

SMHC Course Descriptions

The mission of the School and Mental Health Counseling Program is to provide the highest level of counselor preparation for work in school and community settings, and the possibility for future studies at the doctoral level. Our mission is pursued in the following manner:

SMHC PROGRAM MISSION: YEAR 1

Year One (10 course units): The primary goal for the first year of the program is to provide a basic foundation in counseling principles and practices. Given that students enter the program with widely varied levels of academic and hands-on experience, it is essential that the first year serve to ground all students in core counseling foundations.

- **EDUC 690.922/.931: Counseling Interventions: Theory & Practice** will provide an overview of several of the primary theories of counseling, along with the key concepts and therapeutic processes related to those theories. Students will be guided to demonstrate a working knowledge of the theories presented, be able to distinguish between different approaches, and develop a preliminary rationale for the use of a particular approach.
- **EDUC 690.921/.932: Ethics in Professional School and Mental Health Counseling** provides an opportunity for students to learn clinical skills and to refine skill application with clients. Students are also able to integrate theory and the other components of the program into practical application in this course. This course will assist students in the development of their knowledge and skills in ethical decision-making, ethical standards related to the field of school and mental counseling, and learning about empirical discussions of common ethical dilemmas in the field.
- **EDUC 690.927/.930: Practicum I** provides beginning counseling students with a supportive learning environment and grounds them in practical skills and application to the counseling profession. Students will have opportunities to practice, enhance, and refine their emerging counseling skills acquired in class, as well as, through structured supervised learning opportunities in schools and clinical settings. The Practicum is the initial opportunity for students to synthesize and integrate theoretical information from course work into their individual counseling and small group work.

- **EDUC 690.023/.022: Human Development** explores the characteristics of developmental change over time and the processes or mechanisms underlying these changes. Students will gain an understanding of the fundamental theories and research traditions of the field, how variations in context influence development, and how theory and research can be applied to real world issues. Using a cultural ecological framework, we will examine theoretical approaches to the study of human development emphasizing the importance of contextual factors and individual perceptions in understanding growth and change.
- **EDUC 690.005/.027: Sociocultural Foundations in Counseling** provides a contextual and applied understanding of working with socioculturally diverse clients. The purpose of this course is to expand one's understanding of the impact of sociocultural and contextual factors, the interaction of identities, and the application of this knowledge to working with underserved and under-addressed individuals in counseling.
- **EDUC 690.004/.002: Assessment for Counselors in SMHC** helps students understand the assessment process including the theoretical and historical basis as well as legal and ethical concerns. Students will develop knowledge of concepts of measurement including descriptive statistics, central tendency, norms, standardization, reliability, validity, etc. This course will also review assessment as it relates to educational law, entitlement decisions, and high stakes accountability, in addition to teaching students how to implement assessment techniques through observation, interview and ecological and environmental methods.
- **EDUC 690.009/.013: Group Counseling** is designed as an introduction to the use of groups in counseling practice. Its chief purpose is to provide students with an overview of basic elements of group process, with a focus on stages of group development; guidelines for multicultural practice; ethical and professional issues in group practice; and group leadership. This course is a combination of didactic and experiential elements, including demonstrations, short lectures, discussions of group process concerns, and questions and answers.
- **EDUC 690.007/.012: Career Counseling & Development** will enable students to know and critically think about the major theories of career development. We will seek to understand the relationship between the developmental and life stages and the career development process. Students will demonstrate, through practice, an understanding of how the different theories of career development approach the career counseling process. The course will also help students to develop an understanding of career counseling with diverse populations, and to integrate theory, development and assessment results to establish the rationale and foundation for career counseling interventions.

- **EDUC 690.008/.003: Applied Quantitative Methods** will cover topics related to statistics and research methodology using instructional strategies intended to build the capacity of counselors-in-training to understand, interpret and use statistics and research methods to support their work with students, school staff and school administrators. The majority of the course will involve a balance of lecture, discussion and interactive practice activities, linking statistics and research methods to counseling and the real-world responsibilities of counselors-in-training.
- **EDUC 690.010/.011: Practicum II**, a continuation of **Practicum I**, aims to improve skills for counseling students in a supportive learning environment grounded in practical skills and application to the counseling profession. Students will have opportunities to practice, enhance, and refine their counseling skills acquired in class, as well as through structured supervised learning opportunities in schools and clinical settings. The course also provides students the opportunity to further synthesize and integrate theoretical information from course work into their individual counseling and small group work. These objectives are met at the clinical site, through individual recorded client sessions, and in class discussions.

SMHC PROGRAM MISSION: YEAR 2

Year Two (10 course units): The goals of the second year of the program include preparing students for professional, credential-based roles as either certified school counselors, professional (mental health) counselors, or both.

- **EDUC 690.925/.928: Psychology of Group and Family Systems Intervention** will focus on the basics of systems intervention with one specific focus on families and groups, and a second focus on diversity and racial tension in systems. The purpose is to develop more advanced knowledge of practical therapeutic problem-solving skills at the graduate student level using ecological, systemic, and cultural perspectives. Students will be exposed to basic group therapy strategies with children and youth, with family interventions across various school-based emotional health diagnostic populations, and how to intervene within groups and families in which cultural differences and styles are key themes
- **EDUC 690.926/. 929: Professional Development in SMHC** is structured to create an intellectual, academic, and practice-driven inquiry community in which you as students have the opportunity to deepen and expand your understanding of the multifaceted professional roles and responsibilities of school and mental health counselors, as well as the complex systems in which these roles are formed and enacted. The primary goal of the course is to support you in developing an inquiry stance on your practice (Cochran-Smith & Lytle, 2009) as a means of enhancing the quality and meaning of your work and professional identity.

- **EDUC 690.923/.924: Internship I** provides experience needed to develop the skills to implement a comprehensive, developmental and collaborative school counseling or mental health program. Translates knowledge, skills, attitudes to practice and competencies that foster professionalism in school and community settings. Completes supervised field experiences that provide actual on-the-job experiences for a minimum of 300 clock hours to include instructional experience and a minimum of 75 hours of direct service with individual and group clients for school counselor certification and/or 600 clock hours of supervised internship and a minimum of 240 hours of direct service for Licensed Professional Counselor (LPC) eligibility.
- **EDUC 690.035/.038: Healthy Development & Psychopathology** focuses on the relationship between healthy development and the development of psychopathology. Its intent is to show how stress and human coping methods can facilitate healthy adjustment as well as exacerbate maladjustment or psychopathology. New psychiatric diagnostic criteria will be featured in the course.
- **EDUC 690.024/.025: Advanced Counseling Skills** further develops counseling skills and strategies associated with major counseling theories. Students will be provided opportunities to refine basic listening and attending skills, and will be exposed to advanced counseling skills and techniques associated with major counseling theories. The course will also assist students in developing and articulating their own theoretical orientations. Additional areas of focus will include the role of racial and cultural issues in the application of different theoretical approaches, knowledge and understanding of treatment planning and progress monitoring, and an expanded understanding of diagnosis and empirically validated treatment of major disorders, especially disorders common in childhood and adolescence
- **EDUC 690.014/.028: Foundations in Special Education for Counselors** seeks to help students become familiar with a wide range of issues pertaining to the field of special education. Students will learn to describe the major characteristics of disabilities, gifted, early intervention and transitioning to adulthood including assessment, interventions, educational approaches, placement alternatives and issues and trends. We will also address current issues and trends related to special education and develop an understanding of the legal issues of special education, specifically the Individuals with Disabilities Education Improvement Act (IDEA) and its relationship to other federal and state standards and regulations
- **EDUC 690.019/.032: Proseminar in Sociocultural Counseling** has a twofold purpose: to experientially deepen one's understanding of the impact of sociocultural and contextual factors typically operating in schools and other student settings; to inform and expand one's own "competencies" regarding various cultural groups and identities. Secondly, to begin to effectively apply this "real-world" knowledge to one's work with underserved and/or 'under-addressed' individuals. Both prevention and intervention strategies will be discussed and applied.

- **EDUC 690.036/.037: Wellness & Addiction Counseling**
This course will provide an overview of the foundations of addictions from a theoretical, practical and applicable standpoint. The basics of understanding the process of screening, assessing and treating addictions will be discussed as well as a focus on the strengths and wellness perspective of persons with addictions. In addition, students will gain an understanding of the effects and treatment of co-occurring disorders (e.g., addiction and depression). Addiction lingo, positive psychology and the various types of addictions will be addressed along with etiological models and current approaches for treatment.

- **EDUC 690.018/.031: Research Seminar in Counseling and Education** focuses on the application of research concepts and use of data in comprehensive school counseling programs. The course materials, exercises and assignments are designed to help students gain and use practical skills required to make data-based decisions. Specifically, students will learn to use data to: identify needs within the school; identify possible interventions and programs to address the needs; implement interventions and programs; monitor and evaluate the interventions to demonstrate the results of the interventions; and use data to advocate for the profession, one's work, and for students

- **EDUC 690.020/.034: Internship II**, a continuation of **Internship I**, continues to provide the experience needed to develop the skills to implement a comprehensive, developmental and collaborative school counseling or mental health program. Students will continue to work on translating their knowledge, skills and attitudes to practice. The course also uses knowledge of the following areas to provide students with an understanding of the hand-on experiences of a school counselor K-12 and a mental health counseling professional:
 - Individual and group counseling, classroom guidance activities and academic, personal/social and career interventions
 - Consultation, coordination, and referral
 - School/agencies policies and procedures
 - Community-based agencies and referrals
 - Working with students with disabilities and English language learners
 - Professional, ethical, and legal considerations
 - Assessment/evaluation techniques
 - Supervision and professional development through Seminar Group