

# COUNSELING, THERAPY, AND SCHOOL PSYCHOLOGY COURSES

Note: Some of the courses listed below may not be offered during the current academic year.

## Art Therapy (AT) Courses

### AT 501 Theories of Counseling and Psychotherapy

Content: This course presents the history, theories, principles and techniques of counseling theories and their applications in professional settings.

Prerequisites: None.

Restrictions: Admission into Art Therapy Program

Credits: 3 semester hours.

### AT 510 Introduction to Art Therapy

Content: Introductory overview of the field of art therapy including history, development, major theories, and applications of art therapy with various client populations.

Prerequisites: None.

Restrictions: Admission into Art Therapy Program

Credits: 3 semester hours.

### AT 511 The Helping Relationship: Art Therapy Technique

Content: Basic theoretical assumptions of art therapy therapeutic relationships, review and practice of helping skills with an overview of social and cultural contexts, types of practice, supervision, ethical principles, and professional orientation.

Prerequisites: AT-510

Restrictions: Admission to Art Therapy program or permission from CTSP department.

Credits: 3 semester hours.

### AT 513 Psychopathology

Content: Psychopathology offers an introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—will be explored, as well as alternatives to them.

Prerequisites: AT-501, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

### AT 515 Group Dynamics, Processes and Art Therapy

Content: Methods of facilitating group art therapy with varied populations are presented in relation to current theories of group therapy. Skills in clinical observation and group leadership are developed.

Prerequisites: AT-511. AT-513. AT-523.

Credits: 3 semester hours.

### AT 517 Art Therapy Trauma Treatment

Content: Through the lens of art therapy this course will examine: polyvagal theory, brain development and the impact of trauma on the developing brain; the stages of treatment when working with clients who have experienced trauma; methods to protect and manage self-care to address vicarious traumatization in clinical practice; various methods to treat trauma with different client populations; and showing sensitivity to cultural, environmental and developmental needs. The course examines the impact of racial trauma, oppression and historical and generational trauma to help students address injustice and support healing. Teaching methods include but are not limited to readings, lecture, video, discussions, and experiential art making directives.

Prerequisites: AT-501. AT-513. AT-511.

Credits: 2 semester hours.

### AT 522 Diagnostic Appraisal and Testing

Content: Educational and psychometric theories and approaches to appraisal and diagnosis, data and information-gathering methods, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. The ability to select, administer and interpret tests and inventories is developed.

Prerequisites: AT-513

Corequisites: None.

Restrictions: None.

Credits: 3 semester hours.

### AT 523 Child and Adolescent Art Therapy

Content: Art therapy with children and adolescents within family and sociocultural contexts. This course focuses on using a strength-based approach to building resilience within a developmental framework.

Prerequisites: AT-510

Credits: 3 semester hours.

### AT 524 Cross-Cultural Counseling

Content: This course is intended to assist students in understanding the personal, situational, structural, and cultural influences that impede and enhance effective and justice-oriented art therapy practice.

Prerequisites: AT 550

Restrictions: Admission to Art Therapy program

Credits: 1 semester hour.

### AT 526 Clinical Practice Skills in Art Therapy

Content: Overview of basic counseling concepts and skills, including skill development through roleplaying and simulated counseling experiences in art therapy practice.

Prerequisites: AT-511

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

### AT 530 Clinical Assessment By Graphic Means

Content: Examination and analysis of the expressive and content components of graphic imagery in relation to clients' domains of functioning and how it contributes to a deeper understanding of the clients' clinical needs when formulating a clinical assessment and treatment plan.

Prerequisites: AT 511

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

**AT 535 Research Methods and Evaluation**

Content: This course includes types of research; basic statistics; research-report development; research implementation: program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

Prerequisites: AT 510

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

**AT 537 Art Therapy Research**

Content: This course examines emergent methods in art therapy research. Students will explore models of research that involve an interdisciplinary approach: mixed methods, arts-based, and Expressive Therapies Continuum research. Students will be presented with examples of excellence within these paradigms and examine their value within the field.

Prerequisites: AT 510

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

**AT 539 Art Therapy Professional Ethics**

Content: Professional Orientation and Ethics provides a survey of current issues related to ethical practice and legal responsibilities within the disciplines of art therapy and related fields. Professional organizations and associations; preparation standards and credentialing, history and trends, ethical and legal standards and supervision are addressed.

Prerequisites: AT-501. AT-510.

Credits: 3 semester hours.

**AT 542 Adult Development & Family Therapy**

Content: This course provides a contextual framework for art therapy treatment with adults and families through both traditional psychology and liberation psychology perspectives. Approaches and treatment methods are introduced in relation to the developmental stages of adult life, cultural contexts, systems and settings.

Prerequisites: AT-523. AT-510.

Credits: 3 semester hours.

**AT 545 Equity-Based Community Interventions in Art Therapy**

Content: Equity-Based Community Interventions in Art Therapy includes exploring self-of-the-therapist, developing community program planning, engaging in equity-based practices, practicing methods of documentation that meet field standards, and building competency in the ethical practice of risk management.

Prerequisites: AT 524

Credits: 2 semester hours.

**AT 550 Diversity and Social Equity**

Content: This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context.

Prerequisites: None.

Restrictions: Admission to Art Therapy Program

Credits: 2 semester hours.

**AT 560 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 cultures, and the practical application of theory and information in a professional counseling context.

Prerequisites: None.

Credits: 2 semester hours.

**AT 563 Treatment Issues in Art Therapy Special Topics**

Content: Applications of art therapy to treatment of individuals and 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: None.

Restrictions: Admission into the Art Therapy program.

Credits: 1 semester hour.

**AT 570 Art Therapy Candidacy Portfolio**

Content: Comprehensive evaluation of the student's level of clinical understanding of theory and art therapy practice in preparation for internship placement. This is a required course for all art therapy students moving into their third year of the program.

Prerequisites: AT-530. AT-510. AT-501.

Credits: 1 semester hour.

**AT 580 Art Therapy Practicum**

Content: Students participate in art therapy faculty facilitated supervision to complement their practicum work in the community. The focus of the class is on providing ethical and competent client care. Skills that receive particular attention include the use of response art to aid in developing a therapeutic relationship, counselor empathy, compassion, and art therapist identity.

Prerequisites: AT 511

Restrictions: Admission to Art Therapy program.

Credits: 1 semester hour.

**AT 582 Art Therapy Internship**

Content: Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings.

Prerequisites: AT 580

Restrictions: Admission to Art Therapy Program

Credits: 1-3 semester hours.

**AT 583 Art Therapy Internship Studio**

Content: Art Therapy Internship Studio encourages intensive involvement in personal artistic expression, creative exploration, and reflection on these processes through self-inquiry in the role of an emerging practitioner. Particular attention is paid to developing understandings of artistic process as a form of inquiry and the integral roles of ongoing artistic activity in the professional identity as an art therapist.

Prerequisites: AT 580

Restrictions: Admission to Art Therapy Program

Credits: 1-2 semester hours.

**AT 594 Art Therapy Capstone**

Content: The Capstone is a culminating course that provides a platform for clinical reflection and practical matters for new art therapists entering the professional field.

Prerequisites: AT-570.

Corequisites: AT-582.

Credits: 1 semester hour.

## **Counseling, Therapy, and School Psychology (CTSP) Courses**

**CTSP 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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

**CTSP 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 students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and MHC 506, MHC 513, and MHC 550.

For Marriage, Couple, and Family Therapy students, take MCFT 516. For students in the School Psychology program, take SPSY 502.

Credits: 3 semester hours.

**CTSP 531 Statistics for Professional Practice**

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only.

Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

**CTSP 537 Qualitative Research Methods**

Content: Overview and application of qualitative research methods.

Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Consent of instructor, program director, or advisor

Credits: 2 semester hours.

**CTSP 539 Qualitative Research Methods II**

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussions, and four practicum workshops students will practice qualitative research skills which may include: (a) collect observations notes; (b) develop and piloting interview and/or focus group questions; (c) collecting and manage audio and video recorded data; (d) transcribing audio and/or video data; (e) developing and using analytic codes and software. Students will also be introduced to the human subject's review process and complete the CITI responsible research module and the human subject's module.

Prerequisites: CTSP-537

Restrictions: Approval by course instructor, program director, or advisor

Credits: 1 semester hour.

**CTSP 551 Play Becomes Real: The Use of Playful Approaches and Expressive Media in Counseling**

Content: In this course, we explore playful approaches and the use of drawing, clay, sand tray, music, and picture cards to understand their utility and application as "mediating tools" in the counseling and therapeutic context as applied to individuals and groups of all ages. We focus on the work of one particular internationally recognized therapist and author, Dr. Violet Oaklander, an early pioneer of therapeutic work with children and adolescents from a Gestalt Therapy perspective utilizing expressive media and playful approaches.

Prerequisites: None.

Credits: 1 semester hour.

**CTSP 565 Human Sexuality and Counseling**

Content: Sexualities are not simply something we possess; they are constructed, performed, restricted and controlled, all within the historical and cultural setting in which we live. This course will examine the intersections among sexuality, culture, gender, and the body. Our goal will be to explore a variety of sexualities emphasizing the multifaceted nature of power, privilege, and oppression inherent in human sexuality. There will be a specific focus on the role counseling/therapy plays in cultivating sexual discourses and the impact those discourses have on our lives. For example, students will learn to critically investigate how and why some sexual behaviors become pathologized and later normalized by mental health practitioners. Finally, an important part of this course includes the consideration of our own histories and vulnerabilities as they influence our capacity to support others' sexual health.

Prerequisites: MHCA-502 or MHC-503 or MCFT-502 or AT-510

Credits: 2 semester hours.

**CTSP 587 Engaging Boys & Men in Counseling and Education**

Content: Research has demonstrated that a significant number of boys and men are struggling with engagement: with emotions, within social relationships, and within educational and mental health contexts. At the same time, many professionals in education and counseling are challenged with the ability to stay in good and helpful relational engagement with boys and men: with understanding both the social and biological influences on male development and with knowing how to connect with boys and men in ways that help them flourish. This course challenges adults who work with boys and men to see them in new ways and to develop skills that will help boys and men to be more interpersonally engaged within counseling and educational settings.

Prerequisites: None.

Credits: 1 semester hour.

**CTSP 590 Topics in Counseling, Therapy, and School Psychology**

Content: Special topics in counseling, therapy and school psychology. Students may obtain a course description from the department office or website.

Prerequisites: None.

Credits: 0.5-3 semester hours.

**CTSP 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: Research Methods Course from program

Restrictions: Permission of program director or thesis coordinator

Credits: 1 semester hour.

**CTSP 595 Master's Thesis Research**

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Two 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/her/their thesis.

Prerequisites: CTSP-594

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

**CTSP 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 credits of independent study toward a graduate degree or licensure.

Prerequisites: None.

Credits: 0.5-3 semester hours.

**CTSP 614 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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502/602.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

**CTSP 631 Statistics for Professional Practice**

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only. Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

**CTSP 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 credits of independent study toward a graduate degree or licensure.

Prerequisites: None.

Credits: 0.5-3 semester hours.

**CTSP 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.

## Ecotherapies (ECOT) Courses

### ECOT 501 Introduction to Ecotherapy

Content: Ecotherapy is the field of inquiry concerned with the human-nature relationship and includes a substantial body of evidence demonstrating the physical and psychological benefits of interacting with nature. A basic tenet of the field is that our inner worlds and the outer world are intimately connected. The need for nature still resides in our bodies, minds, and spirit. From an ecotherapy perspective, a central challenge of our time is the integration of our connection with nature with our scientific culture and our technological selves. As such, ecotherapy has a role to play in addressing such issues as the decreased presence of nature in our lives; the exponential growth of technology in daily living; and the impact of global climate change. This course guides students toward self-reflection regarding their environmental identity and their "sense of place". It also explores the motivations for integrating ecological perspectives into academic and professional work.

Prerequisites: None.

Credits: 1 semester hour.

### ECOT 554 Theoretical & Empirical Basis of Ecopsychology

Content: This course provides an introduction to ecopsychological theory and surveys research that supports the theoretical foundations of nature based practices found in Ecotherapy, Wilderness Therapy, and other Nature-based therapies. The course also surveys related concepts, findings and practices in psychology and counseling/therapy that provide a foundation for conservation and sustainability work, environmental education, advocacy, and activism.

Prerequisites: ECOT-501

Credits: 1 semester hour.

### ECOT 596 Wilderness and Adventure Therapy Immersion

Content: This course provides an opportunity to explore ecopsychology concepts and nature based practices in the context of a multi-day outdoor experience. Topics include backcountry safety, outdoor leadership, wilderness philosophy and conservation, benefits of immersion in natural settings and retreats from modern technologies; multicultural rites of passage; and techniques for counseling/therapy in the outdoors. The course typically features an off-campus weeklong or multi-weekend residential format including tent camping along with other activities such as day and/or overnight hiking; mindfulness and team building exercises; and other nature based and/or adventure based activities. Outdoor experience not required. There is a course fee.

Prerequisites: ECOT-501

Credits: 2 semester hours.

### ECOT 597 Ecotherapy and Applied Ecopsychology

Content: This course in Ecotherapy focuses on broadening and deepening the practice of counseling and therapy by extending the psychotherapeutic context to include the natural world in which we live. We will further our survey of research that supports the theoretical foundations of ecotherapy found in environmental and conservation psychology, ecopsychology, evolutionary psychology, and biophilia. Specific practices and methods that incorporate nature into the therapeutic process will be explored and students will have the opportunity to practice these techniques. We will further explore the restorative effects of direct contact with nature, the psychological impact of "a sense of place", the concepts of a Nature Language and Human Rewilding, and contemporary influences that affect the human-nature relationship. Ethical issues unique to the practice of ecotherapy and incorporating ecotherapy with special populations will be discussed.

Prerequisites: ECOT-501. ECOT-554.

Restrictions: Admission to Ecotherapies Certificate

Credits: 2 semester hours.

### ECOT 598 Topics in Ecotherapy and Applied Ecopsychology

Content: This course provides an opportunity for students to do in-depth exploration of specialized topics or practices related to ecopsychology and to gain experience in various roles such as counselor, therapist, educator, activist, consultant, or researcher. Course focus and format varies given year and instructor. Topics have included human animal bond, environmental justice, and creative interventions.

Prerequisites: None.

Credits: 1 semester hour.

## Marriage, Couple, and Family Therapy (MCFT) Courses

### MCFT 502 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.

### MCFT 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.

Prerequisites: None.

Credits: 3 semester hours.

### MCFT 506 Applied Child and Adolescent Development

Content: This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

Prerequisites: Prerequisites MCFT-502, MCFT-504.

Credits: 2 semester hours.

### MCFT 510 Ethical and Legal Issues in MCFT

Content: Survey of current issues relating to ethical practice and legal responsibilities in family therapy. 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.

### MCFT 511 Equity in Family Therapy

Content: Development of diversity awareness and knowledge necessary to practice family therapy from liberation and social justice based frameworks. This includes interrogating multiple embedded systems of power and privilege relative to interconnections of identity and social position. Focus is on helping students become capable family therapists in diverse global and multicultural contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, socioeconomic status, physical or mental ability, religion or spirituality, health or legal status, or nation of origin, or other marginalized and underserved communities.

Prerequisites: None.

Credits: 3 semester hours.



**MCFT 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: Prerequisites MCFT-502, MCFT-504.

Credits: 2 semester hours.

**MCFT 522 Diagnosis of Mental and Emotional Disorders**

Content: Introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to sociocultural differences—and alternatives to them. How to use these systems effectively in the context of relational, biopsychosocial/spiritual, systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders and their treatment.

Prerequisites: MCFT-502, MCFT-504, MCFT-511

Credits: 2 semester hours.

**MCFT 523 Psychopharmacology and Medical Issues in Family Therapy**

Content: This course examines biological and medical issues in the practice of MCFT and includes an introduction to pharmacology. Emphasis is on understanding medical issues in family context and collaborating with other health professionals, as well as an examination of the sociopolitical context in which psychotropic drug regimens are developed, researched, and prescribed.

Prerequisites: MCFT-504 and MCFT-530

Credits: 1 semester hour.

**MCFT 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: Take MCFT 504, MCFT 502, and MCFT 510.

Credits: 3 semester hours.

**MCFT 530 Research Methods and Systemic Practice**

Content: This course addresses the essential concepts related to research design and methodology that systems/relational practitioners need to become critical evaluators of research and prepare for conducting research in their own practices, with an emphasis is on becoming an informed consumer of research and evidence-based practice. Students learn to apply research with critical awareness of the links between the process of inquiry, construction of knowledge, and cultural equity. Focus is on understanding each component of the research process, qualitative and quantitative designs, program evaluations, measurement issues and data analysis as well as the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

Prerequisites: Prerequisites MCFT-502, MCFT-504.

Restrictions: MCFT students only

Credits: 2 semester hours.

**MCFT 531 MCFT Research Seminar**

Content: Application of research design methods and findings to systems/relational therapy. Focus on drawing conclusions from a body of literature related to clinical practice, identifying a specific research question, and developing a research proposal. Emphasis on the links between the context within which research is conducted and implications for socially responsible practice.

Prerequisites: MCFT-530

Corequisites: none

Restrictions: MCFT students only

Credits: 1 semester hour.

**MCFT 541 Systemic Assessment and Treatment Planning**

Content: Application of family systems theories, social equity, and evidence based practice to assessment, diagnosis, and treatment planning in marriage, couple and family therapy. Course examines the theoretical assumptions and values underlying approaches to the treatment of major mental health issues and other presenting issues such as child behavior problems, addiction, suicide, familial violence, and families managing acute and chronic medical conditions. Specific assessment techniques and tools are discussed, evaluated, practiced, and applied to clinical diagnoses and treatment planning, including risk assessment and crisis intervention.

Prerequisites: MCFT-504, MCFT-511, MCFT-543, MCFT-530 and MCFT-553

Credits: 2 semester hours.

**MCFT 543 Intimate Partner Violence Treatment in Marriage, Couple, and Family Therapy**

Content: This course addresses the widespread nature of intimate partner violence across individual, partner, familial, and societal levels. It provides family therapists with introductory knowledge and skills for the assessment and treatment of intimate partner violence in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: MCFT-502, MCFT-504

Credits: 1 semester hour.

**MCFT 553 Sex Abuse Issues in Marriage, Couple, and Family Therapy**

Content: This course is designed to help family therapists competently address sexual abuse situations from a systemic and relational perspective. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. This course will also address ethical and legal issues in working with sexual abuse issues in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: Prerequisites MCFT-502, MCFT-504.

Credits: 1 semester hour.

**MCFT 557 Global Awareness in Professional Practice**

Content: An overview course designed to enhance global awareness from a systems perspective. By viewing the world as a single place with interconnected social, political, environmental, economic, and biological dynamics, students are encouraged to recognize the impact of the global in all local contexts, including counseling and education.

Prerequisites: None.

Credits: 2 semester hours.

**MCFT 560 Couple Therapy**

Content: Systems/relational therapies and practices relative to assessment, research, and treatment of couples, with an emphasis on promoting relational justice through addressing power/privilege and the links between neurobiology, emotion, societal context, and couple interaction. Students develop competencies to work with a wide range of couples across the life span and diverse sociocultural contexts, with attention to issues such as intimacy, conflict, co-parenting, spirituality, infidelity, divorce, loss, and illness. Couple therapy for the treatment of trauma and mental health disorders will also be addressed.

Prerequisites: MCFT 504.

Credits: 3 semester hours.

**MCFT 562 Advanced MFT Theory & Practice**

Content: This advanced family therapy theories course integrates theory with practice. Pulling from systemic, social constructionist, experiential, and attachment models, students establish their own model of working with individuals, couples, and families in diverse sociocultural contexts. Special attention is given to the intersections of clinical practice, social advocacy, and change.

Prerequisites: MCFT 504

Restrictions: Must be enrolled in MCFT program

Credits: 3 semester hours.

**MCFT 563 Treatment Issues in Family Therapy**

Content: Applications of systems/relational approaches to treatment of clinical issues. Course offerings address a variety of topics. Each course includes an emphasis on clinical case conceptualization, treatment planning, and intervention.

Prerequisites: None.

Restrictions: Priority for this course will be given to students in the MCFT program.

Credits: 1 semester hour.

**MCFT 564 Treating Addictions in MCFT**

Content: Family Systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. This course will examine the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians; and will consider clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples and families.

Prerequisites: MCFT-504

Corequisites: none

Restrictions: MCFT students only

Credits: 2 semester hours.

**MCFT 567 International Family Therapy**

Content: Introduces students to family work worldwide, including the emerging professionalization of family therapy in many countries. Foci include international family therapy education and clinical practice; transferability of family therapy knowledge across national contexts; and issues of power, resources, and colonization in transnational work.

Prerequisites: None.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

**MCFT 568 International Family Therapy Capstone**

Content: Culmination of a collection of courses and experiences related to international family therapy. Provides an opportunity for students to integrate their international knowledge and experience into local practice through service delivery to transnational communities.

Prerequisites: MCFT 567.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

**MCFT 569 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: MCFT 504

Restrictions: Instructor consent required.

Credits: 2 semester hours.

**MCFT 570 Advanced Sex Therapy**

Content: Advanced knowledge and practice of sex therapy from a systemic, relational perspective. The course includes a focus on the professional context and educational requirements for eventual certification as a sex therapist.

Prerequisites: MCFT 504, MCFT 526, MCFT 560, MCFT 569.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

**MCFT 580 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: None.

Restrictions: Consent of MCFT program director and MCFT clinical coordinator.

Credits: 4 semester hours.

**MCFT 581 Telemental Health in Family Therapy**

Content: Video and phone-based telemental health is a rapidly growing form of service delivery in contemporary marriage, couple, and family therapy. However, these modalities require specific ethical, legal, and practical considerations in order to ensure both therapist and client safety and treatment effectiveness. This course is designed to provide an overview of the history and current best practices, assess the appropriateness of clinical cases for telemental health, and provide the key, foundational knowledge and skills for delivering video and phone-based telemental health in the context of socially just marriage, family, and couple therapy treatment.

Prerequisites: MCFT-526

Corequisites: MCFT-582

Restrictions: Must be enrolled in the MCFT program

Credits: 1 semester hour.

**MCFT 582 Internship in Marriage, Couple, and Family Therapy**

Content: Applied training in family therapy during a 15 month internship, including supervised clinical practice with individuals, couples, and families using systemic, social constructionist, and critical family therapy models.

Prerequisites: None.

Restrictions: Consent of program clinical director.

Credits: 1-5 semester hours.

**MCFT 591 Professional Development Seminar**

Content: This seminar course provides a capstone experience in developing professional skills to prepare students for entry level career development and clinical practice in the field of family therapy. Students will self-reflect on their own social locations and consider how to build their career practices in ways that demonstrate attention to social justice and cultural democracy. This course will cover career related topics such as: AMFTRB practice exam preparation and successful achievement of a passing score, the OBLPCT licensing process, resume writing, cover letter writing, professional disclosure writing, exploring post-graduation MFT positions and career options, building a private practice, clinical membership, and engaging in professional MFT networks.

Prerequisites: MCFT-582

Corequisites: MCFT-582

Restrictions: MCFT students only

Credits: 1 semester hour.

**MCFT 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: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 0.5-4 semester hours.

**Mental Health Counseling (MHC) Courses****MHC 503 Introduction to Counseling and Social Justice**

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. Introduction to social justice principles and how they apply to professional counseling.

Prerequisites: None.

Credits: 2 semester hours.

**MHC 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: None.

Credits: 2 semester hours.

**MHC 509 Practical Skills for Counselors**

Content: Overview of basic counseling concepts and skills, including skill development through role-playing and simulated counseling experiences.

Prerequisites: Take MHC 513 and either MHCA 502 or MHC 503.

Credits: 3 semester hours.

**MHC 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.

Credits: 3 semester hours.

**MHC 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.

**MHC 522 Diagnosis of Mental and Emotional Disorders**

Content: Introduction to the structure and uses of the DSM 5 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: MHCA 502 or MHC 503; MHC 506, MHC 513, and one of the following: MHC 535 or MHC 538.

Credits: 3 semester hours.

**MHC 523 Counseling and Interventions With Children and Adolescents**

Content: Mental, emotional, and behavioral disorders of childhood and adolescence. 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: MHC-503 or MHCA-502

Credits: 2 semester hours.

**MHC 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: Take either MHCA-502 or MHC-503. Take MHC-506, MHC-513, and MHC-550.

Credits: 3 semester hours.

**MHC 532 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: Take either MHCA-502 or MHC-503.

Credits: 2 semester hours.

**MHC 534 Child and Family Counseling**

Content: An introduction to theoretical systems and practical approaches to working with children and families in various counseling settings. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, as well as various classroom activities to assist students in beginning work with children and families. Students will practice counseling skills related to working with children and families and will develop awareness and intentionality in conceptualization of child and family clients.

Prerequisites: Take MHC-506, MHC-513, MHC-550 and either MHCA-502 or MHC-503.

Restrictions: Admission to Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions.

Credits: 3 semester hours.



**MHC 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.

**MHC 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: Take MHC-503, MHC-506, MHC-509, MHC-513, MHC-522, MHC-550.

Credits: 2 semester hours.

**MHC 538 Advanced Research Methods**

Content: Advanced Research Methods has been developed for those students who enter their PMHC/PMHC-A program with a strong research background and/or are considering completing a thesis. This class will build on student's base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. Research paradigms, qualitative, quantitative designs and program evaluation will be covered. We will also learn about new and innovative designs and/or methods. Students planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review. The structure of the class will include some lecture but primarily that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present "problems" and/or issues that come up as students design their projects.

Prerequisites: None.

Restrictions: Consent of instructor or at least one research methods and one statistics class taken as part of an undergraduate degree program passed with a B+ or better. (If you have only taken one course, but have other research experience such as writing a thesis or working as a research assistant, you may still be eligible.)

Credits: 3 semester hours.

**MHC 540 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.

**MHC 541 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: For Professional Mental Health Counseling students, MHC-503, MHC-506, MHC-509, MHC-513, MHC-534, one of the following: MHC-535, or MHC-538. For Professional Mental Health Counseling - Specialization in Addictions students, MHCA-502, MHC-506, MHC-513, MHC-550, and one of the following: MHC-535, or MHC-538.

Credits: 2 semester hours.

**MHC 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: None.

Restrictions: Consent of instructor and submission of application for independent practicum to department office.

Credits: 1-3 semester hours.

**MHC 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: MHC-503 or MHCA-502; MHC-506; MHC 509; MHC 532; CTSP-514 or CTSP-515; MHC-522; MHC-523; MHC-524; MHC-535 or MHC-538; and MHC-550.

Credits: 2 semester hours.

**MHC 549 Treatment Planning: 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: Corequisite MHC-580

Credits: 1 semester hour.

**MHC 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: MHCA-502 or MHC-503

Credits: 3 semester hours.

**MHC 560 Critical Disability Perspectives in Counseling**

Content: This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Students will engage in reflection about their own, as well as broader societal implications of ableism and hegemonic narratives of disability that harm disabled individuals. This course utilizes an historical, intersectional lens to help students recognize and understand disabled people as a fundamental part of human diversity, and will explore how disability and counselor effectiveness when addressing disability and disability identity impacts the counseling process. Students will practice skills and strategies for effective and affirmative counseling with clients with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

**MHC 580 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: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

**MHC 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: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

**MHC 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: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

**MHC 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.

**MHC 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.

**MHC 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: MHC 580.

Credits: 1 semester hour.

**MHC TR Graduate Level Transfer Credit**

Prerequisites: None.

Semester credits: 1-12.

**Mental Health Counseling Addictions (MHCA) Courses****MHCA 502 Introduction to Professional Mental Health and Addiction Counseling**

Content: Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

Prerequisites: None.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 2 semester hours.

**MHCA 511 Practical Skills for Professional Mental Health and Addiction Counselors**

Content: This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addiction counseling. Special focus is given to motivational interviewing, the trans-theoretical model of change, and to basic counseling concepts and skills. The various concepts, skills, and techniques presented in the course will be satisfactorily developed through demonstration, role-playing practice, and simulated videotaped counseling experiences.

Prerequisites: None.

Corequisites: Recommended corequisite SPSY-506 or MHC-550

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 3 semester hours.

**MHCA 525 Ethical and Legal Issues in Professional Mental Health and Addiction Counseling**

Content: Consideration of the applicable ethical and legal issues for professional mental health and addiction counselors. Students develop skills in ethical assessment and resolution.

Prerequisites: MHCA-502, MHC-506, MHCA-511, MHC-513, MHC-522, MHC 524, MHC-534, MHC 535; MHC-511 or MHC-550. Take either CTSP-514 or CTSP-515. Take MHC-523 and MHCA-545.

Corequisites: CTSP-514 or CTSP-515; CTSP-523, MHCA-545.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 2 semester hours.

**MHCA 545 Drugs, the Brain, and Behavior**

Content: Psychopharmacology of alcohol and drug abuse. Major drugs and classes of abused substances. Mechanisms of action in the brain, patterns of physiological response in abuse, addiction, and recovery. Impact on brain function, cognition, emotions, behavior, and social effects. Pharmacological adjuncts to detoxification and treatment.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

**MHCA 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 predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

**MHCA 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: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

**MHCA 570 Seminar in Critical Issues for the Professional Mental Health and Addiction Counselor**

Content: Final course in the Professional Mental Health-Addictions sequence, taken during the last year of study in the program. Addresses key issues of importance to new professional mental health and addiction counselors entering the field.

Prerequisites: Take MHC-580.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 1 semester hour.

**MHCA 580 Practicum in Professional Mental Health and Addiction Counseling**

Content: In their initial supervised clinical training placement, Professional Mental Health Counseling - Specialization in Addictions practicum students learn to provide direct counseling services in community-based mental health, addiction, clinic, or school settings to clients experiencing the full range of mental health, addiction, and dual diagnosis issues. Practicum students receive weekly supervision in this class from a CPSY faculty or other clinical staff in conjunction with weekly individual/triadic supervision from a designated qualified professional at their clinical site. Student placements are for 8-10 hours per week for a total of 150 hours accrued during the placement. The group class provides supervision, feedback, and support for practicum students while doing their initial clinical training. Students are expected to demonstrate appropriate professional skills and the personal characteristics and professional conduct necessary for effective and ethical professional mental health and addiction counseling.

Prerequisites: Take MHC-541 and MHCA-546

Corequisites: MHC 541, MHCA 546.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions and consent of program director.

Credits: 3 semester hours.

**MHCA 582 Internship in Professional Mental Health and Addiction Counseling**

Content: Internship placement is in a community-based mental health/addiction or school 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: MHCA-502, MHC-506, MHCA-511, MHC-513, CTSP-514 or CTSP-515, MHC-522, MHC-523, MHC-524, MHCA-525, MHC-535, MHC-541, MHCA-580, MHCA-545, MHCA-546, MHCA-547, MHC-550 Take MHC-540 and MHCA-570

Corequisites: MHC-540, MHCA-570.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 3 semester hours.

**MHCA 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.

**MHCA 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.

**School Psychology (SPSY) Courses****SPSY 502 Introduction to School Psychology**

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: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

**SPSY 506 Development and Learning**

Content: This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 510 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: None.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

**SPSY 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, intellectual disabilities, 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: 2 semester hours.

**SPSY 523 Counseling and Interventions in Schools**

Content: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student well-being. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social-justice-oriented approach to case conceptualization and intervention.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 530 Behavior Change in Schools**

Content: Study of practices to help students develop more productive behaviors. Emphasis on behavior change procedures, procedures for completing a functional behavior assessment (FBA) and a behavior intervention plan (BIP), and research-based interventions for behavior change in schools.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 531 Academic Skill Development and Intervention**

Content: Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include intervention in reading, writing, math, and general academic interventions, and direct assessment for academic skills via curriculum-based measurement.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 532 School Safety and Crisis Preparedness**

Content: School Safety and Crisis Preparedness is an intensive, interactive and practice-dominated course that utilizes the evidence-based PREPaRE (Prevent, Reaffirm, Evaluate, Provide and Respond, Examine) curriculum to help school psychologists improve and strengthen their school safety and crisis management plans, respond effectively to emergency situations, and identify appropriate evidence-based intervention strategies.

Prerequisites: SPSY 502

Credits: 1 semester hour.

**SPSY 534 Suicide Prevention and Intervention**

Content: Suicide Prevention and Intervention is an intensive, interactive and practice-dominated course that utilizes the Applied Suicide Intervention Skills Training (ASIST) curriculum to help mental health professionals recognize and identify risk of suicide, and learn how to intervene to prevent the immediate risk of suicide.

Prerequisites: None.

Credits: 1 semester hour.

**SPSY 536 Working with Culturally and Linguistically Diverse Students**

Content: This course will focus on the relevance of cultural and linguistic diversity within school settings and communities as an essential knowledge and skill base for school psychologists. Beyond the creation of a knowledge base, school psychologists will examine ways in which factors of culture and language should be considered and addressed in consultation, counseling and assessment processes.

Prerequisites: None.

Credits: 1 semester hour.

**SPSY 538 Working with Culturally and Linguistically Diverse Students**

Content: Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

Prerequisites: SPSY 502

Restrictions: Limited to students admitted to the School Psychology program

Credits: 2 semester hours.

**SPSY 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 531.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.



**SPSY 544 Assessment 1 Lab**

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY 545. SPSY 545 is the first of a three-part assessment sequence. SPSY 545 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: None.

Corequisites: SPSY-545

Credits: 1 semester hour.

**SPSY 545 Assessment 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. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.

**SPSY 546 Assessment 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. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 547 Assessment 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. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program

Credits: 3 semester hours.

**SPSY 571 Prevention and Program Evaluation**

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: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 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: None.

Credits: 3 semester hours.

**SPSY 574 Advanced School-Based Consultation**

Content: The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of both an academic and a behavioral school-based consultation case using a problem-solving consultation model.

Prerequisites: None.

Restrictions: Admission to the School Psychology program.

Credits: 3 semester hours.

**SPSY 576 School Psychology Colloquium**

Content: A Colloquium is an academic seminar on a broad field of study, usually led by a different lecturer at each meeting. This Colloquium will be focused on the broad field of School Psychology, and all candidates across all three cohorts of the school psychology program are required to attend in order to address, together, relevant topics of the profession that concern us all. The Colloquium meets four times per academic year, with a different topic as the focus for each meeting. These four topics include: 1) Issues in Practicum and Internship Supervision; 2) Variations of the Practice of School Psychology; 3) Alumni Relations and Mentorship; and 4) Cross-Professional Collaboration. The School Psychology Colloquium challenges school psychology candidates to address issues of concern across all three cohorts while simultaneously providing mentorship across these cohorts through conversation, guidance, and shared information. Course goals for participants include: a. Engaging with the data, research and theory regarding topics of shared concern in the field of school psychology b. Gaining an understanding of the practices of mentorship, supervision and on-going professional development in the field of school psychology c. Gaining an understanding of the variation and different forms of practice within the field of school psychology at the local, national and international level. d. Engaging with related professionals in the field of education regarding topics of shared concern in an effort to better differentiate and integrate as working professionals.

Prerequisites: None.

Credits: 0.5 semester hours.

**SPSY 577 School Psychology Colloquium**

Content: The School Psychology Colloquium serves as an all-program meeting in which all candidates across the three program cohorts gather to discuss relevant topics in the school psychology field, engage in professional development, and collaborate to further the program's mission of social justice and equity.

Prerequisites: None.

Credits: 0 semester hours.

**SPSY 580 Practicum in School Psychology**

Content: Didactic class instruction, practicum placement, and clinical training 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 skills involved in collecting data for consultation and assessment at the practicum site. Foci will include the development and application of diversity awareness and knowledge including systems of power and privilege; awareness of one's own beliefs, biases, and prejudices; and methods/skills for working with those who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. In weekly seminars, students review research, theory, and practice. Students also present audio and/or video recordings of their counseling for supervisory review.

Prerequisites: SPSY 510.

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

**SPSY 582 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: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

**SPSY 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.

**SPSY 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.

**SPSY 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: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

**SPSY 602 Introduction to School Psychology**

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: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

**SPSY 606 Development and Learning**

Content: This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 610 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: None.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

**SPSY 617 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, intellectual disabilities, 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: 2 semester hours.

**SPSY 623 Counseling and Interventions in Schools**

Content: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student well-being. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social-justice-oriented approach to case conceptualization and intervention.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 630 Behavior Change in Schools**

Content: Study of practices to help students develop more productive behaviors. Emphasis on behavior change procedures, procedures for completing a functional behavior assessment (FBA) and a behavior intervention plan (BIP), and research-based interventions for behavior change in schools.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 631 Academic Skill Development and Intervention**

Content: Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include intervention in reading, writing, math, and general academic interventions, and direct assessment for academic skills via curriculum-based measurement.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 632 School Safety and Crisis Preparedness**

Content: School Safety and Crisis Preparedness is an intensive, interactive and practice-dominated course that utilizes the evidence-based PREPaRE (Prevent, Reaffirm, Evaluate, Provide and Respond, Examine) curriculum to help school psychologists improve and strengthen their school safety and crisis management plans, respond effectively to emergency situations, and identify appropriate evidence-based intervention strategies.

Prerequisites: SPSY-502

Credits: 1 semester hour.

**SPSY 638 Working With Culturally and Linguistically Diverse Students**

Content: Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

Prerequisites: SPSY-502

Restrictions: Limited to students admitted to the School Psychology program

Credits: 2 semester hours.

**SPSY 644 Assessment 1 Lab**

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY 545. SPSY 545 is the first of a three-part assessment sequence. SPSY 545 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: None.

Corequisites: SPSY-645

Credits: 1 semester hour.

**SPSY 645 Assessment 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. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.

**SPSY 646 Assessment 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. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 647 Assessment 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. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program

Credits: 3 semester hours.

**SPSY 671 Prevention and Program Evaluation**

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: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 673 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: None.

Credits: 3 semester hours.

#### **SPSY 674 Advanced School-Based Consultation**

Content: The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of both an academic and a behavioral school-based consultation case using a problem-solving consultation model.

Prerequisites: None.

Restrictions: Admission to the School Psychology program.

Credits: 3 semester hours.

#### **SPSY 680 Practicum in School Psychology**

Content: Didactic class instruction, practicum placement, and clinical training 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 skills involved in collecting data for consultation and assessment at the practicum site. Foci will include the development and application of diversity awareness and knowledge including systems of power and privilege; awareness of one's own beliefs, biases, and prejudices; and methods/skills for working with those who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. In weekly seminars, students review research, theory, and practice. Students also present audio and/or video recordings of their counseling for supervisory review.

Prerequisites: SPSY-510

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

#### **SPSY 682 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: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

## **Convocation**

#### **CORE 500 Convocation**

Content: Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. Convocation integrates students into the larger Lewis Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections about the role of creativity, compassion, and commitment in their respective professions and engage in small group discussions using a collection of common readings as catalysts.

Prerequisites: None.

Credits: 0 semester hours.