



KALMANOVITZ  
SCHOOL OF  
EDUCATION

## COUNSELING DEPARTMENT COURSES – All Specializations

<p><b>COUN 210 (Formerly EDUC 210) Learning, Development, &amp; Cognition in Social Context (3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>This course examines theories and research in cognitive development. The relationship of intellectual development to the total development of the child, infancy through adolescence, will be emphasized. Application to educational practices will be explored, and students will participate in field observation and research (approximately 10 hours of field experience).</p>
<p><b>COUN 222 Personal and Professional Development of Counselors (3)</b></p> <p><b>Specializations: Core Course - All</b></p>	<p>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 holistic 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.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 230 Theories of Counseling (3)</b></p> <p><b>Specializations: Core Course - All</b></p>	<p>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.</p>
<p><b>COUN 232 Career Counseling (3)</b></p> <p><b>Specializations: Core Course – All, except School Psychology</b></p>	<p>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, 240, 520, and 521.</p>
<p><b>COUN 233 Law, Ethics, and Values (3)</b></p> <p><b>Specializations: Core Course - All</b></p>	<p>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.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 234 Human Sexuality (1)</b></p> <p><b>Specializations: Core Course – All, except School Psychology</b></p>	<p>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.</p>
<p><b>COUN 235 School Counseling Practicum and Action Research (3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>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.</p>
<p><b>COUN 237 Alcohol and Substance Abuse (2)</b></p> <p><b>Specializations: Core Course – All, except School Psychology</b></p>	<p>This course will examine some of the basic principles and practices in the field of substance abuse. We will study and appraise contemporary perspectives on alcohol and other drug use and addictive behavior, including smoking, compulsive gambling, eating disorders, and sexual addictions. We will learn to recognize and assess the effects of various substances and use or abuse on individuals, families, and the community at large with a focus on gender and sociocultural differences in addicted populations. The course will provide an introduction to the basic principles of substance abuse theory and treatment and to the assessment and diagnosis of these problems.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 239 Psychological Perspectives of Gender (2)</b></p> <p><b>Specializations: College Student Services, General, School Counseling</b></p>	<p>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.</p>
<p><b>COUN 240 Psychological Testing and Assessment (3)</b></p> <p><b>Specializations: Core Course – All, except School Psychology</b></p>	<p>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.</p>
<p><b>COUN 242 Foundations of Higher Education and Student Services (3)</b></p> <p><b>Specializations: College Student Services</b></p>	<p>This course provides an introduction to the field of college student services: research, theory, practice, and current issues. The 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. <i>Prerequisites: COUN 230 &amp; 500.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 243 Social Justice in Higher Education: Theory, Practice, &amp; Research (3)</b></p> <p><b>Specializations: College Student Services</b></p>	<p>This course builds upon the introductory college student services course (COUN 242) to provide students with an advanced understanding of the field of college student services. The course is intended to assist students to develop an understanding of governance and organizational structure of institutions of higher education, while introducing students to the need for leadership and advocacy in higher education. <i>Prerequisites: COUN 230, 233, 242, 248, 520, &amp; 521. Pre/co-requisite: COUN 522</i></p>
<p><b>COUN 245 Psychopathology (3)</b></p> <p><b>Specializations: College Student Services</b></p>	<p>This course provides classification of abnormal behaviors, and affective and personality disorders, utilizing the DSM 5. It also addresses the etiology, assessment, diagnosis, treatment, and prognosis of mental disorders, with referral implications for various diagnoses. <i>Pre/co-requisite: COUN 230 &amp; 233.</i></p>
<p><b>COUN 246 SP Child/Adolescent Psychopathology (3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>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.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 247 Theory and Practice of Counseling Couples (2)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>This course applies the concepts and skills of the Counseling Immersion Model (as taught in COUN 520 and 521) 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. <i>Prerequisites: COUN 230, 248, 520, &amp; 521; Pre/co-requisite: COUN 250; co-requisite: COUN 530.</i></p>
<p><b>COUN 248 Human Development and Family Relationships (3)</b></p> <p><b>Specializations: Core Course - All</b></p>	<p>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.</p>
<p><b>COUN 250 Family Systems Theories (3)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>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. <i>Prerequisites: COUN 230, 248, 520, &amp; 521.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 251 Treatment of Children (3)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling, School Counseling, School Psychology</b></p>	<p>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. <i>Prerequisites: COUN 248 (or COUN 210 for School Psychology) &amp; 520; Pre/co-requisite: COUN 521.</i></p>
<p><b>COUN 252 Advanced Clinical Practice (3)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>This is an advanced course that provides an introduction to current trends in psychotherapy theory, research, and practice, with an emphasis on application. Summaries of psychotherapy research are reviewed to support building an informed integrative approach to counseling. Central topics include the therapeutic relationship, evidence-based practice, integrative approaches to psychotherapy, including Ken Wilber’s integral (holistic) model of psychology, mindfulness practices, 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). Considerations for treatment include a review of case conceptualization, assessment, and treatment planning. <i>Prerequisites: COUN 230, 248, 500, 520 &amp; 521.</i></p>
<p><b>COUN 253 School Counseling (3)</b></p> <p><b>Specializations: School Counseling</b></p>	<p>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. <i>Prerequisite: COUN 520; Pre/co-requisite: COUN 248.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 255 Community Mental Health Counseling and Trauma Interventions (3)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>This is an advanced counseling course designed to prepare students to understand the community mental health system and the role of counselors in community mental health settings, including counseling in context, outreach to distressed and marginalized clients, client and system advocacy, community collaboration, and developmental and preventive interventions. This course considers the limitations of the person-focused counseling paradigms. Drawing from principals of social justice, science, theory, and professional expertise, this course examines culturally-responsive community-based departments in crisis, disaster and/or trauma counseling, and clinical work with severely mentally-ill populations. Attention is given to developing needs assessments in order to design, implement, and evaluate community counseling departments, interventions and systems, and systems that include families and communities as partners in these departments. <i>Prerequisites: COUN 230 &amp; 500; Pre/co-requisite: COUN 245.</i></p>
<p><b>COUN 290 SP Introduction to Psychological Assessment (3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>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. <i>Pre/co-requisite: COUN 500</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 291 SP Neuro-Cognitive Assessment (3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>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 evaluate 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. <i>Prerequisite: COUN 290.</i></p>
<p><b>COUN 292 SP Assessment of Social and Emotional Functioning (3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>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/or 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 theory-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. <i>Prerequisite: COUN 290.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 308 Addictions, Dual Diagnoses, and Recovery-oriented Treatment (1)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>This one-unit advanced course expands on the basic principles of substance abuse theory, assessment, diagnosis, and treatment, introduced in COUN 237. The course addresses addiction issues from prevention to treatment, and long-term care, with a special focus on the effects of substance use and abuse on populations at risk for addiction. Addictions such as eating disorders, compulsive overeating, gambling, online gaming, sexual addictions, and so on, are also discussed throughout the course. Key topics included assessment, diagnosis, and treatment of substance abuse disorders and addictions, as well as co-occurring disorders. Medical and legal aspects of substance abuse disorders and co-occurring disorders are covered through readings and discussions, as well as course assignments. Current best practices, including the recovery-oriented systems of care (ROSC) approach to treatment, are presented. The importance of community resources, support systems/individuals, client advocacy, and multicultural competence are stressed. <i>Prerequisites: COUN 230, 233, 237, 245, 248, &amp; 520. Pre/co-requisite: COUN 522.</i></p>
<p><b>COUN 314 Psychopharmacology (3)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>This course provides an introduction to the biochemical and neurological structures involved in psychological functioning. It gives an overview of the various classes of psychotropic medications commonly used to treat psychiatric illnesses, including antidepressants, anxiolytics, antipsychotics, and mood stabilizers, as well as possible therapeutic benefits and side effects/risks associated with their use. Students will review ethical and legal considerations, and communication with psychiatrists, primary care physicians, and client/consumers. <i>Prerequisites: COUN 230 &amp; 245.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 500 Introduction to Counseling Research (1)</b></p> <p>Specializations: Core Course - All</p>	<p>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.</p>
<p><b>COUN 520 Counseling Skills I (3)</b></p> <p>Specializations: Core Course - All</p>	<p>This course provides a conceptual and experiential introduction to communications skills (verbal, nonverbal and para-verbal) that lead to client empowerment and positive behavior change. Using a range of theoretical and structured, skills-based approaches, students will develop beginning skills in attending, responding, rapport-building, reflective listening, demonstrating empathy, and asking open- and close-ended questions. Self-awareness, awareness of dynamics of power and privilege, and the development of multicultural competencies will be emphasized throughout the course.</p>
<p><b>COUN 521 Counseling Skills II (3)</b></p> <p>Specializations: Core Course - All</p>	<p>This course completes the students' counseling immersion experience, which is grounded in humanistic psychology and a variety of other counseling theories. Using a structured, skills-based approach, students will continue to practice basic counseling skills (i.e., attending, rapport-building, observing, listening, and responding with interchangeable empathy). Students will further develop skills in appropriate confrontation, immediacy, and self-disclosure, as well as helping clients with meaning making, interpretation, and goal setting. Self-awareness, awareness of dynamics of power and privilege, and the development of multicultural competencies will be emphasized throughout the course.</p> <p><i>Prerequisite: COUN 520; recommended pre or co-requisite: COUN 230.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 522 Issues in Intercultural Counseling and Social Justice (3)</b></p> <p><b>Specializations: Core Course - All</b></p>	<p>A multicultural, global society demands that we examine our view of traditional Western psychology and place more emphasis on the role of culture and on the importance of social justice in our practice of counseling. As with other social institutions, history dictates a practice of psychology structured in many ways that encourage and support the dominant value system, which is heavily influenced by Western European traditions. What results is a lack of awareness of ways in which culture, race, ethnicity, religion, spirituality, sexual orientation, immigration, class, ability, and gender have shaped our lives and organized our thinking. Issues in Intercultural Counseling and Social Justice is a three-unit graduate course designed to enhance students' awareness of privilege, power, and difference, and to develop the necessary skills for working with diverse populations and advocating for a just society. This course aims to foster students' understanding of the significance of intercultural relationships and the systems of privilege and their role in human psychological development as individuals, groups, and societies. Bringing culture to the forefront fosters an appreciation of cultures and prepares students to understand and apply a range of effective and culturally sensitive techniques and strategies when they work in various counseling settings and with clients from diverse backgrounds.</p>
<p><b>COUN 523 Group Theory &amp; Practice (3)</b></p> <p><b>Specializations: Core Course - All</b></p>	<p>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. <i>Prerequisites: COUN 230, 520, &amp; 521.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 524 Systems Consultation (3)</b></p> <p><b>Specializations: School Counseling, School Psychology</b></p>	<p>This course provides an overview of organizational theory and an analysis of organizational systems, to guide 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. <i>Prerequisite: COUN 235 or 527; co-requisite: COUN 530 or 540.</i></p>
<p><b>COUN 527 School Psychology Practicum/Seminar (1), taken concurrently with COUN 521 Counseling Skills II</b></p> <p><b>Specializations: School Psychology</b></p>	<p>Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practicum 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) department planning and evaluation, and (g) research and measurement.</p> <p>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).</p> <p>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, attend Student Study Team meetings, observe IEP and 504 Meetings, observe assessment procedures, and be involved in department evaluation. Students will meet in a weekly seminar to process this experience. <i>Prerequisite: COUN 520; co-requisite: COUN 521.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 530 Counseling Field Experience (1-3 units each term; minimum of 6 units total)</b></p> <p><b>Specializations: All, except School Psychology</b></p>	<p>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 &amp; College Student Services, School Counseling, and Marriage and Family Therapy/Licensed Professional Clinical Counselor (MFT/LPCC). In addition, supervision is provided by both Counseling Department (CD) campus supervisors and program-approved field supervisors. Via the seminars and CD supervision, advanced training in applying the Counseling Skills 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.</p>
<p><b>COUN 540 School Psychology Fieldwork Seminar and Supervision I &amp; II (3 + 3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>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 candidates to expand their understanding of providing a fair and equal education to pre-K-12 students in a culturally/racially and economically diverse setting. Opportunities for counseling, group work, basic assessment, teacher consultation, and parent contacts in the pre-K-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. <i>Prerequisites for first semester: COUN 230, 233, 251, 290, 500, 520, 521, 522, 527, &amp; EDUC 210; Pre/corequisites for second semester: COUN 246,248, 291, 292,524, &amp; SPED 230. This course may be repeated for credit.</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 541 School Psychology Internship and Seminar I &amp; II (3 + 3)</b></p> <p><b>Specializations: School Psychology</b></p>	<p>Third-year School Psychology candidates act as interns in one pre-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 provide direct and indirect services to pupils, parents, and school staff in all areas of training. A weekly seminar is designed to support the School Psychology candidates' school-based experience. In the seminar, the School Psychology candidates have the opportunity to continue in-depth training in areas pertinent to school psychology, and to discuss and consult with each other regarding issues and cases that arise in the culminating field experience. <i>Prerequisites for first semester: COUN 540. Pre/co-requisite for first semester: COUN 523. Prerequisite for second semester: SPED 233. This course may be repeated for credit.</i></p>
<p><b>COUN 550 Counseling Master's Project or Thesis (3)</b></p> <p><b>Specializations: All, unless taking the Exam option (COUN 560)</b></p>	<p>A comprehensive project or research thesis is developed and completed at the conclusion of the student's 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 examination (COUN 560). The form of the project is determined through consultation with the student's department advisor and with the <i>Guidelines for the Counseling Master's Project</i> (if completing an MA project) or with <i>Guidelines for the Master's Thesis</i> (if completing an MA thesis). Students usually take COUN 550 their last year in the department. Students schedule individual consultation meetings with the faculty member who chairs their project or thesis advisory committee. After completion of one semester of COUN 550, continuous enrollment is required through COUN 550: IP (In Progress) for \$200.00 each semester until graduation. <i>Prerequisites: COUN 500, EDUC 572, EDUC 582-SP</i></p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>COUN 560 Comprehensive Counseling Exam</b></p> <p><b>Specializations: All, except School Counseling</b></p>	<p>This course is designed to prepare students to take the Counselor Preparation Comprehensive Exam (CPCE), and includes an overview of knowledge and skills in the field of counseling. The course covers eight common core areas of study to prepare students to sit for the CPCE as part of the completion of their master's program. <i>Prerequisites: COUN 222, 232, 233, 234, 237, 240, 248, 500, 520, 521, 522; a pre/co-requisite is EDUC 572.</i></p>
<p><b>COUN 566 Counseling Older Adults and Their Families (1)</b></p> <p><b>Specializations: Marriage &amp; Family Therapy/Professional Clinical Counseling</b></p>	<p>In this class, we will explore the biological, social and psychological changes and transitions that occur during late adulthood (age 60 on) until death. We will examine both normative and non-normative life trajectories and life events and changes, especially in the context of socio- historical, cultural, and demographic factors; discuss the choices that people face in their later years; and the factors that contribute to decision-making by older adults. Various social identities such as gender, class, race/ethnicity, and religion, will be utilized as analytic frameworks to understand the variability across adulthood, both in the U.S. and in other countries. Issues related to long-term care and mental health of older adults will also be included. This course will examine factual knowledge derived from research, and employ personal reflection to enliven the theoretical concepts of what happens during the processes of later adulthood and aging. <i>Prerequisites: COUN 230, 248, 520, &amp; 521.</i></p>