

Counseling Psychology Student Handbook

Doctoral Program



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

2015 – 2016

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, as well as the University of Denver Graduate Studies Policies available at <http://bulletin.du.edu/graduate/gradpolicy/>. In some cases, College and University policies take precedence over the regulations of the Student Handbook. It is the student's responsibility to read and understand University, College, and program guidelines relating to the degree programs, and to complete program and degree requirements in a timely fashion. The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

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

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

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

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COUNSELING PSYCHOLOGY PROGRAM

The Counseling Psychology (CP) Doctoral program has been accredited by the American Psychological Association (APA) since 1986. The program was reviewed most recently in 2015 and was awarded three years of accreditation. Our next site visit will occur in 2017. The CP program prepares students to become licensed psychologists who work and do research primarily with normal multicultural populations of adults, adolescents and families dealing with developmental issues, and life crises, or who need help making life decisions. Our graduates are also trained to consult with diverse groups and both mainstream and multicultural organizations to enhance their effectiveness and the overall quality of their interpersonal relationships. Successful completion of the Ph.D. program in Counseling Psychology enables students to become psychologists in Colorado and other states, assuming post-doctoral requirements are met. APA's Commission on Accreditation (CoA) reviews doctoral psychology programs, internships and postdoctoral programs that voluntarily apply for accreditation. For more information you may contact the APA at:

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

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

General Contact Information

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More information can be found in Appendix A regarding DU's Counseling Psychology Program.

Program Philosophy, Goals, Objectives, Competencies, & Program Evaluation Benchmarks

The goal of the CP program at the University of Denver is to educate counseling psychologists who have a solid foundation in science, practice, and culture. Although CP programs may lie at various points on the continuum from a very strong emphasis on science to a very strong emphasis on practice, the Counseling Psychology program at DU lies closer to the middle of the continuum. While the program provides students with some flexibility to emphasize either the practice or scientific side of the continuum, we expect that all students will have a solid foundation in science and practice and will approach each aspect of their training from a multiculturally informed position. Because of the realities of the workplace, many of our graduates work in practice settings after graduation. However, when they do so, we believe they are trained to practice from a scientific/critical perspective infused with cultural awareness. In this way, our program is consistent with the perspective of Pepinsky (1954), who

suggested that the scientist portion of the scientist-practitioner model is reflected in the way counseling psychology practitioners think about and conduct their practice: they think critically and are appropriately skeptical about theories, research findings, and clinical practices, including their own as well as others. In addition, our students strive for cultural competence and the ability to service a diverse client base. Providing students with a solid foundation in science, practice, and culture will give them the skills to work in a marketplace that continues to change.

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

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

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

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

Although counseling psychology programs have traditionally prepared psychologists to work in educational settings, more opportunities have recently developed in agency, health, business, and industrial settings that service diverse individuals where part of the role may be educational and supervisory. Graduates will work in settings focused on behavioral health, integrative medicine, or developmental and preventative mental health care, as well as program development, evaluation, and research. Increasingly, our students are placed in agencies that serve multicultural clients and communities.

Our program prepares counseling psychologists to work primarily with adolescents and adults. Students with an interest in counseling children may take some elective course work related to this age group. Areas of specialization which have a particularly strong emphasis in the DU Counseling Psychology program are multicultural counseling and social justice, health psychology, psychological assessment, group dynamics, and treatment of addictions and problem gambling. Seminars are offered in all of these areas.

The faculty encourages students to develop individualized programs of study commensurate with their career goals. Practicum settings and internships may be arranged to further intensify training in particular specialty areas. Students whose goals include college teaching are encouraged to co-facilitate introductory counseling classes with faculty. Students are also required to participate in and contribute to a research project that leads to a presentation and/or a submission for publication.

Scientist-Practitioner at DU:

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

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

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

To accomplish these goals, and following the recommendations of the task force on integrating science and practice in Counseling Psychology¹¹, the Counseling Psychology Training Program is committed to

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

(a) creating an environment that fosters a scientific attitude toward all counseling tasks along the science-practice continuum, (b) undertaking curriculum review and revision to strengthen science-practice skills, (c) increasing the production and consumption of both theory and research through professional publications of faculty, students, and alumni, and (d) encouraging students to participate at regional and national meetings.

Counseling Psychology Values²

Over the years, counseling psychologists have engaged in thoughtful and ongoing dialogue regarding the qualities that characterize counseling psychology as a specialty (Gelso & Fretz, 2001; Rude, Weissberg, & Gazda, 1988; Whiteley, 1984). The study and practice of career development and counseling, systematic training in interpersonal skills, and the provision of preventive, remedial, and educational interventions have historically been employed as prominent descriptors of counseling psychology. In addition, counseling psychology as a field has emphasized attention to issues of cultural and individual diversity, serving as leaders in the creation and adoption of several sets of APA guidelines related to diversity in professional practice, including 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 of both types of problems requires awareness of the developmental background, predisposing conditions, and critical person-environment interactions that influence behavior.

² Downloaded on August 1, 2010 from <http://www.ccptp.org/trainingdirectorpage5.html>

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 s 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 Diversity³

The Counseling Psychology Program at the University of Denver adheres to the values and ethics put forward by the American Psychological Association. Students are expected to adhere to the highest professional and ethical standards. Upon entry into the program students are expected to become familiar with the Ethical Principles of Psychologists and Code of Conduct (2002) and the various specialty guidelines published by APA. The latest version of the APA Ethics code was in 2010 <http://www.apa.org/ethics/code/index.aspx>.

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (2002) and as discussed in the *Guidelines and Principles of Programs in Professional Psychology* (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and 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 than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected

³ 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.

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

Trainers will engage trainees in a manner 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.

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.

In addition, students should be familiar with the Specialty Guidelines for the Delivery of Services endorsed by APA: <http://www.apa.org/search.aspx?query=diversity%20specialty%20guidelines>
Downloaded July 17, 2013.

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.

Program Goals, Objectives, Competencies, and Anticipated Outcomes

To fulfill our mission, the Counseling Psychology program has adopted the following goals, objectives, competencies, and anticipated outcomes:

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

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

Competencies expected: Demonstrate knowledge of content related to biological, cognitive, affective, and social aspects of behavior, history and systems, psychological measurement, individual differences, human development, and ethics.

To achieve these competencies students will be evaluated in the following courses:

- Physiological Psychology (biological basis)
- Affective and Cognitive Psychology (affective and cognitive basis)
- Social Psychology (social basis)

History and Systems

- Personality (individual differences)
- Cognitive Assessment (individual differences)
- Multicultural seminar (individual differences)
- Advanced Doctoral Ethics (Ethics)
- Psychological measurement (psych measurement)

Lifespan Development (human development)

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

In addition, the domains of individual differences, ethics, and psychological measurement we also utilize ratings from supervisors per the practicum evaluation form (sections A (individual differences), B (ethics), and C (psych measurement)). The **minimum threshold** for demonstrating competencies is an average score of 4 per domain.

Also, we will utilize the comprehensive examination questions that pertain to Ethics, Diversity, and Psychological testing, and Human Development for those four domains. The **minimum threshold** for

competencies is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].

We also gauge the degree to which you feel that you are obtaining competence in these areas via an annual survey. In this survey you will be able to comment on the degree to which you feel that you are being prepared to reach this goal. After you graduate, we will also send you an alumni survey after your 1st year, 5th year, and 10th year to gauge how well prepared you were through the program. We will also utilize other metrics after you graduate such as the EPPP to gauge how we are doing in this area.

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

Objectives:

- To develop knowledge of basic and advanced methodological and research skills
- To develop and complete an independent research project

Competencies Expected:

For Objective 1:

- **Demonstrate knowledge of research methodology & statistics**

Demonstrate ability to analyze research methodology related to psychotherapy research

For Objective 2:

Demonstrate ability to integrate and apply knowledge by producing a counseling psychology research, which includes a review of literature, testable questions or hypotheses, appropriate methodology and data analyses, and discussion of results related to current literature.

Competencies expected for Objective 1:

The Research Methods and Statistic Courses:

RMS: Required RMS courses

RMS: Elective RMS courses

Counseling Psychology Seminar: Psychotherapy Research

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

Also, we will utilize the comprehensive examination question pertaining to Research Methods. The **minimum threshold** for competencies is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].

We also gauge the degree to which you feel that you are obtaining competence in this area via an annual survey. In this survey you will be able to comment on the degree to which you feel that you are being prepared to reach this goal. After you graduate, we will also send you an alumni survey after your 1st year, 5th year, and 10th year to gauge how well prepared you were through the program. We will also utilize other metrics after you graduate such as the EPPP to gauge how we are doing in this area.

Competencies expected for Objective 2:

The pre-dissertation project will serve as an outcome for this objective. As described below, the **minimum threshold** for demonstrating competence is to present and/or publish a research study at a regional/national/international conference or publish a research study in a peer-reviewed journal. Please complete the pre-dissertation research form to obtain credit for this expectation (turn the signed form into the Training Director).

Your dissertation will also serve as an outcome for this objective. The dissertation needs to be approved by your dissertation committee via the standards for the MCE College and University.

Similar to above, we also gauge the degree to which you feel that you are obtaining competence in this area via an annual survey. In this survey you will be able to comment on the degree to which you feel that you are being prepared to reach this goal. After you graduate, we will also send you an alumni survey after your 1st year, 5th year, and 10th year to gauge how well prepared you were through the program.

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

Objective 1: To develop a knowledge base in the models, theories, and empirical support in substantive areas important to the research and practice of counseling psychology

Objective 2: To demonstrate competence in the clinical practice of counseling psychology

Competencies Expected for Both Objectives:

-Demonstrate knowledge, skills, and awareness of content related to:

-Theories and counseling approaches related to interventions with individuals and groups, including empirical support

-Consultation and prevention, including empirical support

-Multicultural counseling, including empirical support

-Demonstrate the integration of knowledge of diversity, theories, and ethics into clinical practice

To achieve these competencies students will be evaluated in the following courses:

- Advanced Theories
- Advanced Practicum I & II
- Consultation
- Supervision

- Counseling Research Seminar
- Diversity Seminars
- Pro-seminar in Counseling Psychology
- Cognitive Assessment
- Personality Assessment
- PhD Clinic

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

Also, we will utilize the comprehensive examination question pertaining to Psychotherapy Theories, Diversity and Psychological Assessment. The **minimum threshold** for competencies is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].

In addition, from supervisor ratings of Assessment, Diagnosis, Case Conceptualization, Intervention, Consultation/Outreach, Individual differences/Diversity, Personal Characteristics, and Relationship & Agency Integration per the practicum evaluation form. The **minimum threshold** for demonstrating competencies is an average score of 4 per domain.

Similar to above, we also gauge the degree to which you feel that you are obtaining competence in these areas via an annual survey. In this survey you will be able to comment on the degree to which you feel that you are being prepared to reach this goal. After you graduate, we will also send you an alumni survey after your 1st year, 5th year, and 10th year to gauge how well prepared you were through the program. We will also utilize other metrics after you graduate such as the EPPP to gauge how we are doing in this area.

Ultimately, we are confident that if you are able to achieve these competencies (which hopefully also results in an APA-approved pre-doctoral internship), you will be prepared to be an entry-level psychologist.

Training is Sequential, Cumulative, and Graded in Complexity

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

Research sequence: The research sequence starts with foundational training in research methodology and statistics (see below). Then the sequence focuses on applications via common statistical methods (e.g., Regression, ANOVA, multivariate). Finally, students take at least two additional statistical/methods course (e.g., SEM, HLM). This progression is quintessential of this model.

Clinical sequence: For students who enter without a Master's degree, they start the program via basic theories and techniques, which is followed by intermediate techniques. They then proceed onto basic practicum courses where the focus is on developing initial competencies (e.g., developing alliances, executing treatment plans). Students then go onto advanced practicum I, where they are introduced to a series of empirically supported treatment approaches (e.g., psychodynamic, cognitive/interpersonal, emotion-focused) [this is where students who enter with a Master's degree start]. Students are also

exposed to advanced theories courses and gain competencies in psychological assessment. Next, students move onto advanced practicum II, where the focus is to integrate and consolidate theoretical and practical knowledge in efforts to have a more cogent, personally salient, theoretical orientation and approach. Throughout the entire sequence, students are encouraged to develop a more sound multicultural orientation in therapeutic process.

Foundation Sequence: We have set our foundation sequence in a way to enhance students' research and clinical sequence. Students take advanced ethics in their first year to have a sound grounding throughout their program. Students also take lifespan development within the first two years of their program to gain an appreciation of normal human development. The other foundational courses are purposely placed at the end of the course sequence in order to allow students expand their focus on CP and research method/statistic courses within the larger foundational fields of psychology.

CP REQUIREMENTS

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Studies Procedures and Policy Manual: <http://bulletin.du.edu/graduate/gradpolicy/> is the first layer of academic policy under which all college and program policies are administered.

MCE College policies are the second layer. Students should refer to the MCE Policies and Procedures: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/> for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. Students should check with their Academic Advisor or Academic Services Associate for clarification of the policies and procedures that are College-wide in their applicability.

CP Fall Orientation

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

Academic Services

To meet the requirements of your degree program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially the Department's Academic Services Associate who can provide information and assistance from initial inquiry through graduation. For questions related to academic requirements, including the comprehensive exam and graduation application, contact your Academic Services Associate (ASA). The ASA can provide essential assistance in submitting forms related to coursework and in understanding College and University academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Student Responsibilities

In addition to following the DU Honor Code and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty are responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, College, or University approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation, which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Workers' Compensation Coverage

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

Liability Insurance Coverage

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

Registering As a Registered Psychotherapist

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

Notice of Potential Risk

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

Non-Practicum Psychotherapy or Clinical Experience

Some students are working in practicum sites without being enrolled in the practicum class. Students who are in this position must inform the faculty. **If students are not enrolled in a practicum class, hours obtained in these sites will not be counted as practicum hours** (and cannot be used on an Internship application). Any student working in a non-practicum clinical position must register with the Colorado Department of Regulatory Agencies (DORA) - Division of Registrations - Mental Health Licensing Section, and become listed in the Registered Psychotherapists Grievance Board database directory. Contact DORA at: <http://www.dora.state.co.us/>

Practicum Placements

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

Assessment Practicum

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

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

Registration information and downloadable forms are available from the agency's web site at: https://www.colorado.gov/pacific/dora/Professional_Counselor_Applications.

Requirements for Students Entering with a Master's Degree

Please see degree requirements in the Graduate Bulletin here: <http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/counselingpsychology/#programofstudytext>

Comprehensive Exams

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

Pre-Dissertation Research Requirements

Prior to writing the dissertation proposal, students are required to participate in another research project. This may be research done independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU or elsewhere. The research may also be an outgrowth of a class assignment. Students must present the research or aspects of it at a local, state, or national meeting or submit it for publication. The student fulfilling the requirement does not have to be the first author on the presentation but should participate and make a substantial contribution to the research project in both a conceptual and technical fashion as well as the preparation of the material for the presentation. The presentation may involve activities such as reading a paper, participating in a symposium, or presenting a poster. Students should keep documentation of their participation; for example, a copy of a letter accepting the proposal for presentation or a copy of the program for the meeting with the presentation listed. Students must complete the Pre-dissertation Research Completion form and submit it to the Training Director.

Dissertation Proposal

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

Internship

Students must complete a 12-month full-time equivalent internship after completion of coursework, comprehensive exams, and dissertation proposal. It is expected that the internship is APA accredited. Some exceptions may be allowed by the faculty.

Dissertation Defense

Dissertation defenses must be successfully passed prior to receiving your diploma.

Hints for Those Entering Without Practicum/Clinical Experience

Basic Counseling Techniques, offered during fall quarter, requires students to participate in a triad in addition to scheduled class time. Triads meet once weekly for two hours to practice techniques. You will be acting as counselor, client, and observer during sessions. Sessions are recorded and you will meet individually with a T.A. to review those sessions in which you were the counselor. Intermediate Techniques, offered winter quarter, also has triads that meet once weekly for two hours. The format will be the same as during Beginning Techniques.

Beginning Practicum is a two-quarter commitment starting in the winter quarter. However, you secure the site for Practicum in fall quarter when you take the Fieldwork class. There are excellent sites available all over the Denver area. Please speak with Master's students, Ph.D. students, and faculty to make the process much easier. Your Fieldwork instructor will provide you with information and the links to a listing of potential practicum sites. Students will spend between 10-15 hours on site winter and

spring quarters. Depending on your progress and evaluations, you may need to continue with a third quarter of Beginning Practicum. You will be required to provide typed transcripts of three sessions each quarter; and although these transcripts are always described as an excellent learning experience, they take a considerable amount of time.

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

Required Courses for Students Entering with a Bachelor's Degree

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

A total of 135 post-Bachelor's quarter hours is the minimum required for the doctorate in the Morgridge College of Education for students coming in without a master's degree. For the degree requirements, go to the Graduate Bulletin

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

Pre-Dissertation Research Requirements

Prior to writing the dissertation proposal, students are required to participate in another research project. This may be research done independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU or elsewhere. The research may also be an outgrowth of a class assignment. Students must present the research or aspects of it at a local, state, or national meeting or submit it for publication. The student fulfilling the requirement does not have to be the first author on the presentation but should participate and make a substantial contribution to the research project in both a conceptual and technical fashion as well as the preparation of the material for the presentation. The presentation may involve activities such as reading a paper, participating in a symposium, or presenting a poster. Students should keep documentation of their participation; for example, a copy of a letter accepting the proposal for presentation or a copy of the program for the meeting with the presentation listed. Students must complete the Pre-dissertation Research Completion form and submit it to the Training Director.

Dissertation Proposal

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

Internship

Students must complete a 12-month full-time equivalent internship after completion of coursework, comprehensive exams, and dissertation proposal. It is expected that the internship is APA accredited. Some exceptions may be allowed by the faculty.

Dissertation Defense

Dissertation defenses must be successfully passed prior to receiving your diploma.

Hints for Incoming Students Without A Master's Degree

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

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

Beginning Practicum is a three-quarter commitment starting with the fall quarter, when you take the Fieldwork class. The most important aspect of Fieldwork is securing a site. There are excellent sites available all over the Denver area. Please speak with master's students, Ph.D. students, and faculty to make the process much easier. Your Fieldwork instructor will provide you with information and the links to a listing of potential practicum sites. Students will spend between 10-15 hours each week on site during winter and spring quarters. Depending on your progress and evaluations, you may need to continue with a third quarter of Beginning Practicum. You will be required to provide typed transcripts of three sessions each quarter; and although these transcripts are always described as an excellent learning experience, they take a considerable amount of time. While in Beginning Practicum during spring quarter, students may receive supervision from doctoral level students taking the Counseling Supervision class. As with other practicum placements, you will be recording your sessions and completing transcripts.

Qualifying and Comprehensive Exams

Qualifying Exam

This exam is taken only by students entering with a bachelor's degree. The exam assesses a student's background knowledge in their area of concentration and demonstrates his or her proficiency and conceptualization in writing. The exam is to be taken during the second year of study. General content areas include:

- Psychotherapy: Theory and practice
- Psychometric Theory & Assessment
- Career counseling
- Group counseling
- Multicultural issues
- Psychopathology
- Ethics
- Psychotherapy Research
- Research Methods/Statistics
- Professional issues in Counseling Psychology

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

Comprehensive Exam

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

The purpose of the Doctoral Comprehensive Exams is to assess the student's depth of understanding in areas that are reflected in the areas described above: Psychological theories, Assessment, Diversity, Research Methods/Statistics, Psychotherapy Research, History and Current issues in Counseling Psychology, Integration of Science and Practice, and Human Development. Students will be required to answer 6 questions (3 per day) over the course of 5 hours per day.

Quals & Comps: Process & Scoring: Students will be required to answer 6 questions over two days (3 questions each day for 5 hours). Each area will be graded on a four point scale ranging from: 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations in this area). Each question will be de-identified (a random number will be assigned to the answer). Two faculty will grade each question (the same faculty will develop the questions as they are in alignment with the CP program goals; the TD will assure that the questions are in line with the program goals). If there is disagreement a third faculty will be brought into the process to resolve the disagreement. The average score of 3.0 or greater will constitute a pass on the question.

Pass with Honors: If a student earns a score of 5 on the four of the six questions they will be deemed as passing with honors.

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

Conditional Pass: If a student fails 1 or 2 questions, they will be deemed as conditional pass. They will be required to meet with the TD to discuss areas of deficit. Next, they will be required to complete a 10-page paper on the area(s) that they failed. Students will have at least 2 quarters to complete the paper(s). This paper(s) will be reviewed by 2 faculty. If the paper(s) is deemed to meet the standards of competencies, then they will be assigned a passing score for the exam (based on the same scoring system noted above). If the paper(s) do not meet the standard of competencies, then the student will need to take the comprehensive exam over as well as work with the Training Director to develop a remediation plan.

Fail: If students fail more than 2 questions, they will be required to: (a) retake the exam, and (b) meet with the TD and/or advisor to develop a remediation plan to help address the gaps in knowledge, skills, or awareness.

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

Doctoral Qualifying Exam – Sample Questions

Criteria to be used for evaluation:

1. The response is directed to the question as stated.
2. The response to the question is a complete discussion of it.
3. The response is accurate in all respects.
4. The response is logically organized in all respects.
5. The response reflects depth of thought consistent with graduate level work.
6. Documentation is accurate and from pertinent primary sources. Sources are cited.
7. Response reflects the field as a whole and not fragmented reporting of isolated facts and names.

The response is well written and includes the use of good grammar.

Answer all three questions:

1. You work in a mental health center and are considering developing an intervention for adolescents who have attempted suicide in the past but are not currently suicidal. You decide it will be a 12-week group intervention. Discuss how you will approach designing or identifying an intervention for this presenting concern. How are your decisions supported by theory and practice? What are the strengths and limitations of this approach? Also discuss how you will address confidentiality and the limits to confidentiality. Throughout your response, you need to support your thinking based on group theory and group research.
2. Describe a client you have seen. Give the presenting problem, relevant history, and suggest a diagnosis for the client. Choose one theoretical approach. Discuss the client from that theoretical perspective explaining the etiology of the problem from that perspective as well as a treatment plan which follows from that perspective. Last, suggest assessment techniques you used or might have used with the client; justify their use in terms of the information they might provide about treatment as well as their limitations.
3. A young Latina is assigned as a client in a university counseling center. She is married and living in campus housing. She moved to Denver with her husband and son two years ago. Her husband is a graduate student and she is taking a few classes. She and her husband have begun to have conflicts over her role as a wife since she has been on-campus as a student. She is doing well in her biology classes and wants to go to medical school but fears the impact on her marriage. Based on your knowledge of multicultural counseling, what cultural considerations would be important, what important therapeutic tasks would there be with the client, and what ethical issues would be at stake? Defend your response to each issue.

Doctoral Comprehensive Exam – Sample Questions

1. Psychotherapy Outcome Research
Thoroughly discuss the following: Does psychotherapy work? Describe the current research, common research methodology used to address this question, and the strengths and limitations of this research.
2. Psychological Assessment
A resident assistant at an area university has referred a person to you because of some concern

that the student “might be suicidal.” The student comes to your office stating that her RA sent her to you to have some “tests.” The client is a 24-year old multiethnic (White, Latino, and Native American) female.

- a. Describe in detail what your plan is for this client in the first session.
 - b. You determine that the person is not in imminent danger and wonder about the possibility of a personality disorder. You decide to administer a battery of psychological assessments. Describe four psychological assessment instruments that you might use with this particular client and for each instrument list the validity and reliability issues associated with each instrument. Be specific.
 - c. List the strengths and the weaknesses of these instruments for (a) this particular client and (b) for use with diverse populations. Please tie all of your responses to research and theory.
3. Research
- Outline a proposal for the funding of a research project to compare the effects of treatment A and B, each of which is designed to decrease the symptoms of depression in adolescents but through different approaches. Briefly describe treatments A and B and then describe the design you would use for this study. Also discuss your justification for doing this study based on the existing literature, the research questions you might ask, procedures you will use, a description of the sample, instrumentation, and specific methods for analyzing data.

Internship & Dissertation Requirements

Prior to graduation, doctoral students must complete a 12-month full-time APA-accredited internship or equivalent after completion of coursework and comprehensive exams. **It is required that students have their dissertation proposal approved by October 1 of the fall quarter that a student plans to apply for predoctoral internship.** It is also required that students fully pass their comprehensive exams prior to applying for internship. All students need to be approved by faculty to apply for internship. The internship-approval form is located on-line in the handbook and forms tab. Please return this form to the Administrative Service Associate by Sept 1st in order to be given full consideration. It is unlikely that most students will receive internship sites in Colorado and, in fact, students are strongly encouraged to seek APA-approved internships in other locations.

Internship Registration

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

Once you have completed the required year-long internship and are working on your dissertation, you must register for CNP 5995 for EACH academic quarter until you successfully complete and defend your

dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters as per the MCE Continuous Enrollment Policy. Please note: Some students will decide to complete their dissertation prior to their internship.

If you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment. You must first complete the [CE Approval form](#) with your advisor's signature. Once you have been approved by Graduate Studies, you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation. See the DU Graduate Policies & Procedures manual for more information about the Continuous Enrollment process. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CNP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

Internship Hints

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

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

Spring and Summer:

1. Meet with your advisor and the Training Director the spring quarter before applying to discuss what you want/need from your internship and whether you are ready to apply.
2. Set up meetings with the Training Director to go over applications and deadlines.
3. Take the Comprehensive exams no later than spring of the year applying for Internship.
4. Begin selecting assessment cases during spring quarter which you can use in the application and for your interview. Include diagnosis, therapeutic approach and plans. Practice them during practicum. A few sites will want a complete battery of tests (WAIS, MMPI, TAT, CAT, Rorschach and maybe neuropsychological tests). Some career centers want career testing experience. Check with past applicants. On these reports you need all identifying information to be de-identified, not just the name but any information that could potentially identify the client.
5. Sign up for an account on the Association of Professional Psychology Internship Centers (APPIC). Review APPIC internship references and make a list of internship sites of interest. The most up-to-date APPIC Internship Directory can be obtained on line at <http://www.appic.org/>. Make sure it is a current directory as deadline dates change from year to year. If possible, check with professors regarding the "personalities" of sites they may know.
6. Start gathering information to prepare your vita. Get samples from other students or friends. Be sure to include your home phone number and email address on your vita so sites can call to arrange interviews. List number of practicum hours in a prominent place. Depending on the site, you may want to separate hours for adult, child, family, etc. In addition to your vita, develop a statement of your goals and training interests.
7. You will need to pass your dissertation proposal by October 1 of the fall quarter that you plan to apply for pre-doctoral internship.

Fall:

1. In the summer, no later than September 1, pull down the internship application on line. All are now on the web and the form is becoming more universal for sites. Begin to select the number of agencies (about 10-12) to which you will apply. Make sure that the sites you select match your experience, including sites and hours from Adv. Practicum classes.
2. Make a list of deadlines for each internship and start well in advance to meet them. Remember, even the new APPIC Directory may have inaccurate deadlines, so check applications.
3. Finish your vita and have a faculty member and the Training Director in the program look it over. Have it reproduced professionally.
4. Request transcripts early. If agencies do not request official transcripts, you can purchase an unofficial copy of your transcripts from the Registrar's Office and make copies to send to agencies. Some agencies request transcripts of undergraduate work as well.
5. In September, request letters of recommendation from faculty and supervisors. Think carefully about what you want to convey and choose your references accordingly. Use a combination of supervisors and faculty. It is strongly recommended that you use a minimum of two site supervisors and one faculty member to write you letters of recommendation. Give them a copy of your vita, a statement of your training interests and goals, your strengths and weaknesses, and a list of internship sites, training directors and addresses and the application deadline for those places to which you will apply. Get the Training Director's approval of all application materials before submission.
6. Work on your applications. Note that you should have arranged for reference letters and transcripts before this step. Many applications are due on November 1 while others are due as late as January 15th. Have all of your materials reviewed by the Training Director and possibly your advisor, or some other faculty member.
7. Some students use winter break to visit agencies while others visit agencies in January. An alternative strategy is to investigate internship sites each time you travel throughout your graduate career. You can go and at least see the site and perhaps meet people, particularly current interns. During the interview process, some agencies will not allow on-site interviews, and will only grant telephone interviews. Others seem to expect a personal interview if you are interested. Call the agency and ask about their policy. A limited winter class schedule is helpful if you plan visits in January.

Late Fall / Early Winter:

Most internship interviews occur in December and January. Many internship sites, especially counseling centers, arrange phone interviews and/or Skype interviews. Typical questions can be found at the end of this section. Follow interviews with your favorite sites with a letter stating appreciation for the interview and why you are a strong fit with them.

The time between interviews and acceptance day is a grueling time. Some agencies stay in touch with their top choices during the entire time while others do not communicate with you at all. Those that do court students during that time will court their alternate choices also. The waiting period is a good time to work on your dissertation. Additionally, you need to rank your sites. Discuss these sites before you rank them online.

Selection day is determined by APPIC. Results are typically given to students in the last week of February on a Friday. On this day you will be told whether you match or not, and also where you match. Students who did not match can prepare for Phase II on Monday. Sites will be told whether they have filled their slots the same day, again to allow for students to enter the Clearinghouse on Monday morning.

Matching is now done by computer. Consult the Training Director with any questions regarding this system.

Students who remain unplaced in an internship after Phase I can participate in the second round of internship placements which occurs shortly after the initial process. Through the APPIC Phase II, students typically have one week to apply to Phase II sites. Consult with the Training Director about this process immediately if you are applying to Phase II. Our students have had an excellent match rate in the internship selection process and have been very pleased with their sites. GOOD LUCK!

Internship Interviews

Questions Your Internship Interviewer May Ask You:

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

Questions You May Want to Ask Your Interviewer(s):

1. What theoretical orientations are used?
2. How do the different disciplines (psychiatrists, social workers, psychologists, nurses, etc.) interact and work together?
3. What would a typical day be like for an intern?

4. What types of psychopathology am I likely to encounter? How much diversity is there in type of problem and severity?
5. What are the strengths (and weaknesses or limitations) of the site?
6. If there was a recent APA site visit, were there any concerns in the report? What were the strengths mentioned?
7. How are supervisors (and rotations) decided?
8. How many intern slots are available? Are they all funded? Are any pre-allocated to a certain university?
9. How much interaction occurs between interns?
10. How many hours of supervision each week? What kind?
11. Are there research opportunities? Is there a research requirement?
12. Can I talk to an intern?

Post-Comprehensive Exam Timeline

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

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

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

Plagiarism: It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2002) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, and publisher's work without giving 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.

Please see the DU Graduate Bulletin for further information: <http://bulletin.du.edu/graduate/academicpoliciesandprocedures/academicstandards/>

Dissertation, Doctoral Research Project, Master’s Thesis Plagiarism Prevention Policy

Approved by MCE Faculty Governance on September 9, 2014

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. In an effort to increase clarity regarding the definition and operational implications of plagiarism as well as to protect the individual students as well as the Morgridge College of Education we have instituted a policy related to culminating written projects, which include dissertations, doctoral research projects (EdD students only), and master’s theses.

Prior to submission for review students will be responsible for using the Turnitin, which is a plagiarism-prevention service, to check the document for plagiarism. The process will be as follows:

1. The student completes the project.
2. The student’s advisor will enroll the student in the MCE course called “MCE Turnitin.”
3. The student will log on to Canvas, click on the Assignments tab and follow the step by step directions to produce an Originality Report.
4. Turnitin produces the report. The report is available by clicking on the Grades tab.
5. The student reviews the report, making any necessary changes to the document.
6. It is then the advisor’s and student’s shared responsibility to ensure that needed changes are made.
7. The student should then produce a second Originality Report that the advisor reviews and discusses with the student, pointing out any needed changes to the student’s text.
8. The advisor and student should both retain a copy of the Originality Report until the student graduates from his/her degree program. The advisor is responsible for deleting the student, the report, and the student’s work from the Canvas “MCE Turinitin” class.
9. This process will be used by every student. Students are still expected to be arbiters of their own honesty. This process does not shift the onus of responsibility in any way to the faculty, rather it is another step in attempting to reduce and avoid plagiarism.

COUNSELING PSYCHOLOGY POLICIES

Admissions Policy

Although the admissions requirements are listed [admission policies](#), the CP faculty approach admissions decisions are guided by:

- Students demonstrating competence in foundational areas of psychology and/or related areas.
 - Students demonstrating acumen for research and clinical practice
 - Students demonstrating a keen multicultural orientation
 - Students demonstrating ethical and professional behavior

- Students demonstrating good self-awareness
- Students demonstrating a good fit with program's Goals, Objectives, and Competencies as well as the program's values and philosophies.
- Students demonstrating a good understanding of program faculty as well as an understanding of how they fit.
- Students demonstrating strong academic and clinical performance

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

CP Student Review and Retention Policy

Successful completion of a program in Counseling Psychology is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The CP 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 which will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

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

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

evaluation. Students are then encouraged to meet with advisors and/or faculty to discuss the outcome of their annual review.

A student deemed not to be performing at a high academic, professional, personal, and/or scientific level will be given an indication of the areas in which improvement is needed in the annual review as well as via a meeting with their advisor (or in some cases the CP department chair or CP faculty). Failure to make satisfactory progress academically, or reasons which are extremely serious (e.g., violation of ethics codes) may result in one of five possible outcomes:

1. The student is demonstrating exceptional skill and progress in their program. A letter addressing specific unique accomplishments of the student will be given to the student by their advisor and placed in the student's permanent department file.
2. The student is making satisfactory progress in the program.
3. The student is not demonstrating satisfactory progress but the issues are not judged 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.
4. If, in the professional judgment of the department faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty may either place the student on probation (with the creation of a remediation plan) or dismiss the student from the program.

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

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica courses (labs, field experiences, 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
- The following subsections are offered to clarify the list above
- Failure to maintain minimum academic standards

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

may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester or the student remediation plan.

In CP, grades of B- or greater are considered passing, whereas grades lower than B- are considered failing. Also as a matter of departmental policy, doctoral students may not accrue more than two "C's" or lower in their graduate program--whether those courses are courses within the department or courses taken through other departments. A third "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 or less. Students earning a D or F in a course(s) will result in automatic review by the CP faculty.

2. Unsatisfactory performance in counseling practica courses or internship

Upon the recommendation of the student's clinical supervisor at their practicum or internship site and/or in conjunction with the CP Training Director 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 the student's predoctoral internship, may be recommended to the CP department faculty for review for dismissal as outlined in the Student Review and Retention Plan.

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 APA (2002, 2010) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable to "borrow" another student, author, or publisher's work without 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 CP Department. If suitable solutions are not reached, the case shall be reported to the MCE 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

DU policy allows for doctoral students to complete the program within 7 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 PioneerWeb and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. Petition procedures and instructions are detailed in the Graduate Bulletin: <http://bulletin.du.edu/graduate/gradpolicy/> It is also expected that students will make reasonable and consistent progress toward their degree. "Reasonable and consistent" means that students register for at least 8 credits per quarter during their first year in the program, and 20 credits per year thereafter until course work is completed. After completing course work, students must submit a detailed time line for completing their dissertation to the dissertation advisor and the Training Director, and update that time line by September 15 each year (see Policy on Monitoring Student Dissertation Progress). During the time period after the completion of course work, the student is expected to make reasonable and consistent progress toward the completion of the dissertation. Students should monitor their progress in the program carefully with the help of their advisor and the Academic Services Associate. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dropped from the program.

6. Unethical practices and/or unprofessional conduct

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

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

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that 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. 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.

Please see the University's Honor Code
here: <http://www.du.edu/studentlife/studentconduct/honorcode.html>.

Probation and Remediation Process

If a student is placed on probation, and a remediation plan will be developed by the student and the advisor with the approval of the CP department faculty. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's CP file. More specifically, if the department faculty determines the student should be placed on probation, the following steps will be taken:

- 1) The department chair will notify the student, in writing, that the student is on probation. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation.
- 2) The student, the student's advisor, and/or the CP faculty develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.
- 3) A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the CP office. Both copies of the plan will be signed and dated by the student, the student's advisor, and the department chair.
- 4) At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
- 5) The faculty has three options of recommendation:
 - a) **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b) **Continued probation and remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.

- c) **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
- 6) The student will be notified in writing, by the department chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.
 - 7) The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's permanent file in the CP office.
 - 8) Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.
 - 9) If dismissal from the program is recommended by the faculty, the department chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the CP office.
 - 10) If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
 - 11) Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step A (10), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
 - 12) Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
 - 13) Written notification of the decision will be provided to the student by the department chair.
 - 14) If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the MCE 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. 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 Program Director/Chair

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

The decision of the program director or department chair 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

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 his/her 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.

MCE & UNIVERSITY POLICIES & PROCEDURES

All College and program policies are administered under the University of Denver's Graduate Policy Bulletin: <http://bulletin.du.edu/graduate/gradpolicy/> 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: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

MCE Student Orientation

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

There is also a CP student orientation that occurs at the start of the first quarter. Students are strongly encouraged to attend, as there are multiple opportunities to join with other students, learn from advanced students, and learn about CP faculty. This is also a good lead into the CP pro-seminar. The Training Director and faculty will lead this orientation.

Degree Planning

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

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

Coursework plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Waiver or Substitution of Courses. If the 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 CP Dept. 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 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the Graduate Bulletin: <http://bulletin.du.edu/graduate/gradpolicy/> 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 CP Department Chair.

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

Coursework Plan

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

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

Counseling Psychology Program Miscellany (More You Should Know; Domain A)

The University of Denver (DU), founded in 1864, is the oldest independent university in the Rocky Mountain region and was founded just a few years after the city of Denver itself was founded. The University's 125-acre campus, a few miles south of downtown Denver, is home to more than 11,500 undergraduate and graduate students hailing from all regions of the United States and 83 other countries. It is accredited by *The Higher Learning Commission of the North Central Association of Colleges and Schools* (last visit 2010). As reported in Fall, 2013, there are approximately 673 appointed faculty and 646 adjunct faculty. The Carnegie Foundation classifies DU as a Doctoral/Research University with high research activity. DU is organized into 11 colleges and schools: Arts, Humanities, Social Sciences; Daniels College of Business; Morgridge College of Education (MCE); Engineering & Computer

Science; Korbel School of International Studies; Law; Natural Sciences & Mathematics; Graduate School of Professional Psychology; Social Work; University College; and The Women's College.

In keeping with the mission of the University, the CP program engages students in active learning through specialized course work in counseling psychology, as well as through experience-based learning in the university community and throughout the city of Denver and its surrounding areas. In addition, we encourage multicultural values throughout the curriculum and endeavor to select students who appreciate a multicultural perspective and represent diverse backgrounds. The faculty contributes to the growth and dissemination of knowledge through scholarship, teaching, and research, as well as participation in a variety of community service activities (see Faculty CV at link). Furthermore, several faculty members participate in international activities and academic pursuits that enrich both their scholarship and the program's curricula.

One goal of the CP program is a commitment to developing high-quality students for the practice of professional psychology. The Ph.D. program in CP consistently admits 8 students a year, a sufficient size to ensure meaningful peer interaction, support, and socialization. We also are dedicated to developing students who demonstrate effective and ethical research and practice and are thus able to bring about positive change in individuals and communities with whom they work. Students engage in practical, experience-based training, which occurs within the College (at our Counseling Clinic), beyond the College but within the University (at the University of Denver Behavioral Health and Counseling Center), and beyond the University in the greater Denver metropolitan area and beyond at a diverse array of practica and internship sites (see Tables 2 and 8). Faculty members are committed to original scholarship, and regularly involve students in various aspects of research leading to faculty-student presentations and publications.

Each department is provided an operating expense budget. This budget includes professional development for faculty, as well as discretionary funds and investment funds for the programs. Each department also receives a portion of the flow-back funds from indirect costs from sponsored research activities. The Department Chair, Dr. Jesse Owen, is responsible for overseeing the CP Department operating expense budget, and discusses all budgeted categories and expenses with the faculty. Dr. Owen reports directly to the Dean of the College, Dean Karen Riley, and sits on the Administration Leadership Team where decisions regarding MCE concerns such as the budget and financial aid are discussed. The MCE has an Assistant Dean of Admissions and an Assistant Dean of Budget and Finance, along with a Director of Financial Aid to support admissions, budgetary decisions, and financial aid allocations.

The CP program is responsible for its own admissions procedures (e.g., applicant review and selection) which are supported by the Morgridge Office of Admissions (MOA) as well as the Office of Graduate Studies. CP faculty represent the program on major committees of the College and at the University, including Institutional Review Board (IRB), Graduate Council, and Internationalization. CP faculty also serve on specific task forces such as the Committee on Aging and the DU Task Force on Women.

Students in the CP program at DU meet requirements that systematically prepare them in the scientist-practitioner tradition. To that end, each student must have the equivalent of three full-time academic years of graduate study. This includes a minimum of two years of course work at DU, one year of which is in full-time residence at the University. Full-time residence is defined as taking a minimum of eight credits a quarter for three of the four quarters in the University calendar year under usual circumstances. There may be certain situations in which the requirement of taking a full 8 credits is

waived; for example, when a student is taking 7 credits, one of which is the third-quarter practicum and, thus, is really enrolled full-time. Students must complete the full-time residence requirement during their first year in the program. After the first year and prior to the comprehensive examinations, students must continue to make "reasonable and consistent" progress toward their degree. This has been defined as taking a minimum of 20 credits per year until course work is completed. After the comprehensive exam is successfully passed and prior to applying for internship, each student is required to successfully complete a dissertation proposal. In addition, students are required to submit a graduation time line and plan. Continuing to make reasonable progress is evaluated by comparing students' plans with self-reported progress.

Respect for and understanding of cultural and individual diversity is more than a series of policies and procedures. Rather, it has to do with a climate that reflects how students and faculty interact with each other, with clients, with others in the University, and with members of the Denver community at large. In order to promote such a milieu, the CP program emphasizes cultural and individual diversity issues throughout the curriculum as well as in specialized classes that focus both on general theories of diversity and multiculturalism and on specific diversity issues of particular populations. Diversity is recognized not just in terms of racial and ethnic differences, but in terms of nationality, gender, sexual orientation, disability, and other differences such as physical and learning disabilities. As a part of the DU community, the CP program has non-discrimination policies in the promotion and hiring of faculty, and is involved in active and ongoing recruitment efforts which reflect a college-wide commitment to attract diverse and talented students, faculty, and staff. Retention strategies, including faculty advising/mentoring and peer mentoring, have been established to provide a safe and welcoming learning environment for all students. In addition, recruitment and retention efforts are aided by a collaborative relationship with the Center for Multicultural Excellence at DU.

Diversity issues are integrated into the CP curriculum, philosophy, research interests, and climate of the CP program. Respect for diversity and inclusive excellence is one of the foundational values upon which the strategic plan for MCE is based and diversity initiatives are woven throughout the College level activities. On a broader level, DU has increased its efforts in recent years, both to attract a more diverse student body and to engage students with regard to multicultural issues on campus. The recent DU Climate Survey (2011) and ongoing DU Task Force on Women and People of Color (2013 to present) reflect the university's concern about and interest in multicultural issues, as does the annual Diversity Summit. DU and the CP program have nondiscriminatory policies and operating conditions, and avoid any actions that would restrict program access or completion of a degree in counseling psychology, or students' success in the profession.

The Counseling Psychology program is structured so that there is a Department Chair (Jesse Owen, Ph.D.) and a Training Director (Maria Riva, Ph.D.). In collaboration with the faculty, the Department Chair is responsible for the overall functioning of the program, including communication with the Dean's Office, overseeing class schedules, financial aid distribution, and other areas that relate to the day-to-day effectiveness of the program. Questions or concerns relating to these issues should first be brought to the Department Chair.

The Training Director oversees the training components of the doctoral program including practica and pre-doctoral internship, and communicates with the American Psychological Association about any accreditation considerations. The Training Director helps prepare students for the pre-doctoral internship process. The Training Director, not your academic advisor, approves practicum sites, placements, and other clinical experiences that will count toward internship readiness. The Training

Director and the Practicum Instructor should be consulted immediately if there are any issues or problems that arise at your practicum site (e.g., personality conflicts with supervisors, suspected unethical behavior, lack of clients needed to complete requirements etc.).

You are responsible for knowing DU, MCE, and program policies and procedures. This includes policies covering cheating, ongoing student evaluations, and grievance processes. Please refer to the Grad Students tab at <http://www.du.edu/currentstudents/index.html>, and the MCE website at <http://morgridge.du.edu/programs/counseling-psychology/>. Understanding program requirements can be confusing. Because there are individual differences based on students' backgrounds, the year they entered the program, and career plans, it is essential that you consult with your academic advisor.

PROGRAM, COLLEGE, and UNIVERSITY RESOURCES

Meetings

Student and Faculty Informational Meeting

The program schedules informational meetings at lunchtime during each quarter. The purpose is to allow faculty and students to informally discuss issues relevant to graduate school and professional development. Sometimes there are speakers; at other times pertinent topics for students are discussed by the faculty (e.g., internships, how to complete a coursework plan, etc.). These lunches are an excellent way to get to know faculty members and other students in a relaxed setting.

Program Faculty Meetings

These meetings take place twice a month. There are student representatives from both the MA and PhD programs who attend the faculty meetings. The MA and Ph.D. student representatives are usually elected by classmates at the beginning of the academic year. If you are interested in being a representative, please let the program chair know. If students have a concern, they may ask a student representative to present it to the faculty or they may petition the faculty by letter addressed to the program coordinator. If you plan to petition the faculty, it is useful to talk to the program chair or another faculty member before writing a letter.

Student Support Groups

Each entering class is strongly encouraged to develop a student support group. Previous first year classes have found the support group to be an extremely valuable extracurricular activity and an excellent way to develop group cohesiveness and camaraderie. In addition to the support of the cohort, you will be contacted by a student currently enrolled in the Ph.D. program, as part of the Student Mentor program. Your Student Mentor will be available via phone or email to help answer questions, offer guidance, and provide support as you transition to the Ph.D. Counseling Psychology program, whether already living in Denver or moving to town.

Core Counseling Psychology Faculty

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor and Training Director, Department of Counseling Psychology. President of Division 49 of the APA in 2013. Research interests: group counseling and group dynamics; multicultural counseling in groups, group leadership, training and supervision,

adolescent development, increasing parent involvement in children and adolescents' mental health treatment (KRH 257, 303-871-2484, email: maria.riva@du.edu)

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

Jesse Owen, Ph.D., University of Denver, 2005. Associate Professor and Chair of the Counseling Psychology Department. Dr. Owen earned his B.S. from Ball State University, his master's degree from the University of Miami, and his doctorate from the University of Denver. He has worked at Gannon University and the University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice at times over the last decade. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. He is currently an Associate Editor for two APA journals (*Psychotherapy* and *Journal of Counseling Psychology*), and another top tier journal (*Archives of Sexual Behavior*). (KRH 252, 303-871-2482; email: Jesse.Owen@du.edu)

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

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

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

CP Affiliate Faculty

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

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

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

Research Faculty

Cynthia McRae, Ph.D., University of Iowa, 1987. Professor. Fellow of SCP. Research interests: Psychological adjustment to chronic illness with special interests in caregivers; self-efficacy; quality of life; and the placebo effect in health-related issues. (KRH 261, 303-871-2475, email: cmcrae@du.edu)

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

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

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

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

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

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

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

ETHICAL CODES AND PROFESSIONAL STANDARDS

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

APA Ethical Principles of Psychologists and Code of Conduct

Doctoral students are expected to become familiar with and to adhere to the ethical standards set forth by the American Psychological Association. The Ethical Principles of Psychologists and the Code of Conduct can be found at: <http://www.apa.org/ethics/code/index.aspx>

Professional Associations

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

- American Psychological Association
- Division 17 and APAGS membership are encouraged
- American Counseling Association

APPENDIX A: COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

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

APPENDIX B: COUNSELING PSYCHOLOGY PROGRAM COURSEWORK PLAN

COUNSELING PSYCHOLOGY PROGRAM

COURSEWORK PLAN – DOCTOR OF PHILOSOPHY

Handbook Year: 2015-16

Student Name: _____ Student #: _____

Email: _____ Advisor: _____

Morgridge College of Education Requirements	Course Number	Estimated Completion Date	Credit Hours
Foundations			
Counseling Requirements			
Research Requirements			

Non-Academic Requirements: Quarter to Enroll

Qualifying Exam _____

Comprehensive Exam _____

Grade Requirement:

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

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

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

APPENDIX C: COUNSELOR DEVELOPMENT: WHAT CAN YOU EXPECT?

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

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

Stoltenberg, McNeill, and Delworth, (1998) described typical counselor development using changes in three basic structures: self and other-awareness, motivation, and autonomy. According to this model, the Level 1 trainee's primary focus is on him or herself. The beginning trainee is often apprehensive and anxious at the prospect of being evaluated by both supervisor and client. Focusing on one's own fears and uncertainties makes it difficult to "be with" or understand what the client is experiencing. Although this initial focus on self as therapist is necessary in counselor development, it does interfere with the trainee's ability to empathize and understand the client. Motivation at this level is usually very high, as it reflects the individual's strong desire to become a counselor. The Level 1 counselor is preoccupied with helping people and making a difference rather than on the process involved in becoming effective as a counselor. Here the focus is on basic counseling skills (e.g., eye contact, posture, and attending behaviors). Initial success, in addition to structured and supportive supervision, leads to increased confidence in one's abilities and skills as counselor. With practice, the beginning counselor becomes less anxious and more able to understand specific techniques. Using these techniques, the counselor is able to describe and facilitate the therapeutic process. In theory, the beginning counselor understands the counselor and client role in the therapeutic process. However, this "honeymoon phase" does not last forever.

Having grasped the concept of the therapeutic process, the Level 2 counselor begins to focus on the cognitive and emotional experience of the client. In extreme cases, the counselor may over-identify with the client, becoming absorbed in the client's pain, depression, or joy. This loss of objectivity may result in the trainee feeling confused, pessimistic or optimistic (whatever is congruent with the client's experience). For the first time, the Level 2 trainee realizes that counseling is much more complex than previously thought. Now that they are able to use basic counseling skills effectively, trainees at this level are often assigned more difficult clients with more severe pathology. This may result in a state of disequilibrium for the trainee; the Level 2 trainee realizes that he or she lacks sufficient skills to work effectively with all clients. This trainee often fluctuates between wanting to be treated as an independent counselor and wanting to be dependent on a supervisor. Uncertainty regarding therapy in general and one's own aptitude for the field can adversely affect one's motivation to learn and work with diverse clients (Stoltenberg, McNeill, & Delworth, 1998). Ambivalence and frustration are often common at this level of counselor development; trainees may feel ambivalent about their training program and faculty, as it is here that trainees realize their program and faculty have strengths and weaknesses.

Having weathered Level 2, the Level 3 counselor realizes how the client's emotional experience impacts him or her, while understanding how certain behaviors and techniques affect the client. Here the counselor is able to find a healthy balance between the two; he or she is able to move back and forth between focusing on the counselor's emotional experience and cognitive responses to the client and an

awareness of what the client is experiencing. Information from both perspectives is integrated at this level; a deeper and more integrated understanding of the concepts relevant to the particular task and situation is developed. As a result of this deeper understanding, counselor motivation becomes more consistent. The Level 3 counselor is able to identify his or her strengths and weaknesses, as well as the limitations of the profession. At this level, the trainee is confident but consults with others when in doubt in particular situations.

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

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