Counseling Psychology and Counselor Education

University of Colorado Denver

DIVISION OF COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION
University of Colorado Denver
Campus Box 106
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Denver, CO 80217-3364

Revised January 2009
EFFECTIVE FOR STUDENTS ADMITTED SPRING 2009, OR LATER
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INTRODUCTION

The purpose of the handbook is to provide students with information concerning the Counseling Psychology and Counselor Education (CPCE) program at the University of Colorado Denver. It is intended to clarify relevant information, policies, procedures, requirements and expectations. At either a student orientation or through faculty advisement, students admitted into the CPCE program are provided with information on how to access the handbook on our website.

It is the responsibility of the student to read and become familiar with the information in this handbook. To confirm that you have read this handbook and have understood the responsibilities, policies and procedures outlined herein, please sign the Informed Consent included on the last page of this handbook and submit it to your advisor or to a student services advisor for inclusion in your student file.

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DESCRIPTION OF PROGRAM OBJECTIVES

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in community agencies, school systems, couple and family settings, private practice, and business settings. The programs in Couple and Family Therapy, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the CPCE program is to prepare master's level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

MISSION STATEMENT

The Mission of the CPCE program at the University of Colorado is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and the society.

OVERALL OBJECTIVES

The CPCE program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.

2. Welcome and support diversity including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally competent.

3. Who embody integrity and culturally sensitive ethics in their professional practice.

4. Who are committed to life-long learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

Current objectives of the CPCE programs are reflected in the core requirements as dictated by national accreditation standards and licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives. Students should be prepared to meet course objectives and attend classes as scheduled. In addition, students must have access to computer technology in order to participate in on-line coursework and communication within the program.

SPECIFIC OBJECTIVES

1. Assessment Skills
   a. Developmental and psychological stages through the life span.
   b. The referral process.
   c. Information gathering.
   d. Effective interviewing skills.
e. Selecting and evaluating tests.
f. Test interpretation.
g. Diagnosing behavioral and psychological problems.
f. Recognizing and addressing bias in assessment and seeking out instruments normed on culturally diverse groups.

2. Organizational/Administration Skills
   a. Conducting needs assessments.
b. Identifying behavioral objectives and developing treatment plans.
c. Planning comprehensive counseling programs.
d. Implementing counseling practices and interventions.
e. Evaluating counseling programs and psychological interventions.
f. Organizing a private practice.

3. Educational Counseling Skills
   a. Working with the educational curriculum.
b. Academic advising.
c. College planning.
d. Vocational planning.
e. Job planning.
f. Curriculum consultation.

4. Career Counseling Skills
   a. Career development theories, and psychology of careers.
b. Resume building.
c. Life career planning.
d. Utilizing career inventories.
e. Career development computer programs.
f. Career development activities and programs.

5. Personal Counseling Skills
   a. Psychological assessment and treatment planning.
b. Rapport building and interviewing skills.
c. Listening and effective intervention selection.
d. Counseling theory and application.
e. Counseling techniques and intervention practices.
f. Referral procedures--suicide, incest, harm to self or others, etc.
g. Diagnosis with DSM IV.
h. Substance abuse recognition, referral, and counseling.
i. Couple and family diagnosis and treatment.
j. Competency in counseling culturally diverse individuals and groups.

6. Group Counseling Skills
   a. Understanding psychology of groups.
b. Organizing groups.
c. Group process/stages.
d. Group purpose.
e. Strengths and weaknesses of groups.
f. Different kinds of groups.
g. Assessment of group interventions.
7. Couple and Family Counseling/Therapy Skills
   a. Assessment and interviewing.
   b. Systems theory and application.
   c. Family development cycles.
   d. Techniques of counseling couples and families.
   e. Treatment and research in family therapy.

8. Personal Growth
   a. Personal expectations and skill level.
   b. Ethical considerations, including "duty to warn."
   c. Commitment to obtaining up-to-date information.
   d. Licensure, credentialing, and professional associations.

9. Research Skills
   a. Literature review skills.
   b. Research proposal writing.
   c. Problem identification.
   d. Hypothesis development and testing.
   e. Methodology & statistical analysis.

10. Multicultural Skills
    a. Assessing influence of culture in counseling.
    b. Utilizing culturally sensitive skills.
    c. Ethical decision making from a multicultural perspective.
    d. Identifying indigenous helpers.

**CPCE FACULTY AND STUDENT EXPECTATIONS**

1. CPCE courses are graduate level and are intended to prepare students for professional roles in the mental health field. Therefore, students should expect rigor in academic work. This means that there will be a minimum of two books per course and a minimum of four products, probably including two papers. Students should be prepared to use APA style for papers and will be expected to proof-read papers for correct spelling, grammar and syntax. Failure to conform to these standards will result in lower scores on projects.

2. Students should adhere to their degree plans and are strongly advised not to take more than three courses per semester, especially if they are working full time. Students are encouraged to adjust their course load so they are not overextended. This guideline is stipulated in order for students to be able to devote sufficient time for adequate class preparation and learning.

3. Students who do not demonstrate the expected counseling skills in courses focused on skill acquisition by earning a B or better will be asked to repeat these courses until adequate skills are developed.

4. Professional behavior is expected in class. Specifically, faculty expect students to come to class prepared for the day’s topics/discussions and to arrive on time. Also, students should exhibit a positive attitude, receptivity to new ideas, openness to feedback, flexibility, and respect for faculty members and peers.
Confidentiality is the norm for all classroom interaction. Cell phones are to be turned off and students are expected to refrain from holding side conversations during class lectures or activities.

5. If students have concerns about faculty members, the first step is for the student to make an appointment with the faculty member in question to discuss the issues. If resolution is not reached then the student should contact the University Ombuds person at 303.556.4493. If the issue is related to course grade students may follow the procedures for appeals via the Student Academic Appeals Committee. Please contact Lori Sisneros the SEHD Student Services Center Coordinator at 303.315.4979 for assistance with this process.

6. Students can expect faculty to return telephone calls and email messages within two business days of receiving them. If faculty are out of the office, they will respond to calls and emails within two business days of their return to the office. Students can expect faculty to return papers and exams within three weeks. Papers that are not picked up in the Student Services Center (LSC 701) by students may be destroyed after one semester. Students are advised to submit papers with stamped self-addressed envelopes so that faculty may return them by mail or to submit them online.

**SPECIFIC PROGRAMS & COURSE SEQUENCING**

**Course Sequencing**

Courses in the graduate programs in Counseling Psychology and Counselor Education at the University of Colorado Denver are designed to provide a gradual and stratified skill-building experience, beginning with the introductory course CPCE 5010, and culminating with the internship experience.

With this in mind, course sequencing is utilized to maximize the learning and skill-building process. Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites for courses have been taken. Some courses may be offered only once per year, or every other year. Please consult the tables below for the information on courses not offered every semester.

ALL COURSEWORK, with noted exceptions in each track, MUST BE TAKEN BEFORE the student may register for PRACTICUM.

Any student who has not followed the above procedure and has registered for a class out of sequence may be required to drop the class.

There are several courses in the CPCE curriculum for which a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

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<tr>
<th>COURSE</th>
<th>MAXIMUM PER SECTION</th>
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<td>CPCE 5100</td>
<td>Theory and Techniques of Counseling 15</td>
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<td>CPCE 5110</td>
<td>Group Counseling 15</td>
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<tr>
<td>CPCE 5160</td>
<td>Theories/Techniques of Couple &amp; Family Therapy 15</td>
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<td>CPCE 5910</td>
<td>Practicum Group Supervision 10</td>
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<td>CPCE 6140</td>
<td>Counseling Children, Adolescents &amp; Their Parents 22</td>
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<tr>
<td>CPCE 7100</td>
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These maximum enrollments are monitored very closely. Students are expected to register early in order to secure a place in these classes.
## COUPLE AND FAMILY COUNSELING/Therapy (63 semester hours)

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<tr>
<th>COURSE NUMBER</th>
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<td>Group Counseling</td>
<td>Core</td>
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<tr>
<td>CPCE 5150</td>
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<td>Core</td>
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<tr>
<td>CPCE 5160</td>
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<tr>
<td>CPCE 5400</td>
<td>Career Counseling</td>
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<tr>
<td>CPCE 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling Individuals and Families</td>
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<td>CPCE 6000</td>
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<td>Introduction to Research</td>
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<td>REM 5300</td>
<td>Introduction to Measurement</td>
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<td>CPCE 5280</td>
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<td>Elective</td>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td>MUST MEET PREREQ FOR ELECTIVE</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td>MUST MEET PREREQ FOR ELECTIVE</td>
</tr>
<tr>
<td>EPSY 6200</td>
<td>Human Development Over the Life Span</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REM 5200</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REM 5300</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL COURSE WORK</td>
</tr>
<tr>
<td>CPCE 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>CPCE 5910</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>TITLE</td>
<td>TYPE</td>
<td>SEMESTER OFFERED</td>
<td>PREREQUISITES</td>
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</tr>
<tr>
<td>CPCE 5010</td>
<td>Theories of Counseling</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5100</td>
<td>Counseling Techniques</td>
<td>Core</td>
<td></td>
<td>CPCE 5010</td>
</tr>
<tr>
<td>CPCE 5110</td>
<td>Group Counseling</td>
<td>Core</td>
<td>CPCE 5010, CPCE 5100</td>
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</tr>
<tr>
<td>CPCE 5150</td>
<td>Theories of Family Therapy</td>
<td>Core</td>
<td>CPCE 5010</td>
<td></td>
</tr>
<tr>
<td>CPCE 5160</td>
<td>Techniques in Family Therapy</td>
<td>Multicultural</td>
<td>CPCE 5010, CPCE 5100, CPCE 5150</td>
<td></td>
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<tr>
<td>CPCE 5280</td>
<td>Addictions Counseling</td>
<td>Agency</td>
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</tr>
<tr>
<td>CPCE 5330</td>
<td>Counseling Issues and Ethics</td>
<td>Core</td>
<td>CPCE 5010, CPCE 5100</td>
<td></td>
</tr>
<tr>
<td>CPCE 5400</td>
<td>Career Counseling</td>
<td>Core</td>
<td></td>
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</tr>
<tr>
<td>CPCE 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling Individuals and Families</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5820</td>
<td>Strategies in Agency Counseling</td>
<td>Agency</td>
<td>FALL</td>
<td>CPCE 5010, CPCE 5100</td>
</tr>
<tr>
<td>CPCE 6810</td>
<td>Advanced Multicultural Counseling</td>
<td>Multicultural</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5100, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5830ST</td>
<td>Gender &amp; Sexual Orientation</td>
<td>Multicultural</td>
<td>FALL</td>
<td></td>
</tr>
<tr>
<td>CPCE 6100</td>
<td>Spiritual Dimensions of Counseling</td>
<td>Multicultural</td>
<td>SPRING</td>
<td>(offered every even year)</td>
</tr>
<tr>
<td>CPCE 6250</td>
<td>Mental Health Diagnosis</td>
<td>Multicultural</td>
<td></td>
<td>CPCE 5010, CPCE 5100</td>
</tr>
<tr>
<td>CPCE 7100</td>
<td>Advanced Theories &amp; Techniques of Counseling</td>
<td>Multicultural</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5100, CPCE 5820, CPCE 6250</td>
</tr>
<tr>
<td>EPSY 6200</td>
<td>Human Development Over the Lifespan</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REM 5200</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REM 5300</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL COURSE WORK</td>
</tr>
<tr>
<td>CPCE 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>CPCE 5910</td>
</tr>
</tbody>
</table>
PRACTICUM

Individuals, Couples & Families Counseling Center

The UCD Student and Community Counseling Center (hereafter referred to as "the Clinic") exists for two purposes. First, it offers counseling services for Auraria faculty, staff, and students as well as clients from the community. Second, the Clinic provides the setting for supervised counselor training for Practicum students as well as some Internship students. Counseling services are provided for individuals, couples, and families.

The Clinic's facilities include rooms with one-way observation mirrors, phone access, as well as audio and video equipment. These facilities allow for direct observation, supervision, and feedback between faculty supervisors and CPCE students.

Overview

ALL COUNSELING COURSEWORK MUST BE COMPLETED PRIOR TO APPLYING FOR PRACTICUM.

The Practicum Manual is available online from the CPCE website www.cudenver.edu/sehd/cpce.

The Practicum course for graduate students in the counseling field is one of the most important professional preparation activities. The Practicum experience is designed to allow students to apply and synthesize knowledge and skills they have previously learned. Students are also given opportunities to learn and practice new skills in a closely supervised environment while using the facilities provided at the Counseling and Family Therapy Center.

Because of the intensity and time commitment required, Practicum is a 6 credit hour course. In order to provide adequate client load and supervision for students, Practicum enrollment will be limited to 30 students in the Fall and Spring semester and 10 students in the Summer sessions. Students must apply to Practicum by completing a pre-practicum application (see Appendix A). Completed applications must be returned to the Clinic’s program assistant LeThi Cussen, and are reviewed by faculty. Due dates are as follows:

- Fall Practicum applications are due by April 15
- Spring Practicum applications are due by September 15
- Summer Practicum applications are due by February 15

As a requirement in Practicum, students must be prepared to commit a total of 150 clock hours. Distribution of these hours is as follows:

1. Direct service (which includes one to one, and/or couples, families, as well as a maximum of 10 hours facilitating or co-facilitating a group): 40 hours*
2. Individual supervision (1 hour per week): 15 hours
3. Group supervision (1 1/2 hours per week for 15 weeks): 22 hours
4. Peer observation 15 hours
5. Receptionist Duties
6. Additional hours spent in observation of peers, case study preparation and evaluation, transcription of audiotapes or other activities approved in advance by the student's supervisor:

TOTAL HOURS REQUIRED 150 hours
*If you are in the Couple and Family program, a minimum of 20 of the 40 direct service hours must be with couples and/or families. A couple means two persons, not necessarily married, who attend sessions and are counseled together by the same counselor. A family may or may not include a couple, but must include a parent or guardian and a child who attend sessions and are counseled together by the same counselor.

Generally, Practicum students must plan on meeting with a minimum of 3-4 clients each week during the semester in which they take the Practicum in order to satisfy the 40 minimum contact hours required by the program. These hours are based on requirements for Council for the Accreditation of Counseling and Related Educational Programs (CACREP) certified counselor-training programs.

Considering the 1-1/2 hours weekly for group supervision (Practicum class), 1 hour per week for individual supervision, hours for receptionist duties, and 1 hour (minimum) of peer supervision per week, A PERSON PLANNING THE PRACTICUM SHOULD BE AVAILABLE TO SPEND AT LEAST 12 -15 HOURS PER WEEK ON CAMPUS FOR PRACTICUM ACTIVITIES, excluding any additional work (i.e., transcribing counseling sessions, reading, and research) assigned by either the student's group or individual Practicum supervisor. During the summer semester, 25 hours per week should be allotted for practicum.

Students must have two clients appropriate to the students’ emphasis through the Clinic so that they may receive direct supervision while working with a client. Occasionally students may receive special prior permission to do some of their Practicum off campus, but they must still have at least two clients on campus.

**Practicum Objectives**

The Practicum is designed to refine counseling and interviewing skills, and to develop new skills. This includes individual, family and group counseling skills. Through one-to-one and group supervision, the student can expand his or her repertoire of counseling techniques and interpersonal relationship skills.

In the Practicum, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining a helpful and supportive counseling/therapeutic relationship.
- Development and application of appropriate individual, family, and group counseling techniques.
- Maintaining client records, scheduling client appointments, learning about and using community resources when appropriate.
- Working effectively with supervisors and colleagues, including appropriate analysis and presentation of counseling sessions and case studies.
- Continued development of professional behavior.
- Enthusiasm for and commitment to the counseling profession.
- A continued willingness to learn.
- Continued development of personal traits that are conducive to effective counseling, learning, and professional development.
- Continued development of multicultural counseling competencies.

**Liability Insurance and Review of Students**

All Practicum students are required to have Professional Liability Insurance before beginning Practicum. Litigation involving practitioners in the mental health professions has increased dramatically in the last few years. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. However, there are no
guarantees. Because of this situation, the vast majority of professionals now consider professional liability insurance a necessity.

Students are required to obtain professional liability insurance prior to participating in the Practicum. Students who will see Practicum clients at sites other than at our Clinic (for example, at an agency or school site) must also have personal professional liability coverage.

Some organizations (for example ACA, ASCA, APA) offer affordable student rates for professional liability insurance to their members, so it is advantageous to join the professional organization prior to beginning the Practicum.

All Internship students must have current professional liability insurance coverage prior to the start of their Internship. Both Practicum and Internship students will be required to provide a copy of the cover sheet for their policy as proof of liability insurance coverage.

Some schools and many of our Internship sites have “blanket” professional liability insurance policies that may cover students who are counseling a Practicum client or doing their Internships there. However, there may be some restrictions (i.e. only apply to counseling which takes place at that location), which make it advisable for students to have their own insurance, should they decide to meet with the client at a different location. Members of a teachers’ union or other professional organization may also have professional liability coverage or have access to coverage at reduced rates.

Policies for review of students during Practicum and Internship include the criteria used for the Divisional Monitoring Process, as well as additional criteria appropriate to the clinical experience. Information concerning this process can be found in the Practicum and Internship Manuals.

Additional Couple and Family Track Practicum Requirements

In order to comply with standards for Colorado State licensure, CACREP accreditation, and NACFT certification, couple and family track students must complete a total of 750 clock hours in Practicum and Internship, 300 hours of direct clinical contact, with a minimum of 200 of these hours being direct client contact hours with couples and families. Twenty of these hours are completed in Practicum. Thus 180 direct client contact hours with couples and families must be completed in Internship.

INTERNERSHIP

The Internship for graduate students in the counseling field is probably the most important and comprehensive professional experience in the counseling program. The Internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student's individualized career goals are met during the Internship experience, arrangements for the Internship are negotiated between the student, the on-site Internship supervisor, the Clinical Coordinator and the student's supervising professor at the University of Colorado Denver.

A manual of information about Internship is available online from the CPCE website www.cudenver.edu/sehd/cpce. Prior to enrolling in the Internship, students must have successfully completed Practicum (CPCE 5910).
The Internship is designed to provide the student with an opportunity to practice and expand his or her counseling skills in a setting outside the university environment. On-site supervisors will closely monitor student activities, provide effective and appropriate feedback, work cooperatively with university supervisors, and encourage student participation in a variety of on-site activities.

During the Internship, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

- The site is on the approved list in the database on the CPCE website [www.cudenver.edu/sehd/cpce](http://www.cudenver.edu/sehd/cpce).
- Establishing and maintaining a client caseload
- Application of appropriate counseling skills
- Development of specialized skills relevant to the requirements of the host site
- Establishing and maintaining effective working relationships with staff, supervisors and colleagues
- Willingness to meet professional obligations
- Enthusiasm and commitment to the counseling profession
- Willingness to learn and sensitivity to feedback
- Personal traits conducive to effective counseling, learning, and professional development
- Willingness to explore and use community resources for referrals

**Site Selection**

Students should select their Internship site based on the following guidelines:

- The site is on the approved site list in the database on the CPCE website [www.cudenver.edu/sehd/cpce](http://www.cudenver.edu/sehd/cpce).
- Appropriateness of the site to his or her orientation within the counseling program
- Availability of appropriate supervision (master's degree or higher in counseling or a related field, e.g. social work)
- Availability of a variety of professional experiences
- It is expected that the chosen site will be different from the student's current place of employment.

It is strongly recommended that, in addition to paying a visit to more than one site, prospective Internship students also contact students who performed their Internships at those sites to get appropriate feedback on the quality of supervision, receptiveness of staff, and types of clients typically served by the site.

If a student chooses to do an Internship at a site not previously approved for Internship by University of Colorado Denver counseling students, the student must arrange for a meeting between the prospective on-site supervisor and submit to the Clinical Coordinator the site approval form (see Internship Manual) to determine the appropriateness of the placement.

If a student does her or his Internship at the present employment site, it is expected that the supervisor will be someone other than her or his current administrator and/or supervisor. Additionally, the student should be given duties other than his or her normal job requirements. The student must submit a letter to the program faculty from the supervisor to ensure that

- Internship supervision will be conducted by a different supervisor
- The duties performed for the Internship will be different from those currently performed for the student's job
- The new duties performed for Internship are performed outside of his or her present daily function.
The program’s Clinical Coordinator will approve or reject the students request for an internship in his/her workplace.

Students **MAY NOT** count previous work experiences to satisfy their Internship requirement. Students **MAY NOT** enroll in Practicum and Internship concurrently.

**Internship Hours**

The University of Colorado Denver program establishes Internship requirements according to CACREP standards and in compliance with the Colorado State professional counselor licensure law. Internship students are required to perform a minimum of **600 clock hours** to satisfy their Internship requirement.

Because of the time commitment involved (a 40 hour per week commitment if performed in one semester); most students do their internship over a **two-semester period**. If this is the case, students should register initially for the 3 CREDIT HOUR Internship (**CPCE 5930**) their first semester, and register again for the 3 credit hour **CPCE 5930** their second semester).

In rare situations where students plan to do their entire Internship in one semester, they should register for **CPCE 5930**, as a 6 credit hour class. Students must document their ability to complete Internship in one semester prior to enrolling for 6 credit hours. If the student fails to complete the Internship within the semester s/he will be required to enroll for an additional 1 hour of Internship. *If students have fewer than 100 hours left in internship after 2 semesters, they can register for 1 credit hour of CPCE 5930.*

If students are dual tracking, they must complete two 600-hour internships.

Students must attend CPCE 5930, Internship class as long as they are counseling clients.

**Distribution of Internship Hours should be as follows:**

<table>
<thead>
<tr>
<th>Internship Type</th>
<th>Per Semester</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two Semester Internship:</strong> EACH SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Direct Service: Client contact (one/one or groups); Minimum: or 40% of total internship hours:</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>(Couple and Family track students must have a minimum of 61 hours with couples and families)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Individual supervision with on-site supervisor; 1 hour/week minimum:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>c. Group supervision with university supervisor; 1 1/2 hour/week minimum:</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>d. Additional hours spent in staff meetings, case presentations, and peer and/or supervisor observations, in-service training, transcription and analysis of audio or videotapes or other activities approved in advance by students' supervisors; NO MORE THAN:</td>
<td>*142</td>
<td></td>
</tr>
<tr>
<td><strong>PER SEMESTER:</strong> Total Hours =</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td><strong>One Semester Internship:</strong> Students should record the following hours:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Direct Service: Client contact (one/one or groups); Minimum: or 40% of total internship hours:</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>(Couple and Family track students must have a minimum of 121 hours with couples and families)</td>
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<td></td>
</tr>
<tr>
<td>b. Individual supervision with on-site supervisor; 1 hour/week minimum:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>c. Group supervision with university supervisor; 1 1/2 hours/week minimum:</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>d. Additional hours spent in staff meetings, case presentations, peer</td>
<td></td>
<td></td>
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</tbody>
</table>
and/or supervisor observations, in-service training, transcription
and analysis of audio or videotapes or other activities approved
in advance by students' supervisors; NO MORE THAN:  

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>600</th>
</tr>
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</table>

*This number will vary with the amount of direct service and supervision hours.

**General Requirements**

It is necessary for Internship students to have liability insurance. Since students are expected to meet this requirement upon taking CPCE 5910, Internship students will be asked to provide two copies of the cover sheet for their policy as proof of liability insurance coverage. One copy will be kept on file at the university; another will be given to their on-site supervisor. Please see the section on professional liability insurance in this handbook for more information.

Students opting for a two-semester Internship need to complete a written agreement with a faculty supervisor prior to beginning the Internship. These students may make up a shortage of hours from the first semester during the student's second semester without taking an incomplete (unless the shortage is seen as excessive by the student's university supervisor).

**Additional School Counseling Requirements**

Students in the school-counseling track are required to do all 600 hours of Internship in a school setting under the supervision of a licensed school counselor. Since the endorsement by the University of Colorado Denver for school license is K-12, students should try to do one semester in a middle school and one in a high school. Full-time experience consisting of at least a four-hour block of time each day is required. Internship students who are teachers may not do their internship experience in their teaching building. Drs. Ibrahim and Hipolito-Delgado are faculty leaders of the school track.

**POLICIES AND PROCEDURES**

**Orientation**

Mandatory new student orientation meetings are held in the fall, spring and summer. The meeting is scheduled on a weekend prior to the beginning of each semester in order to reach all students. Orientation begins on Friday evening at 4:30pm – 8:30pm and Saturday 8:30am – 4pm. Orientations aim to:

♦ Provide new students with information about their respective programs.
♦ Provide new students with registration information.
♦ Introduce new students to the staff of the School of Education & Human Development Student Services Center.
♦ Provide new students with resources for the School of Education & Human Development, the University of Colorado Denver, and the Auraria Campus.
♦ Begin discussions regarding multiculturalism and diversity.
Advisement

Each applicant admitted into the graduate program in Counseling Psychology and Counselor Education is assigned a faculty advisor. The name of the advisor is included in the applicants’ letter informing them of their admission to the program. It is recommended that students contact the advisor soon after being admitted to the program. If a student wants to change an advisor, a request is made to the faculty member desired as advisor. If the faculty member agrees, the faculty member submits the advisor change to the Student Service Center.

Students are responsible for the information in this Student Handbook.

If students wish to change or add a track, they must meet with the program’s student services advisor to discuss the implications. A form, available in Appendix B or in the Student Service Center, must be completed to change tracks.

Grading Policies

The standard letter grade policy is used in the CPCE program. If a student receives a grade of "IF" (incomplete), he or she is responsible for completing work within one year in order to receive a grade other than "failure" (F). The student receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take either "incomplete," as this policy may affect the student's Financial Aid eligibility status.

Grading policies for Practicum and Internship are available in the packets for these classes and vary slightly from the classroom grading policy.

Students receiving a C in any of the clinical skill building courses: CPCE 5100, 5110, 5160, 5910, 5930, 6140, or 7100 will be automatically reviewed to determine continuation in the CPCE program and will be required to repeat the course. The professor and program leader determine dismissal from the program.

Grade Appeals Process

The steps in the University of Colorado Denver CPCE grade appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor’s decision, he or she can follow the appeals process through the Student Academic Appeals Committee in the School of Education & Human Development.

Graduate Level Writing Expectation:

CPCE students are expected to have mastered basic writing skills in English and to be proficient beyond the college level. APA style is required for all papers in CPCE courses. Errors such as incomplete sentences, improper grammar and syntax, incorrect spelling, disorganization, failure to use APA style correctly, and failure to address required topics in papers are not acceptable. Papers containing substantive writing errors will not be read. Instead, such papers will be returned and students will be required to seek consultation with the writing center on campus and to resubmit the paper within a week of the original deadline. Instructors will deduct 20% of the possible points per assignment for papers that, upon re-submission, still contain gross errors. It is the student’s responsibility to attain and demonstrate graduate level writing skills.
Course Waivers

Students may not use work experience or professional development seminars in order to waive course requirements. Students may waive courses only when they have taken a similar graduate level course with equivalent content at another accredited institution. Such courses may not have been used to satisfy requirements of another Master's degree. Students already admitted to the program who wish to waive courses must obtain a Course Waiver Form from the Student Services Center office in Lawrence Street Center, Suite 701 (or download from the School of Education Student Services Center webpage) and submit the form to the program advisors with appropriate documentation of the course (transcript, course syllabus, and course description). Students who waive courses must take an elective in order to satisfy the 60-63 (depending on your chosen area of emphasis) semester hour requirement for the Master's degree. Course waivers will not be evaluated until an admissions decision is made.

Leave of Absence

If a student will be unable to enroll in courses for a period of up to one year, a leave of absence should be requested (see Appendix C). In this case, students should write a letter to their advisor stating the period of time when they will be absent, the reason for the absence, their plan for resuming coursework, and a request for a leave of absence. Faculty review the student’s request and may approve it, disapprove it, or request that it be revised. Leave of absences have been approved for students who become new parents, assume new jobs, or were out of the country for over a year. With an approved leave of absence, the student is assured that they will be permitted to resume studies as planned. (There may be a fee charged by the university to reestablish the student's registration.) Students who discontinue coursework for more than a year without arranging for a leave of absence will need to reapply to the program, in competition with all other new applicants.

Re-Admission Policy

Students who do not enroll for courses in the CPCE program for 3 consecutive semesters must apply for re-admission to the CPCE program. Such students must complete the re-admission forms (Part I of the Graduate School Application and the Tuition Classification Form) and request re-admission by writing a letter to the program leader explaining the absence. The CPCE Faculty have the prerogative to grant or deny admission and may stipulate the conditions under which admission and graduation from the program occur. Students have 7 years from the semester they are admitted into the program to complete the degree, including any leaves of absence the student may take. Only graduate-level courses less than 10 years old (taken as a degree-seeking student, in non-degree status, or at another institution) may count toward the master’s degree. The CPCE Faculty make final course approval decisions.

PROFESSIONAL AND PERSONAL EXPECTATIONS

Divisional Monitoring Process

Students are expected to conduct themselves in an ethical, responsible and professional manner. The student must be familiar with the Code of Ethics of the American Counseling Association (ACA), the International Association of Marriage and Family Counselors (IAMFC), and the American Psychological Association (APA). These codes serve as guidelines for students and professionals in the field of counseling and therapy and should be adhered to at all times.

The faculty of CPCE expect prospective counselors to be concerned about other people, to be stable and psychologically well-adjusted, to be effective in interpersonal relationships, and to be able to receive and give
constructive feedback. **Further, we expect the student to be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected readings, and personal therapy.** The CPCE faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do.

CPCE faculty believe a component of their responsibility to the student, the profession, and the eventual consumers of counseling services provided by CPCE graduates, is the necessity to monitor not only students' academic progress but also students' personal and professional characteristics that will affect their performance in the field. These characteristics should be of a quality as to NOT interfere with the professionalism or helping capacity of the student. The counseling literature continues to show that the most important aspect of counseling is the person of the therapist. The faculty of CPCE therefore, believes that it is their ethical responsibility to train counselors who best fit the characteristics of an effective counselor.

The following personal Characteristics Review Form lists characteristics listed in the literature as being necessary to be an effective counselor. Students in CPCE will be reviewed on these characteristics each semester in each class. (A score of 5 indicates excellence; a score of 3 indicates adequate performance; and a score of 1 indicates unacceptable behavior).

<table>
<thead>
<tr>
<th>CHARACTERISTICS:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open/Closed</td>
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<tr>
<td>Flexible/Rigid</td>
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<td>Positive/Negative</td>
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<tr>
<td>Cooperative/Competitive</td>
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<tr>
<td>Willingness to Accept and use Feedback</td>
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<tr>
<td>Awareness of Impact on Others</td>
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**All** students in training are reviewed **each semester** by all faculties using the Personal Characteristics Review Form. Students failing any skill building course face immediate dismissal. Students are discussed on a semester basis among the full faculty at a Student Review Committee meeting. Student forms are discussed on a semester basis among the full faculty at a Student Review Committee Meeting. If a student's professional integrity, skill level, or professional development is found lacking as rated on the scale as 3 or below (e.g., excessive unsolved personal problems, lack of relationship building skills, questionable ethical behavior, inability to accept feedback, etc.), the following process will be followed:

1. The student is presented in writing with a copy of the review form and the professor's comments. A copy of the form is also given to the full faculty and discussed in the next student review meeting. After the faculty discussion, the student and the professor will also meet to discuss the form and any recommended remediation deemed appropriate.

2. If a student receives more than one review form during any one semester **OR** receives a review form from more than one professor during his/her program, the student will be required to meet with his or her advisor to discuss remediation or possible reconsideration of continuation in the program. A copy of the forms and any action taken will be given to the student and placed in the student's file.
3. If a student receives three review forms or more, the student will be required to meet with his/her advisor and two other faculty members to discuss reconsideration of continuation in the counseling program. If the committee determines that the student's personal or professional behavior is inappropriate to the field of counseling, and such behaviors would be a detriment in working with others, the student will be denied continuance in the CPCE program.

Policies for review of students during Practicum and Internship include the above criteria as well as additional criteria appropriate to the clinical experience. Information concerning this process will be found in the Practicum and Internship manuals.

**Personal Therapy**

The CPCE faculty believe that participating as a client in individual or group therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. **Experience as a client in personal therapy is, therefore, strongly recommended for the CPCE program.** Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional. CPCE students are entitled to 10 free counseling sessions per year under the same conditions that other UCD students receive on campus. This counseling is available at the Metropolitan State College Counseling Center who can be contacted at 303.556.3132.

Personal therapy may, at any time, be required by the program faculty for the student to continue in the program. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's screening or at any time during his/her continuation in the program. The student has the right to choose his/her own therapists for this requirement. Students may see the Counseling Center Director for referral to services contracted with outside providers.

For information purposes, listed below is a sample of agencies that offer counseling services in the area:

- Boulder County Mental Health Center, Boulder 303-443-8500
- Human Services, Denver 303-832-5683
  Southeast Denver 303-368-8501
  Lakewood, 303-980-1160
- Professional Psychology Center, University of Denver, 303-871-3626
- Mental Health Corp. of Denver, 303-377-4300
- Adams Community Mental Health Center, Commerce City, 303-659-6280
- Jefferson County Mental Health Center, Arvada, 303-425-0300
- Arapahoe Mental Health Center, Englewood, 303-779-9666
- Aurora Community Mental Health Center, Aurora, 303-693-9500
COMPREHENSIVE EXAMINATION

All students are required to pass a national comprehensive exam for the completion of their program. Comprehensive examinations are taken after 30 credit hours and completion of CACREP core courses (CPCE 5010, CPCE 5100, CPCE 5110, CPCE 5150, CPCE 5330, CPCE 5400, CPCE 5810, EPSY 6200, REM 5200 and REM 5300). The comprehensive examination covers core curriculum areas in counseling. Students are required to complete an application and pay the $40 comprehensive examination fee. The exam is given each Spring, Summer and Fall semester. The application to take the Comprehensive Exam is available in the Student Services Center and is due the first week of classes for the semester that the student wants to take the exam. In addition, students are required to make a comprehensive case presentation in their Internship class (CPCE 5930) during their last semester of internship. Guidelines for such a presentation will be available from course instructors. Successful completion of the case presentation will also be included as part of the comprehensive examination.

The following content areas will be examined:

- Human Growth and Development
- Social and Cultural Foundations
- Research Methods
- Helping Relationships
- Career Development
- Assessment and Measurement
- Professional Orientation/Ethics
- Group Dynamics

Comprehensive examinations for endorsement or certification will be given only in the area in which the student is seeking endorsement or certification. The minimum passing score for the comprehensive exam is 65%.

Students may choose to complete a thesis in lieu of the comprehensive examination. This option requires a thesis committee, an examination on the thesis material as well as any other material, and registration for four (4) semester hours. Complete details of this option are available from the student's advisor.

Students who do not pass the comprehensive exam will be required to retake the exam in the subsequent semester. If the student fails the exam a second time it will result in failing to earn the Master’s degree.

GRADUATION REQUIREMENTS

Graduation upon completion of the course requirements is NOT automatic. AT THE BEGINNING OF THE SEMESTER PRIOR TO WHICH GRADUATION IS EXPECTED, students should obtain an Application for Admission to Candidacy for an Advanced Degree AND an Application for Diploma Card. These are both available in the Student Services Center (LSC 701). These applications must be signed by the student's advisor, and program leader and submitted to the Student Services Center by the stated deadline. This date is published every semester. It generally falls during the first week of the semester in which the student wants to graduate.

Students who submit an Application for Diploma card and do not graduate that semester will need to turn in another new Application for Diploma card for the semester they plan to graduate. Graduation ceremonies are held twice a year, after the completion of the spring and fall semester.

PROFESSIONAL LICENSURE AND CERTIFICATION

Individuals in the counseling profession who practice in the state of Colorado may seek licensure as a professional counselor or as a marriage and family counselor/therapist. To aid students in planning their professional careers, the requirements of our counselor training program correlate with the educational and clinical requirements for licensure in Colorado. If a student adequately completes the courses required for graduation in
the CPCE program, he or she will be well prepared to seek licensure in the state of Colorado. After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination for either licensure desired. For the LPC license the examination may be taken before the clinical hours are completed. For additional information on State of Colorado licensure requirements see the Colorado Department of Regulatory Agencies website: www.dora.state.co.us.

For students seeking to become a Licensed Professional Counselor, the NBCC examination given on campus may be taken and reported to the State Regulatory Agency as your licensure examination. The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as "counselors". Beyond successful completion of an appropriate master's degree program, NBCC’s National Counselor Examination must be successfully completed. (This examination is available on campus twice a year.) Persons who are already certified as NCCs may seek further certification as an NCSC (National Certified School Counselor), CCMHC (Certified Clinical Mental Health Counselor), or MAC (Master Addictions Counselor). For information about these certification options, contact NBCC at: 3-D Terrace Way, Greensboro, NC 27403; or contact: www.nbcc.org.

While the CPCE program does not control the approval of licensure applications, we attempt to meet the educational licensure requirements for couples and family therapists (LMFT) via the following courses:

**Family Studies (9 credit hours):**
CPCE 5810- Multicultural and Diversity Issues in Counseling Individuals and their families
CPCE 5170- Issues in Family Studies
CPCE 6140- Counseling Children, Adolescents, and their Parents

**Marital and Family Therapy (9 credit hours):**
CPCE 5150- Family Therapy Theory
CPCE 5160- Family Therapy Techniques
CPCE 5180- Counseling Couples
CPCE 6160- Advanced Assessment & Treatment of Family Systems

**Human Development (9 credit hours):**
ESPY 6200- Human Development across the Lifespan
CPCE 6000- Introduction to Sex Therapy
CPCE 6250- Advanced Abnormal Psychology

**Professional Studies (3 credit hours):**
CPCE 5330- Counseling Issues and Ethics

**Research (3 semester hours):**
REM 5200- Introduction to Research Methods
REM 5300- Introduction to Measurement

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**OTHER INFORMATION**

**Financial Aid**

A number of students receive financial aid through grants, loans, work-study programs, assistantships, and scholarships. The Financial Aid Office is on the first floor of the North Classroom Building, Room 1030, 303-556-2886 or financialaid@ucdenver.edu.
General Eligibility Requirements

Specific requirements and conditions apply to each program of financial aid. In addition, there are General Eligibility Requirements that apply to all student aid programs. Briefly, each student must:

1. Be a U.S. citizen or be admitted to the U.S. by the INS on a permanent basis (except for Colorado Fellowship).
2. Be classified as a degree-seeking student (except for students applying for Advantage Scholarship). NOTE: Non-Degree students are not eligible for financial aid.
3. Be enrolled for a specified minimum number of credits (as determined by the aid program requirements).
4. Maintain satisfactory academic progress (complete minimum credits, maintain minimum cumulative GPA, not exceed maximum length of eligibility for program).
5. Document financial need by completing the entire need-based application process (many non-need based programs are accepted).
6. Not be in default on any student loan or owe a refund on any educational grant.
7. Submit all financial aid application forms and supporting documents as specified.

Financial Aid Programs

Financial aid programs are offered at the federal and state levels. Programs are offered on a need and non-need basis. Financial aid applications must be submitted once every academic year. To apply, students need to submit the Fee Application for Federal Student Aid (FAFSA), the University of Colorado Denver Student Financial Aid Application, and several other documents. For specific information contact the Financial Aid Office.

Assistantships

The CPCE program and the School of Education & Human Development at the University of Colorado Denver have a limited number of assistantships available. Check the School of Education & Human Development website under News and Events, Employment Opportunities for a list of available assistantships.

In addition, a number of CPCE students are often employed as graduate assistants in other Divisions within and outside of the School of Education. Research assistants are also employed on funded research projects within the School and University.

Laurie Bond Memorial Scholarship

The Laurie Bond Memorial Scholarship of $1,000.00/year is available to Couple and Family track students who have completed 30 hours in the program, who have a cumulative GPA of 3.5 or better, and who can demonstrate the qualities and characteristics of Laurie Bond. Applications are taken in the fall semester. The award is made in January. Additional information is available on the School of Education & Human Development Scholarships, Financial Aid and Tuition webpage.

Placement Opportunities for Graduates

Position announcements for CPCE graduates are sent to students via email. The University of Colorado Denver Career Center and its placement services also assists in job placement. Faculty members are regularly informed of job prospects and should be contacted.
PROFESSIONAL ORGANIZATIONS

To enhance graduate education and set the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organizations or associations which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to their own.

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (e.g., marriage and family counseling, mental health counseling, or school counseling). These divisions can only be joined if one already belongs to the parent organization (usually at a small additional cost).

Students will be given applications to join the American Counseling Association (ACA) and the Colorado Counseling Association (CCA) at orientation sessions. Most of the faculty are members of ACA, CCA, IAMFC, and/or APA (American Psychological Association). Some hold offices in the professional organizations or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.

National Organizations

AMERICAN COUNSELING ASSOCIATION (ACA) [www.counseling.org]
Divisions and interest groups of ACA
- American Mental Health Counselors Association (AMHCA)
- American School Counselor Association (ASCA)
- International Association of Marriage and Family Counselors (IAMFC)
- Association for Specialists in Group Work (ASGW)
- National Career Development Association (NCDA)
- Association for Counselor Education and Supervision (ACES)
- Association for Multicultural Counseling and Development (AMCD)
- National Employment Counseling Association (NECA)
- International Association of Addictions and Offender Counselors (IAAOC)
- American College Counseling Association (ACCA)
- Association for Adult Development and Aging (AADA)
- American Rehabilitation Counseling Association (ARCA)
- Counseling Association for Humanistic Education and Development (C-AHEAD)
- Association for Assessment in Counseling & Education (AACE)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Association for Counselors and Educators in Government (ACEG)
Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
Counselors for Social Justice (CSJ)
Association for Creativity in Counseling (ACC)

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) www.apa.org

AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY THERAPY www.aamft.org

State Organizations

COLORADO COUNSELING ASSOCIATION (CCA) www.western-region-aca.org

Divisions and interest groups of CCA
- Colorado Mental Health Counselor Association (CMHCA)
- Colorado Association of Marriage and Family Counselors (CAMFC)
- Colorado School Counselor Association (CSCA)
- Colorado Association for Adult Development and Aging (CAADA)
- Colorado Association for Counselor Education and Supervision (CACES)
- Colorado Association for Multicultural Counseling and Development (CAMCD)
- Colorado Association for Religious and Value Issues in Counseling (CARVIC)
- Colorado Association for Specialists in Group Work (CASGW)
- Colorado Career Development Association (CCDA)
- Colorado College Counseling Association (CCCA)

COLORADO PSYCHOLOGICAL ASSOCIATION (CPA) www.coloradopsych.org

Because we realize that financial resources are limited, students are NOT REQUIRED to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are STRONGLY ENCOURAGED to join one or more of the above professional organizations.

Licensure Organizations

National Board for Certified Counselors (NBCC)
Colorado Department of Regulatory Agencies (DORA)
International Association of Marriage and Family Counselors (IAMFC)

CHI SIGMA IOTA

The University of Colorado Denver has a large chapter of Chi Sigma Iota (Beta Alpha Omega), the Counseling Academic and Professional Honor Society International.

The Beta Alpha Omega Chapter is active in conducting seminars, workshops and holding special events for CPCE students. The chapter president, who is a CPCE student, may attend the National ACA Conference and represents the Beta Alpha Omega Chapter. Applications for membership can be obtained for the Student Services Office. Eligibility criteria include enrollment in the counseling program, a 3.50 graduate GPA and 9 semester hours of completed course work.
WORKSHOPS SPONSORED BY THE DIVISION

The CPCE program regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in counseling. The workshops are announced in classes and posted on the CPCE bulletin board in advance. Examples of workshops held over the years include:

- Techniques of Working with “At Risk” Youth
- Play Therapy Skills
- Working with HIV/AIDS Clients
- Managed Health Care Issues
- Psychodrama Workshop
- Domestic Violence
- DSM-IV TR
- Brief Therapy
- Marital Therapy
- Strengthening Stepfamilies
- Human Sexuality
- Parents-Students-School: The Problem Solving Triad
- High on Esteem
- Short-Term Medical/Clinical Treatment for Children
- Post Traumatic Stress Disorder
- Imago Therapy
- Transgenerational Therapy
- Mental Health Counseling
- Working with Clients of Color
- Humor and Therapy
- Emotional Linkage System
FOLLOW UP STUDIES

The Counseling Psychology and Counselor Education program conducts follow-up studies and provides results to students, faculty, administrators, and advisory board members. Some of the 2001 follow-up study results are summarized below. The full document relating to this study is available in the CPCE Division office for review.

A total of 120 students who attended the graduate program in CPCE or completed coursework in the program between 1995 and 2000 and had accurate addresses on file were contacted. A total of 62 usable responses were obtained.

- **Salary Data**
  The salary range of graduates in all programs was $19,000 to $83,200. The average annual salary was $31,000.

- **Program Quality Ratings**
  The mean satisfaction score was 4.0 which is equivalent to being “very satisfied.”

- **Program Objective Accomplishment**
  In most cases, program objectives were accomplished according to ratings by graduates. Ratings ranged from 3.51 to 4.55 on a 5.00 scale.

- **Credentials**
  74% of the respondents reported that they had the NCC (National Certified Counselor) credential, 21% reported that they had the LPC (Licensed Professional Counselor) credential and, 21% had a Colorado School Counselor License.

OTHER SOURCES OF INFORMATION

Information about the University of Colorado Denver, the School of Education & Human Development, and the Counseling Psychology and Counselor Education is available on-line. The home web address is: www.ucdenver.edu/education. Under that heading, you can also visit the Academic programs, which has the policies and rules governing our master’s degree program.

The CPCE Brochure and the UC-Denver Catalog are other sources of information concerning the CPCE program. Students are encouraged to purchase the catalog at the bookstore. CPCE Brochures are available in the Student Services Center (LSC 701).

In addition, information concerning program news, workshops, internship sites, jobs, etc. are sent out via email.

Several times a year, a newsletter comes from the program leader and is emailed to students.
As a student in the CPCE program, you can expect to have a variety of didactic and experiential experiences that will comprise your degree path. This document helps you know in advance what to expect. By signing it, you are indicating you have been informed about aspects of the CPCE program and are a willing participant in these learning processes. Please initial in the space next to each item and sign the statement at the bottom of the page.

1. I understand the CPCE program is committed to social justice and to its mission to increase awareness, knowledge and skills in multicultural and diversity competency. I understand that throughout my program I am expected to examine my own biases and privilege. ______

2. I understand I am expected to participate in personal counseling to improve my awareness of my own issues that may affect my ability to become an effective counselor. I understand I am entitled to counseling services under the same conditions as other University of Colorado Denver students receive on campus. This counseling is available to me at Metropolitan State College of Denver at no cost. ______

3. I understand I am expected to be involved in experiential activities that will require personal reflection. ______

4. I understand I may be asked to disclose personal information about myself in the course of my training for the benefit of my own learning and that of my peers. I understand I have the right to determine the content of my self-disclosures. ______

5. I understand I will be receiving feedback and evaluation from faculty regarding my academic performance as well as my ethical and professional behavior. If I have concerns, questions about feedback, evaluation, or grades I agree to first discuss the issue with my instructor or the person providing the feedback. I also understand I may speak with the University's Ombuds person for assistance in resolving difficulties I may be having with faculty members and or staff. ______

6. I understand I must demonstrate competency in counseling skills and earn at least a B in all “skills” classes in order to move forward in the CPCE program. ______

7. I understand the CPCE program has a monitoring process in which my professional characteristics will be evaluated on a monthly basis. I understand if there are concerns about my academic, professional, or ethical performance I will be notified by a faculty member and will participate in a remediation plan. ______

8. I understand there are limits to confidentiality such that faculty must ensure professional and ethical standards are maintained. I understand confidentiality may be breached when faculty members believe I have engaged in unethical or unprofessional behavior or when it seems likely I may inflict harm on myself or others. ______

9. I understand I am responsible for finding my own internship site among those approved by the CPCE faculty. I understand a paid internship is not guaranteed and is unlikely. ______

10. I understand the School of Education & Human Development has a Student Appeals Committee to which I can file a grievance if I believe a grade does not reflect my actual academic performance and I have not been able to come to a satisfactory solution with my instructor. Also, I understand the University of Colorado Denver has an Ombuds person with whom I can consult in regards to options for resolving differences I am having with CPCE faculty, my academic advisor, or the program leader. ______

I have read the above informed consent and understand its contents.

Print name: ________________________________ Date: _____________

Signature: ________________________________ Date: _____________
Appendix A

Practicum Application
COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION

PRACTICUM APPLICATION –

RETURN APPLICATION, DEGREE AUDIT, AND LIST OF ALL COURSES YOU WILL BE TAKING DURING PRACTICUM TO LETHICUSSEN (NORTH CLASSROOM ROOM 4036)

DEADLINES:
SEPTEMBER 15 TH FOR SPRING PRACTICUM
FEBRUARY 15 TH FOR SUMMER PRACTICUM
APRIL 15 TH FOR FALL PRACTICUM

APPLICANT’S NAME: ___________________________________________ ___________________________________________

ADDRESS: ___________________________________ EMAIL __________________________________________

PHONE: (H) _____________________ CELL) ________________________ TRACK: ___________________

All students applying for Practicum for _________ (semester/year) must have completed successfully their Counseling Psychology and Counselor Education and EPSY 6200 course work prior to the start of Practicum. Students with incompletes in any course(s) will not be considered for practicum until the courses are complete and a grade change has been submitted to the registrar’s office. In order to be considered for _________ (semester/year) practicum, students with incomplete coursework MUST finish it prior to the Spring Semester.

THE FOLLOWING CRITERIA WILL BE USED IF THERE ARE MORE APPLICATIONS THAN POSITIONS AVAILABLE:

1. FIRST PRIORITY WILL GO TO STUDENTS WHO HAVE COMPLETED ALL THEIR CPCE COURSES, REM COURSES, ESPY COURSE, AND THOSE WITH THE EARLIEST DATE OF ADMISSION TO THE PROGRAM.

2. SECOND PRIORITY WILL GO TO STUDENTS WHO HAVE COMPLETED ALL THEIR CPCE COURSES AND ESPY COURSE. A LOTTERY WILL BE USED AT THIS LEVEL IF NECESSARY.

PLEASE SIGN AND DATE ONE OF THE FOLLOWING

I confirm that I have or will have completed all required course work in my CPCE Track(s), REM AND ESPY prior to the start of Practicum in the _________ (semester/year).

Applicant’s signature: __________________________Date_________

OR

I confirm that I have or will have completed all required course work in my CPCE Track(s) and ESPY excluding REM course’s) prior to the start of Practicum in the _________ (semester/year)

Applicant’s Signature: __________________________Date_________

OR

I have an incomplete in ___________________________ (course number and name) with ___________________________ (name of instructor). I understand I must complete the coursework successfully and have my grade changed with the registrar’s office prior to being considered for practicum.

Applicant’s signature: __________________________Date____________
Appendix B

Advisor Change Request Form
CPCE Advisor Change Request Form

The decision to change faculty advisors must be made with the mutual agreement of the current and proposed advisors, along with the student requesting the change. Since advisors are assigned at the time of admission to the program, it is not unusual for students to find themselves having better fit with faculty other than their assigned advisor. It is appropriate and fitting that students try to find the best match they can between themselves and their advisors.

This form should be filled out by the student requesting the change in advisors and by both the current and proposed advisors. A copy of the form must be filed in the Student Services Center with the CPCE academic advisor.

Current Semester

Name of Student

Email address

Current Advisor

Proposed Advisor

Statement  I have discussed my request to change my advisor with both my current and proposed advisors. They have agreed to support this request that will occur at the point this form is signed by all the parties involved.

Signature of Student

Signature of Current Advisor

Signature of Proposed Advisor
Appendix C

Request for Leave of Absence Form
Request for Leave of Absence from the CPCE Program

Student's Name: ________________________ Student No.__________________ Date: ________

A candidate for the degree: Master's Degree School: School of Education & Human Development

Rules About Leaves of Absence

A student may take periodic leaves of absence from the CPCE program, as long as the total time to the completion of the degree does not exceed seven years. Approved leaves of absence do not extend the limit beyond a total of ten years. A student may take up to two semesters of approved leave of absence without having to apply for readmission to the program upon her/his return.

Faculty members are not obliged to meet with students on leave, and ordinarily students on leave will not be able to use University facilities. However, it may be possible to pay certain fees to continue using basic University facilities while on leave; consult the Registrar's Office for details.

Request for Leave of Absence

I started the CPCE program: ________________________________

I intend to leave the program beginning: ________________________________

I will resume the program: ________________________________

Semester and Year

Reasons for requesting a leave of absence:

Student signature: ________________________________ Date: _____________

Approvals

Student's faculty advisor: ________________________________ Date: _____________

Leader of the CPCE program: ________________________________ Date: _____________

Submit a completed copy of this form to the CPCE academic advisor in the School of Education & Human Development Student Services Center.
Appendix D

CACREP Standards
Marriage, Couple & Family, School, and Clinical Mental Health
MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.

2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.

3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

5. Understands a variety of models and theories of marriage, couple, and family counseling.

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

D. Skills/Practices

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.

3. Uses systems theories to implement treatment, planning, and intervention strategies.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge
1. Understands how living in a multicultural society affects couples and families.

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

F. Skills and Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

2. Maintains information regarding community resources to make appropriate referrals.

3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.
H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

2. Uses systems assessment models and procedures to evaluate family functioning.

3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.

2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.
SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.

**ACADEMIC DEVELOPMENT**

**K. Knowledge**

1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

**L. Skills and Practices**

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**COLLABORATION AND CONSULTATION**

**M. Knowledge**

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.


N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.
P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.
B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

2. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

3. Knows the disease concept and etiology of addiction and co-occurring disorders.

4. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

6. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

7. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

8. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Applies current record-keeping standards related to clinical mental health counseling.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

**DIVERSITY AND ADVOCACY**

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance
equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the process of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM).*
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.