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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Counseling Psychology

Counselors, family therapists, and school psychologists play a vital role in society by helping individuals and groups to grow in healthy ways, to respond to difficult circumstances with resiliency, and to deepen their respect and acceptance of both themselves and others. These professionals are leaders who build caring relationships and strong communities defined by hope and concern for social justice.

Lewis & Clark’s graduate degree and licensure programs provide future counselors, therapists, and school psychologists with the knowledge and innovative skills critical to the practice of community mental health, addictions counseling, marriage, couple and family therapy, and school psychology in today’s diverse world. Academic study is augmented by experiential learning that further cultivates the attitudes and skills essential to culturally competent practice. Through a combination of classroom and practicum/internship experiences, students learn how to foster helping relationships and create a spectrum of interventions effective for individuals, couples, families, groups, and communities. Our graduates use their skills in a wide range of public and private agencies and schools, as well as private practice.

In response to the realities of globalization, our programs explore ways to involve students in settings where they can develop skills related to the needs of marginalized groups. Students have opportunities to travel to other regions and nations and to work in impoverished communities. These experiences acquaint students with the importance of advocacy, consultation, and system change.

Preparatory Courses

All students admitted to a counseling psychology program are expected to have a thorough grasp of the natural and social science aspects of psychology. Students without a background in psychology may satisfy this program requirement within their first year of study in one of the following ways:

- Pass the GRE psychology test with a score of 550 or better.
- Take Psychology for Everyone (noncredit option), a course offered through our Center for Community Engagement.
- Pass one undergraduate introductory psychology course, one undergraduate abnormal psychology course, and one undergraduate social psychology course. These courses may be taken through the institution of the student’s choice, ideally prior to enrollment in a counseling psychology program. (Credit hours are not applicable to the degree.) Evidence of passing grades must be presented to an advisor during the first year of study.

Programs

Degrees

- Marriage, Couple and Family Therapy
- Professional Mental Health Counseling
- Professional Mental Health Counseling—Addictions
- Psychological and Cultural Studies
- School Psychology

Certificates

- Ecopsychology

Counseling Psychology Courses

Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the online course schedule, WebAdvisor, available at graduate.lclark.edu/dept/gradreg.

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: 2 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 507 Introduction to School Psychology I
Content: Overview of the history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.
Prerequisites: Admission to School Psychology Program.
Credits: 2 semester hours.

CPSY 508 Introduction to School Psychology II
Content: Overview of the history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. Practicum in school-based systems. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.
Prerequisites: CPSY 507.
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 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents
Content: Introduction to the theories guiding mental health work with children and adolescents in school and clinical settings. Reviews learning theories (classical, operant, and social). Participants explore the design and implementation of contingency-management programs and various CBT strategies for educational and clinical settings. Also considers psychoanalytic, Adlerian, client-centered, Gestalt, play therapy, reality therapy, solution-focused, and brief therapy theories. Issues of diversity and client matching are addressed throughout.
Prerequisites: None.
Corequisites: CPSY 503 or 569, or 507 and 508.
Credits: 3 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, 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 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 516 Family Development: Cross-Cultural Perspectives
Content: Family interaction processes and development within cultural contexts. Topics include: family development, diverse family forms, patterns and dynamics of family interaction, and the impact of social context and culture on family life.
Prerequisites: None.
Credits: 2 semester hours.

CPSY 517 The Exceptional Child in Schools
Content: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.
Prerequisites: None.
Credits: 3 semester hours.

CPSY 518 Northwest Native History: Complicated Legacies
Content: This elective course is designed to introduce graduate students in Education, Counseling and Education Leadership to a sociopolitical history that demonstrates some of the factors contributing to the complex historical legacy of indigenous students in the United States.
Prerequisites: None.
Credits: 2 semester hours.

CPSY 519 Pre-Practicum in Community Engagement
Content: Examines strategies for developing collaborative partnerships with community-based agencies to promote social justice. Through supporting coursework, these student volunteers will gain a greater understanding of issues of resilience and mental health and wellness-facing the communities they serve, as well as knowledge about the policies and procedures that underpin the agencies they are working with.
Prerequisites: None.
Credits: 1 semester hour.

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 521 Counseling Native American Communities
Content: Assists counselors in developing deep understanding and capacity for supporting the mental health of Native American individuals, families and communities. Through careful consideration of the research bearing on contemporary Native American experience alongside stated concerns of regional and global indigenous leaders, this course will explore in detail the practices and sensibilities that support cultural and personal health.
Prerequisites: None.
Credits: 2 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: 2 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: 3 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 526 Practical Skills in Marriage, Couple, and Family Therapy
Content: Overview of basic relational therapy concepts and skills, including skill development through role-playing and simulated counseling experiences.
Prerequisites: CPSY 504, PSY 566, and PSY 569.
Credits: 3 semester hours.

CPSY 527 Psychology of Women
Content: Examination of social construction of gender and its impact on the study of psychology. Analyzes the field’s current and historical approaches to women’s needs. Topics include theories of gender, personality, relationships, sexuality, stereotypes, victimization, career, family roles, mental health, and therapy. Also explores the social and political implications of our cultural understandings of gender, feminist perspectives, and advocacy.
Prerequisites: None.
Credits: 2-3 semester hours.

CPSY 528 Introduction to Ecopsychology in Counseling
Content: Ecopsychology recognizes a connection between mental health and the natural environment and explores ways in which psychological knowledge and practices can contribute to the solution of environmental problems. This course provides an introduction to ecopsychology practices in counseling and a survey of related research findings in environmental and conservation psychology on topics such as the health benefits of natural settings, the development of environmental identities, and promotion of conservation behaviors. Students will be guided toward self-reflection regarding their own environmental identity, their motivations for integrating environmental approaches into counseling, and ways to integrate ecopsychology into their existing theory and practice base.
Prerequisites: CPSY 503, CPSY 507, or CPSY 569 or consent of program coordinator.
Corequisites: CPSY 506, CPSY 550, and one of the following: CPSY 504, CPSY 508, CPSY 513.
Credits: 3 semester hours.

CPSY 529 Psychology of Men and Masculinity
Content: Interdisciplinary examination of the social and personal meanings of masculinity; the varieties of male experience by social class, ethnicity, sexuality, and age; and emerging masculinities. Explores the implications for counseling, education, prevention, advocacy, and community development through readings and projects.
Prerequisites: CPSY 527.
Credits: 2 semester hours.

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 532 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 535, CPSY 550.
Corequisites: CPSY 522, CPSY 514 or CPSY 515.
Credits: 2 semester hours.

CPSY 535 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 536 Introduction to Addiction Counseling and Psychopharmacology
Content: General survey course providing a broad overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling.
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, CPSY 532.
Credits: 2 semester hours.

CPSY 540 Applied Developmental Neuropsychology
Content: Conceptual overview of the field of neuropsychology from developmental and applied perspectives. Explores the theories and principles of neuropsychology and their relationship to practice. Provides students with a basic understanding of the neurological underpinnings of challenges their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.
Prerequisites: Admission to School Psychology Program.
Credits: 2 semester hours.

CPSY 541 Assessment and Intervention I
Content: This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, response to intervention, and assessments for children with pervasive developmental disabilities.
Prerequisites: CPSY 530, CPSY 531. Admission to School Psychology Program or consent of instructor.
Credits: 3 semester hours.

CPSY 542 Assessment and Intervention II
Content: This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.
Prerequisites: CPSY 541 or consent of instructor.
Credits: 3 semester hours.

CPSY 543 Assessment and Intervention III
Content: This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats.
Prerequisites: CPSY 542 or consent of instructor.
Credits: 3 semester hours.

CPSY 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: Consent of instructor and submission of application for independent practicum to department office.
Credits: 1-3 semester hours.

CPSY 545 Drugs, the Brain, and Behavior
Prerequisites: Permission of the Professional Mental Health Counseling – Addictions program director.
Credits: 3 semester hours.
CPSY 546 Models of Addiction and Recovery
Content: Theories of the nature, course, causes, 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 prediction, 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: 2 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: 2 semester hours.

CPSY 551 Advanced Group Counseling
Content: Advanced skills in design and management of psycho-educational, counseling, and psychotherapy groups. Emphasis is on time-limited groups focused around themes including depression, anxiety, parenting, couples, social skills, adolescent depression, loss, ADHD for adults, dual diagnosis, and borderline personality disorder. Students learn critical group processes, central intervention skills, and the specific approaches most useful for different diagnostic groups.
Prerequisites: CPSY 522, CPSY 523, CPSY 524, CPSY 514 or CPSY 515.
Credits: 2 semester hours.

CPSY 552 Expressive Arts Therapy
Content: Designed for mental health practitioners interested in gaining a deeper understanding of the theory and practice of using expressive arts in therapy and counseling. Students will explore the mediating properties found in expressive arts for children, adolescents, and adults in clinical and school settings.
Prerequisites: none.
Corequisites: none.
Credits: 2 semester hours.
CPSY 553 Feminist Therapies
Content: Overview of feminist theoretical perspectives, methods, and therapies, which, though broad and diverse, nonetheless-share a common focus on addressing the impact of gender socialization and cultural expectations on individuals and society. Emphasis is placed on diversity, ethics, and advocacy. Covers feminist counseling of women, men, and families. Students assist in the development of content for this course, which is taught within a feminist pedagogical framework.
Prerequisites: CPSY 527, CPSY 529.
Credits: 2 semester hours.

CPSY 554 Women at Midlife
Content: Overview of the issues faced by the current generation of midlife women. Considers general themes of midlife, drawn from the literature on adult development as a theoretical backdrop to recent research on midlife women. Emphasis is on themes shown by recent research to be most significant to midlife women today. Students are encouraged to explore how the material applies to their personal or professional lives.
Prerequisites: None.
Credits: 2 semester hours.

CPSY 555 Cognitive-Behavioral Therapy
Content: Review of the history, theory, and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications for children, adolescents, and adults in central mental and emotional disorders, personality disorders, and relationship and interpersonal functioning.
Prerequisites: CPSY 523.
Credits: 2 semester hours.

CPSY 558 Brief Systemic Therapies
Content: Survey of the history, theoretical assumptions, and techniques of several approaches to brief systemic therapy. Structural and solution-focused family therapy approaches are covered in detail.
Prerequisites: CPSY 504.
Corequisites: CPSY 584 and 588.
Credits: 1-2 semester hours.

CPSY 559 Social Constructionist and Critical Family Therapy
Content: This course covers the history, theoretical assumptions, and practice of social constructionist and critical family therapies. Special attention is paid to how societal structures, modern practices of power, and internalized cultural discourses contribute to family problems and can constrain clients’ abilities to make desired change. The primary focus of the course is on the application of narrative therapy in work with families.
Prerequisites: CPSY 504.
Corequisites: CPSY 582/583 or 584/588.
Credits: 2 semester hours.

CPSY 560 Couple Therapy
Content: Systems theory therapies and practices relative to assessment, research, and treatment of couples. Explores cognitive, affective, interactional, and systemic theories of human behavior and change as related to couples.
Prerequisites: CPSY 504.
Credits: 3 semester hours.

CPSY 561 Assessment and Prevention in Family Therapy and Counseling
Content: Examination of the theoretical assumptions, values, and cultural frameworks underlying individual, couple, and family assessment approaches. Specific assessment techniques and tools are discussed, evaluated, and practiced. Preventative interventions such as premarital counseling and parent education are also explored and critiqued from a critical multicultural perspective.
Prerequisites: CPSY 504.
Credits: 3 semester hours.

CPSY 562 Advanced Family Therapy
Content: Introduction to the practice of systemic therapy. In this survey course, students learn the history, theoretical assumptions, and primary techniques associated with each of the major family therapy models. Students practice using theory to guide interventions through case examples, video, and role plays.
Prerequisites: CPSY 504.
Credits: 3 semester hours.

CPSY 563 Treatment Issues in Family Therapy
Content: Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.
Prerequisites: CPSY 504.
Credits: 0.5-3 semester hours.

CPSY 564 Treating Addictions in Marriage, Couple, and Family Therapy
Content: Family systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Considers clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples, and families.
Prerequisites: CPSY 504. Permission of the Counseling Psychology Department Office.
Credits: 2 semester hours.

CPSY 565 Human Sexuality and Counseling
Content: Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual preference; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.
Prerequisites: CPSY 503 or CPSY 569.
Credits: 2 semester hours.
CPSY 566 Legal and Ethical Issues in Family Therapy and Counseling
Content: Survey of current issues relating to ethical practice and legal responsibilities in family therapy and counseling. Addresses issues such as confidentiality, informed consent, dual relationships, and therapist liability. Includes models for ethical decision making, working with the legal system, and relevant aspects of family law.
Prerequisites: None.
Credits: 2 semester hours.

CPSY 569 Introduction to Marriage, Couple, and Family Therapy
Content: Basic theoretical assumptions of the profession of marriage, couple and family therapy, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.
Prerequisites: None.
Credits: 1 semester hour.

CPSY 571 Prevention in Educational Settings
Content: Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children's understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small-group and classroom-based settings.
Prerequisites: CPSY 585 and admission to School Psychology Program.
Credits: 3 semester hours.

CPSY 572 Introduction to Eating Disorders
Content: Explore the history, etiology, prevalence, possible causes, early recognition, treatment, and prevention of anorexia nervosa, binge eating disorder, and related disordered eating behaviors. Class discussion will include an overview of the possible causes of, early intervention for, and treatment of obesity. Information will be presented from a multidimensional approach, reviewing the biological, sociocultural, psychological, behavioral, nutritional, and medical modalities of treatment. Topics will also include treatment options, community resources, and insurance coverage of disorders and obesity. This course is a prerequisite for all other courses in eating disorders.
Prerequisites: None.
Credits: 2 semester hours.

CPSY 573 School-Based Consultation
Content: Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural, linguistic, and socioeconomic differences.
Prerequisites: CPSY 508.
Credits: 3 semester hours.

CPSY 574 Advanced Consultation and Program Evaluation
Content: Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.
Prerequisites: CPSY 573 or consent of instructor.
Credits: 2 semester hours.

CPSY 575 Treatment Modalities of Eating Disorders
Content: This course presents a research-based study of the psychodynamics of eating disorders and an overview of successful treatment approaches. The focus will include diagnosis, assessment, and intervention of treatment and will provide students with the opportunity to participate in experiential strategies.
Prerequisites: CPSY 572.
Credits: 2 semester hours.

CPSY 576 Medical and Physiological Aspects of Eating Disorders
Content: This course will present an in-depth analysis of the epidemiology, etiology, and physiology of medical and nutritional aspects of anorexia nervosa, bulimia nervosa, and other related eating disorders. The medical and physiological aspects of obesity will also be discussed. Information will be research-based as well as practical and presented within the multidisciplinary model of treatment.
Prerequisites: CPSY 572.
Credits: 2 semester hours.
CPSY 577 Nutritional Principles and Treatment for Obesity and Eating Disorders
Content: This course will focus on how nutritional therapy plays a role in the multidimensional model of treatment for obesity and eating disorders. Topics will include: basic concepts of nutrition science, nutritional needs evaluation of body size, investigation of food facts and fallacies, special dietary needs, and evaluation of current treatments. Strategies will be discussed as to how nutrition information may be conveyed and utilized in therapy for patients and their families.
Prerequisites: CPSY 572.
Credits: 2 semester hours.

CPSY 578 Sex Therapy
Content: Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social-spiritual assessment of sexual well-being, and treatment of specific sexual problems.
Prerequisites: CPSY 504, 562 and consent of instructor.
Corequisites: CPSY 560.
Credits: 2 semester hours.

CPSY 581 Ethical and Legal Issues for School Psychology Practicum
Content: Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.
Prerequisites: CPSY 506, CPSY 507, CPSY 508, and consent of advisor.
Corequisites: CPSY 523.
Credits: 2 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 584 Practicum in Marriage, Couple, and Family Therapy
Content: Supervised practicum bridging theoretical and practical topics. Students apply their emerging skills and understanding of family therapy models to their work with individuals, couples, families, and groups.
Prerequisites: Consent of MCFT program director and MCFT clinical coordinator.
Credits: 4 semester hours.

CPSY 585 Practicum in School Psychology
Content: Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as the skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, therapy, and practice. Students also present audio- and/or videotapes of their counseling for supervisory review.
Prerequisites: CPSY 581 and consent of advisor.
Credits: 5 semester hours.

CPSY 586 Internship in School Psychology
Content: Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.
Prerequisites: Consent of instructor.
Credits: 1-4 semester hours.

CPSY 588 Internship in Marriage, Couple, and Family Therapy
Content: Applied training in family therapy during a calendar-year internship, including supervised clinical practice with individuals, couples, and families using systemic, social constructionist, and critical family therapy models.
Prerequisites: CPSY 584 and consent of advisor.
Credits: 1-4 semester hours.

CPSY 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

CPSY 590 Topics in Counseling Psychology
Content: Special topics in counseling psychology. Students may obtain a course description from the department office or website.
Prerequisites: None.
Credits: 0.5-3 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.

CPSY 593 Integrating Spirituality Into Counseling
Content: Spirituality and religion provide a worldview, shape values, goals, perceptions, emotions, relationships, standards of conduct, and lifestyles for individuals and communities. With appropriate knowledge, concepts, skills, and ethical sensitivity counselors can help clients explore the ways their spiritual/religious beliefs and practices influence the challenges that bring them to counseling. Understanding these elements of experience opens possibilities for greater meaning, new coping abilities, and new resources to increase clients’ success and quality of life.
Prerequisites: None.
Credits: 2 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.

CPSY 596 Wilderness & Adventure Therapy Intensive
Content: This course explores the application of mental health and substance abuse treatment in outdoor settings and discusses therapeutic uses of outdoor challenge activities for recreation, personal growth and reflection, and to enhance counseling & psychotherapy. We will examine research on the benefits of green spaces and outdoor experiences on stress reduction, restoration of attention, enhanced self concept, cognitive development, treatment of emotional and substance abuse disorders, and promotion of personal meaning. Key areas of focus will be on cultural and socio-economic diversity in terms of attitudes toward and access to wilderness-like settings or outdoor adventure, and on practices of outdoor safety, low impact camping, and group facilitation. The course meets one day on campus and four days of overnight camping in a local state park. Experience with wilderness or adventure therapy is not required though some comfort with tent camping and hiking is encouraged. All equipment is provided.
Prerequisites: CPSY 528.
Credits: 2 semester hours.

CPSY 597 Ecotherapy
Content: This course will provide resources and techniques for mental health providers to utilize nature-based activities and metaphors in their therapeutic work, address concerns about environmental issues they may encounter during the course of counseling, and to harness individuals' values about ecology or sustainability to foster therapeutic goals. This application course builds on the material covered in Introduction to Ecopsychology in Counseling. Topics such as addressing grief and despair about environmental issues, using contacts with restorative natural settings to promote counseling goals, and working with diversity in an ecotherapy context will be explored using didactic presentations, role-playing, outdoor activities, video presentations, and guest speakers.
Prerequisites: CPSY 528.
Credits: 2 semester hours.

CPSY 598 Topics in Applied Ecopsychology
Content: This course provides opportunities to explore the roles of a counselors and therapists as advocates, consultants, or researchers in the field of ecopsychology. Topic varies from semester to semester.
Prerequisites: CPSY 528.
Corequisites: None.
Credits: 1 semester hour.
CPSY 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

CPSY 619 Pre-Practicum in Community Engagement
Content: Examines strategies for developing collaborative partnerships with community-based agencies to promote social justice. Through supporting coursework, these student volunteers will gain a greater understanding of issues of resilience and mental health and wellness-facing the communities they serve, as well as knowledge about the policies and procedures that underpin the agencies they are working with.
Prerequisites: None.
Credits: 1 semester hour.

CPSY 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

CPSY 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

CPSY 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

CPSY 902 Culture and Community
Content: An intensive international or intercultural immersion course designed to raise awareness of issues in personal and community well-being in a particular community or region. After pre-visit briefings and readings, students visit professionals at schools, clinics, and NGOs to learn about the cultural and social realities of the community or region. The visit is followed by systematic reflection on implications for local practice and the understanding of one's own self and society. Interdisciplinary approaches and interprofessional collaboration are emphasized.
Prerequisites: None.
Credits: 2 semester hours.

CPSY 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.