Counseling Psychology

at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Program Director

Eleonora Bartoli, Ph.D.

Program Clinical Coordinator

Carol Lyman, M.A.

Faculty

Steven J. Robbins, Ph.D., Professor and Chair of the Psychology Department Angela R. Gillem, Ph.D., Professor Joshua E. Blustein, Ph.D., Associate Professor Michael Morrow, Ph.D., Assistant Professor Maren Westphal, Ph.D., Assistant Professor

Master's Degrees and Certificates

Master of Arts in Counseling Psychology Concentrations

Applied Behavior Analysis
Child/Family Therapy
Mental Health Counseling
School Counseling (Elementary and
Secondary)
Trauma: Clinical Bases of Treatment and
Recovery

Dual Degrees:

Master of Public Health and Master of Arts in Counseling Psychology (See separate listing.)

Master of Arts in Counseling Psychology (Trauma) and Master of International Peace and Conflict Resolution (See separate listing.)

Pennsylvania Department of Education School Specialist Certification

Elementary School Counseling Secondary School Counseling

Arcadia Graduate Certificate Programs

Child/Family Therapy
Trauma: Clinical Bases of Treatment and
Recovery

Advanced Graduate Study in Counseling Psychology

About the Counseling Psychology Program

The graduate program in Counseling Psychology prepares highly qualified mental health clinicians for positions in schools, community mental health centers, hospitals, other health agencies, and business and industry settings. Courses provide the history, theory and practice of counseling and psychotherapy, and students are given ample opportunity to integrate coursework with firsthand experience by learning and practicing skills needed to be highly effective, culturally competent and ethical providers of mental healthcare to diverse populations. Graduates use their ever-growing base of knowledge and skills to provide evidence-based therapy to achieve positive clinical outcomes.

Arcadia offers the following five specializations:

- Applied Behavior Analysis
- Child/Family Therapy
- Mental Health Counseling
- School Counseling (Elementary and Secondary)
- Trauma: Clinical Bases of Treatment and Recovery

Arcadia's Mental Health Counseling, Applied Behavior Analysis, Child/Family Therapy and Trauma concentrations are designed for students seeking national certification and/or state licensure as master's-level mental health practitioners. These concentrations are designed to enable a graduate to apply for licensure in Pennsylvania (or other states with equivalent requirements) once that individual has passed the National Counselor's Exam (NCE) and has accumulated 3,600 hours of supervised work experience. The program is accredited by the Masters in Psychology Accreditation Council (MPAC) and offers students the opportunity to take the NCE on campus before graduation.

Arcadia's School Counseling master's program is designed for students seeking state certification as elementary and/or secondary school counselors. The program enables a graduate to apply for certification once that individual has passed the necessary Praxis exams.

All master's students in all concentrations take common core courses but choose areas in which to specialize. Each concentration is offered as a full specialty master's program. The Child/Family Therapy, Trauma, and School Counseling concentrations also are offered as free-standing programs for practitioners who already hold a master's degree in a relevant area. The Child/Family Therapy and Trauma post-master's programs lead to an Arcadia University Graduate Certificate, while the School Counseling program leads to certification by the Pennsylvania Department of Education. Finally, students with a 48-credit master's degree in counseling are able to apply for the Certificate of Advanced Graduate Study in Counseling Psychology and complete the state requirements for licensure as a licensed professional counselor in Pennsylvania (or other states with equivalent requirements). The Applied Behavior Analysis concentration is also offered as a post-baccalaureate certificate by the Education Department. (See separate listing.)

The Profession

Master's-level counseling psychologists are part of the mental health care field. They are practitioners skilled in the art of behavior assessment and change. These skills are utilized in a variety of professions, including business, education, medicine, mental health, allied human services, and social services. Mental health delivery is a thriving field and offers many opportunities for personal and professional growth in a variety of settings. The demands of today's society make this field one of continued growth.

Arcadia's graduates are prepared to meet the current and future needs of the profession. The program is structured to develop professional level competence in the following:

- therapeutic techniques
- use of diagnostic nomenclature
- psychological assessment
- consultation and educational strategies
- knowledge of and adherence to professional ethical standards
- interpersonal and cultural sensitivity

Applied Behavior Analysis

Behavior analysis services help people to learn new behaviors and to increase or reduce existing behaviors. These services range from addressing challenging behaviors of an individual person to changing the behavior of an entire organization or community. Behavior analysis has many applications, such as developing training procedures that build verbal skills in children with autism, helping teachers to work with students in inclusive settings, and preventing delinquency. Behavior analysis has been applied to a great variety of problems such as couples therapy, individual behavior therapy, behavioral consultation, and addictions treatment. For more information, see listing for Arcadia Graduate Certificate in Applied Behavior Analysis.

Child and Family: Growing Needs

Many families today have a family member—child or adult—with mental health needs. Studies estimate that about 20 percent of children today have some type of mental health need. Arcadia's specialty in the area of Child and Family Therapy recognizes the simultaneous mental health needs of parents, families and children, and the impact of child on family or family on child.

Counselors are needed who are trained specifically to treat children, adolescents and their families. Courses focus on child and family mental health, including psychopathology and treatment strategies, as well as adolescent, couples and family therapy.

Mental Health Counseling

Arcadia's Mental Health Counseling program provides a solid core in counseling plus opportunities for electives in specialty areas of interest. Electives include, but are not limited to, the psychology of women, addictive behaviors, and community perspectives on sexual assault counseling as well as Trauma and Child/Family Therapy courses.

School Counseling

Professional school counselors serve a vital role in maximizing student achievement in complex and diverse school environments. Arcadia's program prepares students for positions in the public schools in Pennsylvania as elementary and secondary school

counselors. The program is structured to meet the standards set by the Pennsylvania Department of Education.

Trauma: An Emerging Field

The past decade has produced a clear rise in trauma-related events—"terrifying experiences that rupture people's sense of predictability and invulnerability"—confronting the general population on many levels, from individual to international. Arcadia's specialization in trauma responds to the growing need for counselors to assist clients who have been impacted by traumatic experiences, such as natural disasters, sexual or physical abuse, war, or other devastating events.

Advanced counselor training in trauma includes both short-term interventions and long-term care. Specialty courses focus on advanced treatment and recovery in trauma-intensive environments, strategies for treating grief and bereavement, and disaster mental health training (in collaboration with the Red Cross). Several Arcadia faculty members have firsthand experience in trauma counseling, having served as volunteers with the Red Cross hurricane recovery efforts in Texas and Louisiana.

Admission to the Counseling Psychology Master's Program

Program-Specific Admission Requirements: The following requirements must be met:

- A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
- One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.

- Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
- Three letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
- Test scores from the Graduate
 Record Examination (GRE) or the
 Miller Analogies Test (MAT), taken
 within the past five years. Test scores
 are not required of applicants with an
 earned master's degree.
- An in-person interview with administrators and faculty in the program. Applicants interested in the ABA concentration also will be asked to schedule an interview with the coordinator of the ABA program..
- International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for nonnative speakers of English who hold degrees or diplomas from postsecondary institutions in Englishspeaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Application Deadline

Applicants seeking admission for summer and fall should complete their applications no later than Jan. 15. Applicants seeking admission for spring should complete their applications no later than Sept. 15.

Expenses

Tuition: (2011-2012 \$670 per credit

Fees:

Deferred Payment: \$40

Audit: \$670 per course

Parking: \$30 per

semester (fall and spring) before 4 p.m.

No charge after 4 p.m.

Leave of Absence and Deferred Admission Policy

Students Who Have Been Admitted But Have Not Started: After a student is admitted. he or she is expected to enroll for the semester indicated on the acceptance letter. If he or she does not enroll for classes at the expected time and has not notified the Counseling Psychology program, the Office of Enrollment Management, or the College of Graduate Studies by the end of the semester indicated in the acceptance letter, the admitted student will be placed automatically on inactive status. To become reactivated and able to take classes, students placed on inactive status must meet with the Director of Counseling Psychology. The Director will meet with the Counseling Psychology Graduate Program Committee to establish the criteria for the student to return to active status, which could range from no requirements at all to full reapplication, depending on the case.

Students Who Started But Are Not **Currently Enrolled:** A student must file a Leave of Absence Form anytime he or she takes a break in continuous enrollment (not including summer). A student who does not file a Leave of Absence form or an extension of leave, if needed, will be placed on inactive status. To be reactivated and able to take classes, a student who has been placed on inactive status must meet with the Director of Counseling Psychology. The Director will then meet with the Counseling Psychology Graduate Program Committee to establish the criteria for the student to return to active status, which could range from no requirements at all to full reapplication, depending on the case.

Academic Policies and Procedures

A grade point average of "B" is required for admission to degree candidacy, internship and for graduation. A grade below "C" may not be applied toward a degree, and only 6 credits of "C" or "C+" will count toward a degree. If a failing grade is received ("C-" or below), the course may be repeated one time only with the adviser's permission. No more than two core courses may be repeated.

A student may be dismissed for failing grades or if it is determined by the Department that the student's conduct is unprofessional or is not consistent with the counseling profession's code of ethics and conduct. See the general section of the catalog for more information concerning dismissal policies.

M.A. in Counseling Psychology Degree Program Requirements

Applied Behavior Analysis Concentration

(60 credits)

١.	Core	Courses (4	5 credits)
	PΥ	500	Educational and Career
			Counseling, Mental
			Health Counseling
	PΥ	516	Human Development: Life
			Span
	PΥ	521	Research Design,
			Methods and Evaluation
	PΥ	570	Professional Issues in
			Counseling
	PΥ	572	Concepts of Mental Health
			and Mental Illness
	PΥ	574	Clinical
			Psychopharmacology
	PΥ	586	Theories and Techniques
			of Counseling
	PΥ	610	Group Counseling
	PΥ	620	Advanced Counseling
			Techniques
	PΥ	625	Psychological Testing
	PΥ	688	Cultural Bases of
			Counseling
	PΥ	630B	Internship (6 credits, 300
			hours)
	PΥ	631B	Internship (6 credits, 300
			hours)

Concentration courses (15 credits)

ED	661	ABA I: Behavior Principles
		and Teaching Strategies
ED	681	ABA II: Procedures of
		Behavior Change
ED	682	ABA III: Strategies for
		Youth with Emotional and
		Behavioral Disorders
ED	683	ABA IV: Behavior Analysis
		of Child Development

ED 684 ABA V: Behavioral

Consultation in Homes, Schools, and Communities

Child/Family Therapy Concentration

(60 credits)

1.	1. Core Courses (45 credits)		5 credits)
	PΥ	500	Educational and Career
			Counseling, Mental Health
			Counseling
	PΥ	516	Human Development: Life
			Span
	PΥ	521	Research Design,
			Methods and Evaluation
	PΥ	570	Professional Issues in
			Counseling
	PΥ	572	Concepts of Mental Health
			and Mental Illness
	PΥ	574	Clinical
			Psychopharmacology
	PΥ	586	Theories and Techniques
	• •	000	of Counseling
	PΥ	610	Group Counseling
	PY	620	Advanced Counseling
		020	Techniques
	PΥ	625	Psychological Testing
	PY	688	Cultural Bases of
		000	Counseling
	PΥ	630B	Internship (6 credits, 300
		000B	hours)
	PΥ	631B	Internship (6 credits, 300
		0310	hours)
			nours)

2. Concentration and elective courses (15 credits)

PY	611	Couples and Family		
		Therapy		
PΥ	615	Child and Adolescent		
		Counseling: Clinical and		
		School Applications		
PΥ	621	Advanced Child and		
		Adolescent Counseling		
Two electives approved by the				

Two electives approved by the

administrators of the program.

3. PY 587 Practicum (non-credit)
A non-credit Practicum experience
consisting of at least 100 hours of
documented, supervised counseling
experience in an approved setting is
required before the student is permitted to
enroll in internship.

Mental Health Counseling Concentration

(48 credits or 60 credits)

Option A: 48 credits (Satisfies course and credit requirement to sit for the National Counselor's Examination.)

Option B: 60 credits (Satisfies course and credit requirement to sit for the National Counselor's Examination and to apply for licensure in Pennsylvania.)

1. Core Courses (39 to 45 credits)

٠.	COIL	Courses (S	is to 45 credits)
	PY	500	Educational and Career
			Counseling, Mental Health
			Counseling
	PΥ	516	Human Development: Life
			Span
	PΥ	521	Research Design,
			Methods and Evaluation
	PΥ	570	Professional Issues in
			Counseling
	PΥ	572	Concepts of Mental Health
			and Mental Illness
	PΥ	574	Clinical
			Psychopharmacology
	PΥ	586	Theories and Techniques
			of Counseling
	PΥ	610	Group Counseling
	PΥ	620	Advanced Counseling
			Techniques
	PΥ	625	Psychological Testing
	PΥ	688	Cultural Bases of
			Counseling
	PΥ	630A/B	Internship (Option A: 3
			credits, 150 hours;
			Option B: 6 credits, 300
			hours)
	PΥ	631A/B	Internship (Option A: 3
			credits, 150 hours;
			Option B: 6 credits, 300
			hours)
			,

- Elective Courses (Option A: 9 credits;
 Option B: 15 credits) Chosen with the
 adviser to meet students' interests—must
 include one course from the child/family
 therapy and one from the trauma
 concentration, and no more than one
 course outside of the department. May
 include 6 credits of PY 589 Independent
 Research.
- 3. PY 587 Practicum (non-credit)
 A non-credit Practicum experience
 consisting of at least 100 hours of
 documented, supervised counseling

experience in an approved setting is required before the student is permitted to enroll in internship.

School Counseling Concentration

(48 credits)

Elementary School Counseling Secondary School Counseling

1.	Core	Courses (2	?7 credits)
	PΥ	502	Educational and Career
			Counseling, School
	PΥ	516	Human Development: Life
			Span
	PΥ	521	Research Design,
			Methods and Evaluation
	PΥ	572	Concepts of Mental Health
			and Mental Illness
	PΥ	586	Theories and Techniques
			of Counseling
	PΥ	625	Psychological Testing
	PΥ	688	Cultural Bases of
			Counseling
	PΥ	630C	Internship (3 credits, 150
			hours)
	PΥ	631C	Internship (3 credits, 150
		hours)	

Concentration Courses (21 credits)

• • • •		
PΥ	501	Foundations of School
		Counseling
PΥ	612	Practical Applications for
		School Counselors
PΥ	615	Child and Adolescent
		Therapy: Clinical and
		School Applications
ED	580	Introduction to Inclusive
		Education
ED	582	Supporting Students with
		High Incidence Disabilities
ED	585	Positive Behavioral
		Approaches
ED	622	ESL: Teaching
		Multilingual/Multicultural
		Literacies

- 3. PY 587 Practicum (non credit) A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in internship.
- Department of Education School Specialist Certification in:

Elementary School Counseling Secondary School Counseling

- a) Satisfactory completion of all coursework for the school counseling program
- Satisfactory completion of Practicum b) and Internship in the area(s) of certification. Students wishing to be certified in both Elementary and Secondary School Counseling must complete internships in both areas. (Note: Students must be admitted successfully to candidacy before beginning internship.)
- Completion of forms required by the University and the Pennsylvania Department of Education (available in the College of Graduate Studies).
- In addition to the required courses in the School Counseling program, a student seeking state certification in Pennsylvania who does not have an instructional certificate must take the Praxis I tests in Reading, Writing and Mathematics. Additionally, all students must take the Praxis II test in School Guidance and Counseling (0420).

Trauma: Clinical Bases of Treatment and Recovery Concentration

1. Core Courses (45 credits)

586

610

620

625

688

PΥ

PY

PΥ

PΥ

(60 credits)

PΥ	500	Educational and Career
		Counseling, Mental Health
		Counseling
PΥ	516	Human Development: Life
		Span
PΥ	521	Research Design,
		Methods and Evaluation
PΥ	570	Professional Issues in
		Counseling
PΥ	572	Concepts of Mental Health
		and Mental Illness
PΥ	574	Clinical

Psychopharmacology

Advanced Counseling

Psychological Testing

of Counseling

Techniques

Counseling

Group Counseling

Cultural Bases of

Theories and Techniques

Social Justice

623

enroll in Internship.

3. PY 587

PY	630B	Internship (6 credits, 300	PY	622	Trauma, Advocacy and
	-	hours)			Social Justice
PY	631B	Internship (6 credits, 300	PY	623	Strategies for Treating
		hours)			Grief and Bereavement
			PY	630A/631A	A Internship (one semester,
Cor	ncentration (Courses (15 credits)			3 credits, 150 hours)
PY	618	Evidence-Based	One	elective co	urse approved by the
		Treatments of Trauma			administrators of the
PY	622	Trauma, Advocacy and			program.

Strategies for Treating **Certificate: Child/Family Therapy**

Grief and Bereavement	(15 credits)
Two electives approved by the	PY 611 Couples and Family
administrators of the	Therapy
program.	PY 615 Child and Adolescent
	Counseling: Clinical and
PY 587 Practicum (non-credit)	School Applications
A non-credit Practicum experience	PY 621 Advanced Child and
consisting of at least 100 hours of	Adolescent Counseling
documented, supervised counseling	PY 630A/631A Internship (one semester,
experience in an approved setting is	3 credits, 150 hours)
required before the student is permitted to	One elective course approved by the

One elective course approved by the administrators of the program.

Arcadia Graduate **Certificate Requirements**

Child/Family Therapy **Trauma: Clinical Bases of Treatment** and Recovery

These certificate programs are designed to meet the continuing education needs of licensed professional counselors, individuals with a master's degree in a clinical field (such as counseling, social work, etc.) as well as doctoral-level clinical psychologists or counselors.

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's or doctoral degree in clinical psychology, counseling, social work or a closely related clinical discipline. Test scores are not required.

Certificate Requirements

(15 credits as outlined below)

Trauma: Clinical Bases of Treatment and Recovery (15 credits)

Evidenced-Based PY 618 Treatments of Trauma

Requirements for the **Certificate of Advanced Graduate Study in** Counseling Psychology

The Certificate of Advanced Graduate Study in Counseling Psychology is designed for community, clinical or school counselors who have completed a master's degree and want to pursue further systematic study in counseling to qualify to sit for the National Counselor's Examination (NCE) and/or licensure in Pennsylvania (or other states with equivalent requirements). The NCE requires 48 semester hours of graduate credit with a course in each of nine specified areas.

The act that provides licensure of professional counselors in Pennsylvania requires completion of a "planned program" of 60 graduate semester credits in counseling from an accredited educational institution. The Certificate of Advanced Graduate Study in Counseling Psychology allows the postmaster's student to meet these requirements.

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's degree in a field closely related to the

practice of professional counseling from an accredited college or university. Test scores are not required.

Program Requirements

The number of credits required will be determined after a transcript analysis has been completed. Courses will be selected with an adviser.

A minimum of 12 additional credits are required for individuals with a 48-credit master's degree in counseling.

Approved electives include the following:

ED	580	Introduction to Inclusive Education (if general Mental Health Counseling
ED	585	or Child/Family Therapy concentrations) Positive Behavioral Approaches (if Child/Family Therapy
PY	430	concentration) Seminar in Theories of Cognitive Behavioral Therapy
PY	574	Clinical Psycho- pharmacology
PΥ	589	Independent Research
PY	601	Community Perspectives
	001	on Sexual Assault
PY	COF	Counseling
Pĭ	605	Addictive Behaviors:
		Substance Abuse and
		Eating Disorders
		Counseling
PY	611	Couples and Family
		Therapy
PY	615	Child and Adolescent
		Counseling: Clinical and
		School Applications
PY	620	Advanced Counseling
		Techniques
PY	618	Evidence-Based
		Treatments of Trauma
PY	621	Advanced Child and
		Adolescent Counseling
PY	622	Trauma, Advocacy and
	_	Social Justice
PΥ	623	Strategies for Treating
	020	Grief and Bereavement
PY	697	Master's Thesis in
	551	Psychology (one
		semester, 3 credits)
		semester, s tredits)

PY	698	Master's Thesis in Psychology (one
OR PY 699		semester, 3 credits)
		Master's Thesis in
		Psychology (6 credits)

Other master's-level courses offered by other Arcadia University graduate programs may be taken as electives with the approval of the Director of Counseling Psychology. The petition process should include a statement on course relevance to the student's academic program and career goals.

Counseling Psychology Courses (PY)

430

Seminar in Theories of Cognitive Behavioral Therapy

Summer, even years

This course is an introduction to the principles and techniques used in behavior modification. Students read and analyze empirical and theoretical research reports examining the application of behavior modification to psychopathology. Students are required to act as discussion leaders on selected topics in the literature. (Not regularly scheduled)

500

Educational and Career Counseling, Mental Health Counseling

Summer

This course is preparation for the planning and implementation of vocational and career development programs. Students analyze vocational development theories, research and the literature in the field. The problems of vocational assessment and counseling are stressed. A laboratory in vocational counseling is part of the course.

501

Foundations of School Counseling

Fall

This course provides a comprehensive overview of school counseling and guidance services in the educational system from kindergarten through 12th grade. The course uses the ASCA National Model as the foundation of Arcadia University's School Counseling programs and highlights the historical perspective of counseling and guidance services. Emphasis is placed on the counselor's newly defined role as advocate, leader, collaborator and systemic change agent.

Legal and ethical issues are discussed. Students have the opportunity to apply some of the theories and concepts used in the course to real-life case studies. It is recommended that students take this course toward the beginning of the program. This course must be completed before starting the internship.

502

Educational and Career Counseling, SchoolSpring

This course analyzes selected theories of career development with application to school counseling programs K–12. Students administer career assessments, learn techniques of career counseling, conduct research, and develop a career project for use in an elementary, middle, or high school. Projects and activities are grounded in the ASCA National Model for School Counseling Programs, Pennsylvania Career Education and Work Standards, and the National Career Development Guidelines. A technology laboratory is included in the course, which must be completed before starting the practicum.

516

Human Development: Life Span

Fall

This course is an examination of cognitive, social, emotional and physiological development from birth to death. It explores a wide range of theoretical knowledge with practical applications in a variety of educational areas: parenting, counseling, teaching and other service-oriented fields.

521

Research Design, Methods and Evaluation Fall, Spring

This course is an introduction to research design and methodology in clinical settings. The emphasis is upon the selection of appropriate research designs, the appropriate use of statistics, program evaluation and the evaluation of published research. Students are required to read and critique published research studies.

570

Professional Issues in Counseling

This course is an examination of the profession of counseling covering the history of the profession, professional roles and functions, professional organizations, credentialing and licensure, multicultural issues, ethical codes, and legal issues. In addition, the course covers current issues that impact upon the profession, such as managed care, insurance procedures, and record keeping.

572

Concepts of Mental Health and Mental Illness

Fall, Spring

This course is an overview of the basic concepts of mental health and illness with in-depth review of diagnostic interviewing and differential diagnosis using DSM IV and an introduction to selected psychotherapies.

574

Clinical Psychopharmacology

Summer

This course is intended to provide counseling students and other students in the mental health professions with a basic understanding of how psychiatric medications work in the brain and modify behavior. Students learn about the relationship between DSM IV diagnoses and the choice of psychiatric medications that are prescribed by physicians. Finally, students are trained to use reference material to evaluate key characteristics of psychiatric medications and evaluate the clinical efficacy of medications. **Prerequisite:** PY 572 or may be taken

concurrently.

585

Special Topics in Counseling Psychology

The content and prerequisites vary depending on the nature of the topic covered.

586

Theories and Techniques of Counseling

Fall, Spring

Introduction to major approaches to counseling and basic counseling techniques with an emphasis on multicultural and evidence based practices.

Prerequisites: PY 572 and matriculation into a graduate program at Arcadia University. For Counseling Psychology students, PY 587 also must be taken either prior to or concurrently.

587

Practicum

Fall, Spring, Summer

The Practicum is an applied experience in a counseling setting selected to meet individual career goals. This experience is designed to introduce students to clinical observation, interviewing, assessment, and counseling. The course requires a minimum of 100 hours of applied experience, to be completed within six months. For students in school counseling, the Practicum experience must be in school or youth settings.

Prerequisite: Matriculated students only.

589

Independent Research

(See Independent Research)

Independent work is under the guidance of a member of the staff. It requires research or an extensive literature survey, culminating in a paper

prepared in a form suitable for publication in a professional journal.

Prerequisites: PY 521 and permission of the Psychology Department Chair and the Director of Counseling Psychology. Matriculated students only.

598

Advanced Seminar

This seminar is an opportunity for a small number of qualified students to explore with the professor an area of psychological interest. The topic is announced prior to registration. Discussion and readings are of an advanced nature.

Prerequisites: Permission of the Psychology Department Chair and the Director of Counseling Psychology.

601

Community Perspectives on Sexual Assault Counseling

Fall, Spring, Summer

This course provides students with the theoretical and practical foundation necessary to assist rape survivors in their recovery process. Students gain exposure to the complex system with which rape survivors come in contact. This system includes crisis, legal, medical, educational, and mental health elements. Students receive both didactic and hands-on training in a variety of settings (Women Organized Against Rape, court, hospital, community).

Prerequisite: Matriculated students only.

605

Addictive Behaviors: Substance Abuse and Eating Disorder Counseling

Spring, odd years

The course surveys the history, etiology, prevalence, and treatment modalities relevant to substance abuse and eating disorders. Special attention is given to short-term and long-term intervention strategies addressing both individual (i.e., the client's) and systemic (i.e., cultural and familial) issues. The course includes a strong skill building component.

Prerequisites: PY 572 and PY 586.

610

Group Counseling

Summer

This study of the major theories, concepts and techniques of group counseling includes a laboratory in which specific group counseling techniques are practiced.

Prerequisites: PY 572 and PY 586.

611

Couples and Family Therapy

Spring

This overview of the major theoretical approaches to family and marriage counseling

emphasizes practical skills and the ability to plan interventions in a clinical setting. It includes a laboratory in which specific techniques are taught by role-play, discussion and other activities.

Prerequisites: PY 572 and PY 586.

612

Practical Applications for School Counselors Summer

This course provides an in-depth exploration of current trends in the school counseling field. Students review the practical tools counselors need to design and implement appropriate school counseling programs based on the American School Counselor Association (ASCA) National Model. Students explore and critically analyze each of the four components of this model while engaging in hands-on and performance-based activities.

Prerequisites: PY 501 and PY 587.

615

Child and Adolescent Counseling: Clinical and School Applications

Spring

This course examines theories of child development and pathology with an emphasis on clinical work with youth presenting with mental health issues in community and school settings. Major types of intervention techniques are explored, including individual, play therapy, cognitive behavioral methods, family and group therapy. Particular emphasis is on childhood mental health and illness and their relationship to school and family functioning.

Prerequisites: PY516 (or PY 517), PY 572 and PY 586.

618

Evidenced-Based Treatments of Trauma

This course provides an intensive overview of evidence-based research supporting clinical therapy with victims of a variety of trauma-related events. Theoretical issues, legal and ethical dilemmas, and assessment techniques are presented. Individual, group, family and specialized treatment approaches designed to assist persons with trauma-related mental health problems such as Post-Traumatic Stress Disorder are examined and learned through role-plays and discussion.

Prerequisites: PY 572 and PY 568.

620

Advanced Counseling Techniques

Fall

This study of advanced micro-skills and techniques of counseling, with a specific focus on cognitive and behavioral techniques, addresses

ethical and professional issues. It includes practice/role-plays of specific techniques. **Prerequisites:** PY 572 and PY 586. Matriculated students only.

621

Advanced Child and Adolescent Counseling

This course offers advanced cognitive-behavioral skills-based training in assessment and treatment of children and adolescents presenting with a broad range of mental health and illness issues. This course includes a weekly lab designed to provide students with hands on experience in the treatment of youth, while being observed by faculty who are experts in the field.

Prerequisites: PY516 (or PY 517), PY 572, PY 586 and PY 615.

622

Trauma, Advocacy, and Social Justice Spring, even years

This course is taught using ecological and emancipatory frameworks, paying close attention to sociopolitical (e.g., poverty, discrimination) and ethno-cultural considerations in understanding the prevalence of trauma and the development, conceptualization and treatment of trauma-related symptoms. Specifically, the course addresses topics such as disaster counseling, intimate partner and community violence, historical trauma, and refugee mental health. Students learn skills in both treatment (e.g., disaster response, crisis-intervention, cross-cultural counseling) and prevention (e.g., political advocacy, public education).

623

Strategies for Treating Grief and Bereavement Spring, odd years

This course introduces the student to the theory and practice of bereavement and grieving. Development issues are discussed as they relate to the bereavement process. This is an introductory course in grief counseling, designed to provide students with basic terminology, theory and concepts about grief and loss, as well as theoretical and practical techniques and interventions relevant to specific types of losses. This course is not a forum for working through personal unresolved losses, but students should be aware that the class will be intense and some personal issues regarding death and grief may surface.

Prerequisites: PY 572 and PY 586.

625

Psychological Testing

Fall, Spring

This study of major concepts in psychological testing and measurement surveys major tests used in each of the traditional areas of psychological assessment: intelligence, aptitude, achievement, interests, personality and behavioral assessment. Emphasis is on correct interpretation of test data. It requires communication of results in written and verbal formats and provides opportunities for the informal administration of psychological tests. **Prerequisite:** PY 521 and PY 572. Matriculated students only.

630A/B/C/D/E

Internship in Counseling

Fall Semester (Option A =Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 200 hours)
(First part of a yearlong internship)

Practical experience in a school or counseling setting is selected to meet individual career goals. The internship requires a minimum of 300 hours over the academic year except for some students in the Mental Health Counseling certification programs. It includes a weekly seminar for an entire academic year. This course includes case-based discussions of professional and ethical issues relevant to either community or school counseling, with special emphasis on the ASCA national model for the latter. It requires written and oral presentations. Mental Health Counseling students are asked to present a formal case study, while School Counseling students are asked to develop a portfolio. The internship is done during the final year of study. Successful completion of this course is required before the degree or certificate is conferred. Prerequisites: PY 521, PY 572, PY574, PY 586, PY 587, PY 625 and PY 610. PY 620 may be taken concurrently. Students in the School Counseling program also must have completed PY 501.PY 502 and PY 612. PY 615 and/or PY 618 also must have been completed if required by the student's program. Matriculated students only.

631A/B/C/D/E

Internship in Counseling

Spring Semester (Option A = Mental Health
Counseling, 150 hours; Option B = Mental Health
Counseling, 300 hours; Option C = School, 150 hours;
Option D = School, 300 hours; Option E = Mental
Health Counseling, 200 hours)
(Second part of a yearlong internship)

See description and prerequisites for PY 630.

688

Cultural Bases of Counseling

Fall, Spring

This course focuses on theories, techniques, and cultural issues related to counseling American ethnic and sexual minorities, including African Americans, Asian Americans, Latin Americans, Americans of mixed heritage, lesbians, gay men, and bisexuals. Other social differences are discussed as well, including religious difference, social class difference, and other cultural differences. Specifically, students in this course learn general principles of cultural sensitivity, learn to consider and begin to appreciate cultural perspectives that are different from their own. learn to assess the needs of those from different cultures, learn about ethical issues related to counseling those who are different from themselves, learn how cultural heritage and social experience contribute to development, and learn how the culture and experience of the counselor may impact on the counseling relationship.

Master's Thesis in Psychology (3-credit option)

Master's Thesis in Psychology (3-credit option)

Master's Thesis in Psychology (6 credits)

This individually initiated and directed set of experiences involves the writing of an acceptable proposal, the carrying out of an empirical research project, and the writing of a manuscript of professional quality according to APA format. The thesis is normally done over the fall and spring semesters. It is designed especially for students who wish to pursue advanced study beyond the master's level.

Prerequisites: 21 credits of graduate study, including PY 521; permission of the adviser, thesis supervisor, Department Chair and Director of Counseling Psychology.

Education Courses (ED)

Introduction to Inclusive Education (Fall, Spring, Summer)

An introductory course in special education with an emphasis on inclusion and diversity, this course provides an overview of the complex issues surrounding inclusive and heterogeneous schooling. Through a variety of learning strategies and experiences, students become familiar with current special education theory, practice, advocacy and legislation, and gain expertise on best practices to ensure access

equity and quality education for every student. It includes field experience and case study.

Supporting Students with High Incidence Disabilities

(Fall, Spring)

Strategies for supporting students with highincidence disabilities including effective and authentic assessment and instruction, goal and objective setting, IEP and ITP writing, lesson planning, and accommodations. This course is designed to focus on persons with learning, behavior, speech and communication, and/or mild cognitive disabilities. It includes field experience and intervention-based case study.

Prerequisites: ED 466D, ED 580, ED 581, ED 585; and content area courses if required for individual's program.

585

Positive Behavioral Approaches Fall, Spring, Summer

This course is designed to provide students with expertise in positive behavioral approaches including school-wide systems of support, effective classroom management, and individual behavioral support. This course uses both instructional and functional approaches to behavior to encourage schools to be systems of support for students and professionals. The teaching of prosocial skills is also addressed. It includes field experience and intervention-based study.

624

ESL: Understanding Language Learning (Spring, Summer)

This course addresses the processes of language learning from a variety of perspectives and engages students in an understanding of the structure and sound systems of English in relation to other languages and in relation to a variety of teaching strategies. By focusing both on a comparison of language structures and sound systems as well as theories of second language acquisition and development, this course allows students to learn about differences between learning a first and a second language and the influences of these processes on instructional principles and strategies. This course includes an intensive language learning component for students in the course that will allow them to reflect on their own learning processes in relation to language learning theories and to compare English to another language.