THE COUNSELING DEPARTMENT COURSE CATALOG

The Counseling Department aims to prepare counselors to competently address the whole person, given the individual’s socio-political and cultural context. Faculty members are committed to a holistic, multicultural approach to counseling, synthesizing physical, intellectual, psychological, emotional, interpersonal, socio-cultural, and spiritual processes and emphasizing the systemic interconnection among these dimensions of our lives. Within this framework, the goal of counselor education matches that of counseling: the empowerment of the whole person, the family, the school, and, ultimately, of the community. The faculty members prioritize the healthy personal and professional development of counselors-in-training, as well as their cultivation of self-awareness (particularly in regard to the therapeutic relationship and client-counselor differences), knowledge, demonstration of counseling skills, and ability to critically evaluate and integrate information relevant to this profession. Students are provided with the theoretical and research-based knowledge, experiential practice, supervision, and personal attention needed to become competent counselors. Master of Arts degree students are required to complete practicum and field experience placements in diverse community, school, and/or college/university settings that are appropriate to students’ career objectives and designed to make them more well-rounded counselors.

The Counseling Department is designed for people who wish to work in schools, colleges, community mental health centers, 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 or more of these areas:

- Career Counseling
- College Student Services
- College Student Services (CSS)/Professional Clinical Counseling (PCC)
  (Pending BBS Approval)
- General Counseling
- Marriage and Family Therapy (MFT)/Professional Clinical Counseling (PCC)
- School Counseling (SC)
  (PPS Credential in School Counseling) School Psychology (SP)
  (PPS Credential in School Psychology)

With the permission of their advisor, students may complete more than one specialization by taking additional courses and successfully completing all field placement requirements for the chosen specializations.

Additionally, the Counseling Department offers two post-graduate degree Pupil Personnel Services (PPS) credential specializations:
- Pupil Personnel Services Credential in School Counseling
- Pupil Personnel Services Credential in School Psychology
Counseling Department Mission Statement

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

Counseling Department Vision Statement

The Counseling Department provides a supportive learning environment that encourages students’ personal wellness, cultural awareness, and professional development as counselors. As students seek to learn not only facts but also fundamental principles, they gain insight into their own life experiences and personalities. They embark upon 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 department 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, engage in self-awareness, and develop critical thinking skills that will make them effective advocates to address the needs of underprivileged populations as well as systemic discrimination. We ask students to be ready to grow, with the struggle and exhilaration that such growth implies. Cultivating self-awareness, self-inquiry, self-understanding, self-compassion, and cultural humility are essential traits of effective counselors. Students are strongly encouraged to do their own counseling as well their own inner work to examine who and what they are and believe, considering multiple dimensions, from self-constructs and world views to cultural/ethnic, sexual/gender, spiritual/religious, and other identities, beliefs, values, and biases.

The department’s faculty members are 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, treat them with respect, and 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 Counseling Department offers a synthesis of foundational information in counseling theory, values, history, and research, as well as competency-based counseling skills, within a holistic, humanistic, multicultural, and systemic framework.

Student Learning Outcomes for the M.A. in Counseling

1. **Theories:** Students begin to demonstrate knowledge of and skills in applying a wide range of developmental and counseling theories relevant to counseling in general and specific to their specialization(s), and are aware of the limitations of these theories when working with diverse or multicultural populations.
2. **Counseling Skills:** Students will articulate the core conditions of a high quality therapeutic relationship and the conceptual framework of the counseling skills model as taught in COUN 520 and 521. They will demonstrate the full range of counseling skills in field placement and internship.

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 encourage their professional development relevant to their counseling specialization(s).

5. **Diversity:** Students will demonstrate self-awareness around their own biases, prejudices, limitations, and assets in working with diverse populations. Students will exhibit 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 abilities, class, and social and economic background).

6. **Social Justice and Client Advocacy:** Students will actively promote sensitivity to and awareness of social and ethical concerns, specifically related to the consequences of economic and social injustice. Through coursework and field experiences, students will begin to engage in promoting social justice for their clients/students, and work towards addressing systemic oppression.

7. **Law and Ethics:** Students will demonstrate knowledge of and skills in applying the laws and ethical principles relevant to their counseling specialization(s), and discuss the limitations of ethical codes when working with diverse populations.

8. **Research:** Students will demonstrate their ability to access, evaluate, and apply culturally relevant research practices that emphasize a collaborative approach specific to their counseling specialization(s).

9. **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, and learn to adapt their interventions to meet the needs of their diverse clients.

10. **Technology Literacy:** Students will demonstrate a basic level of information technology literacy and skills, and use technology in culturally sensitive ways that reflect an understanding of the digital divide.

11. **Written and Oral Communication Skills:** Students will demonstrate professional and effective written and oral communication skills, including APA formatting.
Themes Infused in the Counseling Courses

The faculty of the Counseling Department have agreed that there are a number of themes that are to be represented in all of our courses. These are:

1. The mission and vision of the Counseling Department to prepare our students to be agents of positive personal and social change through advocacy;
2. The emphasis on addressing counselor and client holistic, systemic wellness;
3. The centrality of ethical and professional behaviors and ongoing professional development;
4. The importance of self-awareness and of gaining skills for working with a wide range of diverse clients, as well as of understanding, appreciating, and respecting the diversity and socio-cultural contexts of people (gender, culture, ethnicity, religion/spirituality, age, disabilities, language, class/economic status, sexual orientations, and other differences);
5. The social and psychological implications of socioeconomic position and how poverty and social stress impact an individual’s mental health and recovery;
6. The importance of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments; and
7. The value of using clinically relevant research (how to use the library; how to do a literature search, review, and critique of professional journal articles; how to keep current in the particular area covered by the class; and how to remain current in the profession of counseling).

Application and Matriculation

Students may enroll full- or part-time and can complete the General Master of Arts in Counseling, the Career Counseling, or the College Student Services specialization in a minimum of two years if they attend full-time. However, allowing three years to complete the MFT/PCC, the CSS/PCC or the School Counseling specialization is advised. The School Psychology specialization requires three (3) years, full-time. All master’s degree students have up to five (5) years to complete their degree. Each class is scheduled once a week during the fall and spring semesters, and up to four (4) times a week during the January and summer terms; usually classes meet after 4:00 p.m. or on Saturdays.

Requirements for Admission include:

- The online application form for admission and submission of the application fee;
- A Personal Statement describing your academic and vocational objectives;
- Evidence of a bachelor’s degree from a regionally accredited college and one sealed official transcript from all colleges attended.
- Three (3) letters of recommendation from professionals who can write to your potential for graduate level work and/or potential for becoming an effective counselor;
• TB test results from within the past four years;
• Evidence of health insurance, or a signed waiver; and
• An admissions interview with the Counseling Department full-time faculty or the Counseling Department Admissions Coordinator.

Graduates of Saint Mary’s College Kalmanovitz School of Education (KSOE) basic teaching credential departments or other KSOE master’s degree departments must also submit a new application, a new Personal Statement describing their academic and vocational objectives, and two letters of recommendation from the Kalmanovitz School of Education faculty, as well as have an admissions interview with Counseling Department faculty and/or staff.

School Counseling (PPS Credential) and School Psychology (PPS Credential) applicants are required to take the California Basic Educational Skills Test (CBEST). Also, as part of their admissions process for School Counseling and School Psychology, applicants must have begun the California Commission on Teacher Credentialing (CTC) moral fitness process by submitting their fingerprints and paying the CTC fee, which results in a document that can be submitted to the KSOE.

Prior to enrollment in their respective practicum courses (COUN 235 for School Counseling and COUN 527 for School Psychology), School Counseling and School Psychology students must have been approved for the CTC moral fitness requirement (fingerprints) AND passed all parts of the CBEST.

Students who graduate with the MFT/PCC specialization will have met the educational requirements set forth in the Board of Behavioral Sciences’ Statutes and Regulations Business and Professions Code section 4980.36 and 4999.33. Students who graduate with the CSS/PCC specialization will have met the educational requirements set forth in the Board of Behavioral Sciences’ (BBS) Statutes and Regulations Business and Professions Code section 4999.33. Note: The CSS/PCC integrated specialization is pending BBS approval.

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.

Passing the Writing Proficiency Exam (WPE) 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 Project, Thesis, or Exam. If the WPE is not passed, students are required to take EDUC 501, a writing skills course, or EDUC 502, a writing circles approach, both of which are fee-based, or an equivalent requirement approved by the Department Chair or the Department Manager; then the WPE is to be taken again.
Mandated Therapy

Beginning in Spring Term 2016, the SMC Counseling Department requires that all students engage in at least 30 hours of in-person, personal psychotherapy with either a licensed mental health professional (a LMFT, LPCC, LCSW, licensed psychologist, or psychiatrist) or supervised intern (MFTI, PCCI, Psychologist Intern). Half of these hours (15) can be acquired during a two-year period prior to beginning field placement (COUN 530/540) and the other half must be gained while in field placement. Of the 30 hours, a minimum of 20 hours must be in the form of individual therapy, and up to ten hours can be gained in couples, family, or group counseling.

Master of Arts Degree in Counseling 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 (58 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.

College Student Services/Professional Clinical Counseling (69 units) (Pending BBS approval)
The Master of Arts degree in Counseling with a specialization in College Student Services (CSS) and Professional Clinical Counseling (PCC) provides the educational requirements necessary to pursue a PCC internship upon graduation, and, upon completing the required clinical experience, to apply for California’s Board of Behavioral Sciences (BBS) PCC license exam. (Specialization officially starts summer 2015; current CSS students may choose to pursue this specialization.)

General Counseling (48 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 and/or PCC license. Students arrange a plan of study with their advisor appropriate to their career objectives (e.g., preparation for doctoral program or an individual counseling program of study).

Marriage and Family Therapy/Professional Clinical Counseling (MFT/PCC) (68 units)
The Master of Arts degree in Counseling with a specialization in Marriage and Family Therapy/Professional Clinical Counseling (MFT/PCC) provides the educational requirements necessary to pursue an MFT and/or PCC internship upon graduation and, upon completing the required clinical experience, to apply for California’s Board of Behavioral Science MFT and/or PCC license exam. *(Meets the MFT educational requirements of California Business and Professions Code Section 4980.36 and meets the PCC educational requirements of California Business and Professions Code Section 4999.33)*
School Counseling: Pupil Personnel Services Credential (60 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). The post-graduate degree PPS Credential in School Counseling – without the M.A. in Counseling degree – does not require EDUC 572 or COUN 550.

School Psychology: Pupil Personnel Services Credential (71 units)

Required Core Courses for M.A. in Counseling Specializations
(40 units for all but School Psychology, which has 28 units of core courses, indicated by an asterisk [*]) (Additional courses required for each specialization follow the list of core courses.)

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

COUN 230* - Theories of Counseling (3)

COUN 232 - Career Counseling (3)
*(prerequisites: COUN 230, 240, & 520)*

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

COUN 234 - Human Sexuality (1)

COUN 237 - Alcohol & Substance Abuse (2)

COUN 240 - Psychological Testing & Assessment (3)

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

COUN 500* - Introduction to Counseling Research (1)
*(Should be taken during the first term in the department)*

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

COUN 521* - Counseling Skills II (3)
*(Prerequisite: COUN 520; pre/corequisite: COUN 230)*
*(6 alternate Saturdays, 10am-5pm; plus 6 two-hour Training Group sessions on alternate weeks)*

COUN 522* - Issues in Intercultural Counseling and Social Justice (3)

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

EDUC 572* - Research Seminar I (3)  
(Prerequisites: COUN 500 & passing the Writing Proficiency Exam) (Not required for Post-M.A. PPS Credential in School Counseling.)

COUN 550-01* - Counseling Master’s Project or Thesis (3)  
(Prerequisites: COUN 500, EDUC 572 & approval of department advisor; it is recommended that students identify a topic and secure a chair for their master’s project or thesis prior to enrolling in EDUC 572. Note: The chair must be a Full-Time faculty member.) (For School Psychology only: Prerequisite: EDUC 582) (COUN 550-01 not required for PPS Credential in School Counseling.)

COUN 550-02* - Counseling Master’s Project or Thesis – In Progress (3)  
(Prerequisites: COUN 550-01, COUN 500, & EDUC 572)

COUN 550-03 - Counselor Preparation Comprehensive Exam Course (3)  
(Prerequisites: COUN 222, 232, 233, 234, 237, 240, 248, 500, 521, 522; pre/co-requisite: EDUC 572)

All specializations require a counseling field placement (COUN 530 or COUN 540). The number of units and hours required for counseling field placement will vary depending on how many specializations the student wants to complete and the order in which courses are taken. If a student wishes to complete two specializations, the student may need to take more than 6 units of COUN 530/540. Prerequisites and co-requisites for field placement vary by specialization. Please review the chosen specialization(s) requirements below for detailed information.

Please note that the School Counseling specialization also has a practicum placement (COUN 235) required prior to the field placement (COUN 530). The School Psychology specialization has a first year, second semester practicum (COUN 527); a second year field placement (COUN 540); and a third year internship (COUN 541).

Career Counseling (48 units)  
40 units of core courses above + 8 units below:

COUN 239 - Psychological Perspectives of Gender (2)

COUN 530 - Counseling Field Experience (6)  
(Prerequisites: COUN 222, 230, 233, 240, 248, 500, 520, 521, & 522; pre/corequisites for the fall semester: COUN 232; pre/corequisites for the spring semester: COUN 234, 237, 239, & 523)
College Student Services (58 units)
40 units of core courses above + 18 units below:

COUN 239 - Psychological Perspectives of Gender (2)

COUN 242 - Foundations of Higher Education and Student Services (3)
(Pre/corequisites: COUN 230 & 500)

COUN 243 - Social Justice in Higher Education: Theory, Practice, and Research (3)
(Prerequisites: COUN 230, 233, 242, 248, 520, & 521; pre/corequisite: COUN 522)

COUN 245 - Psychopathology (3)
(Prerequisites: COUN 230 & 233)

COUN 308 - Addictions, Dual Diagnosis, and Recovery-oriented Treatment (1)
(Prerequisites: COUN 230, 233, 237, 245, 248, & 520; pre/corequisite: COUN 522)

COUN 530 - Counseling Field Experience (6)
(Prerequisites: COUN 222, 230, 233, 240, 245, 248, 500, 520, 521, & 522; Pre/corequisites for fall semester: COUN 242; pre/corequisites for spring semester: COUN 232, 234, 237, 239, 243, 308 & 523)

College Student Services/Professional Clinical Counseling (CSS/PCC) (69 units)
(CSS/PCC specialization pending approval of the Board of Behavioral Sciences)
40 units of core courses above + 29 units below:

COUN 239 - Psychological Perspectives of Gender (2)

COUN 242 - Foundations of Higher Education and Student Services (3)
(Prerequisites: COUN 230 & 500)

COUN 243 - Social Justice in Higher Education: Theory, Practice, and Research (3)
(Prerequisites: COUN 230, 233, 242, 248, 520, & 521; pre/corequisite: COUN 522)

COUN 245 - Psychopathology (3)
(Prerequisites: COUN 230 & 233)

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

COUN 255 - Community Mental Health and Trauma Interventions (3)
(Prerequisites: COUN 230 & 500; pre/corequisite: COUN 245)

COUN 303 - Family Violence: Assessment and Treatment (1)
COUN 308 - Addictions, Dual Diagnosis, and Recovery-Oriented Treatment (1)  
(Prerequisites: COUN 230, 233, 237, 245, 248, & 520; pre/corequisite: COUN 522)

COUN 314 - Psychopharmacology (3)  
(Prerequisites: COUN 230 & 245)

COUN 530 - Counseling Field Experience (6)  
(Prerequisites: COUN 222, 230, 233, 240, 245, 248, 500, 520, 521, & 522; pre/corequisite for fall semester: COUN 242; pre/corequisites for spring semester: COUN 232, 234, 237, 239, 243, 245, 252, 255, 308, 314, 523, & 566)

COUN 566 - Counseling Older Adults and Their Families (1)  
(Prerequisites: COUN 230, 248, 520, & 521)

**General Counseling (48 units)**
40 units of core courses above + 8 units below:

COUN 239 - Psychological Perspectives of Gender (2)

COUN 530 - Counseling Field Experience (6)  
(Prerequisites for fall: COUN 222, 230, 233, 248, 500, 520, 521, & 522; Spring pre/corequisites: COUN 234, 237, 239, 240, & 523)

Additional courses may be suggested by the advisor, depending on area of interest and field placement.

**Marriage & Family Therapy/Professional Clinical Counseling (MFT/PCC) (68 units)**
40 units of core courses above + 28 units below:

COUN 245 - Psychopathology (3)  
(Pre/co-requisites: COUN 230 & 233)

COUN 247 - Theory & Practice of Counseling Couples (2)  
(Prerequisites: COUN 230, 248, 520, & 521; pre/corequisite: COUN 250; & corequisite: COUN 530)

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

COUN 251 - Treatment of Children (3)  
(Prerequisites: COUN 248 or EDUC 210 & COUN 520; pre/corequisite: COUN 521)

COUN 252 - Advanced Clinical Practice (3)  
(Prerequisites: COUN 230, 248, 500, 520, & 521)
COUN 255 - Community Mental Health and Trauma Interventions (3)
(Prerequisites: COUN 230 & 500; pre/corequisite: COUN 245)

COUN 308 - Addictions, Dual Diagnoses, and Recovery-oriented Treatment (1)
(Prerequisites: COUN 230, 233, 237, 245, 248, & 520; pre/corequisite: COUN 522)

COUN 314 - Psychopharmacology (3)
(Prerequisites: COUN 230 & 245)

COUN 530 - Counseling Field Experience (6)
(Prerequisites: COUN 222, 230, 233, 240, 248, 500, 520, 521, & 522;
pre/corequisites for fall semester: COUN 245, 250, & 523;
pre/corequisites for spring semester: COUN 232, 234, 237, 247, 251, 252, 255, 308, 314, & 566)

COUN 566 - Counseling Older Adults & Their Families (1)
(Prerequisites: COUN 230, 248, 520, & 521)

School Counseling (PPS-SC) (60 units)
The PPS Credential in School Counseling requires 54 units. (EDUC 572 and COUN 550 are not required for the PPS-SC Credential.) EDUC 572 and COUN 550 are required for the master’s degree.
40 units of core courses above + 20 units below:

COUN 235 - School Counseling Practicum and Action Research (3)
(Prerequisites: COUN 500 & 520; passing all sections of the CBEST; fingerprint clearance from the CTC)

COUN 239 - Psychological Perspectives of Gender (2)

COUN 251 - Treatment of Children (3)
(Prerequisites: COUN 248 or EDUC 210 & COUN 520; Pre/corequisite: COUN 521)

COUN 253 - School Counseling: Issues and Interventions (3)
(Prerequisite: COUN 520; Pre/corequisite: COUN 248)

COUN 524 - Systems Consultation (3)
(Prerequisites: COUN 235 & 520; Pre/corequisite: COUN 530)

COUN 530 - Counseling Field Experience (6)
(Prerequisites: COUN 222, 230, 233, 235, 248, 500, 520, 521, & 522;
Pre/corequisites for 1st semester: COUN 240, 250, & 523;
Pre/corequisites for 2nd semester: 232, 234, 237, 239, 251, & 524)

School Psychology (PPS-SP) (71 units)
28 units of core courses + 43 units below: (Applicable core courses: COUN 230, 233, 248, 500, 520, 521, 522, 523, 550, & EDUC 572.)
COUN 246 - SP Child/Adolescent Psychopathology (3)

COUN 251 - Treatment of Children (3)
(Prerequisites: COUN 248 or EDUC 210 & COUN 520; Pre/corequisite: COUN 521)

COUN 290 - SP Introduction to Psychological Assessment (3)
(Pre/corequisite: COUN 500)

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

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

COUN 524 - Systems Consultation (3)
(Prerequisite: COUN 235 or 527; pre/corequisite: COUN 530 or 540)

COUN 527 - SP Practicum and Seminar (1)
(Prerequisite: COUN 520; pre/corequisite: COUN 521)

COUN 540 - SP Fieldwork Seminar & Supervision I & II (3+3)
(Prerequisites for first semester: COUN 230, 233, 251, 290, 500, 520, 521, 522, 527 & EDUC 210) (Pre/corequisites for second semester: COUN 246, 248, 291, 292, 524, & SPED 230)

COUN 541 - SP Internship & Seminar I & II (3 + 3)
(Prerequisite for first semester: COUN 540; pre/corequisite for first semester: COUN 523. Prerequisite for second semester: SPED 233)

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

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

SPED 230 - Introduction to Inclusive Education (3)

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

Counseling Department Additional Courses
The following are courses open to all Counseling Department students. Most are offered at least once per year, depending on student interest and enrollment.

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

COUN 526 - Extended Skills Training II: Introduction to the Counseling Immersion Model (1)
Counseling Department 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 Counseling Department; 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.

COUN 230 Theories of Counseling (3)
A foundational course providing students with an overview of the historical development of psychotherapy and counseling theories. 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 discussion, video, role-play, in-class group activities 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 and therapeutic interventions. Skills to review and evaluate current counseling process and outcome research are introduced.

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: 1) an introduction to career development models and theories; 2) strategies for career decision-making and planning across the lifespan (including normal life transitions); 3) use and interpretation of career assessment instruments; 4) understanding and use of occupational, economic, and labor market information and resources; 5) job seeking skills; 6) exploration of career education programs for diverse populations in a variety of educational and work settings; and 7) knowledge, skills, and abilities that address the requirements for the CCTC Pupil Personnel Services (PPS) Credential in School Counseling. Prerequisites: COUN 230 & 240; Pre/corequisite COUN 520.

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 students. It provides a safe environment for students to acquire increased comfort and understanding of their own sexual attitudes, values, and beliefs, as well as 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 helping to educate their clients and facilitating their clients to empower themselves.

**COUN 235 School Counseling Practicum and Action Research (3)**
This course is designed to give Pupil Personnel Services-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 and 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 projects are presented in the field experience class at the end of the semester. *Prerequisites: COUN 500 & 520; passing all parts of the CBEST; fingerprint clearance from the Commission on Teacher Credentialing (CTC).*

**COUN 237 Alcohol and Substance Abuse (2)**
This course examines some of the basic principles and practices in the field of substance abuse. Students study and appraise contemporary perspectives on alcohol and other drug use and addictive behavior, including smoking, compulsive gambling, eating disorders, and sexual addictions. They 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 ethnicity 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.

**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 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 242 Foundations of Higher Education and Student Services (3)**
This course introduces counseling students to the field of college student services: research, practice, and current issues. As an introduction to this professional field, this course examines
the historical, theoretical, and functional foundations of college student services and explores the role(s) of the counselor and student services administrator in the higher educational institutional setting. Moreover, the course aims to develop and build upon the counselor’s working knowledge of multicultural and diverse client/student populations in order to provide culturally relevant and appropriate college student personnel services, and adhering to a framework of social justice advocacy in education. Prerequisites: COUN 230 & 500.

COUN 243 Social Justice in Higher Education: Theory, Practice, and Research (3)
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. This course begins in spring term 2016.

The course examines the historical, theoretical, and functional foundations of college student services in the context of leadership and equity in higher educational institutional settings. This course aims to develop and build upon counselors’ working knowledge of first generation and diverse client/student populations in order to promote culturally relevant and appropriate college student personnel leadership development and to advance an understanding of how student services can impact and promote social justice advocacy. Special attention is paid to social justice issues in education, specifically in higher educational settings. Prerequisites: COUN 230, 233, 242, 248, 520, & 521; pre/corequisite: COUN 522.

COUN 245 Psychopathology (3)
This course examines classification of abnormal behaviors utilizing the DSM-5. It also explores the etiology, assessment, diagnosis, treatment, and prognosis of mental disorders, and referral implications for various diagnoses. Prerequisite: COUN 520; pre/corequisite: 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. The developmental perspective, within a social/economic/cultural context will be emphasized. Students gain an understanding of the impact of psychopathology on the child and adolescent’s achievement within the school setting. Interventions, treatment modalities, and options for support including psychological, psychopharmacological, and educational therapies will be embedded within the coverage of each of the various disorders. Students will understand and demonstrate the ability to work through all components of a case study/case formulation. Risk and protective factors will be emphasized as an important component to case formulations. Students will be expected to include recent research from peer-reviewed journals in order to further their understanding of current and future directions within the field of child and adolescent psychopathology.

COUN 247 Theory and Practice of Counseling Couples (2)
This two (2)-unit course applies the concepts and skills of the Human Resources Development (HRD) model in a couples setting and discusses clinical theories, concepts, and interventions required to work with couples. Simulated experiential practice, live and video demonstrations, personal processing reading responses, clinical assignments, student demonstrations and
presentations, and a final paper are the primary methods used for instruction. Personal relationship patterns and students’ counter-transference issues that may impact work with couples are emphasized. Prerequisites: COUN 230, 248, 520, & 521; Pre/corequisites: COUN 250, 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 (3)
This course provides an introduction to the theories and practice of family therapy, and includes an overview of family systems theories: natural systems, psychodynamic, experiential, structural, communications, strategic, and postmodern. 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, including 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. The impact of domestic violence (DV), gender, and culture on family dynamics will also be reviewed. Prerequisites: COUN 230, 248, 520, & 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 (or EDUC 210 for School Psychology) & 520; Pre/corequisite: COUN 521.

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

COUN 253 School Counseling (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; **Pre/corequisite:** COUN 248.

**COUN 255 Community Mental Health Counseling (3)**
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. **Prerequisites:** COUN 230, 248, 500, 522, & 521; **Pre/corequisite:** COUN 245.

**COUN 290 SP Introduction to Psychological Assessment (3)**
This course is an introduction to psychological assessment and provides an understanding of the application of standard psychological measures most often used in school and clinical settings. These include testing principals such as reliability, validity, true score variability, general analysis and applications of normative data; as well as the ethical and social implications of assessment and evaluation of learners. Research pertaining to standardized assessment tools, 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. The foundation to writing psycho-educational assessment reports is reviewed and practiced. **Pre/corequisite:** COUN 500.

**COUN 291 SP 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 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. **Prerequisite:** COUN 290.

**COUN 292 SP 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/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. Prerequisite: COUN 290.

COUN 303 Family Violence: Assessment and Treatment (1)
This course provides skill training in identifying and addressing family violence. It includes: an overview of personality and societal factors that contribute to family violence; theories and practical techniques for counseling victims and perpetrators; community resources; and legal and ethical issues. This course meets the Board of Behavioral Science (BBS) MFT licensing or pre-licensing requirement for students who began their program prior to August 2012. It is also required for the CSS/PCC specialization BBS licensing requirement; currently pending BBS approval.

COUN 308 Addictions, Dual Diagnoses, and Recovery-oriented Treatment (1)
This one-unit advanced course expands on the basic principles of substance use disorder 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 disorders 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 use disorders and addictions, as well as co-occurring disorders. Medical and legal aspects of substance use 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. Prerequisites: COUN 230, 233, 237, 245, 248, 520, 521, & 522.

COUN 314 Psychopharmacology (3)
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, mood stabilizers, etc., 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. Prerequisites: COUN 230, 245 & 520.

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 Counseling Skills I (3)**
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. Robert Carkhuff’s Human Resource Development (HRD) Model is used as a template. *Attendance at the first class session is required.*

**COUN 521 Counseling Skills II (3)**
This course completes the students’ introduction to an adapted version of Robert Carkhuff’s Human Resource Development (HRD) Model that is the basis for a counseling skills immersion experience grounded in humanistic psychology and a variety of other counseling theories. *Prerequisite: COUN 520; recommended pre or corequisite: COUN 230.*

**COUN 522 Issues in Intercultural Counseling and Social Justice (3)**
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.

**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, & 521.*

**COUN 524 Systems Consultation (3)**
This course serves as an analysis of organizational systems and organizational development consulting skills. There is an emphasis on individual and team consultation processes. In addition, students will strengthen methods of initiating and maintaining consultative relationships with and among teachers, staff, and parents to prevent school failure, and increase success, of pupils who
have physical, social, intellectual and emotional needs.

The course provides an overview of organizational theory from a psychosocial perspective and focuses on many aspects of organizational culture of salience to the counselor’s work in schools such as roles and hierarchy, teacher culture and the teacher/administrator dichotomy. As the theoretical and functional foundations are laid, students will begin to develop their understanding of the many roles counselors take and how the reform and standardization oriented environment of schools affects the work of educators. Lastly, students will become acquainted with models of counselor intervention, collaboration, and consultation with special emphasis on Caplan’s mental health and behavioral models within the organizational setting. Prerequisite: COUN 235 or 527; corequisite: COUN 530 or 540.

COUN 525 Extended Skills (Elective) (.5)
Additional counseling skills training on a tutorial basis to provide practice with specific skills covered in COUN 520, 521, 530, & 531. Prerequisite: COUN 520. Recommended for students desiring post-placement reinforcement of the HRD or Counseling Immersion Model.

COUN 526 Extended Skills Training II: Introduction to the Counseling Immersion Model (Elective) (1)
Designed for students who have already had extensive counselor skills training; students are introduced to the Counseling Immersion Model, as taught in COUN 520 and 521. Practice in specific skills is included. Prerequisite: Master's degree in Counseling or equivalent level of education and training; permission of advisor or Department Manager.

COUN 527 School Psychology Practicum/Seminar (1), taken concurrently with COUN 521 Counseling Skills II
First-year School Psychology candidates are provided the opportunity to engage in field-based activities in various 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) 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 candidate will begin a School Psychology Fieldwork Practica and Seminar (COUN 527). Within the first few weeks of the semester, a 50-hour placement in a school setting under appropriate supervision will commence. Students will act as participant observers of the many processes of both general and special education as it is implemented in schools, to insure that all students receive a fair and equal education. To this end, students will “shadow” a school counselor or school psychologist, observe in classrooms, attend a Student Study Team or Response to Intervention Team meeting, attend an IEP and 504 meeting, observe assessment procedures, and collaborate and consult with a teacher. A bi-weekly 2 hour seminar is designed to support the School Psychology candidate’s school-based
experience as well as personal, and professional development. Prerequisite: COUN 520; corequisite: COUN 521.

COUN 530 Counseling Field Experience (1-3 units each term; minimum of 6 units total)
Students are engaged in their fieldwork in clinical, school or college settings appropriate to their department 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/Professional Clinical Counselor (MFT/PCC). In addition, supervision is provided by both Counseling Department (CD) campus supervisors and department-approved field supervisors. Via the seminars and CD supervision, advanced training in applying the Counseling Immersion 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.

Fall semester prerequisites: COUN 222, 230, 233, 240, 248, 500, 520, 521, 522, and approval of the department advisor. Spring semester pre/corequisites: COUN 234, 237 & 523. Additional prerequisites or corequisites are required for these specializations:

**Career Counseling:**
- Fall semester pre/corequisite: COUN 232; spring semester pre/corequisite: COUN 234, 237, 239, & 523

**College Student Services:**
- Fall semester prerequisite: COUN 242, 245; pre/corequisites: COUN 232, 523; spring semester pre/corequisites: COUN 234, 237, 239, 243, & 308

**College Student Services/Professional Clinical Counseling**
- Fall semester pre/corequisite: COUN 232, 242, 245; spring semester pre/corequisites: COUN 234, 237, 252, 243, 255, 308, 314, & 566

**General Counseling:**
- Fall semester prerequisites: COUN 222, 230, 233, 248, 500, 521, & 522

**MFT/PCC:**
- Fall semester pre/corequisites: COUN 245, 250 & 523; spring semester pre/corequisites: COUN 232, 234, 247, 251, 252, 255, 308, 314, & 566.

**School Counseling:**
- Fall semester prerequisite: COUN 235; pre/corequisite: COUN 253 & 523; spring semester pre/corequisites: 232, 234, 237, 239, 251, & 524
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 option of one school site setting for field placement is available to the School Psychology candidate, at which point the student will accrue 450 hours at that one placement. 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.
Prerequisites for first semester: COUN 230, 233, 251, 290, 500, 520, 521, 522, 527, & EDUC 210; Pre/corequisites for second semester: COUN 246,248, 291, 292,524, & SPED 230. This course 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 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.
Prerequisites for first semester: COUN 540. Pre/corequisite for first semester: COUN 523. Prerequisite for second semester: SPED 233. This course may be repeated for credit.

COUN 550-01 Counseling Master’s Project, Thesis, or Exam (3)
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. The form of the project is determined through consultation with the student’s department advisor and with the Guidelines for the Counseling Master’s Project (if completing an MA project) or with Guidelines for the Master’s Thesis (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. 

Prerequisites: COUN 500, EDUC 572, EDUC 582 (SP only), passage of the Writing Proficiency Exam, and approval of department advisor.

COUN 550-02 - Counseling Master’s Project or Thesis – In Progress (3)
This is the In Progress section which is taken after one semester of COUN 550-01 (see above). 
Prerequisites: COUN 500, EDUC 572 & approval of department advisor; it is recommended that students identify a topic and secure a chair for their master’s project or thesis prior to enrolling in EDUC 572. Note: The chair must be a full-time faculty member.) (For School Psychology only: Prerequisite: EDUC 582) (Not required for PPS Credential in School Counseling.

COUN 550-03 - Counselor Preparation Comprehensive Exam Course (CPCE) (3)
This is a new course, which will be required for students entering in Spring 2016 or thereafter, who wish to take the CPCE option, rather than write a thesis or do a culminating project. This course is designed to prepare students to take the 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.
Prerequisites: COUN 222, 232, 233, 234, 237, 240, 248, 500, 521, 522; pre/co-requisite: EDUC 572

COUN 566 Counseling Older Adults and Their Families (1)
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.
Prerequisites: COUN 230, 248, 520, & 521.

Courses in other KSOE Departments that are required for COUN Students

EDUC 210 Cognition, Learning, and Development in a Cultural Context (3)
Psychological principles and major learning theories applied in education and counseling. Stages of growth focusing on biological, psychological, and social development and education of the whole child. Synthesis of affective and cognitive perspectives, Piaget right/left hemisphere brain function, language development and interaction, really just touch on this and sex role socialization from birth through adult phases. Developmental issues and their effects on individuals and families in schools and marriage, family, child counseling settings. Other content includes affective development, almost all theories have an affective component typical and atypical neurological development, brain trauma and sensory motor theory.
EDUC 572 Research Seminar I (3)
Research Seminar I is a 3-unit course that is required for students who are pursuing a master’s degree in the Kalmanovitz School of Education at Saint Mary’s College of California. This course has three primary goals:

- Help students become skilled and critical consumers of educational/counseling research;
- Encourage educational and clinical professionals to base their work on inquiry and reflection, or to become practitioner-researchers; and,
- Provide the tools to prepare students to conduct original research in pursuit of their Master’s thesis and beyond.

Research Seminar I includes an examination of the process of educational and counseling research, types of research design, critical evaluation of research studies and measurement techniques, and understanding of relevant statistical concepts. During this course students define their area of interest for the project and narrow the specific focus with help from an advisor and/or faculty member who may become a reader or chair for their work. The research topic must be approved by their program director (or their chair in the counseling program). Graduate students demonstrate and apply their knowledge of research designs by drafting the first chapter of their project, which includes the statement of the problem, research question(s), basic assumptions, and definition of terms. In addition, initial drafts of the theoretical rationale and research design or plan for the project are completed in first versions of Chapters II and III. During this course students arrange for a project chairperson and reader with their program director or advisor. By the conclusion of this course students should have their chair.

Prerequisite: Passing the Writing Proficiency Exam.

EDUC 582 Research Seminar II (3)
Research Seminar II is a 3-unit course required for all students who are pursuing a master’s degree in education and/or counseling at Saint Mary’s College. This course has three primary goals: help students finalize their research/synthesis project topic and design; continue to encourage students to base their work on inquiry and reflection, or to become practitioner-researchers; and support students in conducting and completing original and high quality research, beginning with design development and continuing through data collection, analysis and interpretation. Prerequisite: EDUC 572

SPED 230 Introduction to Inclusive Education (3)
This course provides a comprehensive survey of the field of special education. Information will be provided on special education history, legislation, programs and service delivery models. The course will also include information on etiology, description, assessment and program planning for student with mild/moderate or moderate/severe disabilities as well as the Gifted and Talented. The needs of second language learners and culturally diverse students will be addressed. Additional topics include effective collaboration with parents and other caregivers, as well as other professional and paraprofessional staff.

SPED 233 Behavioral Support in the Learning Environment (3)
SPED 233 is an introductory course designed to teach candidates for the School Psychologist credential and the competencies needed in order to maintain a safe and productive learning environment.
environment for all students in the classroom. The course provides information on the ethical, legal and policy issues involved in providing positive behavior support to students. The specific mandates of IDEA 2004 and the California Department of Education (CDE) regarding positive behavior support will be discussed in this course and students are expected to reflect these ethical and legal requirements in their class assignments.