Course Catalog
2011-2012

Lewis & Clark
Graduate School of
Education and Counseling

http://docs.lclark.edu/graduate/
Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Nondiscrimination Statement
Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

ADA Statement
Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.

Please route undergraduate and graduate student requests for accommodations through Student Support Services at www.lclark.edu/offices/student_support_services.

Security
The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) for the most recent three-year period is available at www.lclark.edu/about/campus_safety. You may also request this information from the Office of Campus Safety at 503-768-7855.

Accreditation
Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

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Professional Mental Health Counseling—Addictions

Professional Mental Health Counseling—Addictions programs offer unique and innovative training for students interested in working with a diverse range of addiction-related problems. Funding cutbacks, both nationally and at the state level, have increased the demand for qualified counselors prepared with graduate-level knowledge and skills specific to the treatment of clients with overlapping mental health and addiction problems. The Lewis & Clark Professional Mental Health Counseling—Addictions programs are committed to offering our students the best available instruction and training in mental health and addiction counseling, with a focus on dual diagnosis. Reflective of the broad range of addictive behaviors that impact client populations, the curriculum also offers pre-certification coursework for working with clients who experience eating disorders and problem gambling. Our curriculum is based on nationally validated competencies for addiction counselors and is designed to include the latest evidence-based and supported information regarding all facets of addiction counseling. Similarly, knowledge and sensitivity concerning issues related to family, culture, ethnicity, gender, and spirituality are of the utmost importance.

Accreditation and Licensure

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends approval to Lewis & Clark’s programs leading to the master of arts and master of science in Professional Mental Health Counseling—Addictions. The programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates who have earned the M.A. or M.S. degrees are eligible to pursue licensing as professional counselors (LPC) in Oregon.

Other states, including Washington, grant eligibility for licensing to graduates of our School Psychology, Professional Mental Health Counseling, Professional Mental Health Counseling—Addictions, and Marriage, Couple and Family Therapy programs. However, some states may have additional educational requirements that must be met prior to licensure.

Additionally, the Professional Mental Health Counseling—Addictions curriculum fulfills all of the educational content hours required for the State of Oregon Certified Alcohol and Drug Counselor I and is approved by the Oregon Addiction Counselors Certification Board (ACCBO).

Master of Arts in Professional Mental Health Counseling—Addictions*

The Master of Arts in Professional Mental Health Counseling—Addictions program integrates preparation for addiction counseling with general mental health/community counseling and meets the academic requirements set by the Addiction Counselor Certification Board of Oregon (ACCBO) as well as the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT). Students wishing to work with adolescents who have substance-abuse problems may plan a program of study with their advisor to incorporate this special emphasis.

Degree Requirements

A minimum of 64 semester hours, distributed as follows:

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<tr>
<th>Degree Courses</th>
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<tr>
<td>CPSY 503</td>
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<td>CPSY 583</td>
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Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

* The title of this degree is pending approval by the Board of Trustees, which is scheduled to consider it in May 2011. Until this change is approved, the title of this degree is Master of Arts in Addiction Studies.

Master of Science in Professional Mental Health Counseling—Addictions*

Students admitted to the Master of Arts in Professional Mental Health Counseling—Addictions program may choose to seek an M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree in
psychology, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

Requirements for Application
Application to the M.S. requires prior admission to the Master of Arts in Professional Mental Health Counseling—Addictions program.

In addition to prior admission, application to the master of science requires the following:

- A demonstrated capacity for initiative and independent research
- Completion of Research Methods and Statistics I (CPSY 530) (taken in place of Research Methods in Counseling (CPSY 535)) with a grade of B or better
- Completion of Research Methods and Statistics II (CPSY 531)
- Completion of a thesis proposal, including a timeline for completing the project, agreement by a faculty member to serve as chair of a thesis committee, and designation of a three-person faculty committee
- Formal approval of a thesis proposal by a thesis committee

Degree Requirements
A minimum of 70 semester hours, distributed as follows:

- Students must meet all regular requirements for a Master of Arts in Addiction Studies (except Research Methods in Counseling (CPSY 535))

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CPSY 594</td>
<td>Proposal Writing</td>
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<tr>
<td>CPSY 595</td>
<td>Master's Thesis Research (satisfactory completion of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)</td>
<td>2</td>
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* The title of this degree is pending approval by the Board of Trustees, which is scheduled to consider it in May 2011. Until this change is approved, the title of the degree is Master of Science in Addiction Studies.

Practicum and Internship Information
Students in these programs complete two semesters of practicum and two semesters of internship work. The department partners with numerous community agencies to provide supervised student services to clients. In some cases students complete their practicum and internship experiences at the same sites. Onsite faculty supervision and videotaping assist students in developing their skills and providing appropriate services to clients. Practica generally require eight to 10 on-site hours per week, as well as additional coursework.

To provide internship students with the widest range of opportunities to meet their professional goals, over 100 agencies in Portland and its surrounding communities are approved for placement. Prospective interns contact and interview with agencies in conjunction with our annual internship fair. Students can expect to schedule 16-20 hours per week at the internship site in addition to group supervision on campus.

Prior to enrollment in a practicum or internship, students must complete a portfolio of their work in the program, including coursework, field work, and other professional activities. More information is available in the program handbook, available online.

Master of Arts Courses

CPSY 503 Introduction to Professional Counseling
Content: Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.
Prerequisites: None.
Corequisites: CPSY 513.
Credits: 2 semester hours.

CPSY 504 Family Therapy: Theory and Practice
Content: Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track.
Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling/Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535. For students in other programs, none.
Credits: 3 semester hours.

CPSY 505 Practicum in Counseling
Content: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 150 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. Two semesters, 3 credit hour each required.
Prerequisites: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550, and consent of the program director.
Corequisites: CPSY 532 (may be taken prior to or concurrent with).
Credits: 1-3 semester hours.
CPSY 506 Life Span Development
Content: Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.
Prerequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.
Credits: 2 semester hours.

CPSY 509 Practical Skills for Counselors
Content: Overview of basic counseling concepts and skills, including skill development through role-playing and simulated counseling experiences.
Prerequisites: CPSY 503, CPSY 513.
Credits: 3 semester hours.

CPSY 510 Ethical and Legal Issues in Professional Counseling
Content: Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.
Prerequisites: CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.
Corequisites: CPSY 504, CPSY 522.
Credits: 2 semester hours.

CPSY 513 Theory and Philosophy of Counseling
Content: Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout.
Prerequisites: None.
Corequisites: CPSY 503 or 569.
Credits: 3 semester hours.

CPSY 514 Group Counseling With Children and Adolescents
Content: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curricula for specific issues such as divorce, substance use, grief, and social skills.
Prerequisites: For students in the Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.
Credits: 3 semester hours.

CPSY 515 Group Counseling With Adults
Content: Introduction to the major schools of thought regarding group therapy and the common factors associated with positive outcomes. Covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.
Prerequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526.
Credits: 3 semester hours.

CPSY 520 Career Counseling
Content: Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and culture, and the practical application of theory and information in a professional counseling context.
Prerequisites: None.
Credits: 2-3 semester hours.
CPSY 522 Diagnosis of Mental and Emotional Disorders
Content: Introduction to the structure and uses of the DSM-IV and ICD-9 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.
Prerequisites: For Marriage, Couple, and Family Therapy students, CPSY 569. For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.
Credits: 3 semester hours.

CPSY 523 Counseling and Interventions With Children and Adolescents
Content: Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.
Prerequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.
Credits: 2 semester hours.

CPSY 524 Counseling and Interventions With Adults
Content: Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.
Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506.
Corequisites: CPSY 522 (may be taken prior to or concurrently with CPSY 524).
Credits: 3 semester hours.

CPSY 525 Models of Addiction and Recovery
Content: Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.
Prerequisites: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.
Corequisites: CPSY 522, CPSY 514 or CPSY 515.
Credits: 2 semester hours.

CPSY 526 Introduction to Assessment
Content: Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.
Prerequisites: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.
Corequisites: CPSY 522, CPSY 514 or CPSY 515.
Credits: 2 semester hours.

CPSY 527 Research Methods in Counseling
Content: Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts. Topics include (1) elements of the research process; (2) types of designs, program evaluation; (3) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (4) basic measurement concepts: validity, reliability, norms, score interpretation; and (5) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research. Reviews Web-based resources for conducting research.
Prerequisites: None.
Credits: 3 semester hours.

CPSY 528 Drugs, the Brain, and Behavior
Prerequisites: Permission of the Professional Mental Health Counseling – Addictions program director.
Credits: 3 semester hours.

CPSY 529 Models of Addiction and Recovery
Content: Theories of the nature, cause, courses, and effects of addiction to alcohol and drugs of abuse. Conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenerational transmission, genetic predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.
Prerequisites: Permission of the Professional Mental Health Counseling – Addictions program director.
Credits: 3 semester hours.
CPSY 547 Addictions Treatment: Procedures, Skills, and Case Management
Content: Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include multiple modes and models of assessment, intervention and treatment, content and basic assumptions of different treatment modalities, organization of comprehensive treatment strategies, motivational interviewing in the context of stages-of-change models, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues of moderation versus abstinence, relapse prevention, and case management. Also covers documentation, record keeping and management, confidentiality, and ethical and legal issues.
Prerequisites: Permission of the Professional Mental Health Counseling – Addictions program director.
Credits: 3 semester hours.

CPSY 548 Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span
Content: This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions. The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.
Prerequisites: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550.
Corequisites: CPSY 505.
Credits: 2 semester hours.

CPSY 549 Clinical Reasoning: Theory and Research to Practice
Content: This course assists students in developing critical thinking, case conceptualization, and treatment planning skills. Students develop their abilities to gather data, conceptualize from their emerging theoretical perspectives, and plan treatment. Uses an ecological and social-justice framework to view the client in context, apply evidence-based practice with cultural sensitivity, and plan interventions across multiple systems (individual, family, and community).
Prerequisites: One semester of CPSY 505.
Corequisites: CPSY 505.
Credits: 2 semester hours.

CPSY 550 Diversity and Social Justice
Content: Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.
Prerequisites: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513.
Credits: 3 semester hours.

CPSY 582 Mental Health Internship: Adult Emphasis
Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.
Prerequisites: CPSY 505 and consent of internship coordinator.
Credits: 3 semester hours.

CPSY 583 Mental Health Internship: Emphasis on Child and Family Problems
Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.
Prerequisites: CPSY 505 and consent of internship coordinator.
Credits: 3 semester hours.

CPSY 591 Professional Career Development
Content: This course is designed to apply principles of career development to the professional development of counselors in a variety of roles and settings. Administration, supervision, consultation, and other career-related opportunities for professional mental health counselors will be explored.
Prerequisites: CPSY 505.
Corequisites: CPSY 582 or CPSY 583.
Credits: 1 semester hour.

Master of Science Courses
CPSY 530 Research Methods and Statistics I
Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.
Prerequisites: None.
Credits: 3 semester hours.
CPSY 531 Research Methods and Statistics II
Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study. Prerequisites: CPSY 530. Credits: 3 semester hours.

CPSY 594 Proposal Writing
Content: Direct instruction and support for the process of preparing a thesis and/or other research or grant proposals. Includes both a colloquium and individual consultations with a thesis chair (or, if not writing a thesis, another faculty member). The colloquium will focus on the refinement of research questions, the specifics of research design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies the proposed design and methodology for the research project. Prerequisites: CPSY 530 and CPSY 531, or consent of instructor. Credits: 1 semester hour.

CPSY 595 Master’s Thesis Research
Content: Completion of thesis research project under the direction of the chair of the candidate’s thesis committee. Three semester hours, which can be taken in 1-semester hour increments, are required for degree. Grades are deferred until the candidate has successfully defended his or her thesis. Prerequisites: Consent of thesis committee chair. Credits: 1-9 semester hours.