

Counseling Psychology Student Handbook

Master's Program

2008-2009



UNIVERSITY OF
DENVER

Morgridge College
of Education

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Welcome from the Students

Welcome to the Counseling Psychology Program, the Morgridge College of Education, and the University of Denver, and for some, welcome to Denver. We are glad to have you as fellow students and hope that as questions and unfamiliar feelings arise in the weeks and months ahead, you will feel comfortable speaking with one of us who have experienced the first year of graduate school. Again, welcome to our program.

This student handbook provides a brief overview of student views regarding graduate life and the Master's program. Part of it has been prepared by students in the program to give you some practical advice about getting through the program. In addition, it includes program policy documents and the most current program brochure. We hope it will be a useful and helpful source of information. As you read this handbook, if you have ideas on potential improvements and/or would like to help in subsequent revisions, please contact one of the faculty members. As fellow students, we welcome your input!

Students take a great deal of pride in this program--we hope you will do the same.

Chancellor's Diversity Statement

We believe that one mark of a leading university is its commitment to diversity and the concomitant practice of recognizing and valuing the rich experiences and world views of individuals and groups. Diversity yields many benefits to institutions that successfully cultivate diversity within their educational, research and community service activities. By achieving and maintaining a multicultural constituency of administrators, faculty, students and staff, an institution successfully connects with the demographic reality of society. The institution gains an edge in educational and research opportunities and in preparing students for living and working in an increasingly diverse and global society.

The University of Denver community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion.

The University's commitment to diversity in particular requires that we attract members of historically under-represented racial and ethnic groups. To create a rich academic, intellectual and cultural environment for everyone, our concern must extend beyond representation to genuine participation. Our commitment must entail the creation of initiatives and programs designed to capitalize on the benefits of diversity in education, research and service. In sum, our actions must speak louder than our words.

We also believe that in order to achieve our goals, we must create a campus climate with an ethos of respect, understanding and appreciation of individual and group differences. We must encourage the pursuit of social justice within and outside the institution.

A positive campus climate requires the University's sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. We aim for change within the University and ultimately, beyond the University. We seek to be leaders in the creation of a more inclusive and just world.

For more information about our efforts to ensure that the University of Denver (DU) continues to be an exceptional private institution that seeks to achieve excellence through diversity, please visit the Center for Multicultural Excellence (CME) Web site.

Program Summary

The Master's degree in Counseling Psychology has four main tracks; community counseling, school counseling, general counseling, and a research track that requires a thesis. In all four tracks, students develop basic individual, group, and career counseling skills. They also receive extensive consultation in basic counseling courses and supervision in on-site practicum settings. Please see pages 8-19 regarding the required courses in all of the tracks. While the program focuses primarily on adolescent and adult counseling, some students may pursue interests in child counseling through their practicum placements, or in marital and family counseling through course work.

The 72 quarter hour community counseling track prepares students to apply for state licensure as professional counselors (LPC). The program takes two years to complete and requires both a practicum and an internship. A 55 quarter hour (four or five quarters) Master's degree option in general counseling is also available; however, students in this track are not eligible to take the LPC examination.

The 72 quarter hour Master's degree in school counseling allows students to apply for licensure in Colorado as a school guidance counselor for kindergarten through grade 12. Students are required to complete basic counseling courses, a supervised practicum in a school setting, and other courses related to a school-based environment.

The research track is a 72 quarter hour Master's degree that prepares students for research-based careers in counseling as well as doctoral work. In addition to core counseling skills courses, this track requires advanced course work in research design and statistics, as well as a thesis.

Counselor Development: What Can You Expect? by Annorah S. Moorman

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

Stoltenberg and Delworth (1987) describe typical counselor development using changes in three basic structures: self- and other-awareness, motivation, and autonomy. According to Stoltenberg and Delworth's (1987) model, the Level 1 trainee's primary focus is on him- or herself. The beginning trainee is often apprehensive and anxious at the prospect of being evaluated by both supervisor and client. Focusing on one's own fears and uncertainties makes it difficult to "be with" or understand what the client is experiencing. Although this initial focus on self as therapist is necessary in counselor development, it does interfere with the trainee's ability to empathize and understand the client. Motivation at this level is usually very high, as it reflects the individual's strong desire to become a counselor. The Level 1 counselor is preoccupied with helping people make a difference rather than on the process involved in becoming effective as a counselor. Here the focus is on basic counseling skills (e.g. eye contact, posture, and attending behaviors). Initial success, in addition to structured and supportive supervision, leads to increased confidence in one's abilities and skills as counselor. With practice, the beginning counselor becomes less anxious and more able to understand specific techniques. Using these techniques, the counselor is able to describe and facilitate the therapeutic process. In theory, the beginning counselor understands the counselor and client role in the therapeutic process. However, this "honeymoon phase" does not last forever.

Having grasped the concept of the therapeutic process, the Level 2 counselor begins to focus on the cognitive and emotional experience of the client. In extreme cases, the counselor may over-identify with the client, becoming absorbed in the client's pain, depression, or joy. This loss of objectivity may result in the trainee feeling confused, pessimistic or optimistic (whatever is congruent with the client's experience). For the first time, the Level 2 trainee realizes that counseling is much more complex than previously thought. Now that they are able to use basic counseling skills effectively, trainees at this level are often assigned more difficult clients with more severe pathology. This may result in a state of disequilibrium for the trainee; the Level 2 trainee realizes that he or she lacks sufficient skills to work effectively with all clients. This trainee often fluctuates between wanting to be treated as an independent counselor and wanting to be dependent on a supervisor. Uncertainty regarding therapy in general and one's own aptitude for the field can adversely affect one's motivation to learn and work with diverse clients (Stoltenberg & Delworth, 1987, p. 39). Ambivalence and frustration are often common at this level of counselor development; trainees may feel ambivalent about their training program and faculty, as it is here that trainees realize their program and faculty have strengths and weaknesses.

Having weathered Level 2, the Level 3 counselor realizes how the client's emotional experience impacts him or her, while understanding how certain behaviors and techniques affect the client. Here the counselor is able to find a healthy balance between the two; he or she is able to move back and forth between focusing on the counselor's emotional experience and cognitive responses to the client and an awareness of what the client is experiencing. Information from both perspectives is integrated at this level; a deeper and more integrated understanding of the concepts relevant to the particular task and situation is developed. As a result of this deeper understanding, counselor motivation becomes more consistent. The Level 3 counselor is able to identify his or her strengths and weaknesses, as well as the limitations of the profession. At this level, the trainee is confident but consults with others when in doubt in particular situations.

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

Stoltenberg, C. & Delworth, U. (1987). *Supervising Counselors and Therapists*. San Francisco: Jossey-Bass.

Graduate Student Stress and Self-Care

Graduate school provides tremendous opportunity to learn and grow, both professionally and personally. Graduate school also exposes students to increased stress and demanding schedules while maintaining the expectation that students perform at their best.

While in graduate school, students may experience physical exhaustion, increased irritability, exaggerated expectations of self, negative change in eating habits, decreased sleep, and a decrease in self-care practices. There are several techniques that can be used to help students maintain balance as they navigate the graduate journey and ultimately, facilitate optimal physical and mental health.

Techniques to Consider:

1. Maintain relationships with family and friends. If you are not from Colorado, call friends and family frequently and keep them as part of your support system.
2. Take time to eat properly. Students will not be able to function at their best if their bodies are not fueled appropriately. Carry an apple or an orange with you instead of grabbing a candy bar out of the vending machine. Carry water with you instead of drinking a caffeinated beverage. Healthy snacking throughout the day is vital to your health and well-being.
3. Take time off weekly, especially during the weeks when you feel you cannot. Budget this personal time just as you would any class or meeting. If you are from out of town, it may be helpful to do something that reminds you of home. Whatever you do, take time for yourself to meet your personal needs.
4. When you begin to experience anxiety over anything (papers, readings, finances, loneliness, loss of lifestyle, a returned paper or test), talk to another student. Chances are that other students are experiencing or have experienced a similar reaction. Reach out to students within and outside of your cohort as students further along in the program may be able to offer a helpful perspective.
5. Take time to enjoy your cohort. This is the group with which you spend the most time, do your best to make some of this time full of laughter and camaraderie instead of remaining focused only on academics.
6. Remember that you are in a training program and that this experience begins upon admission. It is not helpful to compare yourself to others; instead remain focused on the progress you are making with the path you have set for yourself. The program values collaboration – not competition between students.
7. Maintain outside interests including physical activity, music, movies, and time with friends and family.
8. Exercise regularly. DU has a state-of-the-art gym with free access to students.
9. Enjoy fabulous and diverse restaurants around DU: Isle of Singapore, Tokyo Bowl, Pete's Café, John Holly Asian Bistro, Little India, Poppies, Kokoro, Kiki's Japanese Restaurant, Sushi Den, Washington Grill, Spicy Thai, etc (these were tested and recommended by Ruth).
10. If possible, socialize and make friends with people outside of the program.
11. While relationships with spouses and significant others are more important because of the need for support during graduate school, there is also less time for such relationships. Make and take time for little moments together and budget this time just as you would for any class, meeting or time for yourself.
12. Students of color can meet with their advisor or may contact Dr. Fernando Guzman, one of our graduates, at the Center for Multicultural Excellence (303-871-2942), for current programming information and opportunities.

13. International Students are encouraged to stay in touch with other international students through the International Student and Scholar Services (303-871-4912).

Degree and Course Work Plans

1. The College requires students to complete their **Course Work Plan** by the end of Winter quarter of their first year of study. This must be signed by your advisor and turned in to the Office of Admissions and Enrollment Services in Ammi Hyde 127. If you are opting to complete the program in one year, you must have this completed as soon as possible. A blank course work plan is in the Appendix.
2. All courses taken for elective credit must be approved by the student's advisor.
3. Many courses are only offered once a year. Thus, when planning your schedules, it is helpful to consult the *Recommended Course Work Sequence*. Be advised, however, that the timing of some course offerings can, and do, change. When in doubt, **check with your advisor**. Don't depend on word of mouth from students from prior years. Some things change from year to year.
4. Be advised that although the courses that you can take during your first year are limited, there is generally more flexibility at the beginning of your second year. Both years, some classes are held in the evening. It is important to keep this in mind when committing to a long-term job.
5. Try to avoid incompletes if possible. Some students will get an incomplete in Fieldwork if they delay choosing a practicum site. The "I" remains on your transcript along with the new grade. Thus, try to complete all work within the quarter--no one wants to spend vacation time writing papers. On the other hand, in some situations, an incomplete is necessary and helpful.
6. Refrain from **course work overload**. A full-time load at the graduate level is 8 credits per quarter. Ask professors and second-year students about course requirements before scheduling. In addition, keep the following in mind:

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

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

CNP 4750: Beginning Practicum, offered every quarter, requires that students receive additional consultation from their course instructor outside of class. Plan on having three separate hour-long meetings for this individual consultation. You will be required to provide typed verbatim transcripts of sessions; these have been known to take 10 hours to complete. During Spring quarter, students may receive supervision from doctoral level students taking a Counseling Supervision class. This option will be voluntary.

Track One

Master's Program in School Counseling (72 credits)

This track allows students to work as counselors in the public schools. It requires a minimum of 72 quarter hour credits including a 200-hour practicum, and a 600 hour internship in a school setting with multiple grade levels of students. The internship will provide opportunities to participate in a wide variety of activities, including individual and group counseling, classroom guidance, career and educational planning, assessment or professional development. Successful completion of all requirements of this program ensures that all state performance competencies for the Colorado Department of Education (CDE) have been met. Our program is accredited by CDE, which allows students to serve populations ranging in age from birth to 21.

In order to be certified in School Counseling, you must take the state PLACE exam (Program for Licensing Assessments for Colorado Educators), which is offered four times a year. You may call the Educator Licensing Department of the Colorado Department of Education at 303-866-6628 for more information about the exam. Students typically take the exam near the end of the program or shortly after graduation. You must also take several courses specifically related to schools (see Other School Requirements).

Course Work Outline

NOTE: By the end of the second quarter of the program, Master's students must file their Course Work plan in the Office of Admissions and Enrollment Services, Ammi Hyde 127. Course work plans are coordinated with the student's advisor. Consultation with the advisor should take place quarterly.

I. Morgridge College of Education Requirements: 7 hrs.

A. Foundations

CFSP 4312 - Learning Applications and Analysis 3 qtr. hrs.

B. Research Requirement

QRM 4910 – Educational Research and Measurement 4 qtr. hrs.

II. Program Requirements: 51 hrs.

CNP 4702 – Introduction to Assessment 3 qtr. hrs.

CFSP 4311 – Child Development 3 qtr. hrs.

CNP 4641 – Adolescent Development 3 qtr. hrs.

CNP 4740 – Counseling: Basic Techniques 4 qtr. hrs.

CNP 4700 – Counseling Theory 3 qtr. hrs.

CNP 4710 – Career Counseling 3 qtr. hrs.

CNP 4720 – Group Counseling Theory 3 qtr. hrs.

CNP 4730 – Program Development and Evaluation Program 3 qtr. hrs.

CNP 4741 – Counseling: Intermediate Techniques 4 qtr. hrs.

CNP 4743 – Fieldwork in Counseling 1 qtr. hr.

CNP 4750 – Counseling Psychology Practicum: Beginning 8 qtr. hrs.

CNP 4755 – Beginning Counseling Clinic (2credits each/2 qtrs.) 4 qtr. hrs.

CNP 4773 – Diversity: Multicultural Counseling Psychosocial Issues 3 qtr. hrs.

CNP 4795 – MA Counseling: Legal and Ethical Issues 3 qtr. hrs.

CNP 4751 – School Counseling Internship (1 credit each/3 qtrs.) 3 qtr. hrs.

III. Other Requirements: 12 hrs.

CFSP 4302 – Risk, Resiliency, and Prevention 3 qtr. hrs.

CFSP 4342 – Crisis Intervention 3 qtr. hrs.

CFSP 4330 – Family Assessment and Consultation 3 qtr. hrs.

CFSP 4305 – Exceptional Child: Biomedical & Psychosocial Aspects 3 qtr. hrs.

IV. Possible Electives: 2 hrs. min.

CNP 4776 – Family Counseling	3 qtr. hrs.
CNP 4777 – Counseling Children and Adolescents	3 qtr. hrs.
CNP 4784 – Psychopathology	4 qtr. hrs.
CNP 4797 – Counseling Addictive Behaviors	3 qtr. hrs.
CNP 4772 – Diversity Seminar (a series of 1 credit courses)	1 qtr. hr.
	Total 72 qtr. hrs.

Summary: Track One, MA in School Counseling

I. MCE Requirements	7 hrs.
II. Program Requirements	51 hrs.
III. Other Requirements	12 hrs.
IV. Electives	2 hrs. min.
	72 hrs. min.

Passing the program comprehensive exam is also required.

Track One
SCHOOL COUNSELING
Sample Plan of Study

You will find below a typical plan of study. Some courses must be taken in sequence while other courses can be taken as your schedule allows. For example, in the Fall of the first year, students should begin with Basic Counseling Techniques, Counseling Theory, Fieldwork and Diversity or Career Counseling. Students should consult the class schedule for research, assessment, and developmental courses, as well as elective courses. Students should note that most classes are only offered once each academic year and the schedule may change from year to year. Many electives are offered during Summer quarter. Note: Some students may want to carry a heavier course load during year one, and may choose to add required courses listed in year two. Comprehensive Exams may be taken during Spring or Summer of year two.

YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Counseling Techniques: Basic*	4	Counseling Techniques: Intermediate*	4
Counseling Theory*	3	Adolescent Development	3
Career Counseling	3	Beginning Practicum*	4
Counseling Fieldwork*	1	<u>Ethical and Legal Issues*</u>	<u>3</u>
<u>Diversity Seminar</u>	<u>3</u>		<u>14</u>
	14		
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Beginning Practicum*	4	Diversity Elective	1
Intro. to Assessment	3	<u>Elective</u>	<u>1</u>
<u>Ed. Research & Measurement</u>	<u>4</u>		<u>2</u>
	11		

*Must be taken during Year 1

YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Internship	1	Internship	1
Child Development	3	Program Development & Evaluation	3
Career Counseling or Diversity (If not taken year 1)	(3)	<u>Counseling Clinic</u>	<u>2</u>
<u>Counseling Clinic</u>	<u>2</u>		<u>6</u>
	6		
<u>SPRING</u>	<u>CR</u>	<u>Other Required Courses</u>	<u>CR</u>
Internship	1	Risk, Resiliency, and Prevention	3
Learning Applications and Analysis	3	Crisis Intervention	3
<u>Group Counseling Theory</u>	<u>3</u>	Exceptional Child: Biomed. & Psych. Aspects	3
	7	<u>Family Assessment and Consultation</u>	<u>3</u>
			12

Track Two

Master's Program in Counseling (55 credits)

Track Two leads to a general Master's degree in Counseling. Students who complete this program may work in agencies or apply for further doctoral work. This track requires a minimum of 55 quarter hour credits, including a 400-hour practicum.

Course Work Outline

NOTE: By the end of the second quarter of the program, Master's students must file their Course work plan in the Office of Admissions and Enrollment Services, Ammi Hyde 127. Course work plans are coordinated with the student's advisor. Consultation with the advisor should take place quarterly.

I. Morgridge College of Education Requirements: 6 hrs. min.

A. Foundations

CFSP 4312 - Learning Applications & Analysis 3 qtr. hrs.

B. Research

One of the following three:

QRM 4903 – Empirical Research Methods 3 qtr. hrs.

QRM 4910 - Educational Research and Measurement 4 qtr. hrs.

QRM 4930 - Statistical Methods in Education & Psychology (Optional)** 5 qtr. hrs.

** This course is helpful for students intending to apply to doctoral programs 6 hrs. min.

II. Program Requirements: 47 hrs. min.

CNP 4702 - Introduction to Assessment 3 qtr. hrs.

One of the following three:

CFSP 4311 - Child Development 3 qtr. hrs.

CNP 4641 - Adolescent Development 3 qtr. hrs.

CNP 4642 - Adult Development 3 qtr. hrs.

Plus:

CNP 4700 - Counseling Theory 3 qtr. hrs.

CNP 4710 - Career Counseling 3 qtr. hrs.

CNP 4720 - Group Counseling Theory 3 qtr. hrs.

CNP 4730 - Counseling: Program Development & Evaluation 3 qtr. hrs.

CNP 4740 - Counseling: Basic Techniques 4 qtr. hrs.

CNP 4741 - Counseling: Intermediate Techniques 4 qtr. hrs.

CNP 4743 - Fieldwork in Counseling 1 qtr. hrs.

CNP 4750 - Counseling Psychology Practicum: Beginning 10 qtr. hrs.

CNP 4755 - Beginning Counseling Clinic (2 qtrs, each 2 credit) 4 qtr. hrs.

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues 3 qtr. hrs.

CNP 4795 - MA Counseling: Legal/Ethical Issues 3 qtr. hrs.

III. Electives: 2 hrs. min.

Total 55 qtr. hrs.

Summary: Track Two, MA in Counseling

I.	MCE Requirements	6 hrs. min.
II.	Program Requirements	47 hrs. min.
III.	Electives	2 hrs. min.
		55 hrs. min.

Passing the program comprehensive exam is also required.

Track Two
MASTER'S PROGRAM IN COUNSELING
Sample Plan of Study

Most students do not complete their course work in four quarters, and in fact, the faculty do not encourage them to do so. More typically, students complete program requirements in five or six quarters. Many electives are only offered during Summer quarter. If students are to complete the course work sequence in four quarters, they must follow the course schedule below for core counseling courses. Except in unusual circumstances, students are expected to take course work in sequence. In general, this means students should follow the plan below. Students should consult their advisor and the class schedule for research, assessment, and development courses, as well as electives. **Students should note that most classes are only offered once each academic year and may not always be offered at the times designated below.**

Comprehensive exams are currently offered during Fall, Spring, and Summer quarters. You need to register for them the Quarter **prior** to taking them.

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques	4	Counseling Techniques: Intermediate	4
Counseling Theory	3	Beginning Practicum	4
Career Counseling	3	Program Development & Evaluation	3
Counseling Fieldwork	1	Ethical & Legal Issues	3
Diversity Issues	3	Adolescent Development (Optional)	(3)
	14		14-17

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory	3	Beginning Practicum	2
Counseling Clinic	2	Research Requirement	3 min.
Beginning Practicum	4	Counseling Clinic	2
Adult Development (Optional)	(3)	<u>Elective(s)</u>	<u>2 min.</u>
Introduction to Assessment	3		12
<u>Learning Application & Analysis</u>	<u>3</u>		
	15-18		

Track Three

Master's Program in Community Counseling (72 credits)

The third track, Community Counseling, has been designed to meet the requirements to become a Licensed Professional Counselor (“LPC”). Students who complete this program and two years of post-Master’s work in the field can apply to become a Licensed Professional Counselor in the State of Colorado. Other states may have other requirements. Students completing this track often work in agencies or in community settings. This program requires two years and 72 quarter credits. It also includes a 200-hour practicum and a 600-hour internship.

Course Work Outline

I. Morgridge College of Education Requirements: 6 hrs. min.

A. Foundations

CFSP 4312 - Learning Applications and Analysis 3 qtr. hrs.

B. Research

One of the following three:

QRM 4903 - Empirical Research Methods 3 qtr. hrs.

QRM 4930 - Statistical Methods in Education & Psychology 5 qtr. hrs.

QRM 4910 - Educational Research and Measurement 4 qtr. hrs.

II. Program Requirements: 51 hrs. min.

CNP 4702 - Introduction to Assessment 3 qtr. hrs.

CNP 4700 - Counseling Theory 3 qtr. hrs.

CNP 4710 - Career Counseling 3 qtr. hrs.

CNP 4720 - Group Counseling Theory 3 qtr. hrs.

CNP 4730 - Program Development and Evaluation 3 qtr. hrs.

CNP 4740 - Counseling: Basic Techniques 4 qtr. hrs.

CNP 4741 - Counseling: Intermediate Techniques 4 qtr. hrs.

CNP 4743 - Fieldwork in Counseling 1 qtr. hrs.

CNP 4750 - Counseling Psychology Practicum: Beginning 8 qtr. hrs.

CNP 4751 - MA Internship (3 qtrs/1 credit each) 3 qtr. hrs.

CNP 4754 - Beginning Counseling Clinic (2 qtrs/2 credit each) 4 qtr. hrs.

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues 3 qtr. hrs.

CNP 4795 - MA Counseling: Legal/Ethical Issues 3 qtr. hrs.

Two of the following three:

CFSP 4311 - Child Development 3 qtr. hrs.

CNP 4641 - Adolescent Development 3 qtr. hrs.

CNP 4642 - Adult Development 3 qtr. hrs.

III. Electives: 15 hrs. min.

Total 72 qtr. hrs.

Summary: Track Three, MA in Community Counseling

I.	MCE Requirements	6 hrs. min.
II.	Program Requirements	51 hrs. min.
III.	Electives*	15 hrs. min.
		72 hrs. min.

Passing the program comprehensive exam is also required.

*Students should contact the National Board for Certifying Counselors (NBCC) to make sure that their curriculum – especially electives – meets NBCC eligibility. (See page 17.)

Track Three
MASTER'S PROGRAM IN COMMUNITY COUNSELING
Sample Plan of Study

In regard to some courses, students are expected to take course work in sequence (see courses marked with * below). In general, this means students who enter the program should begin in the Fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Diversity or Career Counseling. Students should consult the class schedule for research, assessment and developmental courses, as well as elective courses. Students should note that most classes are only offered once each academic year and the schedule may change from year to year. Many electives are offered during Summer quarter. Note: Some students may want to carry a heavier course load during year one, and may choose to add required courses listed in year two. Comprehensive Exams may be taken during Spring or Summer of year two.

YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Counseling Techniques: Basic*	4	Counseling Techniques: Intermediate*	4
Counseling Theory*	3	Beginning Practicum*	4
Career Counseling or Diversity*	3	<u>Ethical and Legal Issues*</u>	<u>3</u>
<u>Counseling Fieldwork*</u>	<u>1</u>		<u>11</u>
	11		
<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory	3	Elective	3
Beginning Practicum*	4	<u>Elective</u>	<u>3</u>
Intro. to Assessment	3		6
<u>Ed. Research & Measurement (Optional)</u>	<u>(4)</u>	*Must be taken during Year 1.	
	10-14		

YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Internship	1	Internship 1	
Career Counseling or Diversity	3	Program Development & Evaluation	3
Elective	3	Elective	3
Empirical Research Methods (Optional)	(3)	Counseling Clinic	2
<u>Counseling Clinic</u>	<u>2</u>	Child Development (Optional)	(3)
	9-12	<u>Adolescent Development (Optional)</u>	<u>(3)</u>
			9-15
<u>SPRING</u>	<u>CR</u>		
Internship	1		
Adult Development (Optional)	(3)		
Elective	3		
Learning Applications & Analysis	3		
<u>Ed. Research & Measurement (Optional)</u>	<u>(4)</u>		
	7-14		

Track Four

Master's Program in Counseling: Thesis Option

Some students wish to develop more advanced research skills as well as counseling skills. This program requires two years and 72 credit hours to complete. If students wish to complete a Master's thesis, they must apply to participate in this track during the Winter quarter of the first year of the program. It is recommended they begin discussing this option with their advisor during their first quarter of graduate work. Students who complete a thesis are not required to take the comprehensive examination. This is the only track students may pursue if they are interested in writing a thesis unless they combine tracks 3 & 4. Some students have combined the community counseling and thesis option tracks although such a program usually requires more than 72 credits to complete. A thesis may be advantageous when applying to some doctoral programs. A thesis advisor is chosen based on mutual agreement between the student and professor. Typically the student develops a research project in conjunction with ongoing work done by the professor.

Course Work Outline

I. Morgridge College of Education Requirements: 16 hrs min

A. Foundations

CFSP 4312 - Learning Applications and Analysis 3 qtr. hrs.

B. Research

One of the following two:

QRM 4903 – Empirical Research Methods 3 qtr. hrs.

QRM 4910 - Educational Research and Measurement 4 qtr. hrs.

Plus:

QRM 4930 - Statistical Methods in Education & Psychology 5 qtr. hrs.

CNP 4995 - Master's Thesis Research 5 qtr. hrs.

II. Program Requirements: 48 hrs min

CNP 4702 - Introduction to Assessment 3 qtr. hrs.

One of the following three: 3 qtr. hrs.

CFSP 4311 - Child Development 3 qtr. hrs.

CNP 4641 - Adolescent Development 3 qtr. hrs.

CNP 4642 - Adult Development 3 qtr. hrs.

Plus:

CNP 4700 - Counseling Theory 3 qtr. hrs.

CNP 4710 - Career Counseling 3 qtr. hrs.

CNP 4720 - Group Counseling Theory 3 qtr. hrs.

CNP 4730 - Program Development & Evaluation 3 qtr. hrs.

CNP 4740 - Counseling: Basic Techniques 4 qtr. hrs.

CNP 4741 - Counseling: Intermediate Techniques 4 qtr. hrs.

CNP 4743 - Fieldwork in Counseling 1 qtr. hrs.

CNP 4750 - Counseling Psychology Practicum: Beginning 8-10 qtr. hrs.*

CNP 4751 - MA Internship (3 qtrs/1 credit each) 3 qtr. hrs.*

CNP 4754 - Beginning Counseling Clinic (2 qtrs/2 credit each) 4 qtr. hrs.

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues 3 qtr. hrs.

CNP 4795 - MA Counseling Legal/Ethical Issues 3 qtr. hrs.

III. Electives: 8 hrs min

Total 72 qtr. hrs.

*If a student does not want to take Internship, 10 qtr. hrs. of Practicum must be taken. If the student takes Internship the second year, only 8 hrs. of practicum will be taken in the first year (4 in Winter, 4 in Spring).

Summary: Track Four, MA Two-Year MA Thesis Track

I.	MCE Requirements	16 hrs. min.
II.	Program Requirements	48 hrs. min.
III.	Electives	8 hrs. min.
		72 hrs. min.

Passing the program comprehensive exam is also required.

Track Four
TWO-YEAR MASTER'S THESIS TRACK
Sample Plan of Study

In regard to some courses, students are expected to take course work in sequence (see courses marked with * below). This means students who enter the program should begin in the Fall with Basic Counseling Techniques, Fieldwork, Counseling Theory, and Diversity or Career Counseling. Students should consult the class schedule for research, assessment and developmental courses, and elective courses. Students should note that most classes are only offered once each academic year and the schedule may change from year to year. Many electives are offered during Summer quarter. Note: Some students may want to carry a heavier course load during year one, and may choose to add required courses listed in year two. Comprehensive Exams may be taken during Spring or Summer of year two.

YEAR I

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Basic Counseling Techniques*	4	Counseling Techniques: Intermediate*	4
Counseling Theory*	3	Beginning Practicum*	4
Diversity	3	Ethical & Legal Issues*	3
Counseling Fieldwork*	1	Counseling Clinic**	2
	11		13

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Group Counseling Theory	3	Beginning Practicum*	2
Beginning Practicum*	4	Statistics	5
Introduction to Assessment	3	Elective (optional)	(3)
Counseling Clinic**	2		7-10
Ed. Research & Measurement (optional)	(4)		
	12-16		

YEAR II

<u>FALL</u>	<u>CR</u>	<u>WINTER</u>	<u>CR</u>
Empirical Research Methods (Optional)	(3)	Statistics	5
Career Counseling	3	Child OR Adolescent Development (optional)	(3)
Elective	3	Program Development & Evaluation	3
	6-9	Elective	3
			11-14

<u>SPRING</u>	<u>CR</u>	<u>SUMMER</u>	<u>CR</u>
Thesis Research	5	Thesis Defense	0
Adult Development (Optional)	(3)		
Learning Application & Analysis	3		
	8-11		

* Must be taken during Year 1.

** Beginning Counseling Clinic is taken for 2 consecutive quarters, either Winter-Spring or Spring-Summer during Year 1, or Fall-Winter during Year 2.

NBCC: NATIONAL BOARD FOR CERTIFYING COUNSELORS

NCE Examination

All counselors who meet the graduate degree and curriculum requirements are eligible to sit for the NCE. Those who successfully pass the exam are able to place the initials “NCC” after their name.

For additional information contact:

National Board for Certified Counselors, Inc.

3 Terrace Way, Suite D

Greensboro, NC 27403-3660

336-547-0607

Fax (336)547-0017

<http://www.nbcc.org>

email: nbcc@nbcc.org

Student Academic Progress

Because students are in positions that involve serving the public, faculty monitor students’ progress in several areas throughout the program. Faculty will evaluate students’ progress on a yearly basis*. Students are informed by letter about the outcome of that evaluation. In addition, as students or as professionals in the field, counselors are expected to follow the Code of Ethics and Standards of Practice published by the American Counseling Association (2005). Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and may be grounds for dismissal from the program.

It is also expected that students will make reasonable and consistent progress toward their degree. Students should monitor their progress in the program carefully with the help of their advisor. **Grades lower than a B- will not count toward graduation** in the Master’s in Counseling program, and the class in which the low grade was received will need to be repeated. The Counseling program requires that full-time students register for at least 24 credits per year. Students who are not making "reasonable and consistent" progress toward their degree may be dismissed from the program.

*No individual in-depth meetings with students are conducted. Faculty discuss overall student progress during faculty meetings during the Winter Quarter.

Practicum

Practicum Evaluation

If a student gets a “C” or below in practicum or internship for a quarter, the following steps will be taken:

1. The student will automatically be placed on probation (see section on Probation).
2. The student will be advised that he/she does not receive academic credit or credit for the number of hours spent in practicum during that quarter. The student will need to put in an equal number of hours for credit over another quarter in order to demonstrate improved performance.
3. If a change of practicum/internship site is necessary, the faculty will decide upon the appropriate site for the student to remediate the deficit.
4. The student will receive a letter from the faculty stating the remedial activities and education that are required to address the deficiency and to remove the probationary status.
5. There may be several different types of activities required of the student in order for them to address the deficiencies that resulted in probation. These include retaking courses, taking additional courses,

obtaining additional supervision, and depending upon the student's needs, the faculty may require that the student enter into appropriate medical treatment and/or psychological therapy.

6. It will be the student's responsibility to provide appropriate documentation that the requirements have been met.

Practicum Hints

1. Consult with your Fieldwork professor to solicit suggestions for sites that would best match your interests. Be sure not to underestimate yourself; you may be capable of handling more than you think. Along those same lines, try not to take on too much. Your professor will be helpful in assisting you in potential site selections.
2. Sites where former students have completed practica are provided in Practicum class by instructors and are included in the Blue Binders in the student lounge.
3. Start gathering information to prepare your vita/resume. Get samples from other students or professors. Be sure to include your home phone number and email address on your vita so the site can contact you to arrange interviews. You will discuss your vita/resume in Fieldwork, so do not worry if you are unsure what should and should not be included.
4. Consult with second-year students to hear feedback on various sites. This will include both professional and "off the record" information. Remember, you not only need to enjoy the challenge of your practicum site, you need to enjoy the staff and the population, too. For further information, you may also examine the "Blue Binder" in the Counseling Psychology lounge (AHB 231); it contains students' comments about sites from years past.
5. Discuss your anxiety over finding a site both in your Fieldwork class and with other students. It is important to remember that each of you is entering an unknown area, and it is impossible to maintain your sanity without supporting each other. Second-year students have been through this experience and survived. You will make it if you don't try to go it alone. Also, second-year students may have some tips regarding practicum sites of which the faculty may be unaware.
6. Keep a list of all potential sites, their phone numbers and addresses, and the contact person. It is helpful to keep this list in your daily planner or near your phone at home. Then, as your calls begin to be returned, you will have any special notes and information available right at your fingertips. As you will be contacting many people, it is easy to become confused as to whom they represent.
7. Be clear which track you are in so you can tell the site how many hours a week you will need on site. Students in the Community Counseling track need 200 hours over 2 quarters because you will also be doing a 600-hour internship over three quarters in the second year. School Counseling students need 200 hours over 2 quarters, plus a 600-hour internship in a school. Everyone else needs 400 hours over 3 quarters.
8. Be sure to include a cover letter when sending your vita/resume in the mail to potential sites. You want this letter to summarize the highlights of your vita/resume in case they don't bother to look at the vita, or the two documents become separated.
9. Sending "Thank you" notes is helpful after you have completed interviews. This reminds the supervisor that you are really interested in the position and acknowledges that you're appreciative of the time they took out of their schedules to interview you.
10. **BE PERSISTENT!!!** Many organizations (especially mental health clinics) neglect to return calls. If you do not hear from a site for a week and a half, don't be afraid to call them back. Sometimes the message does not get passed along in the first place. Also, calling to verify that your cover letter, application, and vita/resume were received is a good "cover" for checking back with an organization that is slow in contacting you.
11. First year practicum can be done with populations from various and diverse backgrounds – including adolescents and adults.
12. After scheduling an interview, consider how you would like to present yourself. Even if the site is a shelter or other "laid-back" organization, you want to make the best impression possible. If you take yourself seriously, others will too!
13. When interviewing, be sure to take your time in answering questions. Responding with, "That's a good question - let me think about that for a moment" is much better than charging ahead without knowing

where you're going. You will be respected more as an interviewee if you put some thought into your answers.

14. Always have questions to ask the interviewers. Following this section is a list of possible questions you can anticipate being asked, as well as good questions to ask your interviewer. Also, make sure that there will be a full hour of supervision per week on site; this is not only a contract requirement, it is vital to your growth as a counselor.
15. Along those lines, it might be in your best interest to discuss, in detail, the type of clientele with whom you will be working. You need to make an attempt to have a good match between your ability level, your personality, and your past experience. Realistically, however, in some situations a perfect match is not possible. Again, your Fieldwork professor will be helpful in evaluating the match between you and your potential site.
16. As you continue through the interview process, it will be important to review the contract with your potential supervisor. If the site is unable to meet your particular requirements, it is not in your best interest to continue with the application process. You **MUST** have supervision once a week on site; you **MUST** be able to audio or videotape your counseling sessions; you **MUST** be able to complete the required hours of direct client time. This last "**MUST**" sounds simple enough, but several students in the past have run into difficulty meeting this requirement, especially at sites where few individual client hours are available.
17. Good luck! You have many resources available to you - don't be afraid to utilize them. Remember, ask other students about their experiences looking for Practicum sites.
18. One last word of advice - difficult as it may be, cohorts in the past have found that keeping the competition between students to a minimum has led to an altogether healthier cohort. This may seem like an impossible task; by the time we reach graduate school, we have been proven to be competitive overachievers. However, keep in mind that you are also competing with students from other local universities - you need each other's support to survive this process!
19. All students are required to get malpractice insurance for practicum and internship. This can be obtained from APA or ACA and will be discussed in Fieldwork and Practicum courses.

Practicum Interviews

Questions your 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 a practicum?
5. What is the last book you read in psychology? Why did you choose 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 practicum?
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 that presents your multicultural counseling skills. Discuss what you did well and what you could have done better.

Questions you should 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 a trainee?
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. How are supervisors (and rotations) decided?
7. How many practicum slots are available? Are any of them funded? Are any pre-allocated to a certain university?
8. How much interaction occurs between trainees?
9. How many hours of supervision each week? What kind?
10. Can I talk to an intern?
11. Are group counseling services offered here?
12. Will I be able to co-lead/co-facilitate a group?
13. Please describe multicultural diversity as it applies to your professional staff, the client population served, and your agency's services.

Non-Practicum Clinical Positions

Some students work or volunteer in clinical positions without being enrolled in the practicum class. In the Fall, students who are in this position must inform the faculty. These students are responsible for obtaining their own insurance coverage. In addition to securing insurance, any student working or volunteering in a non-practicum clinical position must register with the Colorado Department of Regulatory Agencies - Division of Registrations - Mental Health Licensing Section, and become listed in the **Unlicensed Psychotherapists Grievance Board** database directory.

Registration information and downloadable forms are available from the agency's web site at:

<http://www.dora.state.co.us/mental-health/nlcboard.htm>

Master's Degree Internship Information

CNP 4751 - M.A. Internship: 600-hour supervised field experience for second-year Master's students with weekly seminar. Prerequisite: Successful completion (B- or better) of CNP 4750. 1 cr hr each quarter for 3 quarters

Class Objective: You are required to work 600 hours over three quarters at your internship site. A minimum of 300 of your hours must involve direct client contact. A minimum of 75 hours must be spent doing individual counseling. Your internship supervisor must agree to the conditions in the internship contract. The goals of this class are for you to build on your strengths as a counselor-in-training and to acquire additional experience in the counseling skills you learned in your beginning practicum classes and individual techniques and group courses. Additionally, you are expected to incorporate theory into the conceptualization of your client and the counseling process and to acquire additional skills for working with different populations. Part of your role as a counselor-in-training continues to be able to look at yourself and identify areas of strength, areas where more information is needed, kinds of personality styles that are difficult for you to work with, and to consult with others to develop in these areas. These two components, development of counseling skills and a willingness to look at yourself in the counseling process, are the key components in this class.

General Hints about the Program and Procedures

Get familiar with the Office of Admissions and Enrollment Services and the Traditional Programs Office. The Office of Admissions and Enrollment Services is in Ammi Hyde 127 and Janet Erickson is the Director. This is the office where your official file is kept and where you will carry out much of your business related to graduate school and the Morgridge College of Education. The phone number is 303-871-2509.

The Traditional Programs Office is in Ammi Hyde 226 and the Program Assistant for Counseling Psychology is located there. The phone number is 303-871-2473. Faculty mailboxes are located in this office. Student mail folders are located in the southern lounge area on the 2nd floor. Each student has a file folder in the top drawer of the filing cabinet. Master's students' files start in the front of the top drawer and Doctoral students' file folders start in the middle.

1. Although there are numerous options available for financial aid and scholarships, it has been found that the majority of Master's students need to work at least part-time. Don't be discouraged; it is possible to juggle school work, practicum, and a part-time job. Keep in mind, however, that you need to take care of yourself, so schedule time during the week to pamper yourself. This is a must!
2. **A quality tape recorder is essential for this program.** Ideally, this would be a micro-cassette recorder as they tend to be more convenient and less obtrusive when recording a session. There are video recorders and transcribers available in the department for your use. However, sometimes they are unavailable due to high demand. Get to know people who have video recorders and transcribers. Many will loan them out. Some students have also purchased transcribers which are helpful in practicum. To check-out equipment, please contact the Technology Coordinator in the JMAC Building, room 114B or 303-871-2789. Please report any damaged or broken equipment to the Technology Coordinator.
3. Try to avoid incompletes if possible. Some students will get an incomplete in Fieldwork if they delay choosing a practicum site. The "I" remains on your transcript along with the new grade. Thus, try to complete all work within the quarter--no one wants to spend vacation time writing papers. On the other hand, in some situations, an incomplete is necessary and helpful.
4. Keep a schedule book. While you may feel rather compulsive writing everything down, it certainly helps to feel organized. Organization may reduce last minute anxiety.
5. Consider the Tattered Cover, Barnes & Noble, and Amazon.com as alternatives to the DU bookstore. Many of the texts we use are in stock (both new and used) at lower cost. (If you buy used texts, be sure to check the edition/copyright dates and get the correct edition.)
6. **Ask faculty for help** - with classwork, tests, comprehensive exams, course requirements, or anything! Professors are truly nice people but they usually won't seek you out. You need to go to them. Second-year students can also be helpful. After all, it wasn't so long ago that they were experiencing what you are going through. They are also available when you are in need of advice and information about your own mental health and sanity.

Meetings

Student and Faculty Informational Meetings

The program tries to have informational meetings during each quarter. The purpose is to allow faculty and students to informally discuss issues relevant to graduate school and professional development. Sometimes there are speakers, at other times pertinent topics for students are discussed by the faculty (e.g., internships, how to complete a Course Work Plan, etc.). These meetings are an excellent way to get to know faculty members and other students.

Research Meetings

CNP 4794: Counseling Psychology Seminar: Research Seminar

The purpose of the seminar is to inform students about current faculty research, provide a forum for presentations and discussions of student research proposals and projects, discuss the research process and new methodologies and such topics as how to get presentation proposals and papers accepted, invite students to hear researchers from other programs to discuss their research or new methodologies, and to provide a common time that students will have to work in teams on research projects. You may attend these meetings without signing up for credit.

Fall, Winter, and Spring Quarters

Program Faculty Meetings

These meetings take place once a month. Generally, the two student representatives from the MA and doctoral programs attend the faculty meetings. The MA and Ph.D. student representatives are usually elected by classmates at the beginning of the academic year. If you are interested, 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 chair. If you plan to petition the faculty, it is useful to talk to the program chair or another faculty member before writing a letter.

College of Education Student Association (COESA)

Each graduate department at DU has a Graduate Student Association (GSA), including the Morgridge College of Education Student Association (COESA). A representative from the GSA attends association meetings and represents students' concerns and interests. In addition, there is a GSA representative who attends the Graduate Student Association Council (GSAC) meetings. GSAC is the student government for the entire DU graduate student population.

GSA's serve to represent students' views to the faculty and the larger institution. Both organizations sponsor social and academic events. Some past events that have been sponsored by the Counseling Psychology GSA include: a wine and cheese social, lectures by specialists in the field, and the annual new student-faculty picnic.

Student Support Groups

Each entering class is strongly encouraged to develop a student support group. Previous first year classes have found the support group to be an extremely valuable extracurricular activity and an excellent way to develop group cohesiveness and camaraderie.

Mentoring Relationship between New and Second Year Students

Each entering student is strongly encouraged to develop a mentoring relationship with a second year student. Many second year students have expressed enthusiasm at mentoring new students. The mentoring relationship can be tailored to each student's individual needs.

Places to Study

There are many places for students to study, e.g., DU Penrose Library, Iliff School of Theology, Daniels College of Business, Sturm College of Law, Driscoll Student Center, etc.

Computer Labs

The DU campus has wireless connection network, so feel free to bring your laptop. Students are eligible to use many computer labs located at Ammi Hyde Building, J-MAC, Penrose Library, Daniels College of Business, etc.

Area Libraries

Libraries are listed according to their distance from DU. Libraries close to DU are listed first and those farther from DU are listed last. Please note that hours change between quarters/semesters and during the summer sessions. You are strongly encouraged to use on-line resources. Please visit www.library.du.edu

Penrose Library: (303) 871-3707 www.library.du.edu

The library's journal collection is limited, and some of the journals are on microfiche or microfilm. For in-depth research, other libraries offer more resources. To save time, many students log onto the Penrose Library system from home to see what holdings the library has.

Hints: You are supposed to present your DU ID card to enter the library (although, currently this is not enforced). Conference rooms (study rooms) can be reserved one day in advance for a period of up to two hours by presenting your ID card at the circulation desk. Copy fees are 15 cents, or 8 cents if they are charged to your student ID card (ask a librarian how to do this). The entrance to the study area for late night hours is the emergency exit located on the west side of the library.

Health Sciences Library, University of Colorado Denver (303) 724-2152

<http://hsclibrary.uchsc.edu/>

12950 E. Montview Blvd., Aurora, CO 80045

Note: As a DU graduate student, you may obtain a library card free of charge. The library has a great selection of journals but the availability of psychology journals is better at CU in Boulder. Copy charges are 10 cents and you may purchase a copy card at the circulation desk for 8 cents per copy. Books may be checked out for two weeks.

Auraria Library (303) 556-2805 www.cudenver.edu/public/library (11th and Lawrence)

Norlin Library (303) 492-8705 <http://ucblibraries.colorado.edu/norlin/>
(University of Colorado at Boulder):

Note: This library is worth the 40-minute drive. Out of all the libraries in the area, it holds the largest collection of journals, offers user-friendly accessibility, and all the journals are bound.

Hints: You must register your DU card in order to take out books. To get to Norlin, take US 36 (Boulder turnpike), exit at Baseline, turn left on Baseline, turn right on Broadway, follow signs to parking structure. The library is approximately 1 block from the parking lot.

Student Services

This section briefly describes financial aid opportunities for students in the MA program. For more information regarding housing, insurance, student health service, and parking, please see the Morgridge College of Education Bulletin. DU also offers several other campus services (e.g., clubs, associations, recreational facilities). You can contact Student Activities (303-871-3872) or pick up a copy of the Pioneer Handbook (from Student Activities) for complete information regarding campus services.

Financial Aid

The Morgridge College of Education offers many work-study positions, including positions in the Office of Admissions and Enrollment Services, the Center for Innovative and Talented Youth (CITY), and in the Teacher Education Program (TEP). Secretarial experience is helpful for the Office of Admissions and Enrollment Services positions while experience in the schools is helpful for positions in the Teacher Education Program. Assistantships in the CITY programs involve work with children and youth. Previous experience with children is preferred. See Janet Erickson in the Office of Admissions and Enrollment for more information about these opportunities.

To be considered for assistantships in Counseling Psychology, the CITY Programs, and other positions in the Morgridge College of Education, you must submit a departmental financial aid application to the Morgridge College of Education (see Rule 2, "Financial Aid" in this handbook) by March 1.

Policies and Procedures of the Counseling Psychology Program

There are two sets of policies and procedures that apply to Master's students in Counseling Psychology. One set is from the Morgridge College of Education, and the second set is from the Counseling Psychology Program. The following provides a select offering of policies and procedures that specifically affect Counseling Psychology Master's students. However, this is not an exhaustive list. Students should refer to the Morgridge College of Education Bulletin and check with the Morgridge College of Education Office of Admissions and Enrollment for copies of the policies and procedures that are College-wide in their applicability.

Due Process

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

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

Grievances

If a student has a grievance involving another student or faculty member, it is preferable for the student to work it out with that person. Students' advisors may act in a consultative role in this process. If students cannot work out the grievance directly with the faculty member or student, the student may direct his/her concern to the Counseling Psychology program faculty by contacting the Program Chair, Dr. Jesse Valdez, personally or in writing. If the grievance is not solved to the student's satisfaction, the student may appeal through the Morgridge College of Education grievance procedure by contacting the Associate Dean, Dr. Cheryl Lovell. Please refer to the MCE Bulletin for further discussion of the MCE grievance process.

Reasons for Probation and Dismissal

Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students, you should know such behavior is unacceptable and, according to the DU Student Honor Code (http://www.du.edu/facsen/honor_code.html), provides grounds for placing a student on probation or dismissing them from the University.

In the Counseling Psychology Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests. Students prepare together for exams and often share notes, references, etc. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have "friends" from whom to borrow assignments, to the student whose work is being "borrowed" without credit, and to the student who is

"borrowing" the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.

Plagiarism

It is and has been unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2002) Code of Ethics. As a result, the Program faculty want to clarify that it is similarly unacceptable in our Program to "borrow" another professional, researcher, writer, or student's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy verbatim something written or published by others.

Lack of Academic Progress

It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program (see also "Ongoing Student Evaluation" p. 17).

Lack of Professionalism and Unethical Behavior

As students or professionals, counselors are expected to follow the American Counseling Association Code of Ethics and Standards of Practice (American Counseling Association, 2005). Failure to abide by these standards while enrolled as a student in the counseling program will lead to probationary status and may be grounds for dismissal from the program. Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include undergoing psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program (see "Appeal Procedures" in the MCE Bulletin).

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

Agencies and Students: Workers' Compensation, Liability Insurance, and Potential Risk

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

Workers' Compensation Coverage

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

Liability Insurance Coverage

Students are required to purchase their own malpractice insurance from either ACA or APA. Student policies are available for reduced rates.

Notice of Potential Risk

Please be advised that clinical or research activities performed in field placement settings may carry with them certain attendant risks. Each student must assess whether or not their level of training and amount of supervision provided by the agency is suitable to the routine and/or unique requirements and demands of the field placement environment in which they work.

Issues and Recommendations Regarding Faculty Serving in Multiple Roles with Students

Because some of the Counseling Psychology faculty have served as internship or practicum supervisors, the Counseling Psychology faculty have established guidelines to help avoid conflicts of interest, and to help students maintain the best possible atmosphere to pursue their education. When a faculty member acts in multiple roles with a student, e.g., as a practicum instructor, employer, or course work advisor, there are potential conflicts in roles, rules, expectations, and boundaries which may be confusing and potentially damaging to all parties. Because of the explicit power differential between students and faculty, there is potential for financial exploitation when a student works as an employee of a faculty member. Although it may be impossible to eliminate all dual relationships, the faculty work hard to reduce them and eliminate as many as possible.

Clinic

All students, during their first year and a half, enroll in two two-credit clinic courses which require them to work one evening a week for two quarters in the Counseling and Educational Services Clinic (C&ES) operated jointly by the Counseling Psychology and School Psychology programs.

The purpose of the Clinic is as follows:

1. To serve as a training site for Master's and doctoral level students in the Counseling Psychology and School Psychology programs of the University of Denver's Morgridge College of Education. Students are

observed during their sessions with clients and receive immediate feedback. They also participate as a part of a reflective team. There are opportunities for research, supervision, and other experiences.

2. To serve as a research facility for students and faculty in these programs.
3. To offer a community service by providing testing/assessment and individual, couples, family and group counseling and consultation for persons with educational, career, personal, family or other life transitional concerns at a reasonable cost (sliding scale).
4. To provide consultation and intervention for schools and other agencies dealing with school-related problems.

Comprehensive Examinations – MA Students

General content areas include:

- | | |
|---|-------------------------|
| 1. Individual counseling: Theory and practice | 2. Assessment |
| 3. Group counseling: Theory and practice | 4. Career counseling |
| 5. Program evaluation | 6. Multicultural issues |
| 7. Human development | 8. Ethics |

Comprehensive 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.
7. Response reflects the field as a whole and not fragmented reporting of isolated facts and names.
8. The response is well written and includes the use of good grammar.

Answer three of the following four questions:

1. Compare the techniques, theories and research relevant for enhancing the career maturity of high school and college students. Suggest the extent to which the theories, techniques and research may be valid with both males and females and with different groups from diverse backgrounds.
2. You work in a mental health center and are considering developing a group for adolescents who recently lost a friend to suicide. You plan to offer it as a brief counseling group. Discuss in depth your thinking about size, characteristics of membership, format, duration, leadership style, group goals, and how you will determine if it is successful. Throughout your response, you need to support your thinking based on group theory and group research.
3. Describe a client you have seen. Give the presenting problem, relevant history, and suggest a diagnosis for the client. Choose one theoretical approach. Discuss the client from that theoretical perspective explaining the etiology of the problem from that perspective as well as a treatment plan that follows from that perspective. Last, suggest assessment techniques that you used or might have used with the client.

Justify their use in terms of the information they might provide you about treatment; also discuss limitations of these specific assessments.

4. A young Latina is assigned as a client in a university counseling center. She is married and living in campus housing. She moved to Denver with her husband and son two years ago. Her husband is a graduate student and she is taking a few classes. She and her husband have begun to have conflicts over her role as a wife since she has been on-campus as a student. She is doing well in her biology classes and wants to go to medical school but fears the impact on her marriage. Based on your knowledge of multicultural counseling, what cultural considerations would be important; what important therapeutic tasks would there be with the client; and what ethical issues would be at stake? Defend your response to each issue.

These are only sample questions for some of the areas listed previously. Questions in other areas will be presented in a similar format. Some questions may combine and address more than one general content area.

Comprehensive exams are offered Fall, Spring, and Summer quarters. The student must register one quarter in advance through the MCE Office of Admissions and Enrollment Services and pay the fee.

Counseling Psychology Faculty

Ruth Chao, Ph.D., University of Missouri-Columbia, 2005. Assistant Professor. Research interests: multicultural counseling; multicultural competence; racism and mental health; and cross-cultural psychology. (Ammi Hyde 234, 303-871-2556, e-mail: chu-lien.chao@du.edu)

Cynthia McRae, Ph.D., University of Iowa, 1987. Professor. Research interests: Psychological adjustment to chronic illness with special interests in caregivers; self-efficacy; quality of life; and the placebo effect in health-related issues. (Ammi Hyde 233, 303-871-2475, e-mail: cmcrae@du.edu)

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor. Licensed Psychologist. Research interests: Adolescent development; multicultural counseling; group theory; multicultural counseling in groups, and group leadership. (Ammi Hyde 235, 303-871-2484, e-mail: mriva@du.edu)

Patrick Sherry, Ph.D., ABPP, University of Iowa, 1981. Associate Professor and Training Director. Licensed Psychologist. Research interests: Job stress and fatigue management in the transportation industry; and psychological assessment of managers. (Ammi Hyde 232, 303-871-2495, e-mail: psherry@du.edu)

Jesse N. Valdez, Ph.D. University of Wisconsin, 1985. Associate Professor and Program Chair. Licensed Psychologist. Research interests: Multicultural behavioral mental health and psychology; bicultural/bilingual (English/Spanish) counseling and psychotherapy; health psychology. (Ammi Hyde 230, 303-871-2482, e-mail: jevaldez@du.edu)

Barbara Vollmer, Ph.D., University of Denver, 1974. Director, Counseling & Educational Services Clinic, University of Denver. Adjunct Associate Professor. Licensed Psychologist. Research interests: Counseling women; solution and narrative therapy; healthy relationships; and problem gambling. (Ammi Hyde 224, 303-871-3230, e-mail: bvollmer@du.edu)

Related Faculty

Kathy Green, Ph.D., University of Washington, 1981. Professor. Research interests: item response theory; conjoint measurement; test use and development; survey design; and health care indices. (JMAC 116, 303-871-2490, e-mail: kgreen@du.edu)

Gloria Miller, Ph.D., University of Wisconsin - Madison, 1982. Professor. Research interests: Cognitive development and reading and literacy strategy research, the prevention of conduct disorders in children and adolescents, family-based intervention. (Ammi Hyde 225, 303-871-3340, e-mail: glmiller@du.edu)

Instructors

J. Michael Faragher, Psy.D., University of Northern Colorado, 1993. Instructor. Director of Training and Development, Problem Gambling Treatment and Research Center, University of Denver.

Rayna Godfrey, Ph.D., University of Denver, 2002. Instructor. Licensed Psychologist. Research interests: Grief and Loss, Existential therapy.

Andi Pusavat, Ph.D., University of Denver, 2003. Licensed Psychologist. Director of the Iliff Counseling Center.

Gretchen Reinders, Ph.D., University of Missouri, Columbia, 2006. Lecturer. Licensed Psychologist. Research interests: trauma, gender socialization, feminist identity, counseling process and outcome.

Maximillian Wachtel, Ph.D., University of Denver, 2001. Instructor. Licensed Psychologist. Research interests: Group psychotherapy and training in community mental health centers.

Counseling Psychology Course Descriptions

CNP 4641 - Adolescent Development

Physical, cognitive, emotional, social, and moral development in adolescents with emphasis on interaction of various aspects of development within an environmental context; focus on normal development with exploration of special problems of adolescents, e.g., substance abuse, teen-age pregnancy, eating disorders and delinquency; critical study, and discussion of literature on adolescence and interviews with adolescents.
3 Credit Hours

CNP 4642 - Adult Development

Literature on normal development of adult thinking and problem-solving processes and the self esteem. Physiological changes and relationship between cognitive development and developmental tasks of adults included. Prerequisite: prior course in development. 3 Credit Hours

CNP 4700 - Counseling Theory

Basic counseling theories and philosophical principles as a foundation for professional training including history, concepts, techniques and trends. 3 Credit Hours

CNP 4702 - Introduction to Assessment

Psychological instruments used to assess social, educational, emotional, personality, language, intellectual, behavioral, and perceptual development of adolescents; required practice in administering instruments. Prerequisite: adviser's permission and statistics. 3 Credit Hours

CNP 4730 - Behavioral Neurology

Overview of brain behavior and relationships; introduction to language and terms used in neuroanatomy and physiological psychology, anatomy of brain and nervous system; several neurological conditions studied in more depth (e.g., multiple sclerosis and Parkinson's disease), physical and psychological sequences of those illnesses. 5 Credit Hours

CNP 4704 - Psychological Assessment

Administration, scoring and interpretation of objective and projective personality-assessment techniques, the DSM IV, diagnostic categories, report-writing skills, ethical standards for testing. Prerequisite: counseling or school of psychology student. 5 Credit Hours

CNP 4705 - History & Systems of Psychology

Historical and philosophical basis of modern psychological theories; basic issues as related to major school of psychology. 3 Credit Hours

CNP 4706 - Cognitive Assessment

This course provides students in Counseling Psychology with experience in individual intelligence, learning and memory, and neurocognitive screening test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed on synthesizing and integrating information from cognitive assessment with other sources to produce effective intervention and therapeutic recommendations. Issues regarding the use of such tests are discussed, as well as appropriate use in agencies and clinical practice. Permission of instructor required. 5 Credit Hours

CNP 4710 - Career Counseling

Career development theories; career counseling and assessment techniques; applications of career counseling to special populations. 3 Credit Hours

CNP 4720 - Group Counseling Theory

Theory and research on dynamics of group process, group treatment and leadership strategies; implications for group counseling and psychotherapy. Prerequisite: master's or doctoral student in counseling or related field. 3 Credit Hours

CNP 4730 - Counseling Psychology Program Development & Evaluation

Development, evaluation strategies and techniques for human service agencies and schools; application of research and evaluation skills in applied settings. 3 Credit Hours

CNP 4740 - Basic Counseling Techniques

Basic counseling and interviewing skills; emphasis on building counseling relationships and facilitating client's self-exploration; skills of empathy, advanced empathy, self-disclosure, confrontation and immediacy. Prerequisite: instructor's permission. 4 Credit Hours

CNP 4741 - Intermediate Counseling Techniques

Sample of counseling techniques and effectiveness with different types of clients. Prerequisite: CNP 4740. 4 Credit Hours

CNP 47430 - Fieldwork in Counseling

Introduction to the field of counseling with special emphasis on practicum placement. Prerequisite: admission to the MA program in counseling psychology. 1 Credit Hour

CNP 4750 - Counseling Psychology Practicum Beginning

Supervised practice in counseling for master's students. Prerequisite: CNP 4740, counseling psychology student. 2 - 4 Credit Hours

CNP 4751 - M.A. Internship

Yearlong, 300-hour supervised field practice for second-year master's students with weekly seminar. Prerequisite: CNP 4750, counseling psychology master's students. 1 Credit Hour

CNP 4755 - Beginning Counseling Clinic

On-campus, experience counseling of clients from the community with close supervision and observation. Prerequisite: MA student in counseling psychology. 1 - 2 Credit Hours, Maximum of 6 total

CNP 4757 - M.A. Research Practicum 1 - 10 Credit Hours**CNP 4769 - Cognitive Behavioral Strategies**

Historical perspective on cognitive and behavioral theories in psychology, assessment, treatment and evaluation from a cognitive-behavioral approach. Prerequisite: advanced master's or doctoral student. 3 Credit Hours

CNP 4771 – Counseling in Business & Industry

Introduction to various roles, interventions and issues encountered by counseling psychologists in business setting; major portion of seminar to consist of state-of-the-art presentations by practitioners.

1 - 5 Credit Hours

CNP 4772 - Diversity Seminar: Psycho Social Issues

Series of courses to analyze social and psychological impacts of oppression related to minority status, socioeconomic status, gender and family configurations; taught using an awareness and knowledge approach; implications for counseling; series includes general seminar and series of 1 credit follow-up seminars on particular topics, e.g., American Indian mental health, African- American mental health and women's mental health. Prerequisite: students must take the 3-credit general seminar prior to the individual seminars.

1 Credit Hour

CNP 4773 - Diversity: Multicultural Counseling Psychosocial Issues

This course uses a social justice perspective to examine the impact of oppression of Americans considered having a minority status in the United States. Minority status is defined according to an individual's current experiences and/or his or her group's history of oppression in America. Issues and concepts related to ability, age, class, socioeconomic position, ethnicity, gender, race, religion, sexual orientation, and other issues of oppression will be examined. The course is designed to present a general introduction to multicultural and social justice concepts and issues in multicultural counseling. Due to the extensive amount of material in this area only some selected issues and topics will be presented. Students interested in more specific multicultural diversity topics should take the one-credit Counseling Psychology diversity seminars or courses offered in other University of Denver colleges and departments. Students will be involved in interactive learning including the application of awareness and knowledge of course concepts and issues to themselves as participants in counseling with clients who have experienced oppression. The course is designed for graduate students who are professionals-in-training in mental health, counseling, and counseling psychology. Students should have a basic understanding of professional counseling skills and be willing to participate in counseling role-play activities. However, please note that this is not a clinical skills training course. 3 Credit Hours

CNP 4776 - Family Counseling

Introduction, including survey of major theories and research, in-class demonstrations of techniques.

Prerequisite: advanced master's or doctoral student. 3 Credit Hours

CNP 4777 - Counseling Children/Adolescents

Seminar focused on unique issues involved in counseling children; theoretical and research literature and applications to counseling setting. Prerequisite: advanced master's or doctoral student in counseling or equivalent program. 1 - 5 Credit Hours

CNP 4778 - Health Psychology

Overview of rapidly expanding field of health psychology; wide variety of topics dealing with role of psychological processes in health and health care; includes impact of stress on physical health, and psychological factors that determine health-related behavior, psychological aspects of delivery of health care, and assessment issues in health psychology. 3 Credit Hours

CNP 4779 - College Counseling Modules 1 - 4 Credit Hours

CNP 4784 - Psychopathology

Introduction to psychopathology and overview of several broad topics including schizophrenia, mood disorders and personality disorders. 4 Credit Hours

CNP 4791 - Counseling Psychology Seminar: Counseling Couples

Introduction to couples counseling, including survey of major theories and research. 3 Credit Hours

CNP 4794 - Counseling Psychology Seminar: Special Topics

Variety of special topics on research and practice in counseling psychology; readings, lectures and projects to provide an in-depth understanding of topics, which vary from to year and cover areas such as counseling women, counseling in business and industry, advanced group therapy, time-limit counseling, vocational counseling, etc. 1 – 10 Credit Hours

CNP 4795 - M.A. Counseling: Legal/Ethic Issues

Introduction to ethical and legal issues in school and agency counseling for master's students. Prerequisite: master's student in counseling. 3 Credit Hours

CNP 4796 - Neuropsychological Assessment

Assumes some background in physiological psychology; introduction to neuropsychological assessment and some actual assessments and subsequent reports; main focus on assessment with adults, with some attention given to assessment with children and adolescents. 3 Credit Hours

CNP 4797 - Counseling Addictive Behavior

Introduction to assessment, treatment and outcome evaluation of chemical and nonchemical addictive behaviors. Requirements include abstinence from a "compulsive" behavior; journaling about one's cognitive, emotional and behavioral reactions during the abstinence period; attending 12-step meetings; participating in a quasi-12-step in class meeting; critiquing a film depicting dynamics of an alcoholic family. 3 Credit Hours

CNP 4991 - MA Independent Study 1 - 17 Credit Hours**CNP 4992 - Directed Study 1 – 10 Credit Hours****CNP 4995 - Research - M.A. Thesis 1 - 17 Credit Hours**

Additional Information

Please note that students must pass CNP 4740, Basic Counseling Techniques, with a B- or better in order to take CNP 4741, Intermediate Counseling Techniques, or CNP 4750, Beginning Practicum. In order to take CNP 4751, MA Internship, students must pass CNP 4750, Beginning Practicum, with a B- or better. In order to take CNP 4772, the one hour Diversity class, students must pass CNP 4773, the three hour Diversity class with a B- or better.

