

Counseling Psychology Student Handbook

Doctoral Program



UNIVERSITY OF
DENVER

**Morgridge College
of Education**

2008 – 2009

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The University of Denver Counseling Psychology (CNP) Program Student Handbook provides prospective and admitted students with CNP policies and procedures to assist them with their progress through the requirements of the degree programs. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin*. It is the student's responsibility to read and understand college and program requirements and norms relating to the degree programs, and to complete various program steps in a timely fashion.

The University of Denver 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 Susan Lee, Director of Diversity, Office of Diversity and Equal Opportunity, Mary Reed Building, Room 310, 2199 S. University Blvd., phone: 303-871-7436, e-mail: susanlee@du.edu, or Fax: 303-871-7982, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

Welcome from the Students

Welcome to the Counseling Psychology Program 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 those 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 doctoral 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!

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.

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Morgridge College of Education Diversity Statement

Revised by Members of the Diversity Committee

March, 2006

Presented to the College of the Whole for approval and adoption

April 4, 2006

MCE Diversity Committee Current Members:

Maria Riva (Counseling Psychology)

Gloria Miller (Child, Family, and School Psychology)

Jesse Valdez (Counseling Psychology)

Edith King (Curriculum and Instruction)

Maria Salazar (Curriculum and Instruction)

Frank Tuitt (Higher Education)

Clara Sitter (Library Information Science)

Duan Zhang (Quantitative Research Methods)

Priscilla Lehman (Morgridge College of Education Administration)

Nyla Kimmett (Center for Innovative and Talented Youth)

An effective *Diversity Plan* bridges the gap between the stated goals of the **Chancellor's Diversity Statement, Morgridge College of Education, and MCE Diversity Committee**. In addition, the plan addresses the many challenges to achieving an atmosphere that respects and embraces diversity and excellence. In this regard a diversity plan advances the creation, dissemination, and application of knowledge in an inclusive learning community. An effective MCE Diversity Plan recognizes the importance of educating the university community to live and work in an increasingly diverse society and the historical exclusion of women and underrepresented populations from various academic disciplines and occupations.

The following information is provided to all members of the Morgridge College of Education community for review and comment. It is critically important that the "voices of the MCE community" are heard in this process in moving forward toward a plan that is embraced by all. Chancellor Coombe's Diversity Statement is included so that we can compare and contrast his remarks to our overall planning efforts. We believe that our plan should support the university diversity goals and activities addressed in his comments, as well as identifying specific areas of work related to MCE. The MCE Diversity Committee strongly encourages all members of the community to review our initial draft document and provide your thoughts to this significant initiative. This is a "living" document and as such is a work in progress.

Doctoral Program in Counseling Psychology

The Counseling Psychology Doctoral program is accredited by the American Psychological Association (APA). The program received re-accreditation in 2007 with the next site visit occurring in 2014. The Counseling Psychology program trains counseling psychologists to work and do research primarily with normal populations of adolescents and adults struggling with developmental issues, involved in life crises, or who need help in making life decisions. Successful completion of the Ph.D. program in Counseling Psychology enables students to apply for licensure as psychologists in Colorado and other states, assuming post-doctoral requirements are met. Counseling psychologists encourage individuals to better understand themselves and their behavior, to develop an increased repertoire of adaptive coping skills, and to more effectively approach life problems in light of this understanding and skill development. Life crises such as those that normally occur in the aging process, e.g., developing an identity, mid-life reevaluation, retirement, and grief or loss, are of concern to the counseling psychologist. Counseling psychologists also help individuals make vocational-educational decisions, take productive action in marriage or family systems, and assist individuals with health-related crises. Within such roles they may teach communication and other interpersonal skills, time and stress management, parenting, etc. Help with normal developmental problems such as these is the primary province of counseling psychology although counseling psychologists may also work with issues involving atypical or disordered development.

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

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

It should be noted that the Denver-Boulder-Colorado Springs metropolitan area is heavily subscribed with mental health professionals. Individuals who are accepted in doctoral programs should not necessarily expect to find employment in these geographical areas after graduation. Students should also be aware that faculty members believe that in light of managed care and other related events, the practice of psychology is changing. We believe that within the next 5-10 years the opportunities for private practitioners will decline and that doctoral level psychologists should prepare themselves for positions that include research, supervision, program development and evaluation, and teaching. These positions will involve leadership and communication skills. The Counseling Psychology program at the University of Denver is committed to help students develop such skills.

APA's Committee on Accreditation (CoA) reviews doctoral psychology programs, internships and postdocs that voluntarily apply for accreditation. For further information on accreditation, please contact the APA at:

Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979 • TDD/TTY: 202-336-6123 • Fax: 202-336-5978
<http://www.apa.org/ed/accreditation/>

Goals and Objectives

The goal of the Counseling Psychology program at the University of Denver is to educate counseling psychologists who have a solid foundation in both science and practice. Although Counseling Psychology programs may lie at various points on the continuum from a very strong emphasis on science to a very strong emphasis on practice, the Counseling Psychology program at DU lies closer to the middle of the continuum. While the program provides students with some flexibility to emphasize either the practice or scientific side of the continuum, we expect that all students will have a solid foundation in science *and* practice. Because of the realities of the workplace, many of our graduates work in practice settings after graduation. However, when they do so, we believe they are trained to practice from a scientific/critical perspective. 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. Providing students with a solid foundation in both science and practice will give them the skills to work in a marketplace that continues to change.

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

Although counseling psychology programs have traditionally prepared psychologists to work in educational settings, more opportunities have recently developed in agency, health, business, and industrial settings where part of the role may be educational and supervisory. Usually, however, graduates will be working in settings focused on developmental and preventative mental health care, as well as program development, evaluation, and research.

Our program prepares counseling psychologists to work primarily with adolescents and adults. Students with an interest in counseling children may take some cognate course work related to this age group. Areas of specialization which have a particularly strong emphasis in the DU Counseling Psychology program are health psychology, multicultural counseling, job stress and fatigue management, ethics, group dynamics, and problem gambling. Seminars are offered in several of these areas.

The faculty encourages students to develop individualized programs of study commensurate with their career goals. Practicum settings and internships may be arranged to further intensify training in particular specialty areas. Students whose goals include college teaching are encouraged to co-facilitate introductory counseling classes with faculty. Students are also required to complete a research project prior to their dissertation (see p. 17).

To fulfill our mission, the Counseling Psychology program has adopted the following goals:

1. Students will develop a critical and scholarly approach to the theory, research, and practice of Counseling Psychology based on knowledge of general psychology.
2. Students will develop the skills to understand and conduct research that contributes to the knowledge and practice of Counseling Psychology.
3. Students will develop the skills to engage in scientifically based practice. At a minimum, this includes individual and group psychotherapy and career counseling.
4. Students will develop the skills to intervene effectively with clients who represent a broad range of demographic and cultural characteristics and presenting problems.
5. Students will develop competence in psychological assessment. They will develop the skills to competently conduct and interpret psychological assessments.
6. Students will identify and reason effectively about ethical issues in both science and practice. They are aware of the need to advocate for clients' rights and protect the rights of research participants.
7. Students will learn to be aware of their own intrapersonal and interpersonal developmental issues and develop the skills to manage how these issues affect their professional relationships.
8. Students will develop the skills to supervise counselors based on knowledge of counselor/therapist development, the empirical literature on therapy and supervision, and theoretical models of effective supervision.

There are two other professional psychology training programs at the University of Denver. The first is located in the Graduate School of Professional Psychology. It offers a Doctor of Psychology degree in Clinical Psychology and advocates a practitioner-scholar model; thus, it differs from our program both in specialty area and in the model it advocates. The second program is located in the Arts, Humanities, and Social Sciences and offers a Doctor of Philosophy in Clinical Psychology with an emphasis on children. Our program differs from the Clinical Psychology Program because of our emphasis on working with adults and adolescents.

Student Competencies in Relationship to Goals

Graduates of the Counseling Psychology Program should exhibit the following competencies that are consistent with the program's model, goals, and objectives. (The numbers in parentheses refer to the goals to which they are linked.)

1. Students will learn to demonstrate knowledge and understanding of general psychology including social psychology, human development, psychopathology, history and systems, the biological basis of behavior, and learning and cognition. Students should be able to demonstrate the ability to critically read psychological research and theory in these areas and to appropriately apply them in practice and research. (1, 2)
2. Students will learn to demonstrate an understanding and appreciation of the logic of both qualitative and quantitative research designs and the strengths and limits of each. (1, 2)
3. Students will learn to design both qualitative and quantitative research studies to test theoretical or practical questions regarding psychological theory or practice. (2)
4. Students will learn to develop, implement, and evaluate individual and group psychotherapy interventions that promote the well-being of clients and will be able to describe the theoretical underpinnings of their interventions. (3)
5. Students will learn and apply theories of career development, vocational counseling, and the research supporting interventions and assessments. (3)
6. Students will demonstrate knowledge and understanding of the theoretical and research literature on individual and group psychotherapy and career counseling. (3)
7. Students will demonstrate knowledge and understanding of the APA Code of Ethics and be able to evaluate ethical problems in research and practice in terms of the Code. (2, 4, 5, 6, 8)
8. Students will demonstrate knowledge of foundational ethical principles and the ability to apply them to ethical issues in both science and practice. (2, 4, 5, 6, & 8)
9. Students will be able to identify and discuss at least two different theoretical approaches to dealing with client problems, evaluate the research literature on each, and suggest the implications of each for practice with clients from diverse backgrounds. (1, 3, 4)
10. Students will identify as Counseling Psychologists and will be familiar with its history, traditions, orientation, and understand its relationship to general psychology. (1, 2)
11. Students will be able to identify and discuss at least two different models of career development, evaluate the research literature on each, and suggest the implications of each for dealing with clients who are diverse in terms of age, ethnicity, cultural background, socioeconomic status and so on. (1, 3, 4)
12. Students will be able to compare and contrast at least two different models of supervision, evaluate the research literature on them, and suggest their implications for supervising therapists at different levels of training. (1, 2, 8)
13. Students will exhibit the ability to effectively supervise masters' levels trainees. (8)
14. Students will understand the basics of psychological test construction. (5)

15. Students will be able to administer objective and projective tests. (5)
16. Students will learn to interpret cognitive and personality test results. (5)
17. Students will be able to write reports describing a client and his or her cognitive and personality test results. (5)
18. Students will learn about personal and institutional barriers to developing multicultural counseling skills. (4, 7)
19. Students will learn to recognize and respond carefully to the diversity of clients and seek consultation when appropriate. (3, 4, 7)
20. Students will learn skills and interventions for working with multicultural clients. (3, 4)
21. Students will develop a multicultural orientation to counseling research and practice. (1, 2, 3, 4, 5, 8)
22. Students will understand how their own background influences the helping process, the interpretation of data, and the research questions they investigate. (3, 4, 7)
23. Students will learn to examine and present their view of their interpersonal relationships with clients and their understanding of themselves and their relationships with clients as components of the helping process. (4, 7)
24. Students will be competent to prepare materials for professional presentation and publication.
25. Students will be competent to develop effective professional relationships with other health care providers.

Internship Requirement

Prior to graduation, doctoral students must complete a twelve-month full-time internship or equivalent after completion of course work and comprehensive exams. It is required that students have their dissertation proposal approved by October 1st of the Fall Quarter they are applying for internship. It is also required that students pass their comprehensive exams prior to applying for internship. All students need to be approved by faculty to apply for internship. It is unlikely that most students will receive internship sites in Colorado and, in fact, students are strongly encouraged to seek APA approved internships in other locations. Please note we also strongly encourage each doctoral student to have successfully defended his/her dissertation prior to the beginning of this year-long internship.

A Commitment to Science and Practice Within the Counseling Psychology Training Program¹

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

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

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

To accomplish these goals, and following the recommendations of the task force on integrating science and practice in Counseling Psychology,² 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.

¹ This material is excerpted from several sources summarized in Heppner et al.'s (2006)

Research Design in Counseling, Pacific Grove, CA: Brooks/Cole.

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

Counselor Development: What Can You Expect?

by Annorah S. Moorman (alumni of the Doctoral Program and currently Director of the Counseling Center at Illinois Wesleyan University)

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

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

Having weathered Level 2, the Level 3 counselor realizes how the client's emotional experience impacts him or her, while understanding how certain behaviors and techniques affect the client. Here the counselor is able to find a healthy balance between the two; he or she is able to move back and forth between focusing on the counselor's emotional experience and cognitive responses to the client and an awareness of what the client is experiencing. Information from both perspectives is integrated at this level; a deeper and more integrated understanding of the concepts relevant to the particular task and situation is developed. As a

result of this deeper understanding, counselor motivation becomes more consistent. The Level 3 counselor is able to identify his or her strengths and weaknesses, as well as the limitations of the profession. At this level, the trainee is confident but consults with others when in doubt in particular situations.

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

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

Doctor of Philosophy (Ph.D.) Course Requirements

(For students entering with a **Master's** Degree)

A total of 90 post-Master's quarter hours is the minimum required for the doctorate in the Morgridge College of Education; however, most counseling psychology students need additional hours to graduate. 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 make up deficits in their Master's program. This will probably require course work beyond the 90 credits required for a doctorate.

I. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS: Research

| I. Introductory Level | | | |
|---|---------------------|-----------------------|---------------------|
| <u>Required Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> | <u>Qtr. Offered</u> |
| QRM 4930: Introductory Statistics* | 5 hrs. | None | Winter |
| CUI 4951: Introduction to Qualitative Research* | 3 hrs. | None | Winter |
| QRM 4903: Empirical Research Methods* | 3 hrs. | None | Fall |
| TOTAL REQUIRED *May be waived/test out. | 11 HRS. | | |
| II. Intermediate Level | | | |
| <u>Select from these Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> | <u>Qtr. Offered</u> |
| CUI 4057: Educational Criticism and Connoisseurship | 3 hrs. | CUI 4951 QRM 4951 | Spring |
| CUI 4059: Ethnographic Research | 3 hrs. | CUI 4951 QRM 4951 | Spring |
| QRM 4905: Psychometric Theory | 3 hrs. | QRM 4930 | Winter |
| QRM 4907: Meta Analysis | 2 hrs. | QRM 4930 | Spring '08 |
| QRM 4921: Survey Design and Analysis | 3 hrs. | QRM 4930 | Spring |
| QRM 4952: Correlation and Regression [or PSYC 4300 (5hrs)] | 4 hrs. | QRM 4930 | Fall, Summer |
| QRM 4960: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)] | 5 hrs. | QRM 4930 | Spring |
| QRM 4908 Topics in Research Design | 3hrs. | QRM 4903, QRM 4930 | |
| SOWK 5402: Qualitative Research Methods | 4 hrs. | | |
| SOWK 5405: Qualitative Data Analysis | 4 hrs. | | |
| STAT 4680: Sampling Theory and Applications | 4 hrs. | | |
| STAT 4810 Nonparametric Statistics | 4 hrs. | | |
| TOTAL REQUIRED | 8-9 HRS. | | |
| III. Advanced Level | | | |
| <u>Select from these Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> | <u>Qtr. Offered</u> |
| QRM 4906: Topics in Psychometrics | 3 hrs. | QRM 4905 | Fall '07 |
| QRM 4925: Structural Equation Modeling | 5 hrs. | QRM 4952 | Winter |
| QRM 4950: Multivariate Analysis | 5 hrs. | QRM 4952 | Spring |
| QRM 4955: Topics in Statistics I | 3 hrs. | QRM 4952 | Spring '07 |
| QRM 4956: Hierarchical Linear Modeling | 3 hrs. | QRM 4952 | Winter |
| TOTAL REQUIRED | 3-5 HRS. | | |
| IV: Dissertation Credits | | | |
| Dissertation Research (CNP 5995, after Internship or prior to internship when coursework and comprehensive exams are completed - must register for at least 1 credit during Fall, Winter, and Spring until graduation.) | 10 HRS. Min. | | |
| TOTAL RESEARCH CREDITS depending on courses being waived and tested out. | 23-40 | | |

II. DIVISION/PROGRAM REQUIREMENTS

A. General Division Requirements

| | |
|---|---|
| CNP 4704 Psychological Assessment | 5 |
| CNP 4706 Cognitive Assessment | 5 |
| CNP 4740 Counseling: Basic Techniques | 4 |
| CFSP 4312 Learning Applications and Analysis | 3 |
| CNP 4605 History and Systems of Psychology (Can be taken as cognate, or waived with a similar graduate course) | 3 |

One of the following three*:

| | |
|---------------------------------|---|
| CFSP 4311 Child Development | 3 |
| CNP 4641 Adolescent Development | 3 |
| CNP 4642 Adult Development | 3 |

B. Basic Counseling Requirements

| | |
|---|---|
| CNP 4700 Counseling Theory | 3 |
| CNP 4701 Advanced Seminar: Counseling Theory & Practice | 3 |
| CNP 4710 Career Counseling | 3 |
| CNP 4720 Group Counseling Theory | 3 |
| CNP 4730 Counseling: Program Development & Evaluation | 3 |
| CNP 4741 Counseling: Intermediate Techniques | 4 |
| CNP 4752 Counseling Practicum: Advanced I** (3 credits each of 3 quarters) | 9 |
| CNP 4753 Counseling Practicum: Advanced II** (1 credit each of 3 quarters) | 3 |
| CNP 4754 Counseling Psychology: PhD Internship | 1 |
| CNP 4756 Advanced Counseling Clinic | 2 |
| CNP 4770 Counseling Psychology Seminar: Research | 3 |
| CNP 4772 Diversity Seminar: Psycho-Social Issues (1cr + 1 cr) | 2 |
| CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues | 3 |
| CNP 4780 Counseling Psychology Seminar: Supervision*** | 3 |
| CNP 4790 Counseling Psychology Seminar: Ethics | 3 |
| CNP 4792 Pro-Seminar in Counseling Psychology | 1 |
| CNP **** Counseling Psychology Consultation | 1 |
| CNP 4784 Psychopathology | 4 |
| CNP 4793 Electives in Counseling Psychology (e.g., Cognitive-Behavioral Strategies, Addictive Behaviors, Family Counseling, Couples Counseling, Advanced Group, Psychopathology, Health Psychology, Spirituality in Psychology and Education) | 6 |
| CNP 4794 Counseling Psych. Seminar: Special Topics – Research | 0 |

*Assumes one is completed in the MA program. If not, two must be completed in the doctoral program.

** Assumes completion of a practicum of 400 hours in the MA program. Advanced Practicum 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 400 hours on site for each practicum. All quarters must be at the same site and must be consecutive. Some students take additional practicum hours to be more competitive for internship. For students entering with a Master's degree in psychology, or a very closely related field but no practicum, 2 or 3 quarters of Beginning Practicum must be taken for 2 credits each quarter.

***Students must have successfully completed Advanced Practicum I.

C. Basic Psychology

Students must complete one graduate course of at least 3 credits in each of the following areas:

- | | |
|---|---|
| 1. Biological bases of behavior | 3 |
| 2. Learning and cognition | 3 |
| 3. Social psychology / Social bases of behavior in psychology | 3 |
| 4. Human development | 3 |

Note: CFSP 4312--Learning Application and Analysis fulfills area #2

CFSP 4311 Child Development, CNP 4641 Adolescent Development, or CNP 4642 Adult Development fulfills #4

Most students complete the remainder of this requirement with cognate courses.

III. COGNATE

15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the School of Professional Psychology. It is required that students take a course in social psychology in their cognate and a course that fulfills the Biological Bases of Behavior.

IV. INTERNSHIP

Students must complete a 12-month full-time equivalent internship after completion of course work, comprehensive exams, and dissertation proposal. Note: Many students exceed the 90 hours in order to fulfill all their requirements.

V. QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exams are taken after the first year of doctoral study. Comprehensive Exams are taken when coursework is completed. Comprehensive exams must be passed prior to applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students must 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. In addition, students must present the research or aspects of it at a local, state, or national meeting. The student fulfilling the requirement does not have to be the first author on the presentation but must participate in the research project and 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 will be asked to provide evidence of whether they have met this requirement; or information about their plan to do so on their Annual Student Evaluation form.

Examples of meetings where students have presented their research include the American Psychological Association, Colorado Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, the Colorado Counseling Association, the American Counseling Association, and the Graduate Student Research Conference at the University of Denver, as well as others.

We suggest two steps for students who are novices in the research process: (a) Join a Counseling Psychology research group and, (b) attend a professional meeting where research is presented so that you see first hand the difference between a symposium, poster, and an oral research presentation.

VII. DISSERTATION PROPOSAL

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

Doctor of Philosophy (Ph.D.) Course Requirements

(For students entering with a **Bachelor's** Degree)

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. Students will receive a Master's degree as part of the 135 hours toward the doctoral degree.

I. MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS

Quarter Hours

A. Foundations

CFSP 4312 Learning Applications & Analysis (This counts also as a General Division Requirement, below)

B. Research

| I. Introductory Level | | | |
|--|-----------------------|-----------------------|---------------------|
| <u>Required Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> | <u>Qtr. Offered</u> |
| QRM 4930: Introductory Statistics* | 5 hrs. | None | Winter |
| CUI 4951: Introduction to Qualitative Research* | 3 hrs. | None | Winter |
| QRM 4903: Empirical Research Methods* | 3 hrs. | None | Fall |
| TOTAL REQUIRED | 11 HRS. | | |
| II. Intermediate Level | | | |
| <u>Select from these Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> | <u>Qtr. Offered</u> |
| CUI 4057: Educational Criticism and Connoisseurship | 3 hrs. | CUI 4951 QRM 4951 | Spring |
| CUI 4059: Ethnographic Research | 3 hrs. | CUI 4951 QRM 4951 | Spring |
| QRM 4905: Psychometric Theory | 3 hrs. | QRM 4930 | Winter |
| QRM 4907: Meta Analysis | 2 hrs. | QRM 4930 | Spring '08 |
| QRM 4921: Survey Design and Analysis | 3 hrs. | QRM 4930 | Spring |
| QRM 4952: Correlation and Regression [or PSYC 4300 (5hrs)] | 4 hrs. | QRM 4930 | Fall, Summer |
| QRM 4960: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)] | 5 hrs. | QRM 4930 | Spring |
| QRM 4908 Topics in Research Design | 3hrs. | QRM 4903, QRM 4930 | |
| SOWK 5402: Qualitative Research Methods | 4 hrs. | | |
| SOWK 5405: Qualitative Data Analysis | 4 hrs. | | |
| STAT 4680: Sampling Theory and Applications | 4 hrs. | | |
| STAT 4810 Nonparametric Statistics | 4 hrs. | | |
| TOTAL REQUIRED | 8-9 HRS. | | |
| III. Advanced Level | | | |
| <u>Select from these Courses</u> | <u>Credit Hours</u> | <u>Prerequisites</u> | <u>Qtr. Offered</u> |
| QRM 4906: Topics in Psychometrics | 3 hrs. | QRM 4905 | Fall '07 |
| QRM 4925: Structural Equation Modeling | 5 hrs. | QRM 4952 | Winter |
| QRM 4950: Multivariate Analysis | 5 hrs. | QRM 4952 | Spring |
| QRM 4955: Topics in Statistics I | 3 hrs. | QRM 4952 | Spring '07 |
| QRM 4956: Hierarchical Linear Modeling | 3 hrs. | QRM 4952 | Winter |
| TOTAL REQUIRED | 3-5 HRS. | | |
| IV: Dissertation Credits | | | |
| Dissertation Research (CNP 5995, after Internship, must register for at least 1 credit during each Fall, Winter, and Spring until graduation.) | 10 HRS. Min. | | |
| TOTAL RESEARCH CREDITS depending on courses tested out and waived | 23-40 HRS Min. | | |

*May be waived/test out.

II. DIVISION/PROGRAM REQUIREMENTS

A. General Division Requirements

| | |
|--|---|
| CNP 4704 Psychological Assessment | 5 |
| CNP 4706 Cognitive Assessment | 5 |
| CNP 4740 Counseling: Basic Techniques | 4 |
| CFSP 4312 Learning Application and Analysis | 3 |
| CNP 4605 History & Systems of Psychology | 3 |
| (May be taken as a cognate. Can be waived with a similar graduate course.) | |

Two of the following three:

| | |
|---------------------------------|---|
| CFSP 4311 Child Development | 3 |
| CNP 4641 Adolescent Development | 3 |
| CNP 4642 Adult Development | 3 |

B. Basic Counseling Requirements

| | |
|---|----|
| CNP 4700 Counseling Theory | 3 |
| CNP 4701 Advanced Seminar: Counseling Theory & Practice | 3 |
| CNP 4710 Career Counseling | 3 |
| CNP 4720 Group Counseling Theory | 3 |
| CNP 4730 Counseling: Program Development & Evaluation | 3 |
| CNP 4741 Counseling: Intermediate Techniques | 4 |
| CNP 4743 Counseling Fieldwork | 1 |
| CNP 4750 Counseling Practicum: Beginning* **** this would seem to be 4-10 | 10 |
| CNP 4752 Counseling Practicum: Advanced I (3 qtrs of 3credits each) | 9 |
| CNP 4753 Counseling Practicum: Advanced II (3 qtrs of 1 credit each) | 3 |
| CNP 4754 Counseling Psychology: PhD Internship (Register in fall of internship year) | 1 |
| CNP 4755 Beginning Counseling Clinic | 4 |
| CNP 4756 Advanced Counseling Clinic | 2 |
| CNP 4770 Counseling Psychology Seminar: Research | 3 |
| CNP 4772 Diversity Seminar: Psycho-Social Issues (1cr + 1cr) | 2 |
| CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues | 3 |
| CNP 4780 Counseling Psychology Seminar: Supervision** | 3 |
| CNP 4790 Counseling Psychology Seminar: Ethics | 3 |
| CNP 4792 Pro-Seminar in Counseling Psychology | 1 |
| CNP **** Counseling Psychology Consultation | 1 |
| CNP 4784 Psychopathology | 4 |
| CNP 4793 Electives in Counseling Psychology (e.g., Vocational Psychology, Cognitive-Behavioral Strategies, Addictive Behaviors, Family Counseling, Couples Counseling, Advanced Group, Health Psychology) | 6 |
| These advanced seminars must be CNP courses. | |
| CNP 4794 Counseling Psych Seminar: Special Topics – Research | 0 |

* Students must complete Basic Counseling Techniques with a grade of "B" or better before enrolling in Beginning Counseling Practicum. Students should plan on taking Beginning Practicum concurrently with Intermediate Techniques. In Beginning and Advanced Practicum, students are required to spend 13 to 15 hours per week in practicum placement for three consecutive quarters for a total of 400 hours on site for each practicum. Students will enroll in Counseling Fieldwork, CNP 4743 during the first quarter to identify a site for their Beginning practicum.

**Students must have completed Advanced Practicum I.

C. Basic Psychology

Students must complete one graduate course of at least 3 credits in each of the following areas:

- | | |
|---------------------------------|---|
| 1. Biological bases of behavior | 3 |
| 2. Learning or cognition | 3 |
| 3. Social psychology | 3 |
| 4. Human development | 3 |

Note: CFSP 4312 --Learning Applications and Analysis fulfills area #2

CFSP 4311 Child Development, CNP 4641 Adolescent Development, or CNP 4642 Adult Development fulfills #4

Most students complete the remainder of this requirement with cognate courses.

III. COGNATE

15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the Graduate School of Professional Psychology. It is required that students take Social Psychology or a Social Basis of Behavior course in their cognate area and a course that fulfills the Biological Bases of Behavior requirements (e.g., Psychophysiology).

IV. INTERNSHIP

Students must complete a 12-month full-time equivalent internship after completion of course work, comprehensive exams, and dissertation proposal. Note: Many students exceed the 135 hours in order to fulfill all their requirements.

V. QUALIFYING AND COMPREHENSIVE EXAMS

Qualifying Exams are taken after the first year of doctoral study. Comprehensive Exams are taken when coursework is completed. Comprehensive exams must be successfully passed before applying for internship.

VI. PRE-DISSERTATION RESEARCH REQUIREMENTS

Prior to writing the dissertation proposal, students must 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. In addition, students must present the research or aspects of it at a local, state, or national meeting. The student fulfilling the requirement does not have to be the first author on the presentation but must participate in the research project and 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 will be asked to provide evidence of whether they have met this requirement; or information about their plan to do so on their Annual Student Evaluation form. In addition, students will need to present their research project in the Fall Research Seminar.

Examples of meetings where students have presented their research include the American Psychological Association, the Colorado Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, the Colorado Counseling Association, the American Counseling Association, and the Graduate Student Research Day at the University of Denver, as well as others.

We suggest two steps for students who are novices in the research process: (a) Join a Counseling Psychology research group and, (b) attend a professional meeting where research is presented so that you can observe the difference between a symposium, poster, and an oral research presentation.

VII. DISSERTATION PROPOSAL

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

Possible Course Work Sequence: Ph.D. Program in Counseling Psychology

(For students entering with a **Bachelor's** degree; courses may not always be offered during the quarters given below)

YEAR 1 - (Post-Bachelor's)

FALL

Counseling: Basic Techniques
Counseling Theory

Counseling Psychology Seminar: Doctoral Ethics

Pro-Seminar in Counseling Psychology*

Counseling Fieldwork

Diversity: Multicultural Counseling Psychosocial Issues

WINTER

Counseling: Intermediate Techniques

Counseling Psychology Seminar: Research
(taught every other year)

Program Development & Evaluation

Counseling Practicum: Beginning (4 credits)

SPRING

Group Counseling Theory

Counseling Practicum: Beginning (4 credits)

History & Systems of Psychology,
or Learning Application & Analysis,
or Advanced Seminar

SUMMER

Psychological Assessment

Counseling Practicum: Beginning (2 credits)
(Qualifying Exam)

YEAR 2- (Post-Bachelor's)

FALL

Counseling Practicum: Advanced I (3 credits)

Beginning Counseling Clinic**

Career Counseling

WINTER

Statistical Methods in Educ. & Psych

Cognate

Adolescent Development

Counseling Practicum: Advanced I (3 credit)

Beginning Counseling Clinic**

SPRING

Adult Development

Counseling Practicum: Advanced I (3 credit)

Analysis of Variance

Diversity Seminar: Psycho-Social Issues (1 credit)

SUMMER

Advanced Seminar or Cognate

Diversity Seminar: Psycho-Social Issues (1 credit)

* Required of all first year doctoral students.

** Counseling Clinic may be taken Winter-Spring or Spring-Summer of Year 1 or Fall-Winter of Year 2.

Note: Most courses are offered only once a year. Some courses such as Psychotherapy Research, Advanced Theory, and Supervision are offered every other year. Check the class schedule for specifics.

YEAR 3- (Post-Bachelor's)

Advanced Counseling Clinic (2 quarters, 1 credit each of two quarters)
Counseling Psychology Seminar: Supervision***
Dissertation Research: 1-10 qtr. hrs.
Advanced Seminar(s): 6 qtr. hrs.
Cognitive Assessment: 5 credits
Advanced Theory and Practice: 3 credits (Fall quarter)
Advanced Practicum II
Complete Cognate hours
Complete Advanced Research courses

YEAR 4- (Post-Bachelor's)

Complete course work, defend dissertation proposal, take comprehensive examinations, and apply for internship. In order to apply for predoctoral internship, students must successfully defend their dissertation proposal by October 1st of the Fall Quarter they plan to apply for predoctoral internship. They also must be approved by faculty as ready for internship.

YEAR 5- (Post-Bachelor's)

Internship (1 credit)
Complete Dissertation

NOTE: Except in unusual circumstances, students are expected to take course work in sequence. All entering doctoral students must take the 1 credit Pro-Seminar during Fall quarter of their first year. Students are strongly encouraged to work closely with their faculty advisors in planning a course of study.

*** Students must have completed Advanced Practicum I.

Developing a Course Work Plan

A student's course work plan serves as a legal document at graduation time. The Office of Admissions and Enrollment Services checks it against the student's transcript, making sure that the student has taken the classes which are listed on his or her course work plan. This is the only time that such a check is officially made by the University.

1. Course work plans should be typed or neatly filled out in ink and signed by the advisor and student before the completion of 30 hours of course work. You may obtain the form from the Office of Admissions and Enrollment Services.
2. If any changes are made on the course work plan, a signed memo, or change of course work plan form (from the Office of Admissions and Enrollment) specifying which changes the advisor has approved, must be attached to the plan in the student's file in the Office of Admissions and Enrollment Services.
3. In order to transfer credit from another school, the Office of Admissions and Enrollment Services 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 can only be transferred if it is not over five years old when the transfer is requested. Credits must be at the graduate level and with a grade of "B" or better. Additionally, to have courses transferred, you will need to have completed a course work plan by the

end of the first quarter of your program with your advisor's approval. Please make sure you check with the Office of Admissions and Enrollment Services to make sure these transcripts are in your file.

The faculty 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 final 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 Quantitative Research Methods Program Chair. A judgment will be made by the Chair 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 QRM 4903, QRM 4930 or CUI 4951 if they have taken comparable coursework within 5 years with a grade of "B" or better. Students may also attempt to test out of these courses. Credit hours will not be reduced. There is a fee to register for each course test-out exam; consult the MCE Office of Admissions and Enrollment Services.

Students should follow the steps listed below in seeking a **waiver**.

1. Obtain a waiver form from the Office of Admissions and Enrollment Services, Ammi Hyde Building, Room 127.
2. Include a copy of your transcript with the course listed that you are using to waive the course.
3. Include a copy of your syllabus for the course that you have taken.
4. Have the waiver form signed by the appropriate faculty member.
5. Return the signed waiver form to the Office of Admissions and Enrollment Services.
6. Must be completed in first quarter of enrollment.
7. A waived course does not result in a reduction of credit requirements.

Ongoing Student Evaluation

Because students are in positions that involve serving the public, faculty monitor students' progress in several areas throughout the program. Faculty will evaluate students on a yearly basis and students will be informed by letter at the end of Fall Quarter about the outcome of that evaluation.

Students participate in this on-going evaluation process by completing a Student Annual Review form by **October 1** each year; this form can be found immediately following this section. You can copy this form directly from the handbook or you can request it from the program assistant via email. Responses to this form as well as faculty members' observations will be the basis for the annual evaluation.

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 Program Chair, Dr. Jesse Valdez, 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 Office of Admissions and Enrollment Services. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dropped from the program.

Student Annual Review Form

The Annual Review must be completed each year. We will email it to you as an attachment so you can complete it the first year, then just update it yearly.

Student Name _____ Date _____

Your Course Work Advisor's Name _____

Instructions: APA accreditation policies require that a training program review the progress of each of its students on an annual basis. We are asking students to take an active role in that assessment by providing us with your self-assessment of (a) your progress in meeting training goals and (b) your strengths and weaknesses as a developing counseling psychologist. We recommend that either prior to beginning this task, or in the process of completing it, you discuss your progress with your advisor.

Please complete and return this form along with the necessary additional typed pages to the Training Director.

Faculty will meet as a group each Fall to review students' self-evaluations. Based on your self-evaluations as well as faculty members' observations of your progress in course work, practicum, and general professional development, you will receive a letter assessing your progress and providing general feedback, recommendations, or requirements that may be necessary. A copy will be placed in your permanent file, along with your self-assessment. Students can meet with their advisors for specific feedback.

Note: You will have to complete a similar form each year. We recommend you keep a hard copy as well as the original on disk so that you can revise as needed.

1. a) Current GPA _____
b) Number of credits completed at DU in the prior academic year _____

2. The program requires that students participate in a pre-dissertation research project. Please describe your project in detail (responsibilities, level or involvement, amount of time and work, etc.). Have you met your pre-dissertation research requirement? Yes _____ No _____ Partial _____
 - a) If "yes" or "partial," indicate research group or activity in which you participated.
 - b) Indicate where the project was presented, date of presentation, title of presentation and attach a copy of the program from the meeting where you presented.
 - c) If "no," indicate a plan for completing this requirement.

3. Have you filed your **Course Work Plan**? Yes _____ No _____

4. Have you taken your qualifying examination? Yes _____ No _____ Waived _____
If "yes," year and quarter taken _____ Grade _____
If "no," when do you plan to take it? _____

5. Have you taken your comprehensive examination? Yes _____ No _____
If "yes," year and quarter _____ Grade _____
If "no," when do you plan to take it? _____

6. If there were conditions, have they been met? Yes_____ No_____
If you have not met the conditions, when do you plan to do so?_____
If "no," when do you plan to take it?_____

7. Practicum: Indicate the sites where you have taken practicum and were in practicum class, or you were in an assessment only practicum sanctioned by the Training Director. List also your supervisor and total hours completed.

Table with 4 columns: Site #, Supervisor(s), Hours Completed, Dates. Rows for Site #1, Site #2, Site #3.

8. If you have completed your course work, have you submitted a timeline for completing your dissertation? Yes_____ No_____
If "no," a timeline must be submitted to the Program Chair, Dr. Riva, along with this self-study.

9. Are you registered for Continuous Enrollment and Dissertation credits? Yes_____ No_____
If no, please go to the MCE Office of Admissions and Enrollment Services to register.

10. Has your dissertation proposal been approved? Yes_____ No_____
If "yes," list the Chairperson and the title_____

If "no," do you have a proposal chairperson? Yes_____ No_____
If "yes," list name of chairperson and topic_____

11. Internship: Have you completed your internship? Yes_____ No_____
If "yes," indicate the site_____ Year_____
If "no," are you on internship this year? Yes_____ No_____
If "yes," indicate site_____

Please double-space the answers to questions 12-21 on a separate sheet(s).

12. List professional organizations of which you are a member.
13. List all presentations you have made at meetings or conventions of professional associations since entering the program - or that have been accepted for presentation (note the date, co-authors, title of presentation, name of the association, and the city in which it occurred.)
14. List all articles, book chapters, or other materials that you have published.
15. List all financial support you have received from DU during the past year. This could be in any form including tuition waiver, on-campus jobs like work-study, assistantships, scholarships, etc.
16. Counseling psychologists have available to them a number of career paths, settings, and areas of expertise. We also recognize that as you move through the program, your career goals may evolve and change. What are your current professional goals? If they have changed during the past year or so, please note that. What steps have you taken to further them? What steps do you anticipate taking during the coming year to further them?
17. If you are currently on internship, how do you see your internship furthering your career goals? If you have not yet applied or are currently applying for internship, what kind of settings are you planning to apply for and how do you see them fitting in with your career goal?
18. Are there things in which you have participated in the program or outside of it that have particularly facilitated your professional development?
19. Please assess your own strengths and weaknesses at this point with respect to your a) academic functioning, b) your clinical functioning, c) your research skills, and d) program development. What plans do you have to remedy your weaknesses?
20. Please assess and describe your progress in relation to each of the following Counseling Psychology Program Goals:
 - a. Students will develop a critical and scholarly approach to the theory, research, and practice of Counseling Psychology based on knowledge of general psychology.
 - b. Students will develop the skills to understand and conduct research that contributes to the knowledge and practice of Counseling Psychology.
 - c. Students will develop the skills to engage in scientifically based practice. At a minimum, this includes individual and group psychotherapy and career counseling.
 - d. Students will develop the skills to intervene effectively with clients who represent a broad range of demographic and cultural characteristics and presenting problems.
 - e. Students will develop competence in psychological assessment. They will develop the skills to competently conduct and interpret psychological assessments.

f. Students will identify and reason effectively about ethical issues in both science and practice. They are aware of the need to advocate for clients' rights and protect the rights of research participants.

g. Students will learn to be aware of their own intrapersonal and interpersonal developmental issues and develop the skills to manage how these issues affect their professional relationships.

h. Students will develop the skills to supervise counselors based on knowledge of counselor/therapist development, the empirical literature on therapy and supervision, and theoretical models of effective supervision.

21. Are there difficulties or barriers in the program or outside of it that have interfered with your participation or progress in the program? If yes –
- a. What are the difficulties or barriers?
 - b. What have been the specific effects or consequences?
 - c. What might you do to help overcome these difficulties or barriers?
 - d. What might the program do to help overcome these difficulties or barriers?

Internship Hints

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

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

Spring and Summer:

1. Meet with your advisor the Spring quarter before applying to discuss what you want/need from your internship and whether you are ready to apply.
2. Begin selecting assessment cases during Spring quarter which you can use in the application and for your interview. Include diagnosis, therapeutic approach and plans. Practice them during practicum. A few sites will want a complete battery of tests (WAIS, MMPI, TAT, CAT, Rorschach and maybe neuropsychological tests). Some career centers want career testing experience. Check with past applicants. On these reports you need *all* identifying information to be de-identified, not just the name but any information that could potentially identify the client.
4. Review APPIC internship references and make a list of internship sites of interest. The APPIC Internship Directory can be obtained in the Counseling Psychology Lounge as well as on line. Make sure it is a current directory as deadline dates change from year to year. If possible, check with professors regarding the "personalities" of each site.
5. Start gathering information to prepare your vita. Get samples from other students or friends. Be sure to include your home phone number and e-mail address on your vita so sites can call to arrange interviews. List number of practicum hours in a prominent place. Depending on the site, you may want to separate hours for adult, child, family, etc.
6. You will need to pass your dissertation proposal **before October 1 of the Fall you are applying for internship**

Fall:

1. In September, pull down the internship application on line. Most are now on the web and the form is becoming more universal for sites. Begin to select the number of agencies (about 10-12) to which you will apply.
2. Make a list of deadlines for each internship and start well in advance to meet them. Remember, even the new APPIC Directory may have inaccurate deadlines, so check applications.
3. Finish your vita and have a faculty member in the program look it over. Have it reproduced professionally.
4. Request transcripts early. If agencies do not request official transcripts, you can purchase an unofficial copy of your transcripts from the Registrar's Office and make copies to send to agencies. Some agencies request transcripts of undergraduate work as well.
5. In September request letters of recommendation from faculty and supervisors. Think carefully about what you want to convey and choose your references accordingly. Use a combination of supervisors and faculty. Give them a copy of your vita, a statement of your training interests and goals, your strengths and weaknesses, and a list of internship sites, training directors and addresses and the application deadline to those places that you will apply.
6. Work on your applications. Note that you should have arranged for reference letters and transcript before this step. Many applications are due on November 1 while others are due as late as January

- 15th. Have *all* of your materials reviewed by the Training Director and possibly your advisor, or some other faculty member.
7. Some students use Winter break to visit agencies while others visit agencies in January. An alternative strategy is to investigate internship sites each time you travel throughout your graduate career. You can go and at least see the site and perhaps meet people, particularly current interns. During the interview process, some agencies will not allow on-site interviews, and will only grant telephone interviews. Others seem to expect a personal interview if you are interested. Call the agency and ask about their policy. A limited Winter class schedule is helpful if you plan visits in January.

Late Fall / Early Winter:

1. Most internship interviews occur in January. Many internships, especially counseling centers, arrange phone interviews only. Typical questions can be found at the end of this section.
2. Follow interviews with your favorite sites with a letter stating appreciation for the interview and why you are a strong fit with them.
3. The time between interviews and acceptance day is a grueling time. Some agencies stay in touch with their top choices during the entire time while others refuse to 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.
4. Selection day is determined by APPIC (Association of Professional Psychology Internship Centers). Results are typically given to students in the last week of February on a Friday. On this day you will be told whether you match or not, but you will not be told where you match until the following Monday. This lag time allows for students who did not match to prepare for the Clearinghouse which begins on Monday. Sites will not be told whether they have filled their slots until Monday morning, again to allow for students to enter the Clearinghouse on Monday morning. Matching is now done by computer. Consult Dr. Patrick Sherry, Training Director, with any questions regarding this system.

Students who remain unplaced in an internship after this period can participate in the second round of internship placements which occurs shortly after the initial process. Through the APPIC Clearinghouse, agencies send information about their openings and schools send requests for information for students not yet placed. Our students have had an excellent match rate (99.5%) in the internship selection process and have been very pleased with their sites. GOOD LUCK!

Internship Interviews

Questions Your Internship Interviewer May Ask You:

1. Why are you interested in this site?
2. What are your strengths? Weaknesses?
3. What is unique about you as a person?
4. What do you expect from an internship?
5. What is the last book you read in psychology? Why did you pick it?
6. What are the theoretical orientations that you are most familiar with? Least familiar?
7. Describe your therapeutic style.
8. Discuss a particular client (patient) and the course of treatment.
9. What type of clients or patients do you like working with the most? Least?
10. What do you hope to do when you complete your internship?

11. What do you see yourself doing in five years?
12. What kind of tests and assessment instruments have you been trained to give? How many of each have you given?
13. Give a description of a case which you handled well and which you did not handle well and explain why. What did you learn from it?
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?

General Program and College Procedures

1. The Counseling Psychology program is structured so that there is a Program Chair (Jesse Valdez, Ph.D.), and a Training Director (Patrick Sherry, Ph.D.). In collaboration with the faculty, the Program Chair is responsible for the overall functioning of the program, including communication with the Dean's Office, overseeing class schedules, financial aid distribution, and other areas that relate to the day-to-day effectiveness of the program. The Training Director oversees the training components of the doctoral program including practica and predoctoral internship, and communicates with the American Psychological Association about any accreditation considerations. The Training Director helps prepare students for the predoctoral internship process.

2. Get familiar with the **Office of Admissions and Enrollment Services**. The Office of Admissions and Enrollment Services is in Ammi Hyde 127. This is the office where your official file is kept and where you will carry out much of your graduate business. The phone number is 303-871-2509. The Program Assistants for all Traditional Programs are located in Room 226. The phone number is 303-871-2473. The Program Assistants work very hard and are very helpful and supportive. You will get to know them well, which is a pleasure☺. Faculty mailboxes are located in this office. Students' 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. Doctoral students' files start in the middle of the first drawer with Master students' file folders in front.
3. You are responsible for knowing **DU, MCE, and program policies and procedures**. (See Appendix A). This includes policies covering cheating, on-going student evaluations, and grievance processes. Some of the more important policies and procedures for the doctoral program in Counseling Psychology are listed in the appendices.
4. Understanding **program requirements** can be confusing. Because there are individual differences based on students' backgrounds, the year they entered the program, and career plans, it is essential that you consult with your academic advisor.
5. Each doctoral student will have to choose a department in which to complete the Cognate courses. Cognate courses are available in the Psychology Department (Ph.D.) as well as the Graduate School of Professional Psychology (Psy.D.). Discuss your options and goals with your advisor. Cognates in both areas have pros and cons. Talk to other students to get their views about specific classes so you can pick a cognate that will fit your needs. All 15 credits of Cognate should be completed in one department.
6. Technology has allowed for many different options of recording. You will need to find a method to video or audiotape your clients so that you can bring it to your consultation session with your practicum instructor. Many students use 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 also have purchased transcribers which are helpful in practicum. If you discover equipment that is broken, please contact the Technology Coordinator.
7. Beware of canceled cognate courses in the Psychology Department. They sometimes cancel classes without notifying students. A way to avoid this uncertainty is to e-mail the professor of the course you wish to take the preceding quarter. In addition, they will allow their own students to take the courses first, often leaving no space. Talk with your advisor immediately if you know you might have problems taking a cognate course.
8. The College requires students to complete their **Course Work Plan** before the completion of 30 credit hours. The Course Work Plan must be filed before the Qualifying Exam can be taken. Plan to work closely with your advisor.
9. The program also encourages students to take their **Qualifying Exam** by Fall of the second year of study. It may be helpful to get input from students who have already taken the exam. They, along with the faculty, can give you an overview of the important areas to cover in studying. (See the section of this handbook on comps and quals).

10. It is possible to sign up for 5 of the required 10 minimum **Dissertation credits** before you take comprehensive exams. The remainder of these credits can only be taken after you have successfully completed comprehensive exams.
11. Getting **practicum sites** can be a source of anxiety for many; however, we always place our students. Because there are lots of schools and counseling-related programs in the area, the keys to getting a good site are being proactive and taking initiative. The best thing, however, is to ask other students and faculty for suggestions that meet your needs. All practicum sites have different application dates. It is a good idea to begin the application process in the Winter quarter. You can contact the site and ask about the specific process. You will want to check with other doctoral students who are currently in practicum, and the instructor for Advanced Practicum and Advanced Practicum II.. For further information on past sites, student contacts, and information regarding the process, see the section on Practicum Hints.
12. Having your own personal malpractice insurance coverage is required. Student members of the American Counseling Association (ACA) are eligible to obtain malpractice insurance for work related to program curriculum. ACA membership information can be obtained on the web at www.counseling.org, or picked up in the Counseling Psychology lounge area. The American Psychological Association also provides insurance for student members. Insurance information is available on the APA website at www.apait.org.
13. In order to apply for predoctoral internship, you must meet all requirements, including a signed "Readiness for Internship Form." Prior to applying for internship you must pass your comprehensive examination and your dissertation proposal. Without these, you will not be considered ready for internship. You must also be registered for Graduate Continuous Enrollment during the internship according to DU and MCE policies.
14. The Program Brochure states, "Doctoral students must complete a twelve-month full-time **internship** or equivalent after completion of course work and comprehensive exams prior to graduation." It is unlikely that most students will identify internship sites in Colorado and, in fact, students are strongly encouraged to seek APA approved internships in other locations. Students who have gone through this process have strongly suggested that students (a) keep detailed records of all practicum and clinical experiences, including assessments, (b) obtain additional clinical experience beyond the minimum program requirements if the internships require considerable assessment experience, (c) request transcripts early, (d) carefully coordinate letters of reference, and (e) prepare for internship interviews (See Internship Hints or Policy Sections for further information). Please note we also strongly encourage doctoral students to have successfully defended the dissertation prior to the beginning of this year-long internship.
15. **Be Warned!** Program policies, procedures, and requirements may be unique to your cohort. Although students are an excellent resource for information on program policies, procedures, and requirements, keep in mind that individuals are responsible for adhering to the policies, procedures, and requirements specific to their cohort. The program brochure in Appendix B should be your guide. It contains the requirements for your cohort. If in doubt, please check with your advisor.
16. **Ask for help** from students and faculty - with class work, tests, comps, requirements, anything. We really are in this together, and professors are nice people.

17. With an assistantship, you get a 10% discount at the DU Bookstore. When you get your DU ID card, make sure you tell them you have an assistantship and then just present your card at the bookstore to get your discount. Consider **other book stores** as an alternative to the DU bookstore.

The Tattered Cover has many of the texts we use in stock and at lower prices; the store has an excellent psychology section. Also, some chain book stores, like B. Dalton, give 10%-20% discounts if you become a store member. Barnes and Noble also offers a 20% discount on all hardcover books. They will also order textbooks but orders must be placed several weeks in advance to ensure on-time delivery. On-line ordering is becoming more popular. It helps to find out the books you will need in advance and to allow time for delivery. Some useful web sites include: www.ecampus.com, www.varsitybooks.com, and www.amazon.com.

Course Hints

1. **Psychological Assessment** is offered only during the summer. This course is a requirement and *cannot* be substituted with another course in a different department. You are required to complete four case studies on separate individuals. Testing, interpreting results, and report writing are time-consuming. It is not unusual to take 20 hours to score your first Rorschach. When you take this class, it is not recommended to take other summer classes unless they are short. It is *not* permissible to use your friends and family for this class. This will be your most expensive class with books costing about \$500-800 and about \$40 for testing forms.
2. **Cognitive Assessment** is usually a Spring quarter class. You will need to complete approximately eight assessments and will need to assess children as well as adults. For this class, in addition to books, you should expect to pay about \$40 for testing forms.
3. **The developmental sequence.** You will need to take two of the three developmental courses (Child Development, Adolescent Development, and Adult Development) unless you had one or more developmental courses in a Master's program. Then you will take only one of the three. The Child Development class, usually offered Fall quarter, requires that you observe children. Adolescent Development requires interviewing an adolescent three times over the quarter to assess his/her developmental level. .
4. Students secure a practicum placement and enroll in three consecutive quarters of **Advanced Practicum** (for a total of 9 quarter hours). Students are also required to continue with a second Advanced Practicum (Advanced Practicum II for 1 credit per quarter). If you are planning on securing a practicum site your first year, you may want to apply to sites as soon as you know you are accepted into the program. Of course, before applying to a practicum site, please contact the Training Director for program procedures. Most practicum sites make their decisions for fall between March and April.
5. Doctoral students must also sign up for two consecutive quarters of **Clinic** during their first or second year (winter-spring, spring-summer, or summer-fall). Students are required to work approximately five hours, one evening a week. Live supervision is provided. A letter explaining the sign-up procedure for clinic hours will be sent to all new students before registration for Winter quarter. Additional quarters of clinic can also be taken to provide a richer experience. Doctoral students enrolled in clinic are also required to conduct an interview with Evangelical Lutheran Church of America (ELCA) candidates and

write a report based on the interview and assessment results. The interview takes about two hours, and the report scoring and write-up take an additional six to eight hours.

Extra Hints for Incoming Students without a Master's Degree

1. **Basic Counseling Techniques**, offered during Fall Quarter, requires students to participate in a triad in addition to scheduled class time. Triads meet once weekly for two hours to practice techniques. You will be acting as counselor, client, and observer during sessions. Sessions are tape-recorded and you will meet individually with a T.A. to review those sessions in which you were the counselor.
2. **Intermediate Techniques**, offered Winter quarter, also has triads that meet once weekly for two hours. The format will be the same as during Beginning Practicum.
3. **Beginning Practicum** is a three quarter commitment starting with the Fall Quarter, when you take the Fieldwork class. The most important aspect of Fieldwork is securing a site. There are excellent sites available all over the Denver area. Please speak with Master's students, Ph.D. students, and faculty to make the process much easier. There is a blue book of practicum sites in the Counseling Psychology Lounge area. Students will spend between 10-15 hours on site Winter and Spring quarters. Depending on your progress and evaluations, you may need to continue with a third quarter of Beginning Practicum. You will be required to provide typed verbatim transcripts of three sessions each quarter; and although these transcripts are always described as an excellent learning experience, they take a considerable amount of time.
4. While in **Beginning Practicum** during Spring Quarter, students may receive supervision from doctoral level students taking Counseling Supervision class. As with other practicum placements, you will be taping your sessions and completing transcripts.

Meetings

Student and Faculty Informational Meeting

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

Research Meetings

CNP 4794: Counseling Psychology Seminar: Research

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, introduce students to invited 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.

Program Faculty Meetings

These meetings take place once a month. Generally, two student representatives from the MA and one from the 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 in being a representative, please let the program chair know. If students have a concern, they may ask a student representative to present it to the faculty or they may petition the faculty by letter addressed to the program 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.

Graduate Student Association (GSA)

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

G.S.A.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 G.S.A. 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. In addition to the support of the cohort, you will be contacted by a student currently enrolled in the Ph.D. program, as part of the Student Mentor program. Your Student Mentor will be available via phone or email to help answer questions, offer guidance, and provide support as you transition to the Ph.D. Counseling Psychology program, whether already living in Denver or moving to town.

Places to Study

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.

Penrose Library: (303) 871-3707 www.penlib.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 on to the Penrose Library system from home to see what holdings the library has.

Library hours: Monday through Thursday open 8 a.m. - midnight
 Friday open 8 a.m. - 10 p.m.
 Saturday open 9 a.m. - 8 p.m.
 Sunday 10 a.m. – midnight

The late night study area and the library computer lab are open for an additional 2 hours past the library closing time.

Hints: You are supposed to present your DU I.D. 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 I.D. 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.

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

Library hours: Monday through Thursday open 7:30 a.m. - 10 p.m.
Friday open 7:30 a.m. - 6 p.m.
Saturday open 9 a.m. - 5 p.m.
Sunday open 11 a.m. - 8 p.m.

UCDHSC Anschutz Medical Campus Health Sciences Library: (303) 270-7460,
<http://hsclibrary.uchsc.edu/>

Library hours: Monday through Thursday open 7 a.m. to 10 p.m.
Friday open 7:00 a.m. to 6:00 p.m.
Saturday open 10 a.m. to 6 p.m.
Sunday open 10 a.m. to 6 p.m.

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 C.U. 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.

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

Library hours: Monday through Thursday open 8:00 a.m. – 11:45 p.m.
Friday open 8:00 a.m. – 10:45 p.m.
Saturday open 10:00 a.m. – 10:45 p.m.
Sunday open noon. – 11:45 p.m.

Note: This library is worth the 40-minute drive. Out of all the libraries in the area, it holds the largest collection of journal articles, 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 the following services: assistantships and fellowships; financial aid; housing; insurance and student health service; and parking. 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. Please also refer to the Morgridge College of Education Bulletin located on the Morgridge College of Education website.

Assistantships and Fellowships

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

The Morgridge College of Education offers positions working in the Office of Admissions and Enrollment Services, 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 CITY involve work with children and youth. Previous experience with children is preferred.

The Counseling Center at DU has positions which 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, the Center for Innovative and Talented Youth, 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. Applications for the DU Counseling Center positions are usually due in March. Contact Dr. Dianna Ducote-Sabey at 303-871-3511 for application instructions at that time. Metro State College Counseling Center also offers practicum/assistantship positions which come with a monthly stipend. Contact the Director at 303-556-4045 for application information.

Financial Aid

See the Counseling Psychology Program Brochure in Appendix C. 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 financial aid during their program although it is very rare to receive full funding.

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 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. 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. If possible, socialize and make friends with people outside of the program.
9. 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.

10. Make and take time for little moments together and budget this time just as you would for any class, meeting or time for yourself. Taking advantage of a few moments here and there for a cup of tea or glass of wine can make a big difference.
11. Students of color may join the Multiethnic Network which consists of all minority students in Colorado in psychology-related graduate programs. This group serves as a support system, discusses multi-ethnic issues, and is a good networking resource. Ask other students for information. You can also contact the Center for Multicultural Excellence (303-871-2942).
12. International Students are encouraged to stay in touch with other international students through the International Student and Scholar Services (303-871-4912).

Policies and Procedures of the Counseling Psychology Program

There are two sets of policies and procedures that apply to doctoral students in Counseling Psychology. One set is from the Morgridge College of Education, and the second set is from the Counseling Psychology Program within the Morgridge College of Education. The following provides information on the policies and procedures that specifically affect Counseling Psychology doctoral students. However, this is not an exhaustive list. Students should check with the Morgridge College of Education Office of Admissions and Enrollment Services for clarification of the policies and procedures that are College-wide in their applicability as well as the Morgridge College of Education Bulletin.

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 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 Director, Dr. Jesse Valdez, personally or in writing. If the grievance is not solved to the student's satisfaction, the student may appeal through the regular 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.

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 they wish to 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., the Associate Dean of the Morgridge College of Education should be contacted).

Reasons for Probation and Dismissal

1. Violation of the DU Honor Code: Please refer to the DU Honor Code at <http://www.du.edu/ccs/honorcode.html>.
2. Cheating: 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 Honor Code, are 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.

3. **Plagiarism:** It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.
4. **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").
5. **Lack of Professionalism and Unethical Behavior:** As students or professionals, counseling psychologists are expected to follow the Ethical Principles for Psychologists and Code of Conduct (American Psychological Association, 2002). Failure to abide by these standards while enrolled as a student in the counseling psychology 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 a psychological evaluation and/or psychotherapy at the student's expense.) They may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

While it is not expected that a student will be dismissed from the Counseling Psychology program, 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).

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 (303-871-2327).

Liability Insurance Coverage

All students in the Masters and Doctoral Programs in Counseling Psychology 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.

Notice of Potential Risk

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

Dissertation Proposal and Internship Policy

Students will need to have successfully passed their comprehensive exams and their dissertation proposals before October 1st of the Fall quarter when hoping to apply for internship. These are requirements before students will be approved as "ready for internship." At minimum, ALL internships must meet APPIC guidelines or be approved by the faculty. APA accredited internships are very strongly encouraged.

Continuous Enrollment Policy

Please note there are two (2) Continuous Enrollment Policies: one for the Morgridge College of Education and one for DU Graduate Studies. Students MUST adhere to the MCE Continuous Enrollment Policy at all times AND, under certain circumstances described below, should follow the DU Graduate Studies Continuous Enrollment Policy as well.

Morgridge College of Education Continuous Enrollment Policy

Once the student has completed successfully all required courses and the required comprehensive exam, a student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. In order to encourage the completion of the dissertation, the policy requiring continuous enrollment is as follows:

A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

DU Graduate Studies 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 Graduate Studies Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (CNP 5995) each quarter until you graduate per MCE Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, the Graduate Studies Continuous Enrollment Policy should be utilized so that you are in active status and are continuously enrolled which is the university policy.

If a student is registering for CNP 5995 for less than four (4) credits in a given quarter AND you are attempting to defer student loan repayments, the DU Graduate Studies Continuous Enrollment Policy should be utilized in addition to the MCE Continuous Enrollment Policy. You 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 DU Graduate Studies Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Vice Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to:
http://www.du.edu/grad/forms/ContinuousEnrollmentPolicy_003.pdf.

For the DU Graduate Studies Continuous Enrollment form, please go to:
<http://www.du.edu/grad/current-students/forms.html>.

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some forms of financial aid, you may only need to register for the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some forms of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the DU Graduate Studies Continuous Enrollment Policy would

be necessary in addition to the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.

Monitoring Student Dissertation Progress

After students leave on internship, it is often difficult for students to continue to make progress on their dissertations. It is equally hard for faculty to mentor students through the dissertation process. Since 2006, the Counseling Psychology program has required all students applying to internships to have their dissertation proposal passed prior to October 1st in the Fall when they plan to apply for internship. This has been a very positive change in that several students have had their data collected prior to beginning internship and two students have defended their dissertations prior to beginning internship. Additionally, our length of time to completion for the doctoral degree in Counseling Psychology has decreased to 5.0 years. This policy was instituted to help students graduate in a timely manner. Further, we strongly encourage the successful defense of your dissertation prior to beginning your internship. While this is not possible for all students, it is an expectation where appropriate.

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

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

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 works hard to reduce them and eliminate as many as possible.

Non-Practicum Psychotherapy or Clinical Experience

Some students are working in practicum sites without being enrolled in the practicum class. Students who are in this position must inform the faculty. If students are not enrolled in a practicum class, hours obtained in these sites **will not** be counted as practicum hours. Any student working 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.

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

1. The student has completed both Advanced Practicum AND Advanced Practicum II.
2. The student is ONLY doing psychological assessments. The experience does not involve any counseling or clinical experience beyond that required for a psychological assessment.
3. The Training Director has approved both the site and the specific supervisor.
4. The supervisor will need to complete an evaluation form for the student at the end of each quarter and the student will provide this to the Training Director.
5. The student will need to turn in the hours for this sanctioned activity on a quarterly basis.

Registration information and downloadable forms are available from the agency's web site at: <http://www.dora.state.co.us/mental-health/nlcboard.htm>.

Clinic

All doctoral students, during their first year and a half, enroll in two one-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 transition concerns at a reasonable cost (sliding scale).
4. To provide consultation and intervention for schools and other agencies dealing with school related problems.

Qualifying / Comprehensive Examinations – Ph.D. Students

Doctoral Qualifying Exam

This exam demonstrates 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 by the Fall quarter of the second year of study. (examples on next pages)

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
9. Supervision
10. Psychotherapy Research
11. Research Methods/Statistics

Doctoral Comprehensive Exam

The purpose of the Doctoral Comprehensive Exams is to assess the student's depth of understanding in areas that go beyond the qualifying exam, such as a deep understanding of theory and research design and analysis, individual differences, etc. The comps are typically taken during the final quarter of course work. Please contact the MCE Office of Admission and Enrollment Services (303-871-2509) for information. (examples on next pages)

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 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 cultural groups.
2. You work in a mental health center and are considering developing a group for adolescents who have attempted suicide in the past but are not currently suicidal. You decide it will be a 12-week group. Discuss in depth your thinking about selection of members, size, characteristics of membership, format, leadership style, group goals, and how you will determine if it is successful. 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.
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 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.
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.

Doctoral Comprehensive Exam – Sample Questions

1. Psychotherapy Outcome Research

Thoroughly discuss the following: Does psychotherapy work? Describe the current research, common research methodology used to address this question, and the strengths and limitations of this research.

2. Psychological Assessment

A resident assistant at an area university has referred a person to you because of some concern that the student “might be suicidal.” The student comes to your office stating that her RA sent her to you to have some “tests.” The client is a 24-year old multiethnic (Caucasian, 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.

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: ruth.chao@du.edu)

Cynthia Ann 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: group counseling and group dynamics; multicultural counseling in groups, and group leadership. Adolescent development, increasing parent involvement in children and adolescents' mental health treatment (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 counseling and psychotherapy; bicultural and bilingual (English/Spanish) mental health and psychology; and multicultural counseling psychology and transformational pedagogy. (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. Clinical Associate Professor. Licensed Psychologist. Research interests: Counseling women; solution and narrative therapy; healthy relationships; and problem gambling. (Ammi Hyde 224, 303-871-3230 or 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. Lecturer. 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. Licensed Psychologist. Research interests: Group psychotherapy; and training in community mental health centers.

Counseling Psychology Course Descriptions

Students must pass all required courses with a B- or better in order for these courses to count as part of the Counseling Psychology plan of study. If a student is given a grade below a B- in any required course, it will need to be retaken and passed with a grade of B- or better.

CNP 1200 Academic Exploration and Career Decision-Making

For undergraduates unsure of their academic and/or career direction. Helps students explore their interests, skills, values, and the world of work; provides decision-making strategies to aid in future career and life decisions. 2 qtr. hrs.

CNP 3802 Peer Counseling

Are you interested in learning about how to help others? Interested in being a counselor? This course will provide an introduction to the profession of counseling. Learn more about the variety of roles and responsibilities of mental health professionals and how you can learn how to help others.

3 qtr. hrs.

CNP 4641 Adolescent Development

Physical, cognitive, emotional, social, and moral development in adolescents with emphasis on the interaction of various aspects of development. Focus is on normal development with exploration of special problems of adolescents, e.g., substance abuse, teen pregnancy, eating disorders and delinquency; critical study and discussion of literature on adolescence and interviews with adolescents.

3 qtr. hrs.

CNP 4642 Adult Development

Literature on normal development of adult thinking and problem-solving processes and the self system. Physiological changes and relationship between cognitive development and developmental tasks of adults included. Prerequisite(s): prior course in development. 3 qtr. hrs.

CNP 4700 Counseling Theory

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

CNP 4701 Advanced Seminar: Counseling Theory

Focus on advanced issues and integration of theory and practice.

Prerequisite: Doctoral student. 3 qtr. hrs.

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. 3 qtr. hrs.

CNP 4703 Behavioral Neurology

Overview of brain/behavior 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 sequelae of those illnesses. 5 qtr. hrs.

CNP 4704 Psychological Assessment

Administration, scoring, and interpretation of objective and projective personality assessment techniques, the DSM IV-TR, diagnostic categories, report-writing skills, ethical standards for testing. Prerequisite: Counseling psychology doctoral student. 5 qtr. hrs.

CNP 4705 History and Systems of Psychology

Historical and philosophical bases of modern psychological theories; basic issues related to major schools of psychology. 3 qtr. hrs.

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) 5 qtr. hrs.

CNP 4710 Career Counseling

Career development theories; career counseling and assessment techniques; applications of career counseling to multicultural/diversity populations. 3 qtr. hrs.

CNP 4720 Group Counseling Theory

Theory and research related to group process, group treatment and leadership strategies; implications for group counseling and psychotherapy. 3 qtr. hrs.

CNP 4730 Program Development and Evaluation

Program development, evaluation strategies, and techniques for human service agencies and schools; application of research and evaluation skills in applied settings. 3 qtr. hrs.

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. Lab, Lecture. 4 qtr. hrs.

CNP 4741 Intermediate Counseling Techniques

Sample of counseling techniques and effectiveness with different types of clients. Lab, Lecture. Prerequisite(s): CNP 4740. 4 qtr. hrs.

CNP 4743 Fieldwork in Counseling

Introduction to the field of counseling with special emphasis on practicum placement. 1 qtr. hr.

CNP 4750 Counseling Psychology Practicum: Beginning

Supervised practice in counseling for Master's students. Prerequisite(s): Successful completion of CNP 4740 Basic Counseling Techniques and CNP 4743 Fieldwork in Counseling. 2-4 qtr. hrs.

CNP 4752 Counseling Psychology Practicum Advanced I

Supervised practice in counseling for first or second-year doctoral students. Prerequisite: CNP 4750 or prior practicum, counseling psychology student only. Students must pass each quarter with a B- or better. If the student receives a C+ or below in any given quarter, the student will need to repeat the quarter. 3 qtr. hrs.

CNP 4753 Counseling Psychology Practicum Advanced II

Group supervised practice in counseling for second-year doctoral students with emphasis on process and countertransference issues. Prerequisite: CNP 4752. Students must pass each quarter with a B- or better. If the student receives a C+ or below in any given quarter, the student will need to repeat the quarter. 1 qtr. hr.

CNP 4754 Counseling Psychology: PhD Internship

Satisfies 12-month internship requirement in counseling psychology. Prerequisite: completion of comprehensive examination and dissertation proposal. 1 qtr. hr.

CNP 4755 Beginning Counseling Clinic

On-campus experience counseling clients from the community with close supervision and observation. (2qtr hours each of two quarters)

CNP 4756 Advanced Counseling Clinic

On-campus, advanced-experience counseling of clients from the community with close supervision and observation. Prerequisite: Doctoral student in counseling psychology. 2 qtr. hr. (1 qtr hour for each of two quarters)

CNP 4769 Counseling Psychology Seminar: Cognitive Behavioral Strategies

Historical perspective on cognitive and behavioral theories in psychology, assessment, treatment, and evaluation from a cognitive-behavioral approach. 3 qtr. hrs.

CNP 4770 Counseling Psychology Seminar: Research

Review of current process and outcome research in counseling and psychotherapy; substantive issues, including client and therapist variables as well as methodological issues and experimental designs. Prerequisite: doctoral student. 3 qtr. hrs.

CNP 4771 Counseling Psychology Seminar: Counseling in Business and Industry

Introduction to various roles, interventions, and issues encountered by counseling psychologists in business settings; major portion of seminar to consist of state-of-the-art presentations by practitioners. 4 qtr. hrs.

CNP 4772 Diversity Seminar

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 seminars on particular topics, e.g., American Indian mental health, African-American mental health, and women's mental health. Prerequisite(s): Students must take CNP 4773 (3 credit general seminar) prior to the individual seminars. 1 qtr. hr.

CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues

General introductory course that 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 qtr. hrs.

CNP 4776 Family Counseling

Introduction to this topic, including survey of major theories and research, in-class demonstrations of techniques. 3 qtr. hrs.

CNP 4777 Counseling Children and Adolescents

Seminar focused on unique issues involved in counseling children; theoretical and research literature and applications to counseling setting. 3 qtr. hrs.

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, clinical interventions to improve health, and psychological factors that determine health-related behavior, psychological aspects of delivery of health care, and assessment issues in health psychology. 3 qtr. hrs.

CNP 4780 Counseling Psychology Seminar: Supervision

Introduces literature and research on counseling supervision, including awareness of individual differences; provides experience supervising master's level counselors. Prerequisites: doctoral student and CNP 4752. 3 qtr. hrs.

CNP 4784 Psychopathology

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

CNP 4785 Leadership Education I: Training the Trainer

The purpose of this course is to introduce basic concepts of the use of Adventure Programming and Experiential Learning in applied counseling psychology. Participants will learn strategies for addressing and developing leadership techniques through a variety of activities including a service learning project. 5 qtr. hrs.

CNP 4790 Counseling Psychology Seminar: Ethics

Professional ethics in practice and research in counseling and school psychology, including informed consent, confidentiality, clients' rights, psychologists' obligations, etc.; basic APA documents.

Prerequisite: doctoral student. 3 qtr. hrs.

CNP 4791 Counseling Psychology Seminar: Counseling Couples

Introduction to couples counseling, including survey of major theories and research. 3 qtr. hrs.

CNP 4792 Pro-Seminar in Counseling Psychology

Introduction to field of counseling psychology required for all first-quarter doctoral students.

Prerequisite: counseling psychology doctoral students. 1 qtr. hr.

CNP 4793 Vocational Psychology

Review of theories of vocational development and vocational interests; introduction to interventions and techniques designed to enhance vocational development and maximize occupational performance.

3 qtr. hrs.

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 year to year and cover areas such as counseling women, counseling in business and industry, advanced group therapy, psychodynamic theory, etc. 3 qtr. hrs.

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 qtr. hrs.

CNP 4797 Counseling Addictive Behaviors

Introduction to assessment, treatment and outcome evaluation of chemical and non-chemical 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 qtr. hrs.