Minimal levels of satisfactory achievement are based on multiple factors including (but not limited to) course grades, clinical work, site supervisor feedback, and professional and ethical behaviors. Students are then encouraged to meet with advisors and/or faculty to discuss the outcome of their annual review.

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

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

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

For information on the University policy regarding the student process for appealing academic and student status related decisions, students should see the Graduate Bulletin at <http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/>

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

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

The following subsections are offered to clarify the list above:

### **1. Failure to maintain minimum academic standards**

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

In the Counseling Psychology department, grades of B- or greater are considered passing, whereas grades lower than B- are considered failing. Credits carrying below a "B-" will not be accepted as meeting degree requirements. Also, as a matter of departmental policy, students may not accrue more than two "C's" or lower in their graduate program—whether those courses are within the department or courses taken through other departments. A third "C" (i.e., C+, C, or C-) in the program will result in the student's dismissal from the program, regardless of the student's overall grade point average.

Students must retake all courses (up to two) in which they earned a C (i.e., C+, C, or C-) or lower. Students may refer to the Graduate Bulletin for the [Repeating Courses policy](#). Students earning a D or F in a course(s) will result in automatic review by the Counseling Psychology faculty and may result in dismissal from the academic program.

In support of this policy and in an effort to actively remediate student performance and manage expectations, the receipt of one or more grades below B- will yield the following:

- One grade below B- Student will be issued a "Formal Warning"
- Two grades below B- Student will be placed on "Probation"
- Three grades below B- [Academic Dismissal](#), based on "severe academic or behavioral misconduct," will be initiated, per University process

Students are encouraged to review the "Grievances & Appeals" section of this document and the "Procedures for Academic Grievances and Appeals" section of the Graduate Bulletin for information related to student rights as they apply to academic dismissal.

## **2. Unsatisfactory performance in counseling practica or internship**

Upon the recommendation of the student's clinical supervisor at their practicum or internship site and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or internship, may be recommended to the Counseling Psychology Department faculty for review for dismissal as outlined in the Student Review and Retention Plan. If a student is dismissed from their practicum or internship for any reason as a result of their performance or behavior, they will be placed on probation and a remediation plan will be initiated. If the student is dismissed at any time during the quarter, the student will receive a C in that quarter and will need to repeat the course and requirements, including clinical field placement hours. If the student is dismissed following the completion of a quarter, the faculty will vote to determine whether the student will need to repeat the course and field placement hours.

## **3. Academic misconduct or dishonesty**

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

giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the Counseling Psychology Department. If suitable solutions are not reached, the case shall be reported to the MCE Associate Dean.

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

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

**5. Failure to comply with established University or program timetables and requirements**

The DU Office of Graduate Studies Policy allows for master students to complete their degree program within 5 years. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension. The student initiates the petition via MyDU and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#). It is also expected that students will make reasonable and consistent progress toward their degree. "Reasonable and consistent" means that students register for at least 8 credits per quarter during their first year in the program, and 20 credits per year thereafter until course work is completed. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dismissed from the program.

**6. Unethical practices and/or unprofessional conduct**

As students or professionals, Master's students in Counseling Psychology are expected to follow the American Psychological Association and American Counseling Association Codes of Ethics and the DU "Code of Student Conduct." Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, personal, interpersonal, or practice areas will be advised of

deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If the terms of probation are not met or remediation is not successful as determined by the faculty, students may be dismissed from the program (see below).

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

Student conduct that, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and that obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment. Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of University rules for student conduct.

- 8. Students are required to meet a minimum of 65% in each of the eight content areas on the CPCE used for the Counseling comprehensive examination.** Students are able to retake the test twice for a total of three attempts to achieve these minimum standards. Students who fail to meet these standards will be reviewed by the faculty and could be dismissed.

**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**

When student concerns begin to emerge in any of the three domains in the program: academic, professionalism, and clinical, students will meet with their advisor and training director to address the emerging concerns. This process will be considered a Verbal Concern and will be summarized by the Training Director in an email summarizing the meeting and points to be addressed by the student. The email will be sent to the student, advisor, ASA, and Department Chair, with a copy placed in the student's file. This is not considered to be discipline, but rather an opportunity for students to address concerns before the disciplinary process is initiated.

If concerns persist after this initial meeting, a formal Written Concern will be initiated in which the Training Director will write a letter to the student documenting ongoing concerns as well as specific recommended remedies. If the student does not address these concerns within 30 days, the discipline process will be initiated and the student will be placed on probationary status with a remediation plan developed.

If a student is placed on probation or receives a formal warning, a remediation plan will be developed by the training director in collaboration with the student, the advisor, and potentially other faculty as needed. This plan will be approved by the core Counseling Psychology Department faculty. This plan will be in writing and will be signed by the student, the advisor, and Training Director. A copy of the plan will be provided to the student and a copy will be placed in the student's departmental file. More specifically, if the department faculty determines the student should be placed on probation, the following steps will be taken:

1. The Training Director will notify the student, in writing, that the student is on probation or is being given a formal warning. Additionally, the student shall meet with the advisor to discuss the procedures that will be used regarding the probation.



2. The Training Director, student, the student's advisor, and potentially other faculty will develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation (must be within six months of date of initiation).
3. After approval from the core Counseling Psychology faculty, a copy of the approved plan will be signed and dated by the student, the student's advisor, and the Training Director. Once all signatures have been attained, the Training Director will email a copy of the approved signed plan to the student, the Department Chair, and the Faculty Advisor. An electronic or hard copy will be provided to the student.
4. At or near the date for reevaluation, the student's progress or lack thereof will be reviewed by the core department faculty. Reevaluation will include any associated documentation including the handbook or provided by faculty, students and/or other relevant parties. Based on the review, the Training Director will make one of the following recommendation to the core faculty:
  - 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.
9. The student will be notified in writing, by the Training Director, 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.
10. 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.
11. 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.

12. If the faculty recommends dismissal from the program, the Department Chair will send a written notification to the student. A copy of the notice will be placed in the student's permanent file.
13. 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.
14. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step 9a, a faculty meeting will be held to provide the student with the opportunity to present their case to the faculty.
15. 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.
16. The Department Chair will provide written notification of the decision to the student.
17. If the dismissal decision is upheld, the Department Chair will forward a formal dismissal recommendation to the MCE Associate Dean.

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

### **Grievances**

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors and the Department Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct the concern to the Department Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. If the grievance concerns a claim of discrimination or is a title IX matter, you should include the contact information of that office <http://www.du.edu/equalopportunity/>. The process is outlined in the [Graduate Policies and Procedures Manual](#) and reviewed here briefly:

### **First Level: Informal Resolution**

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

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

### **Second Level: Submission of the Formal Grievance or Appeal to Department Chair or Associate Dean**

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/ appellant must minimally provide the following:

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

The decision of the Department Chair (in cases where it is not appropriate to go to the Department Chair, the Associate Dean can be informed) must be issued in writing within 30 days of receiving the grievance and shall include all of the following:

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

### **Third Level: Submission of the Formal Grievance or Appeal to 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 Dean may render a decision on the matter or may refer the grievance or appeal to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter.

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

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

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

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

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

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

#### **Scope of Review**

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

## Deviation from Procedures

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

## Grievance or Appeal Record

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

## Failure to Meet Deadlines

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

## ENGAGEMENT OPPORTUNITIES

### Student Representatives

Each cohort from each program within the CP department has two to three student representatives. The representatives act as liaisons between faculty and students. At the beginning of each academic year, the department will solicit applications for available student representative positions. Each Training/Program Director will select representatives based on the information provided in the application. The service term for student representatives is one year with the option for renewal to be decided with the Training/Program Director during the Spring term of each academic year.

Responsibilities of Student Representatives:

- ✓ Meet regularly with the Training/Program Director. This is the opportunity to bring initial concerns related to the program.

- ✓ Attend first 10 minutes of monthly faculty meetings. Communicate questions and concerns of the cohort to the faculty. Representatives have the option to attend monthly faculty meetings in person or via Zoom.
- ✓ Communicate relevant information to the cohort.
- ✓ Exhibit leadership for engagement with the faculty and program.

### **Research Labs**

Master's students are invited but not expected to participate in faculty research labs. Participants frequently have an opportunity to present posters at national and regional conferences or co-author papers. Students should contact a faculty member if they are interested in joining their research team.

### **Mentoring Program**

Each entering student will be randomly paired with a second year Master's student mentor. The mentoring relationship can be tailored to each student's individual needs and is designed to help incoming students navigate the program. The Training Director provides initial mentorship training as well as ongoing support to mentors throughout the year. Mentors will be chosen at the end of Spring quarter and paired with incoming students prior to the start of school. Mentors and mentees will have an opportunity to meet prior to New Student Orientation.

## **AGENCIES AND STUDENTS**

### **Workers' Compensation, Liability Insurance, and Potential Risk**

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

#### **Workers' Compensation Coverage**

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

#### **Liability Insurance Coverage**

All students in the Counseling Psychology program are required to obtain their own malpractice insurance and maintain it throughout their practicum, internships, and clinic experiences. Most students obtain this insurance from either the American Psychological Association or the American Counseling Association. Student policies are available for reduced rates.

## Notice of Potential Risk

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

## OTHER RESOURCES

### 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

### **Center for Multicultural Excellence**

Other resources can be found at the Center for Multicultural Excellence, 1981 S. University Blvd.

<https://www.du.edu/culturalcenter/index.html>, email [cmeinfo@du.edu](mailto:cmeinfo@du.edu), phone (303) 871-2942.

### **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, 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 ([dubooksore.com](http://dubooksore.com)) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

## University Writing Center

The [University Writing Center](#) works with all University of Denver students, staff, and faculty as part of the Writing Program's mission to create and sustain a robust culture of writing on the DU Campus. The Writing Center offers individual consultations, pre-recorded webinars, and many other resources and opportunities.

## Procedure for Student Booking Study and Meeting Spaces

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

KRH 124 (turret room East – Capacity 6)

KRH 134 (turret room West – Capacity 15)

KRH 203 (small conference room – Capacity 8)

KRH 206 (turret room East – Capacity 14)

KRH 234 (turret room West – Capacity 12)

KRH 334 (turret room West – Capacity 12)

## Room Reservation 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

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

*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 and Financial Aid.

The following forms can be found here <https://www.du.edu/registrar/other-student-services/forms>

*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.

*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:

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

*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

*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.

## APPENDIX: COURSEWORK PLANS

### Clinical Mental Health Counseling Concentration

**COUNSELING PSYCHOLOGY PROGRAM  
COURSE WORK PLAN – MASTER OF ARTS  
Handbook Year: 2022-2023**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_  
Email: \_\_\_\_\_ Advisor: \_\_\_\_\_

Course Name	Course Number	Credit Hours	Completed
<b>Concentration Program Requirements</b>			
Lifespan Development	CNP 4645	5	
Introduction to Assessment	CNP 4702	5	
Counseling Theory*	CNP 4700	5	
Career Counseling	CNP 4710	5	
Group Counseling Theory*	CNP 4720	5	
Program Evaluation and Research Methods	CNP 4730	5	
Basic Counseling Techniques*	CNP 4740	3	
Intermediate Counseling Techniques*	CNP 4741	3	
Fieldwork in Counseling*	CNP 4743	1	
M.A. Clinic (2 qtrs./5 credits each)	CNP 4755	10	
Diversity: Multicultural Counseling Psychosocial Issues*	CNP 4773	5	
Psychopathology*	CNP 4784	5	
MA Counseling: Legal/Ethical Issues*	CNP 4795	5	
<b>Subtotal</b>		<b>62 cr. hrs.</b>	

	Course Number	Credit Hours	Completed
<b>Electives</b>			
<b>Subtotal</b>		<b>13 hrs. min.</b>	
<b>Practicum and Internship</b>			
Counseling Psychology Practicum: Beginning* (2 qtrs., 3 credits each)	CNP 4750	6	
MA Internship (3 qtrs., 3 credits each)	CNP 4751	9	
<b>Subtotal</b>		<b>15</b>	
<b>Transfer Credit</b>			
<b>Subtotal</b>		<b>90</b>	

\* The course needs to be completed in year one.

SUMMARY	Credit Hours Required	Student Hours per Transcript
Concentration	62	
Electives	13 min.	
Practicum and Internship	15	
Transfer Credit		
<b>TOTAL</b>	<b>90 min.</b>	

Additional Degree Requirements

1. Passing the program comprehensive exam is required.
2. Grade Policy: The CP Program requires a satisfactory quality of achievement with a cumulative grade point average of "B" (3.0) or better. The average is determined based on the University's grading system. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program. Credits carrying below a "B-" will not be accepted by the CP program as meeting degree requirements.
3. Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility.

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)

Date\_\_\_\_\_

Student's Signature\_\_\_\_\_

Advisor's Signature\_\_\_\_\_

## Research Counseling Concentration

### COUNSELING PSYCHOLOGY PROGRAM COURSE WORK PLAN – MASTER OF ARTS Handbook Year: 2022-2023

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_  
Email: \_\_\_\_\_ Advisor: \_\_\_\_\_

Course Name	Course Number	Credit Hours	Completed
<b>Research – one of these two is required</b>			
Empirical Research Methods <i>or</i>	RMS 4930	3	
Education Research and Measurement	RMS 4900	4	
<b>Plus</b>			
Introductory Statistics	RMS 4910	5	
Master's Thesis Research	CNP 4995	3	
		<b>11-12</b>	
<b>Foundations</b>			
Introduction to Assessment	CNP 4702	5	
		<b>5</b>	
<b>Subtotal</b>		<b>16-17 min.</b>	
<b>Concentration</b>			
Lifespan Development	CNP 4645	5	
Counseling Theory*	CNP 4700	5	
Career Counseling	CNP 4710	5	
Group Counseling Theory*	CNP 4720	5	
Program Development & Research Methods	CNP 4730	5	
Basic Counseling Techniques*	CNP 4740	3	
Intermediate Counseling Techniques*	CNP 4741	3	
Fieldwork in Counseling*	CNP 4743	1	
Diversity: Multicultural Counseling Psychosocial Issues*	CNP 4773	5	
Psychopathology*	CNP 4784	5	
MA Counseling: Legal/Ethical Issues*	CNP 4795	5	
<b>Concentration Subtotal</b>		<b>47</b>	

<b>Practicum or Internship</b>			
Counseling Psychology Practicum: Beginning (2 quarters, 3 credits each quarter)	CNP 4750	6	
<b>Subtotal</b>		<b>6</b>	
<b>Electives</b>			
		<b>3</b>	
<b>Transfer Credit</b>			
<b>Subtotal</b>			

\* The course needs to be completed in year one.

SUMMARY	Credit Hours Required	Student Hours per Transcript
Research	11-12 min.	
Foundations	5	
Electives	3	
Concentration	47	
Practicum	6	
Transfer Credit		
<b>TOTAL</b>	<b>72 min.</b>	

Additional Degree Requirements

1. Students must successfully defend their Master’s Thesis.
2. Grade Policy: A satisfactory quality of achievement with a cumulative grade point average of “B” (3.0) or better is required by the CP Program. The average is determined on the basis of the University's grading system. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program. Credits carrying below a "B-" will not be accepted by the CP program as meeting degree requirements.
3. Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility.



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)

Date\_\_\_\_\_

Student's Signature\_\_\_\_\_

Advisor's Signature\_\_\_\_\_

PLEASE SIGN AND SUBMIT THE  
HANDBOOK AGREEMENT ON  
CANVAS AFTER READING