

GRADUATE COUNSELING PROGRAM

The Graduate Counseling Program is designed for people who wish to work in schools, colleges, family service agencies, private practice, or a variety of other counseling settings. Candidates may choose a plan of study leading to a **Master of Arts (M.A.) degree in Counseling with a specialization in one of six areas:**

- **Career Counseling**
- **College Student Services**
- **General Counseling**
- **Marriage and Family Therapy (MFT)**
- **Pupil Personnel Services: School Counseling (SC) (PPS Credential in School Counseling)**
- **Pupil Personnel Services: School Psychology (SP) (PPS Credential in School Psychology)**

Students may complete more than one specialization by taking additional courses and successfully completing all field placement requirements for the chosen specializations.

Additionally, the Graduate Counseling Program offers a **Master of Education (M.Ed.) degree in Interpersonal Communication**. The M.Ed. program is designed for educators who have earned their teaching credential at Saint Mary's College and are interested in enhancing their interpersonal skills.

Faculty members are committed to a holistic, multicultural approach to counseling, emphasizing the systemic interconnection among the psychological, physical, spiritual, and socio-cultural dimensions of our lives. Students are provided with the theoretical and scientific knowledge, experiential practice, supervision, and personal attention needed to become competent counselors. Practicum and field experience placements are arranged for the M.A. degree students in community and school settings that are appropriate to each candidate's career objectives.

Mission Statement

The mission of the Graduate Counseling Program is to prepare counselors to be competent practitioners and agents for positive personal and social change.

Vision Statement

The Graduate Counseling Program provides a supportive educational environment that encourages students' personal wellness as well as professional development as counselors or educators. As students seek to learn not only facts but also fundamental principles, they gain insight into their own life experiences and personalities. They embark on a quest that touches the spirit as well as the intellect, illuminates connectedness as much as individuality, and promotes wonder as much as it instills mastery.

The program enables the development of counselors who affirm and foster the essential

goodness, dignity and freedom of all people. Becoming an effective helping professional requires more than learning theories, techniques, and research methods; ultimately, counselors integrate academic knowledge and clinical experience with their own quality of being. They become empathic listeners and potent allies, guided by awareness of gender and multicultural issues, and sensitive to the needs of the nation's increasingly complex social milieu, including those victimized by social and economic injustice. Such learning and preparation is a challenge; we, therefore, ask students to come ready to grow, with the struggle and exhilaration that such growth implies.

The program's faculty is also engaged in their own personal and professional development, thereby modeling as well as teaching the attitudes and behaviors that they value. Students can expect faculty and staff to care about them, to treat them with respect, and to attempt to accommodate individual needs. In the heritage of Saint Mary's College and the Lasallian tradition, students and faculty are expected to be as committed to a high standard of professional ethics and proactive social responsibility as they are to academic excellence.

To this end, the Graduate Counseling Program offers a synthesis of foundational information in counseling theory, values, history, and research, as well as competency-based counseling skills, within a holistic, humanistic and systemic framework. Finally, appreciative of the evolving nature of the counseling profession, the program works with students and graduates to provide experience and elective courses on innovative and proactive approaches that address the current needs of individuals, families, schools and communities.

Student Learning Outcomes for the MA in Counseling

1. **Theories:** Students will demonstrate knowledge of and skills in applying the developmental and counseling theories relevant to counseling in general and specific to their specialization(s).
2. **Counseling Skills:** Students will articulate the core conditions and conceptual framework of the Human Resource Development (HRD) Model and demonstrate the full range of counseling skills of the HRD Model.
3. **Personal Growth and Wellness:** Students will identify goals and steps and implement action plans that promote their personal growth and wellness.
4. **Professional Development:** Students will identify goals and steps and implement action plans that promote their professional development relevant to their counseling specialization(s).
5. **Diversity:** Students will demonstrate knowledge of and skills in counseling clients from a wide range of diversity in all its forms (e.g., gender, culture, ethnicity, race, age, sexual orientation, religion/spirituality, physical/mental disabilities, class, and social and economic background).
6. **Law and Ethics:** Students will demonstrate knowledge of and skills in applying the laws and ethical principles relevant to their counseling specialization(s).

7. **Research:** Students will demonstrate their ability to access, evaluate, and apply research relevant to counseling practices in general and specific to their counseling specialization(s).
8. **Case Management:** Students will demonstrate the skills of goal-setting, assessment, and effective intervention with their clients as relevant to their specialization(s), counseling setting, and scope of practice.
9. **Technology Literacy:** Students will demonstrate a basic level of information technology literacy and skills (e.g., e-mail, Blackboard, library databases, research tools, search engines).
10. **Written and Oral Communication Skills:** Students will demonstrate professional and effective written and oral communication skills.

Application and Matriculation

Candidates may enroll full- or part-time and can complete the M.A. degree in Counseling (except School Psychology) or the M.Ed. in Interpersonal Communication in a minimum of two (2) years if they attend full-time. However, allowing three (3) years to complete the M.A. degree is advised. The School Psychology specialization is a three-year program, full-time. All master's degree students have up to five (5) years to complete their degree. Classes are scheduled once a week during the fall and spring semesters, and up to four (4) times a week during January Term and summer sessions; usually, classes meet after 4:00 p.m. or on Saturdays.

- Requirements for admission include:
- Complete application form with the application fee;
- Statement of Academic and Vocational Objectives;
- Evidence of a bachelor's degree from a regionally accredited college, and two sealed official transcripts of all previous college work;
- Three (3) letters of recommendation from professionals who can write to the candidate's potential for graduate level academic work and/or potential for becoming an effective counselor;
- TB test results within the past four years;
- Evidence of health insurance; and
- An entry interview with the Admissions Counselor or Program Director.

Graduates of Saint Mary's College Kalmanovitz School of Education basic teaching credential programs or other SOE master's degree programs must also submit a new application, a new Statement of Academic and Vocational Objectives, and two letters of recommendation from School of Education faculty, as well as have an entry interview with the Admissions Counselor or the Program Director.

Provisional acceptance may be given to new students, for one semester only, when the

application file is not yet complete; registration for another term is not allowed until all application materials have been submitted. For unconditional acceptance, counseling students must successfully complete COUN 500: Introduction to Counseling Research and demonstrate graduate level writing skills by passing the Writing Proficiency Exam (WPE); School Psychology students must take the WPE, but do not need COUN 500 as they have their own research sequence.

Passing the Writing Proficiency Exam is required prior to enrollment in EDUC 572: Research Seminar I, and successful completion of EDUC 572 (and EDUC 582 for School Psychology students) is a prerequisite for COUN 550: Counseling Master's Culminating Project or Thesis. For all KSOE students beginning their program in Fall 2007 or thereafter, if the WPE is not passed, they are required to take EDUC 501, a writing skills course, which is fee-based. Students must pass EDUC 501 prior to taking the WPE a second time.

School Counseling (PPS Credential) and School Psychology (PPS Credential) applicants are also required to have begun fulfilling one of the Commission on Teacher Credentialing-approved options for the California Basic Skills Requirement as part of the application process. If the applicant has not already completed the California Basic Skills Requirement, then at a minimum, at the time of admission, the candidate must be registered for the next offering of one of the exam routes to completing the requirement.

Also, as part of their admissions process for School Counseling and School Psychology, applicants must have begun the CTC moral fitness process by submitting their fingerprints and having the CTC issue a document in their name after their fingerprints have been submitted for review. Prior to participation in their respective practicum courses (COUN 231 for School Counseling and COUN 527 for School Psychology), School Counseling and School Psychology students must have fulfilled (i.e., been approved for) the moral fitness requirement

Master of Arts Degree Specializations

Career Counseling (48 units)

The Master of Arts degree in Counseling with a specialization in Career Counseling is designed to provide students with a broad background in counseling and more specific training in career counseling and related services.

College Student Services (51 units)

The Master of Arts degree in Counseling with a specialization in College Student Services is designed to provide students with a broad background in counseling and more specific training in college student services.

General Counseling (45+ units)

A general Master of Arts degree in Counseling ("General") is best suited for those candidates who prefer an individually tailored plan of study and are not interested in career counseling, college student services, obtaining a PPS credential, or pursuing the MFT license. Students arrange a plan of study with their advisor appropriate to their career objectives (e.g., preparation for a doctoral program or an individualized counseling program of study).

Marriage and Family Therapy (60 units)

The Master of Arts degree in Counseling with a specialization in Marriage and Family Therapy (MFT) provides the educational requirements necessary to pursue an MFT internship upon graduation and, upon completing the required clinical experience, to apply for California's Board of Behavioral Science MFT license exams. The MFT specialization meets the requirements of section 4980.37 in Chapter 13, Division 2, of the California Business and Professional Code for MFT licensure (a minimum of 48 semester units must appear on the candidate's transcript).

School Counseling: Pupil Personnel Services Credential (59 units)

The Master of Arts degree in Counseling with a specialization in School Counseling fulfills the requirements for the California Pupil Personnel Services (PPS) Credential in School Counseling (grades K–12).

School Psychology: Pupil Personnel Services Credential (73 units)

The Master of Arts degree in Counseling with a specialization in School Psychology fulfills the requirements for the California Pupil Personnel Services (PPS) Credential in School Psychology (preschool–12th grades).

Required Core Courses for MA in Counseling Specializations

(39 units for all but School Psychology, which has 27 units of core courses, indicated by an asterisk [*]) (additional courses required for each specialization follow the list of core courses):

COUN 500 -Introduction to Counseling Research (1)

(Should be taken during the first term in the program)

COUN 520 -Communication Skills* (3) (6 alternate Saturdays, 10am-5pm; plus 6 two-hour Training Group sessions on alternate weeks)

COUN 521 -Advanced Communication Skills* (3) (Prerequisite: COUN 520) (6 alternate Saturdays, 10am-5pm; plus 6 two-hour Training Group sessions on alternate weeks)

COUN 222 -Personal & Professional Development of Counselors (3)

COUN 230 -Theories of Counseling* (3)

COUN 233 -Law, Ethics & Values* (3)

COUN 234 -Human Sexuality (1)

COUN 237 -Alcohol & Substance Abuse (2)

COUN 248 -Human Development & Family Relationships* (3)

COUN 239 -Psychological Perspectives of Gender (2)

COUN 240 -Psychological Testing & Assessment (3)

COUN 522 -Cross-Cultural Counseling* (3) (Prerequisite: COUN 520; Prerequisite or co-requisite: COUN 230)

COUN 523 -Group Theory & Practice* (3) (Prerequisite: COUN 230, 520, & 521)

EDUC 572 - Research Seminar I* (3) (Prerequisite: COUN 500 & passing the Writing Proficiency Exam)

COUN 550 -Counseling Master's Culminating Project or Thesis* (3)
(Prerequisite: COUN 500, EDUC 572, passing the Writing Proficiency Exam, & approval of program advisor) (for School Psychology only: Prerequisite: EDUC 582)

All specializations require a counseling field experience (COUN 530 or COUN 540). The number of units and hours required for your Counseling Field Experience will vary depending on how many specializations you want to complete and the order in which you take your courses. If you do two specializations, you need to take more than 6 units of COUN 530/540. Prerequisites and co-requisites vary by specialization. Please see your chosen specialization(s) below for detailed information.

Career Counseling (48 units)

39 units of core courses above + 9 units below:

COUN 232 -Career Counseling (3) (Prerequisites: COUN 230, 240, 520, & 521)

COUN 530 -Counseling Field Experience (6) (Prerequisites: COUN 520, 521, 222, 230, 233, 240, 248, 500, & 522; Prerequisites or co-requisites: 232, 523)

College Student Services (51 units)

39 units of core courses above + 12 units below:

COUN 232 -Career Counseling (3) (Prerequisites: COUN 230, 240, 520, & 521)

COUN 242 -College Student Services (3) (Prerequisites: COUN 230, 248, 520, & 521)

COUN 530 -Counseling Field Experience (6) (Prerequisites: COUN 520, 521, 222, 230, 233, 240, 248, 500, & 522; Prerequisites or co-requisites: 232, 242 & 523)

General Counseling (45+ units)

39 units of core courses above + 6 units below:

COUN 530 -Counseling Field Experience (6) (Prerequisites: COUN 520, 521, 222, 230, 233, 240, 248, 500, & 522; Prerequisite or co-requisite: COUN 523)

And any additional courses relevant to the student's field placement

Marriage & Family Therapy (MFT) (60 units)

39 units of core courses above + 21 units below:

COUN 245 -Psychopathology (3) (Prerequisites: COUN 520; Prerequisite or co-requisite:

COUN 230)

COUN 247 - Theory & Practice of Counseling Couples (2)
(Prerequisites: COUN 520, 521, 230, & 248; Prerequisites or co-requisites:
COUN 250 & 530)

COUN 250 - Family Systems Theories (3) (Prerequisites: COUN 520, 521, 230 & 248)

COUN 251 - Treatment of Children (3) (Prerequisites: COUN 248 & 520; Prerequisite or co-requisite: 521)

COUN 252 - Advanced Clinical Theory (3) (Prerequisites: COUN 520, 521, 230, 248,
& 500)

COUN 303 - Family Violence: Assessment & Treatment (1)

COUN 530 - Counseling Field Experience (6) (Prerequisites: COUN 520, 521, 222, 230,
233, 248, 500, 522; Prerequisites or co-requisites for 1st semester: 245 & 250;
Prerequisites or co-requisites for 2nd semester: 240, 247, 251, 252, & 523)

School Counseling (PPS-SC) (59 units)

39 units of core courses above + 20 units below:

COUN 231 - School Counseling Practicum (2) (Prerequisites: COUN 500 & 520)

COUN 524 - Systems Consultation (3) (Prerequisites: COUN 520, 231)

COUN 232 - Career Counseling (3) (Prerequisites: COUN 230, 240, 520, & 521)

COUN 253 - School Counseling (3) (Prerequisites: COUN 520; Prerequisite or co-requisite:
COUN 248)

COUN 251 - Treatment of Children (3) (Prerequisites: COUN 248 & 520; Prerequisite or co-requisite: 521)

COUN 530 - Counseling Field Experience (6) (Prerequisites: COUN 520, 521, 222, 230,
231, 233, 248, 500, & 522; Prerequisite or co-requisite for 1st semester: COUN
523; Prerequisites or co-requisites for 2nd semester: 232, 240, 251, 253, & 524)

School Psychology (PPS-SP) (73 units)

27 units of core courses above (COUN 230, 233, 248, 520, 521, 522, 523, 550 & EDUC 572)
+ 46 units below:

COUN 527 - SP Practicum/Seminar (1)

COUN 290 - SP Introduction to Psychological Assessment (3)

COUN 524 - Systems Consultation (3) (Prerequisites: COUN 520 & 231)

EDUC 210 - Learning, Development, and Cognition in the Social Context (3)

COUN 291 - SP Neuro-cognitive Assessment (3) (Prerequisite: COUN 290)

COUN 246 - SP Child/Adolescent Psychopathology (3)

COUN 540 - SP Fieldwork Seminar & Supervision I & II (3 + 3) (Prerequisite: COUN 290; Prerequisites or co-requisites: COUN 291 & 292)

COUN 251 - Treatment of Children (3) (Prerequisites: COUN 248 & 520; Prerequisite or co-requisite: 521)

SPED 230 - Introduction to Inclusive Education (3)

SPED 233 - Behavioral Support in the Learning Environment (3)

COUN 292 - SP Assessment of Social and Emotional Functioning (3) (Prerequisite: COUN 290)

READ 255 - Diagnostic Teaching (3)

COUN 541 - SP Internship & Seminar I & II (3 + 3) (Prerequisites: COUN 290, 291, 292 & 540)

EDUC 582 - Research Seminar II (3) (Prerequisites: COUN 500 & EDUC 572)

Graduate Counseling Elective Courses

The following are electives open to all GCP students. (These courses are not required for any specialization, except EDUC 582 is required for School Psychology). Please note that COUN 238 and COUN 304 are required for MFT Internship status or licensure.

Most electives are offered in the summer term, and some can be taken as CEUs instead of academic units. Most are offered at least once per year, depending on student interest and enrollment.

COUN 238 - Child Abuse: Assessment & Treatment (1)

COUN 241 - Psychology of Dreams & Symbols (1)

COUN 254 - Universal Themes in Myths, Dreams, and Symbolism (1) (Prerequisite: COUN 241)

COUN 301 - Introduction to Guided Imagery & Hypnotherapy (1)

COUN 302 - Introduction to Art Therapy (1)

COUN 304 - Psychopharmacology for Counselors (2) (Prerequisites: COUN 230, 245 & 520)

COUN 305 - Solution Focused Brief Therapy Methods (1)

COUN 306 - Advanced Solution Focused Counseling, Anxiety & OCD (1)

COUN 307 - Advanced Solution Oriented Counseling, Trauma & PTSD (1)

COUN 525 - Extended Skills (.5) (recommended for 3+ yr. plans; Prerequisite: COUN 520)

COUN 565 - Overview of Cognitive and Behavioral Therapies with Older Adults (2)

EDUC 582 - Research Seminar II (3) (Prerequisite: COUN 572) (required for School Psychology)

Master of Education Degree: Interpersonal Communication

This degree is built upon a basic or preliminary teaching credential (Multiple or Single Subject or Education Specialist) or the Montessori Certificate completed at Saint Mary's College School of Education.

Specialization Courses (14 units):

COUN 230 - Theories of Counseling (3)

COUN 234 - Human Sexuality (1)

COUN 237 - Alcohol & Substance Abuse (2)

COUN 239 - Psychological Perspectives of Gender (2)

COUN 520 - Communication Skills (3)

COUN 521 - Advanced Communication Skills (3) (Prerequisite: COUN 520; recommended prerequisite or co-requisite: COUN 230)

Electives: Optional (0-6 units) (Electives are selected in consultation with the student's GCP advisor.)

Research Courses (9 units):

EDUC 572 - Research Seminar I (3)

EDUC 582 - Research Seminar II (3) (Prerequisite: EDUC 572)

EDUC 592 - Thesis or EDUC 597 Synthesis Project (3) (Prerequisite: EDUC 582)

Note: Passing of EDUC 572 (Research Seminar I) with a B- or better and passing the Writing Proficiency Exam (WPE) are required for unconditional acceptance to this graduate degree program and are prerequisites to EDUC 582 (Research Seminar I). Therefore, all M.Ed. students are advised to pass EDUC 572 and the WPE in the first semester of their graduate coursework.

Graduate Counseling Courses

COUN 222 Personal and Professional Development of Counselors (3)

Self-awareness and compassionate self-understanding, personal growth, and ongoing professional development are essential to the well-being and effectiveness of counselors.

This is a foundational course designed to provide graduate students with a general introduction to the field of counseling and to the Graduate Counseling Program; to introduce students to integral and wholistic health as it pertains to counseling; and to inspire students to understand, respect, and care for themselves personally and professionally, now and throughout their lives. The course provides information, experiences, and resources from a variety of educational, psychological, and cultural contexts crafted to enhance personal and socio-cultural awareness, health, well-being, and responsibility.

COUN 230 Theories of Counseling (3)

A foundational course providing students with an overview of the historical development of psychotherapy and counseling theories, including both traditional and more recent theories, as well as transpersonal and Eastern approaches. An emphasis is placed on understanding the major theorists' basic assumptions about human nature and mental health, and their primary concepts, general approach, and techniques. Application of various theories is demonstrated through videotapes, role play, and/or transcripts in the textbooks. Students are encouraged to further investigate those theories that most interest them and to begin developing their own holistic, integrated counseling philosophy. Skills to review and evaluate current counseling literature and research are introduced and used to critique and evaluate a particular theory.

COUN 231 School Counseling Practicum (2)

This course is designed to give PPS-School Counseling students practical experience in problem-solving and action research in the school setting. Students spend 50 hours in 1 to 2 school sites shadowing school counselors in identifying and exploring an actual, school-based problem or issue related to school counseling. Using the principles of collaborative action research, students work in teams to design and implement an assessment tool that addresses the identified problem or issue. Students spend class time processing their shadowing experiences, learning about collaborative action research, and working together to find ways to approach the identified problem or issue. Final team papers are presented in a special assembly at the end of the semester. *Prerequisites: COUN 500 and 520.*

COUN 232 Career Counseling (3)

The curriculum and exercises provide students with the knowledge and skills to help career counseling clients understand and direct their career development. Major areas of study include: (a) an introduction to career development models and theories; (b) strategies for career decision-making and planning across the lifespan (including normal life transitions); (c) use and interpretation of career assessment instruments; (d) understanding and use of occupational, economic, and labor market information and resources; (e) job seeking skills; (f) exploration of career education programs for diverse populations in a variety of educational and work settings; and (g) knowledge, skills, and abilities that address the requirements for the CTC Pupil Personnel Services (PPS) Credential in School Counseling. *Prerequisites: COUN 230, 520, 521, and 240.*

COUN 233 Law, Ethics and Values (3)

This course investigates legal, ethical, and values issues as they relate to counseling students in all specializations. The class is designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice.

COUN 234 Human Sexuality (1)

This course is designed for counselors who will encounter topics of sexuality in their professional work with clients and pupils. It provides a safe environment for students to acquire increased comfort and understanding of their own sexual attitudes, values, and beliefs, and those of others. The course content covers: the biology and anatomy of human sexuality; the cultural, sociological, psychological, and ethical factors related to sexuality; and how to encourage sexual health by empowering and educating their clients.

COUN 237 Alcohol and Substance Abuse (2)

This course provides an introduction to some of the basic principles and practices in the field of substance abuse, including substance abuse theory, assessment, diagnosis, treatment, and certain medical and legal aspects. Students examine historical and contemporary perspectives on alcohol and other drug use and addictive behavior, and the effects of such use and behaviors on individuals, families, and the community at large. Gender and ethnic differences in addicted populations are presented. Community resources offering prevention, assessment, treatment and follow-up, and the process by which to make referrals, are addressed.

COUN 238 Child Abuse: Assessment and Treatment (Elective) (1)

This course covers the definition and overview of child abuse as defined by the California Child Abuse Reporting Law, Penal Code, Article 2.5. Students learn how to assess, recognize, and report child abuse in all its forms (physical, sexual, emotional, neglect). Other topics include reporting issues; strategies for dealing with the child's and family's needs after a report has been filed; cross-cultural concerns related to abuse; current research on treatment methods; countertransference issues; and community resources available to individuals and families. This course meets the Board of Behavioral Science (BBS) licensing or pre-licensing training requirement.

COUN 239 Psychological Perspectives of Gender (2)

This course serves as an introduction to the psychology of gender, with an emphasis on the psycho-social effects of the "genderization" of women and men from an ecosystemic, multicultural, feminist perspective. History, theories, research, and constructs regarding the personal-political implications of sexism and gender norms are examined. Non-sexist and gender-fair counseling approaches and research methods are delineated; attention is paid to gender-specific issues pertinent to mental health and well-being.

COUN 240 Psychological Testing and Assessment (3)

This course is an introduction to assessment theory and procedures, providing an overview of standard psychological measures most often used in school and clinical settings. There is an emphasis on testing principles, including use of normative data, reliability, validity, and true score variability. Research pertaining to common assessment devices is critically reviewed. Related ethical issues and social implications are addressed. Students are encouraged to critically review current testing procedures and advocate for responsible test usage for clients and pupils. Students gain experience in administration of selected instruments and interpretations of results appropriate to counseling settings.

COUN 241 Psychology of Dreams & Symbols (Elective) (1)

This course explores the theories, laboratory evidence, and strategies for working with our dreams individually and in a group context for the purpose of self-exploration and group leadership. In addition to the personal context, dreams and symbols are explored in an historical, cultural, and political context. Students compare and contrast the classic theoretical formulations of unconscious dynamics and mechanisms with the meanings and emotional experiences encountered in their own dreams. Students familiarize themselves

with classic theories regarding dream formation, and put forth a substantial introspective effort to become more conscious of their own “hidden” unconscious interior dramas and dynamics.

COUN 242 College Student Services (3)

This course provides an introduction to the field of college student services: research, theory, practice, and current issues. This course examines the historical, theoretical, and functional foundations of college student services and explores the role of the counselor/student services administrator in the higher education setting. The course also aims to develop and build upon the students’ working knowledge of multicultural and diverse client/student populations in order to provide culturally relevant and appropriate college student personnel services.

Prerequisites: COUN 520, 521, 23 & 248.

COUN 245 Psychopathology (3)

This course provides classification of abnormal behaviors, and affective and personality disorders, utilizing the DSM-IV-TR. It also addresses the etiology, assessment, diagnosis, treatment, and prognosis of mental disorders, with referral implications for various diagnoses. *Prerequisite: COUN 520; Prerequisite or co-requisite: COUN 230.*

COUN 246 SP Child/Adolescent Psychopathology (3)

The purpose of this course is to increase the students’ understanding of the various psychological disorders including diagnosis and theories of etiology. A developmental perspective and developmental psychopathology are emphasized. Students gain an understanding of the impact of psychopathology on the child and adolescent’s success at school. Risk and protective factors, as well as the various treatment modalities, are covered.

COUN 247 Theory and Practice of Counseling Couples (2)

This course applies the concepts and skills of the Human Resource Development (HRD) Model to counseling couples, and discusses the clinical theories, concepts, and interventions required to assess and treat couples. Simulated experiential practice, live and video demonstrations, personal process via journaling, and student presentations are the primary instructional methods. Personal relationship patterns and countertransference issues that could impact work as a couple’s counselor are emphasized and ethical and clinical issues are addressed. *Prerequisites: COUN 230, 248, 520, and 521; Prerequisites or co-requisites: COUN 250 and 530.*

COUN 248 Human Development and Family Relationships (3)

This course is an exploration of the individual and family life cycles, emphasizing the contextual relevance of history, culture, ethnicity, class, religion, and gender. The major traditional and more recent developmental theories (e.g., Relational-Cultural Theory and Robert Kegan’s Constructivist-Developmental Theory) are examined, with an emphasis on relevant research and their applicability to both genders and families from diverse cultures and backgrounds. Influences of developmental issues on individuals and family relationships are addressed. Clinical implications are identified and considered.

COUN 250 Family Systems Theories and Applications (3)

This course provides an introduction to the theories and practice of marriage and family therapy, and includes an overview of family systems theories: psychodynamic, structural, strategic, systemic, behavioral, transgenerational/Bowenian, humanistic/ transpersonal and narrative/ contextual. The content covers three essential areas of study: (a) theoretical concepts and models of systems theory and marriage and family therapy, along with related research and professional issues; (b) practical information, techniques, and procedures; and (c) issues concerning today's couples and families, focusing on those family contexts that do not conform to the traditional nuclear family model. Throughout the course, all contexts relevant to the process of therapy, including gender, culture, and ethnicity, will be explored. *Prerequisites: COUN 230, 248, 520, and 521.*

COUN 251 Treatment of Children (3)

This course is a survey of a variety of theories, techniques and modalities to the treatment of children individually and in a family context. The class includes an introduction to play, art, and sand tray therapy. *Prerequisites: COUN 248 and 520; Prerequisite or co-requisite: COUN 521.*

COUN 252 Advanced Clinical Theory and Application (3)

This is an advanced course that provides an introduction to current trends in psychotherapy theory, research, and practice. Summaries of psychotherapy outcome and process research are reviewed to support building an informed integrative approach to counseling. Central topics include Ken Wilber's integral (Wholistic) model of psychology, transpersonal psychology, and the inclusion of spiritual and religious issues in counseling (including an introduction to Eastern philosophies and religions, Indigenous and ethnic spiritual traditions, and Western monotheistic religions). The course also includes an overview of creative psychotherapies, such as those incorporating the expressive arts, and popular, current therapy approaches, such as EMDR, Emotion Focused Therapy, and health counseling. *Prerequisites: COUN 230, 248, 500, 520, and 521.*

COUN 253 School Counseling: Issues and Interventions (3)

This course combines a synthesis of theory, an overview of current issues, and an introduction to the application of counseling skills in the school setting for children and adolescents. Assessment, crisis intervention, referral process, pupil advocacy, systems consultation, group work, and supportive/educational counseling for K-12 students and their families will be discussed. *Prerequisite: COUN 520; Prerequisite or co-requisite: COUN 248.*

COUN 254 Universal Themes in the Myths, Dreams, and Symbolism of Waking Life (Elective) (1)

This is a fast-paced course, covering a good deal of material focused on looking at universal themes in myths, dreams, and sacred narratives, as well as how these universal themes (or archetypes) manifest in waking life. There is a quick overview of Freud and Jung in order to make sure the theories of each are understood in the context of this approach to understanding the unconscious and dreams. Freud said dreams are "postcards" from the unconscious. Jung would have added that these postcards carry not only a personal message but also a transpersonal one. *Prerequisite: COUN 241.*

COUN 290 Introduction to Psychological Assessment (3)

This course is an introduction to psychological assessment and provides an understanding of the standard psychological measures most often used in school and clinical settings. Testing principals such as reliability, validity, true score variability, and analysis and applications of normative data act as a foundation for the course, as do the ethnical and social implications of assessment and evaluation of learners. Research pertaining to standard assessment devices, their use, and consequent interpretations is critically reviewed. School Psychology candidates gain experience in the development of informal methods, as well as the administration, scoring and interpretation of selected formal instruments pertinent to the understanding of basic psychological processes and the ability to think and reason.

COUN 291 Neuro-Cognitive Assessment (3)

The focus of Neuro-Cognitive Assessment is on the evaluation, selection, administration, scoring, and interpretation of a variety of standardized cognitive/neuropsychological assessment instruments. School Psychology candidates build a strong foundation in the skills necessary to identify various disabling conditions related to neuro-cognition such as pervasive developmental disorder, cognitive impairment and specific learning disabilities. The limitation of tests and the ability to critically an assessment instrument will be woven throughout the presentation of the materials covered. School Psychology candidates develop the skills necessary to effectively communicate the analysis and results of the assessment, as well as make recommendations based on findings of the assessment. *Prerequisite: COUN 290.*

COUN 292 Assessment of Social and Emotional Functioning (3)

This course provides the knowledge and clinical skill to work with underserved and frequently misunderstood children with emotional and behavioral difficulties. These students are often poor, minority, and at-risk for multiple negative outcomes. The identification of educational and mental health needs of such students is paramount to equitable service. The course will prepare school psychology candidates for effective and innovative work in a variety of settings, including schools, community agencies, hospitals, and industry. The course will provide knowledge of and skills in understanding theoretically based personality assessment. This understanding and base provide significant background necessary for school psychologists to work with childhood and adolescent emotional and behavioral issues in schools. *Prerequisite: COUN 290.*

COUN 301 Guided Imagery and Hypnotherapy in Counseling (Elective) (1)

A general overview of clinical hypnotherapy and some considerations for its integration into counseling. Topics include: the history of hypnosis; basic assumptions and common myths of hypnotherapy; an introduction to the types, structure and ingredients of trance induction; and an introduction to research on hypnosis and how to integrate hypnosis and imagery into counseling and psychotherapy.

COUN 302 Introduction to Art Therapy (Elective) (1)

This course covers the historical, theoretical, and professional aspects of art therapy. Various approaches are explored through experiential exercises. The material is intended for

counselors, mental health professionals, teachers, and artists as an introduction to the field of art therapy. No previous art experience is necessary.

COUN 303 Family Violence: Assessment and Intervention (1)

This course provides for the development of skills necessary for assessment and intervention when working with family violence. The course addresses legal and ethical issues, awareness of community resources, and understanding of personal issues and biases. Students are given the opportunity to practice clinical interventions for working with family violence. As time allows, the course includes lectures, guest presentations, didactic exercises, and discussion of reading and research materials. This course meets the Board of Behavioral Science (BBS) licensing or pre-licensing training requirement.

COUN 304 Psychopharmacology for Counselors (Elective) (2)

This course is an introduction to the biochemical and neurological structures of psychological functioning. Students are given an overview of psychiatric medications, including antidepressants, anxiolytics, antipsychotics, and mood stabilizers. Information on expected therapeutic effects, potential negative side effects, and interactions with other medications are covered. Special topics include: Treatment of Post Traumatic Stress Disorder, use and misuse of Electro Convulsive Therapy (ECT), prescription privilege authority for psychologists, and establishing a working relationship with a psychiatrist. This course satisfies the Board of Behavioral Science (BBS) licensing or pre-licensing training requirement. *Prerequisites: COUN 520, 230, and 245.*

COUN 305 Solution Focused Brief Therapy Methods (Elective) (1)

This elective course focuses on solution-focused brief therapy methods with families, children, and adolescents, with an emphasis on K-12 school settings. Students learn how to approach “problems” from a solution-focused perspective, working collaboratively with children, parents, and teachers in individual, group, couple, and family sessions. The course includes lectures, live demonstrations, and student participation, with attention given to both the practical “how-to” of implementing this model, as well as “Solve-Its”, which give students the opportunity to practice applying solution-focused techniques in their daily lives. This course is open to students in all of the specializations in the Graduate Counseling Program, though the focus is primarily on applications within schools. This course may be taken by students in any of the Kalmanovitz School of Education credential or degree programs.

COUN 306 Advanced Solution Focused Counseling for Anxiety and OCD, using Narrative Methods (Elective) (1)

This elective course introduces narrative counseling, especially as used with teens, and covers advanced solution focused therapy methods and how to integrate these with the senses and the most recent research on the brain. Students continue to use daily “Solve-Its” to expand their awareness of solution focused techniques, especially as these relate to helping clients overcome OCD, anxiety, panic attacks, enuresis, and encopresis. This course is open to students in all of the specializations in the Graduate Counseling Program.

COUN 307 Advanced Solution Oriented Counseling with Trauma and PTSD (Elective)

(1)

This elective course focuses on trauma and PTSD, CPS reports, crisis response, and the incorporation of various therapeutic techniques as the crisis passes, so as to reduce the trauma for the client, and how to use solution oriented techniques in those cases where PTSD is established. Students continue to use daily “Solve-Its” to practice this orientation, and to develop skills working with dreams, poetry, art, and other outlets for clients with PTSD. The course includes lectures, student participation, and role-plays. This course is open to students in all of the specializations in the Graduate Counseling Program.

COUN 500 Introduction to Counseling Research (1)

This course introduces students to behavioral science research methodology and application, and provides students with skills for accessing counseling literature through several venues (e.g., Internet, databases). The course includes an introduction to fundamental concepts of research design and methodology, as well as the basic types of statistical analysis. Ethical issues in designing and conducting research and disseminating the results are covered, as well as additional elements and aspects of reviewing and evaluating the professional literature in counseling and education, to promote the students’ abilities to appropriately and effectively apply research to practice.

COUN 520 Communication Skills (3)

This course provides a conceptual and experiential introduction to communication skills (verbal, nonverbal, and paraverbal) that lead to client empowerment and positive behavior change. Robert Carkhuff’s Human Resources Development (HRD) Model is used as a template.

COUN 521 Advanced Communication Skills (3)

This course completes the students’ introduction to Robert Carkhuff’s Human Resource Development (HRD) Model, an eclectic counseling model of helper skills that lead to client empowerment and positive behavior change. *Prerequisite: Grade of “B-“or better in COUN 520; recommended Prerequisite or co-requisite: COUN 230.*

COUN 522 Cross-Cultural Counseling (3)

The course is designed to approach cross-cultural counseling as a transformational learning process. Students are invited to move from their established way of thinking about cultures, embracing a self-directed approach by shifting from tolerating differences to allowing people the liberty of not being defined by traditional perspectives. In this course, students explore the nature of prejudice, racism, privilege, values, and ethics, and begin to develop counseling and consulting skills in cross-cultural settings. Emphasis is given to an appreciation of differences and similarities in culture, race, lifestyles, sexual orientation, physical abilities, and socioeconomic backgrounds. *Prerequisite: COUN 520; Prerequisites or co-requisites: COUN 230 and 521.*

COUN 523 Group Theory & Practice (3)

This course is designed to help students develop the knowledge and skills necessary to participate in and lead groups. It includes a survey of group counseling theories, techniques, and research; discussion of professional, ethical, and clinical issues in group practice;

awareness of the developmental stages of groups; and practice as group members and group leaders. *Prerequisites: COUN 230, 520, and 521.*

COUN 524 Systems Consultation (3)

This course provides an overview of organizational theory and an analysis of organizational systems, as well as the development of organizational consulting skills. There is an emphasis on individual and team consultation processes, and the principles and practices of effective classroom management and school discipline are also addressed. Students learn specific applications of counselor intervention, collaboration, and consultation with and among teachers, staff, and parents to prevent school failure of pupils who have special physical, social, intellectual and emotional problems and needs, and to increase pupil success in school. Methods for effective conflict resolution are also included. *Prerequisites: COUN 520 and 231; Prerequisite or co-requisite for school counseling students only: COUN 253.*

COUN 525 Extended Skills Training I (Elective) (.5)

Additional counseling skills training on a tutorial basis to provide practice with specific skills covered in COUN 520, 521, 530, and 531. *Prerequisite: COUN 520. Recommended for all three, four, and five-year program students.*

COUN 526 Extended Skills Training II: Introduction to HRD Model (Elective) (.5-1.0)

Designed for students who have already had extensive counselor skills training; students are introduced to Robert Carkhuff's Human Resource Development (HRD) Model. Practice in specific skills is included. *Prerequisite: Master's degree in Counseling or equivalent level of education and training; permission of advisor. Required for all PPS (only) credential students.*

COUN 527 School Psychology Practicum/Seminar (1), taken concurrently with COUN 521 Advanced Communication Skills

Candidates are provided the opportunity to engage in field-base activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) research and measurements, (f) program planning and evaluation, and (g) research and measurement.

Practica will occur in supervised school settings and in the accompanying seminars at Saint Mary's College, according to specific requirements stated in Standard 15 of the California Commission on Teacher Credentialing (CTC).

In the second semester of the first year, a student will begin a School Psychology Fieldwork Practica and Seminar, a placement in a school setting under appropriate supervision. Students will observe the many processes of both general and special education implemented in schools to insure that all students receive a fair and equal education. To this extent, students will "shadow" a school counselor or school psychologist, observe in classrooms, will attend Student study Team meetings, observe IEP and 504 Meetings, observe assessment procedures and be involved in program evaluation. Students will meet in a weekly seminar

to process this experience.

COUN 530 Counseling Field Experience (2-3 + 2-3)

Students are engaged in their fieldwork in clinical, school or college settings appropriate to their program specialization(s) and career objectives. Weekly seminars are provided for the specific specializations of Career Counseling & College Student Services, School Counseling, and Marriage and Family Therapy. In addition, supervision is provided by both SMC campus supervisors and program-approved field supervisors. Via the seminars and campus supervision, advanced training in applying the Human Resource Development (HRD) Model and other coursework to the students' field placement(s) is provided. This advanced training includes interviewing, assessment, diagnosis, prognosis, advising, educating, and counseling as appropriate to the students' field placements. Also addressed are an integration of theories and techniques, as well as the cultural, legal, and ethical issues relevant to the fieldwork site and the students' specialization(s). Personal and countertransference issues involved in the students' field experience are addressed and discussed as needed. *Prerequisites: COUN 222, 230, 233, 248, 500, 520, 521, 522, and approval of the program advisor. Prerequisites or co-requisites: COUN 523 and 240. Additional prerequisites or co-requisites are required for these specializations:*

Career Counseling: *1st semester prerequisites or co-requisites: COUN 232 and 523;*

College Student Services: *1st semester prerequisite or co-requisite: COUN 242;
2nd semester prerequisite or co-requisite COUN 232;*

MFT: *1st semester prerequisites or co-requisites: COUN 245 and 250;
2nd semester prerequisites or co-requisites: COUN 240, 247, 251, 252 and 523;*

School Counseling: *1st semester prerequisites or co-requisites: COUN 253, and 523;
2nd semester prerequisites or co-requisites: 232, 240, 251 AND 524.*

COUN 531 Supervised Field Experience (Elective) (.5)

Additional fieldwork in a clinical or school setting appropriate to the student's career objective. Supervision provided by program-approved field supervisors. Designed for students who have completed their Counseling Field Experience (COUN 530) requirements and choose to do additional supervised fieldwork. *Prerequisite: Successful completion of COUN 530 and approval of program advisor.*

COUN 540 School Psychology Fieldwork Seminar and Supervision I & II (3 + 3)

Second-year School Psychology candidates are required to work in a minimum of at least two of four school settings (pre-school, elementary school, middle school, and/or high school). School Psychology candidates are placed in at least two of four school settings for a minimum of 200 hours in each setting, two to three days a week for one year of fieldwork in order to accrue a total of 450 hours of supervised experience. The Fieldwork Placement allows the School Psychology candidate to expand their understanding of providing a fair and equal education to preK-12 students in a culturally/racially and economically diverse setting. Opportunities for counseling, group work, basic assessment, teacher consultation, and parent contacts in the preK-12 school setting are provided. The School Psychology candidate is required to demonstrate skill in counseling, consultation, and assessment to a

school-site supervisor as well as to an appropriate supervisor at St. Mary's. A weekly seminar is designed to support the School Psychology candidate's school-based experience. *Prerequisite COUN 290; Prerequisites or co-requisites: COUN 291 and 292. May be repeated for credit.*

COUN 541 School Psychology Internship and Seminar I & II (3 + 3)

Third-year School Psychology candidates act as interns in one K-12 culturally/racially/ and economically diverse school setting, and, over the course of one year, accrue 1200 hours of experience. This culminating field experience is the bridge to professional practice for the candidate. During the internship year candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire and develop additional knowledge and skills most appropriately gained through the supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provided direct and indirect services to pupils, parent, and school staff in all areas of training. A weekly seminar is designed to support the School Psychology candidate's school-based experience. In the seminar, School Psychology candidates have the opportunity to continue in-depth training in areas pertinent to school psychology as well as the opportunity to discuss and consult with each other regarding issues and case which arise in the culminating field experience. *Prerequisites: COUN 290, 291, 292, and 540. May be repeated for credit.*

COUN 550 Counseling Master's Culminating Project or Thesis (3)

Students develop and complete a comprehensive project or research thesis at the conclusion of their Master's program, involving a synthesis of knowledge and skills developed during the course of study. The culminating project may take various forms, including but not limited to: research thesis; action research project; synthesis paper; research project; and comprehensive examinations. Students consult with their program advisor and with the *Counseling Master's Project and Thesis Manual* (if completing an MA project or thesis). Students usually take COUN 550 their last year in the program. Students schedule individual consultation meetings with the faculty member who chairs their thesis advisory committee. After completion of one semester of COUN 550, continuous enrollment is required through COUN 550: IP (In Progress) for \$90.00 each semester until graduation. *Prerequisites: COUN 500 (except SP), EDUC 572, EDUC 582 (SP only), passage of the Writing Proficiency Exam, and approval of program advisor.*

COUN 565: Overview of Cognitive and Behavioral Therapies with Older Adults (Elective) (2)

The goal of this course is to introduce students to the wide variety of cognitive and behavioral interventions available to help counselors serve older adults in the community. The course includes an overview of the conceptual basis for cognitive and behavioral interventions, and the empirical evidence for the effectiveness of these interventions. This course will also include an overview of the characteristics of healthy aging as well as services typically available in the community for older adults.