

Counseling Psychology Student Handbook

Doctoral Program



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

2017 – 2018

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

Inquiries concerning the Counseling Psychology Program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 or mce@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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Welcome to the Counseling Psychology (CP) Department in the Morgridge College of Education at the University of Denver! There are several distinguishing elements of the CP MA and PhD degree programs: outstanding and committed faculty, ample opportunities for practical training in diverse settings, a commitment to social justice in both our curriculum and our research, and the friendly and supportive nature of our community. Fundamental to the Department's success are its outstanding students—an exceptional group of engaged emerging scholars and practitioners who possess a strong passion for helping others through the field of mental health and counseling. Professional relationships developed through the CP Department will be rewarding and long-term.

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

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

Jesse Owen, PhD
Department Chair, Counseling Psychology

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

The Counseling Psychology (CP) PhD program has been accredited by the American Psychological Association (APA) since 1986. The program was reviewed most recently in 2014 and was awarded three years of accreditation. Our next site visit will occur in fall, 2017. Our program strongly values the integration of research and practice and the integration of practice to research where empirical evidence is practice-informed and practice is evidence-based. Throughout our program there is an emphasis on integrating science and the practice of health service psychology in and outside of the classroom. The Counseling Psychology doctoral program prepares students to become licensed psychologists who engage in health service psychology settings and conduct research primarily with underserved and multicultural populations. These populations consist of adults, adolescents, and families who are dealing with developmental issues, mental health problems, and crises. They may also require help making life decisions. Our graduates also are trained to consult with diverse groups and organizations to enhance their effectiveness. Successful completion of the PhD program in Counseling Psychology enables students to become psychologists in Colorado and other states, assuming post-doctoral requirements are met. APA's Commission on Accreditation (CoA) reviews doctoral programs in Health Service Psychology (SoA), pre-doctoral psychology internships, and postdoctoral residency programs that voluntarily apply for accreditation. For more information you may contact the APA at:

Commission on Accreditation
c/o Office of Program Consultation and Accreditation
Education Directorate

American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Phone: 202-336-5979
TDD: (202)336-6123
Fax: (202)336-5978
Email: apaaccred@apa.org
Website: <http://www.apa.org/ed/accreditation/>

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

General Contact Information

Jesse Owen, PhD
Chair, Department of Counseling Psychology
Jesse.Owen@du.edu; 303-871-2482, KRH 259

Maria T. Riva, PhD
Training Director, Department of Counseling Psychology
Maria.Riva@du.edu; 303-871-2484, KRH 257

Location

The faculty and staff offices for the CP doctoral program are located in Katherine A. Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. For parking information, consult <https://www.parking.du.edu/default.aspx>.

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

The goal of the CP doctoral program at the University of Denver is to educate counseling psychologists who have a solid foundation in science, practice, and culture. Although CP programs may lie at various points on the continuum from a very heavy emphasis on science to a very heavy emphasis on practice, the CP doctoral program at DU lies closer to the middle of the continuum. Although the program provides students with some flexibility to 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. Many of our graduates work in health service psychology settings after graduation, including community mental health, Veterans Administration facilities, university counseling centers, hospital/medical centers, and in research/faculty positions across the country. We believe our students are trained to provide interventions from a scientific/critical perspective infused with cultural awareness. In this way, our program is consistent with the perspective of Pepinsky (1954), who suggested that the scientist portion of the scientist-practitioner model is reflected in the way counseling psychology practitioners think about and conduct their practice: They think critically and are appropriately skeptical about theories, research findings, and clinical practices, including their own as well as others. In addition, our students strive for cultural competence in order to be effective with diverse clients.

Counseling psychologists encourage groups of individuals in an array of cultural contexts to better understand themselves and their own behavior, to develop an increased repertoire of adaptive skills, and to more effectively approach life problems in light of this understanding and skill development. Counseling psychologists also help individuals make vocational-educational decisions, take action in marriage or family systems, and assist individuals with health-related crises, being careful to take cultural consideration into account. Counseling psychologists are also trained to provide supervision, consultation, and inter-professional/interdisciplinary skills and to use these skills in a variety of settings. Consistently, the DU Counseling Psychology program emphasizes multicultural counseling and social justice, health psychology, psychological assessment, career counseling, group dynamics, and treatment of addictions. 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 are arranged to further intensify training in particular specialty areas (e.g., college counseling, VA, hospital/medical settings, integrative care, correctional settings, community mental health). Students whose goals include college teaching are encouraged to co-facilitate introductory counseling classes with faculty and teach undergraduate courses. In order to support the development of student competencies in research, all students are required to complete a predoctoral research project that leads to a presentation and/or a submission for publication.

Integration of Research to Practice and Practice Informed by Research at DU

Counseling Psychology is a broadly-based applied specialty within the science of psychology. As a counseling psychology doctoral program, we are committed to the generation and application of psychological knowledge based on a scientific view of the world. As counseling psychologists,

we are engaged in the pursuit and application of psychological knowledge to promote optimal development and learning for individuals, groups, and systems, and to provide assistance for psychological difficulties. The CP program is committed to working with community partners to help improve the mental health of individuals, families, and groups in the Denver area, the U.S., and internationally.

Our PhD program in counseling psychology is committed to the Boulder model (Frank, 1984)¹ of scientist-practitioner training. This model promotes the integration of a scientific base with practice and the development of research that is relevant to practice. This view holds that each scientist be a practitioner in some field and that each practitioner be engaged in scholarly inquiry. Counseling psychologists are expected to develop critical thinking skills and a healthy degree of skepticism regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to the activities of those educated within a program that is committed to the integration of science and practice. Likewise, we also are committed to the development and refinement of psychological knowledge as it applies to practice or as it relates to basic psychological processes. Our commitment to training also employs diverse research strategies. As such, the counseling program will support, through its publications and presentations, the sharing of knowledge gained through multiple forms of research and scholarly inquiry. We value multiple forms of research and our research methods and analysis sequence includes both qualitative and quantitative methods.

To accomplish these goals, and following the recommendations of the task force on integrating science and practice in Counseling Psychology², the Counseling Psychology Training Program is committed to (a) creating an environment that fosters a scientific attitude toward all counseling tasks along the science-practice continuum; (b) undertaking curriculum review and revision to strengthen science-practice skills; (c) increasing the production and consumption of both theory and research through professional publications of faculty, students, and alumni; and (d) encouraging students to participate at regional and national meetings.

Counseling Psychology Values³

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

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

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

³ Downloaded on August 1, 2010 from <http://www.cccpt.org/trainingdirectorpage5.html>

Psychological Practice with Transgender and Gender Nonconforming People (2015), and Guidelines for Psychological Practice with Girls and Women (2007). 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.

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

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

Counseling Psychology Values Statement Addressing Diversity⁴

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

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

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

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

⁴ 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.

examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

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

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

The APA Ethical Principles of Psychologists and Code of Conduct (2002), 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 encourage self-disclosure and introspection of our students while in the program as it is related to their development as a psychologist.

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 June 5, 2017.

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.”

CORE, ASSOCIATED, AND OTHER CONTRIBUTING FACULTY

Core Counseling Psychology Faculty

Ruth Chao, PhD, 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)

Jennifer Gafford, PhD, University of Denver 2008. Clinical Assistant Professor. Training Director for MA Clinical Mental Health Counseling program. Licensed Psychologist. Research Interests: cognitive therapy, trauma, and clinical supervision. Dr. Gafford has been an adjunct professor for the Psychology department at the University of Colorado at Denver and the Counseling Psychology department at the University of Denver. She is a member of the American Psychological Association, the American Psychology-Law Society, and the International Association of Correctional and Forensic Psychology.
(email: Jennifer.gafford@du.edu)

Patton Garriott, PhD, 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, email: pat.garriott@du.edu)

Jesse Owen, PhD, 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 worked at Gannon University and the University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice occasionally over the last decade. His research focuses on psychotherapy processes and outcomes as well as romantic relationships.
(KRH 259, 303-871-2482; email: jesse.owen@du.edu)

Andrea Pusavat, PhD, University of Denver, 2003. Clinical Assistant Professor, Co-Director of the Counseling and Educational Services Clinic, and Licensed Psychologist. Dr. Pusavat's research interests include multicultural counseling, social justice, trauma, interpersonal partner violence, and training and supervision.
(KRH 145, 303-871-3230, email: andi.pusavat@du.edu)

Trisha Raque-Bogdan, PhD, University of Maryland, 2013. She is a member of the American Psychological Association, and is on the Board of the Division 17 Health Psychology Section. Dr. Raque-Bogdan's areas of research include women's health issues, with a specific focus on cancer survivorship; the relation between well-being and physical health outcomes; career development;

and qualitative research. As a former scholar of Russian history and library science, she enjoys people's life stories and tales of resilience as expressed in history, literature, and the psychotherapy process.

(KRH 263, 303-871-4522; email: trisha.raque-bogdan@du.edu)

Maria T. Riva, Ph.D., University of Pittsburgh, 1990. Professor and Training Director, Department of Counseling Psychology. She is a Fellow of APA. In 2013 she was President of Division 49 (Group) of the APA and in 2006 President of the Association for Specialists of Group Work (Group Division of ACA). Research interests: group counseling and group dynamics; multicultural counseling in groups, group leadership, training and supervision, treatment of sexual abuse, and the mental health treatment of adolescents.

(KRH 257, 303-871-2484, email: maria.riva@du.edu)

Julia Roncoroni, Ph.D., University of Florida, 2016. Assistant Professor. She is a member of the American Psychological Association. Research interests: health disparities, customized culturally sensitive health promotion and health care, and the integration of health promotion in medicine.

(email: julia.roncoroni@du.edu)

Associated Counseling Psychology Faculty

William Cross, Ph.D., Princeton University, 1976. Clinical Professor with joint positions in the Departments of Counseling Psychology and Higher Education. Dr. Cross holds professor emeritus at CUNY. In 2017 he received the DU University Lecturer Award. His work focuses on ethnic-racial-cultural identity development, with particular emphasis on black identity. His recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural false-education and false consciousness; the multiple ways racial identity is enacted in everyday life. In 2014, he was President of APA Division 45.

(KRH 355, 303-871-4592, email: william.cross@du.edu)

Nick Cutforth, PhD, 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, PhD, 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)

Bruce Uhrmacher, PhD, Stanford University, 1991, Professor, Research Methods and Statistics. Research Interests: Qualitative styles of inquiry, aesthetic education, educational criticism and connoisseurship, curriculum and instruction.

(KRH 344, 303-871-2483, email: bruce.uhrmacher@du.edu)

Duan Zhang, PhD, 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)

Other Contributing Counseling Psychology Faculty

Heather Bean, PhD, University of Northern Colorado, 2012, Counseling Psychology, Licensed Psychologist Adjunct Faculty

J. Michael Faragher, Psy.D. University of Northern Colorado, 1993. Additional credentials: CACIII, NCGCII/BACC. Director of Addiction Specialization for MA clinical mental health concentration, Licensed Psychologist, University of Denver. Research interests include: addictions (e.g., problem gambling, substances) and minority populations.
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AIMS, OBJECTIVES, COMPETENCIES, AND OUTCOMES

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

Aim 1: Each student will attain competency in the broad and general areas (also called discipline specific knowledge) of psychology (history and systems of psychology, affective aspects, biological aspects, cognitive aspects, development aspect, and social aspects as well as an advanced integration of social and affective aspects of behavior, research methods, quantitative methods, and psychometric theory) that serve as a foundation for further training in counseling psychology and the practice of health service psychology.

Aim 1 Objectives: To develop a scientific knowledge base in the broad and general areas of psychology, including biological, cognitive, developmental, affective, social aspects of behavior, history and systems of psychology, psychometric theory, quantitative methods, qualitative methods, and research methods.

Aim 1 Competencies expected: Demonstrate knowledge of content related to biological, cognitive, developmental, affective, and social aspects of behavior, history and systems of psychology, psychometric theory, research methods, and qualitative and quantitative methods.

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

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

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

Aim 2: Each student will attain competency in each of the following areas: Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Impersonal skills; Assessment; Supervision; and Consultation and

Interprofessional/Interdisciplinary skills (there are two additional competency requirements, Research and Intervention that are represented in Aim #3).

Aim 2 Objectives: To develop knowledge of each of the professional wide competencies in health service psychology (i.e., Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Impersonal skills; Assessment; Supervision; and Consultation and Interprofessional/Interdisciplinary skills).

Aim 2 Competencies expected: Demonstrate knowledge, skill, and competence in each of the following seven areas: Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Impersonal skills; Assessment; Supervision; and Consultation and Interprofessional/Interdisciplinary skills.

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

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

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

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

- Comprehensive Examination questions pertaining to Ethics and Legal Issues, Individual and Cultural Diversity, Assessment, Supervision, and Consultation. The minimum threshold for competency is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum

competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations].

- Practicum Supervisor Ratings for Professional Attitudes, Values, and Behavior, as well as, Communication and Interpersonal Skills; Individual and Cultural Diversity; and Ethical and Legal Issues on a 7-point scale (1-Extremely Below Expectations, 2-Below Expectations, 3-Slightly Below Expectations, 4-Meets Expectations, 5-Slightly Above Expectations, 6-Above Expectations, 7-Strongly Above Expectations). Competency is 4 and higher out of 7.
- Annual Review of Students by Faculty and the Students' ratings of their competency in these seven areas.

Aim 3. Each student will attain competencies in the ability to conduct research and to provide interventions in the areas of health service psychology, and more importantly to be able to competently integrate research/science and practice.

Aim 3 Objective 1: To develop an advanced knowledge base in research methods and research analysis and to be able to design and successfully carry out at least two research projects (predissertation research project and dissertation).

Aim 3 Objective 1 Competencies Expected: Advanced Research Electives. Each student is required to take several additional research courses that are sequential (more advanced than the courses listed in Aim 1). Information about the research sequence can be found on pages 34-39 of the Doctoral Handbook. Students are required to take 5 to 10 credits of advanced research electives.

- RMS 4913 Multivariate Analysis (5 credits, prerequisite RMS 4911).
- RMS 4914: Structural Equation Modeling (5 credits, prerequisite RMS 4911).
- RMS 4915: Hierarchical Linear Modeling (4 credits, prerequisite RMS 4911).
- RMS 4916: Latent Growth Curve Modeling (3 credits, prerequisite RMS 4914).
- RMS 4922: Item Response Theory (3 credits, prerequisite, RMS 4921).
- RMS 4932: Meta-Analysis in Social Science Research (2 credits, prerequisite RMS 4910).
- RMS 4939: Topics in Quantitative Methods: Propensity Score Analysis (3 credits, prerequisite RMS 4939).
- RMS 4942: Qualitative Data Collection & Analysis (4 credits, prerequisite RMS 4941).
- RMS 4945: Community Based Research in Urban Settings (3 credits, prerequisite RMS 4942).RMS 4951: Mixed Methods Research Design (5 credits, prerequisite RMS 4910, 4941).

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

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

CNP 4770 Counseling Psychology Seminar: Research with a B- or above.

Comprehensive Examination question pertaining to Research Design, Methods and Analysis

Statistics, and Psychotherapy Research. The minimum threshold for competency is a score of 3 [on a scale of 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations)].

Successful completion of the Predissertation Research Project

Successful completion of the Dissertation

Student Annual Review rating for Competency in Research

Aim 3 Objective 2: To develop advanced knowledge in and competencies to provide interventions in health service psychology settings.

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

For each student who enters the doctoral program with a Master's degree with clinical experience:

- CNP 4752 Advanced Practicum I.
- CNP 4753 Advanced Practicum II
- CNP 4770 Counseling Psychology Seminar: Research
- CNP 4701 Advanced Psychotherapy Theories.
- CNP 4756 PhD Clinic.
- Required Elective Multicultural/Diversity Courses. Two credits required

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

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

Comprehensive Examination. Each student is required to pass Comprehensive Examination questions on Interventions, Empirically Supported Treatments, and Psychological Assessments Predoctoral Psychology Internship. Each student will obtain a predoctoral internship. Students will only apply to APA approved predoctoral internships in Phase 1. If they do not match in Phase I, and do not match in an APA approved internship for Phase 2, it may be acceptable to take a non-APA site that meets all APPIC requirements.

Practicum Supervisor Evaluations. Practicum Supervisor Evaluations for I. Assessment/Diagnosis/Case Conceptualization; II Intervention; and IV. Crisis Intervention. Student Annual Review Questions on Intervention Q#12 (individual) and #13 (group).

Annual Review Letter of satisfactory or above for “Clinical Work”.

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

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

- CNP 4752 Advanced Practicum I
- CNP 4753 Advanced Practicum II
- CNP 4770 Counseling Psychology Seminar: Research
- CNP 4701 Advanced Psychotherapy Theories
- CNP 4756 PhD Clinic
- CNP 4780 Doctoral Supervision
- CNP 4800 Consultation.
- CNP 4790 Counseling Psychology Seminar: Doctoral Ethics
- CNP 4706 Cognitive Assessment
- CNP 4704 Psychological Assessment

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

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

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 on a scale from 1 to 7.

Similar to above, we also gauge the degree to which students feel that they are obtaining competence in these areas via an annual survey. In this survey students will be able to comment on the degree to which they perceive their competency in research and in intervention areas. After graduation, we will also send an alumni survey to gauge how well-prepared students were through the program. We will also utilize other metrics after graduation such as the EPPP to gauge how we are doing in this area.

The successful completion of the predissertation research project where an integration of research/science to practice is required.

The successful completion of the dissertation where an integration of research to practice is required.

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

Training is Sequential, Cumulative, and Graded in Complexity

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

Broad and General Course Sequence: Our broad and general courses are taught within the first two years of the program with a course in each of the first 6 quarters of study (excluding summer).

Research Sequence: The research sequence starts with foundational training in research methodology and statistics (see below). Then the sequence focuses on applications via common statistical methods (e.g., Correlation and Regression, ANOVA, Introduction to Qualitative Methods, Empirical Research Methods). Finally, students take at least two additional statistical/methods course (e.g., SEM, HLM; Advanced Qualitative Methods). 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 to basic practicum courses where the focus is on developing initial competencies (e.g., developing alliances, executing treatment plans). Students then go on to 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. Some courses such as Supervision and Consultation are taken in the third year of the program in order to give students a foundation of clinical and systems skills prior to taking these courses.

Some students work in agencies, and those experiences while valuable should not be confused with the practicum sequence. Students who are in this position must inform the faculty. **If students are not enrolled in a practicum class, hours obtained in these sites will not be counted as**

practicum hours (and cannot be used on an Internship application). The key is to have a development, sequential training process. Accordingly, practicum positions (paid or not) need to be approved by the faculty. We also do not take responsibility for any problems or concerns that occur during the time the person is not enrolled in practicum or when the experience is not sanctioned by the Counseling Psychology Department whether it is employment or voluntary. 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/>

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

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 the requirements below:

- The student is **ONLY** doing psychological or cognitive assessments. The experience does not involve any counseling or clinical experience beyond that required for a psychological or cognitive assessment.
- The Training Director has approved both the site and the specific supervisor.
- A copy of the supervisor's vita is provided to the Training Director
- The supervisor will need to complete an evaluation form for the student at the end of each quarter and the supervisor will need to directly observe the student during each evaluation period.
- The student will complete 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 meet with the Training Director monthly to discuss and review the experiences at the site for the length of the time that the student is participating in this sanctioned practicum.

Requirements for Students Entering with a Master's Degree That Included a Supervised Practicum/Clinical Requirement

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

A total of 90 post-master's quarter hours is the minimum required for the PhD in the Morgridge College of Education, unless students are able to transfer in additional hours for graduate work that did not lead to a degree. If students obtained a master's degree in Counseling Psychology from an institution other than DU, they may be required to take additional courses to match DU requirements for the M.A. This will probably require course work beyond the 90 credits required for a doctorate.

The following is an example of requirements for the Counseling Psychology doctoral program. The official bulletin for the University is located here: <http://bulletin.du.edu/graduate/>

I. Program Requirements

A. Foundations

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

B. Counseling Requirements

| | |
|---|---|
| CNP 4700 Counseling Theory | 5 |
| CNP 4701 Advanced Seminar: Counseling Theory | 3 |
| CNP 4710 Career Counseling | 5 |
| CNP 4720 Group Counseling Theory | 5 |
| CNP 4752 Counseling Practicum: Advanced I* (3 qtrs/ 3 credits each) | 9 |
| CNP 4753 Counseling Practicum: Advanced II** (3 qtrs/ 1 credit each) | 3 |
| CNP 4754 Counseling Psychology: PhD Internship (no syllabus required) | 1 |
| CNP 4756 PhD Clinic*** (2 qtrs/ 1 credit each) | 2 |
| CNP 4770 Counseling Psychology Seminar: Research | 3 |
| CNP 4780 Counseling Psychology Seminar: Supervision**** | 3 |
| CNP 4792 Pro-Seminar in Counseling Psychology | 1 |
| CNP 4784 Psychopathology | 5 |
| CNP 4800 Consultation | 1 |
| CNP 4794 Electives in Counseling Psychology/Special Topics (e.g., Advanced Group, Grief and Loss, Health Psych, Couple Therapy) | 6 |
| CNP 4758 Field Experience (no syllabus; these credits are not paid for by the student) (Register for this fall, winter, and spring terms during internship year for 8 credits per quarter) | 8 |

Notes for Program Requirements:

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

**Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 500-600 hours per practicum experience (250-300 of those hours should be direct client time per practicum setting). Ideally a minimum of 500 to 600 direct service hours will be accumulated at the end of the two practicum experiences. All quarters must be at the same site and must be consecutive. Some students take an additional practicum placement if necessary based on goals for internship and career. For more information on practicum requirements, please see the separate practicum handbook.

***PhD Clinic is generally taken for two consecutive quarters: either winter-spring, spring-summer, summer-fall, or fall-winter. Students are surveyed about their preferences and these are accommodated if possible.

****Students must have successfully completed Advanced Practicum I and have completed or are completing Advanced Practicum II.

II. Morgridge College of Education Requirements: Research

| <u>Required Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> |
|--|----------------------------|-----------------------------|
| RMS 4910: Introductory Statistics* | 5 hrs. | None |
| RMS 4930: Empirical Research Methods* | 3 hrs. | None |
| RMS 4941: Introduction to Qualitative Research* | 4 hrs. | None |
| RMS 4911: Correlation and Regression | 4 hrs. | RMS 4910 |
| RMS 4912: Analysis of Variance (ANOVA) | 5 hrs. | RMS 4910 |
| Total Required | 14-21 | |
| *May test out; see Dr. Cutforth regarding testing out or waiving based on previous coursework for RMS 4910, RMS 4930, and RMS 4941 respectively. | | |
| RMS Electives: Select At Least Two Courses*** | | |
| RMS 4913: Multivariate Analysis | 5 hrs. | RMS 4911 |
| RMS 4951: Mixed Methods Research Design | 4 hrs. | RMS 4910, 4941 |
| RMS 4922: Item Response Theory | 3 hrs. | RMS 4921 |
| RMS 4914: Structural Equation Modeling | 5 hrs. | RMS 4911 |
| RMS 4915: Hierarchical Linear Modeling | 4 hrs. | RMS 4911 |
| RMS 4916: Latent Growth Curve Modeling | 4 hrs. | RMS 4914 |
| RMS 4942: Qualitative Data Collection & Analysis | 4 hrs. | RMS 4941 |
| RMS 4945: Community Based Research in Urban Settings | 4 hrs. | RMS 4942 |

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

III. Comprehensive Exams

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

IV. 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. The documentation also needs to be in students' files. Students must complete the Pre-dissertation Research Completion form and submit it to the Training Director. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects research.

V. Dissertation Proposal

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

VI. Internship

Students must complete a 12-month full-time equivalent predoctoral internship after completion of coursework, comprehensive exams, and dissertation proposal. All students must complete an Internship Readiness form and be approved by faculty to apply for internship. It is expected that the internship is APA accredited. In some extremely unusual situations, faculty may allow a

student to take a non-APA pre-doctoral internship. Students cannot graduate until the pre-doctoral internship is completed.

VII. Dissertation Defense

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

MCE Dissertation Credit Policy

PhD programs in the Morgridge College of Education require a minimum of ten (10) Dissertation (PhD) or Doctoral Research (EdD) credit hours. In order to maintain degree candidacy, MCE doctoral students who have completed all required course work will register for a minimum of one dissertation or doctoral research credit for consecutive terms fall through spring (summers are not required) until the student graduates. Although a total of 10 dissertation/doctoral research credits are required, student progress toward the degree may require students to register for more than 10 credits to maintain degree candidacy.

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

University Continuous Enrollment Policy

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

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

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

To register for University Continuous Enrollment, students must complete the [Continuous Enrollment \(CE\) Approval Form](#). The form must be approved by the Morgridge College of Education, which will submit it to the Associate Provost for Graduate Studies for final approval.

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

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

The University of Denver Continuous Enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU Continuous Enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval Form to the advisor. Registration for Continuous Enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

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

The following is a typical sequence of classes for Counseling Psychology PhD students who already have MA/MS with clinical experience. Students' schedules may vary from this depending on prior experiences and coursework.

Fall first year

Advanced Practicum I* (if practicum is taken the first year)

Doctoral Ethics

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

Professional Seminar in Counseling Psychology

Introductory Statistics or Empirical Research Methods

Winter, first year

Advanced Practicum I* (if practicum is taken the first year)

Psychopathology

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

Intro to Qualitative Research

Spring, first year

Advanced Practicum I* (if practicum is taken the first year)

Broad and General Course (Life Span Development)

Cognitive Assessment

Intro to Statistical Methods or Empirical Research Methods

Summer, first year

Psychological Assessment

Fall, second year

Advanced Practicum II* for those who took Advanced Practicum I (or Advanced Practicum I for those that did not take practicum first year)
Broad and General Course (either Physiological Psychology or History and Systems)
Advanced Theory or Psychotherapy Research
Psychometric Theory
Correlation and Regression

Winter, second year

Advanced Practicum II* for those who took Advanced Practicum I (or Advanced Practicum I for those that did not take practicum first year)
Broad and General Course (either Cognitive and Affective or Social Psychology)
ANOVA

Spring, second year

Advanced Practicum II* for those who took Advanced Practicum I (or Advanced Practicum I for those that did not take practicum first year)
Diversity Seminar
Advanced Integrative Course
Advanced Research Course

Fall, third year

Advanced Research Course
Dissertation credits
PhD Clinic
Advanced Theory or Psychotherapy Research

Winter, third year

Dissertation credits
PhD Clinic
Consultation
Statistical Elective I

Spring, third year

Supervision
Diversity Seminar
Dissertation credits
Statistical Elective II

Fourth year

Pre-doctoral Internship

Note: Electives may be taken at any given quarter. Additional practicum experience may be taken in the third year (or assessment practicum).

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

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

The following is an example of requirements for the Counseling Psychology doctoral program. The DU Graduate bulletin is located here: <http://bulletin.du.edu/graduate/>

I. Program Requirements

A. Foundations

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

B. Counseling Requirements

| | |
|--|---|
| CNP 4700 Counseling Theory | 5 |
| CNP 4701 Advanced Seminar: Counseling Theory | 3 |
| CNP 4710 Career Counseling | 5 |
| CNP 4720 Group Counseling Theory | 5 |
| CNP 4740 Counseling: Basic Techniques | 3 |
| CNP 4741 Counseling: Intermediate Techniques | 3 |
| CNP 4743 Fieldwork in Counseling | 1 |
| CNP 4750 Counseling Practicum: Beginning* (2 qtrs/ 3 credits each) | 6 |
| CNP 4752 Counseling Practicum: Advanced I** (3 qtrs/ 3 credits each) | 9 |
| CNP 4753 Counseling Practicum: Advanced II** (3 qtrs/ 1 credit each) | 3 |
| CNP 4754 Counseling Psychology: PhD Internship | 1 |
| CNP 4756 PhD Clinic*** (2 qtrs/ 1 credit each) | 2 |
| CNP 4770 Counseling Psychology Seminar: Research | 3 |
| CNP 4780 Counseling Psychology Seminar: Supervision**** | 3 |
| CNP 4792 Pro-Seminar in Counseling Psychology | 1 |
| CNP 4784 Psychopathology | 5 |
| CNP 4800 Consultation | 1 |
| CNP 4794 Electives in Counseling Psychology/Special Topics (<i>e.g., Advanced Group, Grief and Loss, Couple Therapy, Family Therapy</i>) | 3 |
| CNP 4758 Field Experience (students do not pay for these credits) (Register for this each term during internship year for a total of 8 credits per quarter) | 8 |

Notes for Program Requirements:

- * Students must complete Basic Counseling Techniques with a grade of “B-” or better before enrolling in Beginning Counseling Practicum.
- **Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 500-600 hours per practicum experience (250-300 of those hours should be direct client time per practicum setting). Ideally a minimum of 500 to 600 direct service hours will be accumulated at the end of the two practicum experiences). For each practicum, all quarters must be at the same site and must be consecutive. Some students take an additional practicum placement if necessary based on goals for internship and career. For more information on practicum requirements, please see the separate practicum handbook.
- ***PhD Clinic is generally taken for two consecutive quarters either winter-spring, spring-summer, summer-fall, or fall-winter. Students are surveyed about their preferences and these are accommodated if possible. Note that students who enter without practicum experience in their MA/MS program are required to complete both MA Clinic and PhD Clinic, for a total of four quarters of clinic.
- ****Students must have successfully completed Advanced Practicum I and have completed or completing Advanced Practicum II.

II. Morgridge College of Education Requirements: Research

| <u>Required Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> |
|--|---------------------|----------------------|
| RMS 4910: Introductory Statistics* | 5 hrs. | None |
| RMS 4930: Empirical Research Methods* | 3 hrs. | None |
| RMS 4941: Introduction to Qualitative Research* | 4 hrs. | None |
| RMS 4911: Correlation and Regression | 4 hrs. | RMS 4910 |
| RMS 4912: Analysis of Variance (ANOVA) | 5 hrs. | RMS 4910 |
| Total Required | 14-21 | |
| *May test out; see Dr. Cutforth regarding testing out or waiving based on previous coursework for RMS 4910, RMS 4930, and RMS 4941 respectively. | | |
| RMS Electives: Select At Least Two Courses*** | | |
| RMS 4913: Multivariate Analysis | 5 hrs. | RMS 4911 |
| RMS 4951: Mixed Methods Research Design | 4 hrs. | RMS 4910, 4941 |
| RMS 4922: Item Response Theory | 3 hrs. | RMS 4921 |
| RMS 4914: Structural Equation Modeling | 5 hrs. | RMS 4911 |
| RMS 4915: Hierarchical Linear Modeling | 4 hrs. | RMS 4911 |
| RMS 4916: Latent Growth Curve Modeling | 4 hrs. | RMS 4914 |
| RMS 4942: Qualitative Data Collection & Analysis | 4 hrs. | RMS 4941 |
| RMS 4945: Community Based Research in Urban Settings | 4 hrs. | RMS 4942 |

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

III. Comprehensive Exams

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

IV. 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. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects research.

V. Dissertation Proposal

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

VI. Predoctoral Psychology Internship

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

VII. Dissertation Defense

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

See page 26 for MCE Dissertation Credit Policy and University Continuous Enrollment Policy.

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

Requirements 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.

The following is an example of requirements for the Counseling Psychology doctoral program. The official bulletin for the university is located here:
<http://bulletin.du.edu/graduate/gradpolicy/>

I. Program Requirements

A. Foundations

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

B. Counseling Requirements

| | |
|---|---|
| CNP 4700 Counseling Theory | 5 |
| CNP 4701 Advanced Seminar: Counseling Theory | 3 |
| CNP 4710 Career Counseling | 5 |
| CNP 4720 Group Counseling Theory | 5 |
| CNP 4740 Counseling: Basic Techniques | 3 |
| CNP 4741 Counseling: Intermediate Techniques | 3 |
| CNP 4743 Fieldwork in Counseling | 1 |
| CNP 4750 Counseling Practicum: Beginning* (2 qtrs/ 3 credits each) | 6 |
| CNP 4752 Counseling Practicum: Advanced I** (3 qtrs/ 3 credits each) | 9 |
| CNP 4753 Counseling Practicum: Advanced II** (3 qtrs/ 1 credit each) | 3 |
| CNP 4754 Counseling Psychology: PhD Internship | 1 |
| CNP 4756 Advanced Counseling Clinic*** (2 qtrs/ 1 credit each) | 2 |
| CNP 4770 Counseling Psychology Seminar: Research | 3 |
| CNP 4780 Counseling Psychology Seminar: Supervision**** | 3 |
| CNP 4792 Pro-Seminar in Counseling Psychology | 1 |
| CNP 4784 Psychopathology | 5 |
| CNP 4800 Consultation | 1 |
| CNP 4758 Field Experience (students do not pay for these credits) | 8 |
| (Register for this each term during internship year for 8 credits per term) | |

Notes for Program Requirements:

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

**Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 500-600 hours per practicum experience (250-300 of those hours should be direct client time per practicum setting). Ideally a minimum of 500 to 600 direct service hours will be accumulated at the end of the two practicum experiences). All quarters must be at the same site and must be consecutive. Some students take an additional practicum placement if necessary based on goals for internship and career. For more information on practicum requirements, please see the separate practicum handbook.

*** PhD Clinic is generally taken for two consecutive quarters either winter-spring, spring-summer, summer-fall, or fall-winter. Students are surveyed about their preferences and these are accommodated if possible. Note that students who enter with a bachelor’s degree are required to complete both MA Clinic and PhD Clinic, for a total of four quarters of clinic.

****Students must have successfully completed Advanced Practicum I. and have completed or completing Advanced Practicum II.

II. Morgridge College of Education Requirements: Research

| <u>Required Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> |
|---|---------------------|----------------------|
| RMS 4910: Introductory Statistics* | 5 hrs. | None |
| RMS 4930: Empirical Research Methods*(we encourage you to test out if possible. Please speak to your advisor to discuss if this is feasible for you) | (3 hrs.) | None |
| RMS 4941: Introduction to Qualitative Research* | 4 hrs. | None |
| RMS 4911: Correlation and Regression | 4 hrs. | RMS 4910 |
| RMS 4912: Analysis of Variance (ANOVA) | 5 hrs. | RMS 4910 |
| Total Required | 14-21 | |
| *May test out; see Dr. Cutforth regarding testing out or waiving based on previous coursework for RMS 4910, RMS 4930, and RMS 4941 respectively. | | |
| RMS Electives: Select At Least Two Courses*** | | |
| RMS 4913: Multivariate Analysis | 5 hrs. | RMS 4911 |
| RMS 4951: Mixed Methods Research Design | 4 hrs. | RMS 4910, 4941 |
| RMS 4922: Item Response Theory | 3 hrs. | RMS 4921 |
| RMS 4914: Structural Equation Modeling | 5 hrs. | RMS 4911 |
| RMS 4915: Hierarchical Linear Modeling | 4 hrs. | RMS 4911 |

| | | |
|--|--------------------|----------|
| RMS 4916: Latent Growth Curve Modeling | 4 hrs. | RMS 4914 |
| RMS 4942: Qualitative Data Collection & Analysis | 4 hrs. | RMS 4941 |
| RMS 4945: Community Based Research in Urban Settings | 4 hrs. | RMS 4942 |
| RMS 4932: Meta-Analysis in Social Science Research | 3 hrs. | RMS 4910 |
| RMS 4939: Topics in Quantitative Methods: Propensity Score Analysis | 3 hrs. | RMS 4930 |
| Other statistical/methodology electives can be approved by advisor*** | | |
| Total Electives | 5-10 hrs. | |
| Dissertation Credits | | |
| Dissertation Research (CNP 5995) can take up to 5 credits prior to comprehensive exams; HOWEVER, must register for at least 1 credit during fall, winter, and spring until graduation. | 10 Hrs. Minimum | |

III. Qualifying Exams

Qualifying Exams are taken during the second year of doctoral study for students entering the program with a bachelor's degree.

IV. Comprehensive Exams

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

V. Pre-Dissertation Research Requirements

Prior to writing the dissertation proposal, students are required to participate in another research project. This may be research conducted independently, as a part of a Counseling Psychology research group, or as a part of a research project in another department at DU 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. Students should refer to the handbook section on [Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects research.

VI. Dissertation Proposal

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

[Human Subjects Research](#) for more information on the University's Institutional Review Board (IRB) requirements involving human subjects research.

VII. Predoctoral 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. Students cannot graduate until the internship is completed.

VIII. Dissertation Defense

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

See page 26 for MCE Dissertation Credit Policy and University Continuous Enrollment Policy.

The following is a typical sequence of classes for PhD students who do not already have MA/MS with a clinical experience. Students' schedules may vary from this depending on prior experiences and coursework.

Fall first year

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

Winter, first year

Intermediate Techniques
 Practicum
 Psychopathology
 Intro to Assessment

Spring, first year

Practicum
 Multicultural Counseling
 Cognitive Assessment
 Group Counseling

Summer, first year

Psychological Assessment

Fall second year

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

Winter, second year

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

Spring, second year

Advanced Practicum I
Lifespan Development
Diversity Seminar

Fall, third year

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

Winter, third year

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

Spring, third year

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

Fall, fourth year

Consultation
Dissertation credits
Advanced Theory or Psychotherapy Research

Winter, fourth year

Dissertation credits
Supervision
Statistical Elective I

Spring, fourth year

Diversity Seminar
Dissertation credits
Statistical Elective II

Fifth year

Predoctoral Internship

Note: Electives can be taken at any given quarter.

VIV. Interim Master of Arts in Counseling Psychology

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

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

Degree Requirements:

Coursework Requirements

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

CNP 4645 Lifespan Development 5

CNP 4700 Counseling Theory 5

CNP 4702 Introduction to Assessment 5

CNP 4710 Career Counseling 5

CNP 4720 Group Counseling Theory 5

CNP 4740 Basic Counseling Techniques 3

CNP 4741 Intermediate Counseling Techniques 3

CNP 4743 Fieldwork in Counseling 1

CNP 4750 Counseling Psychology Beginning Practicum 6 (2 quarters of 3 quarter credits each)

CNP 4772 Diversity Seminar 2 (2 quarters of 1 quarter credit each)

CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues 5

CNP 4784 Psychopathology 5

CNP 4790 Counseling Psychology Seminar: Ethics 3

Electives: (2 hrs. min.) Discuss electives with your advisor 2

Total Credits 55

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 sense of the knowledge they have gained during their program of study. Designed as a reflective exercise that emphasizes the student's ability to utilize knowledge and skills in a compressed time frame, a 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 Exam Information webpage](#),

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:

Ethics and Legal Issues; Individual and Cultural Diversity; Professional Attitudes, Values, and Behavior; Communication and Impersonal Skills; Assessment; Supervision; and Consultation; Interprofessional/Interdisciplinary skills; Clinical Intervention, and Research. Students will be required to answer six questions (three per day) over the course of five hours per day.

Quals & Comps: Process & Scoring: Students will be required to answer six questions over two days (three questions each day for five hours) for Comprehensive Exams and three questions during one day (5 hours) for Qualifying Exams. The grading rubric for Comps and Quals are the same. Each area will be graded on a five-point scale ranging from: 1 (no competence demonstrated in this area), 2 (insufficient demonstration of competence in this area), 3 (minimum

competence demonstrated in this area), 4 (competence demonstrated in this area), 5 (exceeds competency expectations in this area). Each question will be de-identified (a random number will be assigned to the answer). Two faculty grade each question (the same faculty will develop the questions as they are in alignment with the Counseling Psychology program goals; the TD will assure that the questions are in line with the program goals). If there is disagreement between the two faculty reviewers a third faculty will be brought into the process to resolve the disagreement. 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 four of the six questions, and 4 or above on the remaining two questions the student will be deemed as passing with honors. For the qualifying exam, if a student earns a score of 5 on two of the three questions, and a score of 4 or greater on the remaining question the student will be deemed as passing with honors.

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

Conditional Pass: For the comprehensive exam, if a student fails 1 or 2 questions, the student will be deemed as conditional pass. For the qualifying exam, if a student fails 1 question, the student will be deemed as conditional pass. Those who earn a condition pass 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 two quarters to complete the paper(s). This paper(s) will be reviewed by two faculty members. If the paper(s) is/are deemed to meet the standards of competencies, then they will be assigned a passing score for the exam (based on the same scoring system noted above). If the paper(s) do not meet the standard of competencies, then the student will need to take the comprehensive exam over as well as work with the Training Director to develop a remediation plan.

Fail: If students fail more than two questions on the comprehensive exam or the qualifying exam, the student 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 twice 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.
8. 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. Discuss the status of multicultural/diversity areas in Psychotherapy Outcome 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, comprehensive exams. **It is required that students have their dissertation proposal passed by October 1 of the fall quarter that they plan to apply for pre-doctoral internship.** It is also required that students fully pass their comprehensive exams prior to applying for internship. All students need to be approved by faculty to apply for internship. Please contact the Training Director for the internship readiness form.

Internship Registration

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

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

Once the student has completed the required year-long internship and is working on a dissertation, the student must register for CNP 5995 for EACH academic quarter until he or she successfully completes and defends the dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters as per the MCE Continuous Enrollment Policy. Please note: Some students will decide to complete their dissertation prior to their internship.

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

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

Internship Hints

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

We have a 100% pre-doctoral internship match rate in the past three years. This is due to the fact that students are well-prepared to apply and interview for internship placements. Students 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.

Winter, Spring, and Summer Quarters:

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 the spring quarter of the year you are applying for Internship (for the 2017-2018 academic year. Starting in 2018-2019, the comprehensive exam will be offered in winter quarter only)
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 possibly neuropsychological tests). . 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 information 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 sites they may know about and whether prior students have been at those internships.
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 contact you 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. Download the [online internship application](#). Begin to select the number of agencies (about 10-12) to which you will apply. Make sure that the sites you select match your experience, including sites and hours from Adv. Practicum I and II and Clinic, as well as hours from a Master's Program.
2. Make a list of deadlines for each internship site. Remember, even the new APPIC Directory may have inaccurate deadlines, so check applications.
3. Finish your vita and have a faculty member in the program and the Training Director review it.
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. Some agencies request transcripts of undergraduate work as well.
5. In September, request recommendations from faculty and supervisors (generally one faculty member and two clinical supervisors). Recommendations are now forms that have several areas for the recommender to respond to. The request for this form comes from APA to the recommender. Think carefully about what you want to convey and choose your references accordingly. Give them a copy of your vita, a statement of your training

interests and goals, and your strengths and weaknesses. Get the Training Director's approval of all application materials before submission.

6. Work on your essays. There are four of them that focus on: your autobiobiography, theoretical orientation, multicultural and diversity experience, and your research experience. You will likely need these to be reviewed by the Training Director and other faculty members several times.
7. Most applications are due November 1 and interviews are generally scheduled in December and 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. The internship will provide their policy in their materials. A limited winter class schedule is helpful if you plan visits in January.
8. All materials are now sent on-line to APPIC .

Late Fall / Early Winter:

Many internship sites, especially counseling centers, arrange phone interviews and/or Skype interviews. Typical questions can be found at the end of this section. After an interview, you can write a thank you note, yet many sites say this is unnecessary. You need to follow all APPIC rules. For example, you cannot tell a site that they are your first choice.

The interval 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 with the Training Director before you rank them online.

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

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?

Human Subjects Research (IRB)

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

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

Office of Research Integrity and Education

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

MCE students, staff and faculty who conduct research are required to review the following [checklist](#) and [flow chart](#) as the first steps to determine if your research project qualifies as human subject research that requires you to submit a proposal to be reviewed by the Institutional Review Board (IRB). Please review the [examples](#) of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121. More information on their office is listed on the [ORIE website](#).

ADVISING

Academic Advisor

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

- Students are required to make appointments to meet with his or her advisor at least once per academic year.
- First-year students should meet with the academic advisor during the first quarter of study.
- Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

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

Coursework Plan

The Coursework Plan provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is

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

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

In order to transfer credit from another school, Office of Graduate Studies needs to have an official transcript from that school in its files, sent directly to the University of Denver from that school's registrar's office. This form must be completed and approved before the end of the first quarter of enrollment. Credit (up to 15 quarter hours) can only be transferred if it is less than five years old when the transfer is requested, and if it has not been counted toward any degree. Credits must be at the graduate level and with a grade of "B" or better. The student should check with the Academic Services Associate and Graduate Studies to make sure these transcripts are on file.

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

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

1. Research, measurement, and statistics courses requirements can be waived only with written permission of the Research and Statistics Methods Faculty. A judgment will be made by the RMS faculty concerning the "comparability" of the course in question. In no case are credit hours granted with the waiver, but rather, students are provided the opportunity to engage in more advanced or specialized work.
2. Program area courses and courses recommended for particular concentrations can be waived only by the faculty member who teaches the course or in consultation with the

person most directly responsible for the overall program. Credit hours will not be reduced as another course must be selected.

3. Advanced Research requirements can be waived, or substitutions made only with written approval of the academic advisor and the course instructor.
4. Students may waive RMS 4930, RMS 4910, or RMS 4941 if they have taken comparable coursework within five years with a grade of “B” or better. Students may also attempt to test out of these courses. Credit hours will not be reduced.

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

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

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

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

Assistantships and Fellowships

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

The Morgridge College of Education offers positions working in the Office of Admissions, the Dean’s Office, and in various academic programs. Administrative experience is helpful for the Office of Admissions positions while experience in the schools is helpful for positions in the Teacher Education Program. The Health and Counseling Center at DU has positions that involve individual counseling with university students. A position through the Counseling Center also serves as a practicum placement.

To be considered for assistantships in Counseling Psychology and other positions in the Morgridge College of Education, the student must submit a departmental financial aid application to the Morgridge College of Education (see Rule 2, "Financial Aid" in this handbook) by March 1. Applications for the DU Health and Counseling Center positions are usually due in March. Contact the Training Director for application instructions at that time.

Financial Aid

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

Course Descriptions

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

Transfer of Credit

With approval from the student's advisor and the department chair, doctoral students may reduce the required hours for a doctoral degree by up to 45 hours with an earned Master's degree from a regionally accredited university, in order to reduce the credits required from 135 to 90. Degree-seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i. With approval from the student's advisor and the department chair, doctoral students may reduce the required hours for a doctoral degree by up to 45 hours with an earned master's degree from a regionally accredited university (i.e., from 135 to 90). Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the faculty advisor, will initiate a request to transfer-in credits by completing the form found at:

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

This form must be signed by both the faculty advisor and the department chair.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to meet elective degree requirements, and to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course has been approved by the advisor, and the instructor for the course has been certified to be one level above the student's degree (e.g. a PhD student takes a course from an instructor with a PhD or EdD), and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised Coursework Plan to the Department Academic Services Associate.

COUNSELING PSYCHOLOGY POLICIES

Admissions Policy

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

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

We receive many high quality applicants, so at times faculty members have to make difficult admissions decisions regarding whom to select. This is the admissions process. After review of applications, the faculty invite a select subgroup to an on-campus interview (Skype or phone interviews are also available for those cannot make the on-campus interview). After the interview day, the faculty members meet to discuss the applicants and make a recommendation to the Graduate Office regarding whom should be offered admission. The Counseling Psychology Department typically selects approximately 8-10 doctoral students per year.

Counseling Psychology Student Review and Retention Policy

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

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

The Student Review and Retention Policy enables Counseling Psychology faculty to discuss and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and

progress during regularly scheduled department faculty meetings. At that time, any questions about students may be raised for faculty consideration.

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

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

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

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

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

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

The following subsections are offered to clarify the list above:

1. Failure to maintain minimum academic standards

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

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

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 practicum instructor as well as the Counseling Psychology Training Director and, after a performance review by the program faculty, a student who is judged to have failed in meeting the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or pre-doctoral internship, may be recommended to the Counseling Psychology 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 providing a citation to that work. Using papers written by others, or parts of papers, materials, and handing it in as one's own work is clearly unethical.

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

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

Violation of the DU Honor Code

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

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

Students should refer to the [Morgridge College of Education Policies and Procedures](#), the [University Graduate Bulletin Policies](#), and the [Honor Code & Student Conduct Policies and](#)

[Procedures](#) website for further information on the rationale, authority, and enforcement of the University's Honor Code.

Probation and Remediation Processes

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

1. The Department Chair will notify the student, in writing, that the student is on probation or is receiving a formal warning. Additionally, the student shall meet with the advisor and training director to discuss the procedures that will be used regarding the probation.
2. The student, the student's advisor, and the training director develop a plan for remediation of the student's behavior. This plan will: (a) define the student's problem areas; (b) identify the expected behavior patterns or goals; (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work; (d) delineate specific goals and how goal attainments will be demonstrated; and (e) designate a date for goal attainment or reevaluation.
3. After approval from the Counseling Psychology faculty, a copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the Counseling Psychology office.
4. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
5. After re-review, the faculty has three options of recommendation:
 - a) **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b) **Continued probation and remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
 - c) **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
6. The student will be notified in writing, by the Department Chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor and training director for feedback concerning the decision.
7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be given to the student, and one copy will be placed in the student's file in the Counseling Psychology office.

8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.
9. If dismissal from the program is recommended by the faculty, the Department Chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the Counseling Psychology office.
10. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
11. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step 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 notice to the MCE Associate Dean, and will work with the Office of Graduate Studies to finalize the dismissal.

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

Grievances

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

First Level: Informal Resolution

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

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

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

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

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

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

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

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

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

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

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

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

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

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within five working days of receiving the Associate Dean's decision. The Provost will hear only those grievances and appeals based on problems of process or concerns of bias, retaliation, or other improprieties unrelated to protected class status and not on differences in judgment or opinion concerning academic performance. Within five working days after receiving the appeal, the Provost may refer grievances or appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as chair. Anyone called upon by the Provost or the Provost's designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from the designee.

Scope of Review

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

Deviation from Procedures

These guidelines provide basic steps for resolving appeals and grievances. The steps may vary based upon the structure of the academic unit or the particularities of the situation. The provost or 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 AND UNIVERSITY POLICIES & PROCEDURES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's [Graduate Studies Policies and](#)

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

Morgridge College of Education (MCE) policies are the second layer. Students should refer to the [MCE Policies and Procedures](#) for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. Students should check with their Academic Advisor or Academic Services Associate for clarification of the policies and procedures that are College-wide in their applicability.

Academic Services

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

Student Responsibilities

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

Workers' Compensation Coverage

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

Liability Insurance Coverage

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

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

MCE Student Orientation

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

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

Enrollment Requirements

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

Student Status

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

Provisional Admission Status

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

PROGRAM, COLLEGE, AND UNIVERSITY RESOURCES

Student Associations

Graduate Student Association Council (GSAC)

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

College of Education Student Association (COESA)

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

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

Student and Faculty Informational Meeting

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

Program Faculty Meetings

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

ETHICAL CODES AND PROFESSIONAL STANDARDS

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

APA Ethical Principles of Psychologists and Code of Conduct

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

PROFESSIONAL ASSOCIATIONS

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

American Psychological Association

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

Division 17 (Counseling Psychology)

There are also other divisions that may be of interest, including but not limited to:

Division 29, 35, 45, 49, 51

Colorado Psychological Association

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

STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

English Language Center (ELC)

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

International students who need to improve their English proficiency will find support at the English Language Center. The five-level intensive English as a second language program includes instruction in grammar, writing, reading, listening, speaking, research, note taking and vocabulary development. It also offers an International Teaching Assistant Program in Fall quarter for graduate teaching assistants. For more information, please visit www.du.edu/intl/elc.

The Ombuds Office

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

Office of Equal Opportunity (EEO)

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

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

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

Office of Title IX

The Office of Title IX is responsible for ensuring compliance with the University's anti-discrimination policies related to sex or gender, sexual orientation, gender identity, gender expression, and promoting full compliance with all applicable federal, state and local discrimination laws. For more information, please visit:

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

The Office of Title IX can assist with:

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

Center for Multicultural Excellence

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

Distributed Email List

All accepted and enrolled students in an MCE program should immediately subscribe to their program's distributed email list, using their PREFERRED email address. These lists are used to deliver official program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to

<https://listserv.du.edu/mailman/listinfo/cnpprogram-l> in order to subscribe.

Laptops

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

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students in 210 Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

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

Software Installed in Computer Lab

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

Technology Support and Services

The technology staff are housed in Katherine A. Ruffatto Hall and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Student Training

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

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information. DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the bookstore website (dubooksore.com) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Procedure for Student Booking Study and Meeting Spaces

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

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

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

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

Room Reservation Tips:

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

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

Quick Forms for Students and Advisors

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

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

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

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

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

- This form is found at: http://www.du.edu/registrar/media/documents/incomplete_application.pdf

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

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

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

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

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

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

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

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

Reserving a room in the MCE— <https://25live.collegenet.com/du/> Appendix B: 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 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: 2017-18

Student Name: _____ Student #: _____

Email: _____ Advisor: _____

| Morgridge College of Education Requirements | Course Number | Estimated Completion Date | Credit Hours |
|---|---------------|---------------------------|--------------|
| Foundations | | | |
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| Counseling Requirements | | | |
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| Research Requirements | | | |
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| Transfer Credit | | | |
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| Courses Waived (no credit) | | | |
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