

Major for Master of Science Degree (M.S.) in School Counseling: 48 credits including COU 505, 515, 520, 525, 526, 530, 535, 560B, 600, 605, 630, 633, 645, 650, and 6 credits of 660B.

Major for Master of Science Degree (M.S.) in Clinical Mental Health Counseling: 60 credits including COU 500, 505, 510, 515, 520, 530, 535, 550, 560A, 600, 605, 620, 630, 632 or 633, 635, 650, 6 credits of 660A, 661 and 675.

Students wishing to pursue the Clinical Mental Health Counseling track after completing the School Counseling track must complete an additional 15 hours in COU550, 560 A, 620 or 632, 660A, and 661A.

Students in both counseling tracks must demonstrate competencies in the eight core areas required by CACREP and pass a comprehensive examination. The thesis meets the comprehensive exam requirement if a student elects the thesis option as preparation for a doctoral program.

COU 500 **3 credits**

Counseling Skills and Techniques

Basic counseling skills will be developed through role play and practice interviews. Students will learn and practice skills including attending behaviors, questioning, paraphrasing, summarization, reflection of feeling, confrontation, and reflection of meaning. Ethical and culturally responsive practices will be emphasized. (FAL)

COU 505 **3 credits**

Group Counseling

Major approaches to group counseling are covered, including theoretical approaches to counseling groups, the various roles counselors play in diverse group models, and basic principles of group dynamics. Students will be trained in group psychotherapy through group discussions, experiential simulations, and role-playing demonstrations. (FAL)

COU 510 **3 credits**

Professional Role of MH Counselors

An in-depth introduction to the history, roles, functions, and relationships of mental health counselors within the context of health and human services systems. The course introduces the requirements of Indiana Licensing requirements and CACREP Standards for Mental Health Counseling. (FAL)

COU 515 **3 credits**

Ethical and Legal Issues

Aspects of professional functioning, including roles, organizational structures, ethics, standards, and credentialing are examined including an in-depth study of ethical and legal codes of conduct of the counseling profession (i.e., American Counseling Association, American Association of School Counselors, American Psychological Association). Current legal guidelines related to maintenance of records, confidentiality, reporting child abuse/neglect, duty to warn and protect, and involuntary commitment will be examined. (FAL)

COU 520 **3 credits**

Advanced Human Growth and Development

Covers physiological, cognitive, social and psychological developmental processes from conception to death, emphasizing theories, research, and applications to educational and psychological practice. (FAL)

COU 525 **3 credits**

Theories/Techniques School Counseling I

Introduces students to the profession of school counseling, its history and current trends, and the scope of a school counselor's work in elementary, middle, and secondary school settings. Topics include developmental counseling, consultation, knowledge of curriculum, needs assessment and program development, implementation and evaluation. Provides an overall understanding of the organization of schools and the functions of the school counselor and counseling programs. The course also introduces the Indiana Licensing requirements and CACREP Standards for School Counseling. (FAL)

COU 526**3 credits****Theories/Techniques School Counseling II**

Focuses on the role of the school counselor in special education and crisis prevention and intervention. Topics include special education processes, roles and laws, ethics, disability categories, the Individual Educational Plan (IEP), cultural factors, divorce, bullying, child abuse, death, illness, school violence and disasters, suicide, substance abuse, homosexuality, adolescent parenthood, parent-adolescent crises, rape and sexual assault and eating disorders. Strategies for developing and implementing guidance lessons and prevention programs are discussed. (SPR)

COU 530**3 credits****Career and Lifestyle Counseling**

Provides a theoretical foundation and opportunities for practical application of career and lifestyle counseling strategies. Focus is on the acquisition of knowledge and skills necessary to provide professional career counseling services to adolescent and adult populations in a variety of transitional life stages. Students examine major theories of career choice and development, career assessment instruments and their use, and the counseling models associated with these theories and measurements. It will also address the career and life development needs of special populations. (SUM)

COU 535**3 credits****Theories/Models of Counseling**

Major counseling theories and their relationship to the counseling process are explored. Individual, familial, and systemic models are presented using but not limited to analytical, phenomenological, person-centered, existential, behavioral, cognitive/behavioral approaches. Students will be required to compare and contrast counseling theories and strategies, consider appropriate application of these strategies in diverse populations, and develop a personal model for providing help and facilitating behavioral change. (SPR)

COU 550**3 credits****Psychopathology**

Provides an introduction to the concepts of psychopathology and to the major diagnostic categories of the current DSM with primary emphasis on their development, etiology, prevention, and supporting research evidence. Emphasis is placed on understanding how cultural, biological, social, psychological and spiritual factors are all necessary components to consider when developing an ethical model of treatment planning. (SPR)

COU 560A**3 credits****Mental Health Counseling Practicum**

Counseling methods and techniques are used in individual and group counseling settings under close supervision. Practicum students complete a minimum of 100 hours of direct client contact during the semester, approximately 8-10 hours per week at the agency. There is a minimum of 40 hours of face-to-face client contact with 10 of these hours conducting group therapy. On-campus group supervision and individual face-to-face supervision is also required each week. (SPR)

COU 560B**3 credits****School Counseling Practicum**

Application of school counseling methods and techniques in an approved school setting designed to enhance the student's one-to-one counseling skills. Includes 105 hours of practical field experience including a minimum of 40 hours of face-to-face counseling of school students, and other counselor activities. Students will meet on campus each week group supervision and course work. (SPR)

COU 600**3 credits****Assessment and Program Evaluation**

Overview of measurement principles and approaches to the assessment of individuals, groups, and programs. Students are introduced to intelligence, achievement, and aptitude tests, personality assessments, and interest

inventories and learn to competently administer them to individuals with and without disabilities. Special emphasis is given to counseling decision-making, and treatment planning as well as measuring program effectiveness. Students are introduced to commonly used program development and evaluation methods; reliability and validity; ethical standards for development and usage; test construction; and interpretation. Examples of course projects: Designing a program for a specific mental health need in the community and proposing evaluation methods; developing individualized education plans and monitoring student progress; constructing a test and demonstrating reliability and validity. (SPR)

COU 605 **3 credits**

Statistics and Research Methods

Basic experimental, quasi- and non-experimental research designs and methods are examined with an emphasis on developing a critical approach to examining the research literature in counseling. Statistical topics include statistical inference, hypothesis testing, analysis of variance, correlation, regression, multiple regression, factor analyses, and analysis interpretation. Students will critique research articles, conduct relevant empirical research, use SPSS to analyze data and write research reports in APA format. (SPR)

COU 620 **3 credits**

Addiction Counseling

Overview of the personal, social, emotional, physiological, and environmental factors related to addictions, with the main emphasis on chemical addictions. Student will be exposed to challenges involved in the evaluations, diagnosis and treatment process of addiction as well as professional, ethical, and legal issues unique to the field of addictions counseling. (FAL)

COU 630 **3 credits**

Multicultural Counseling

Major social and political issues in contemporary society and their impact upon counseling will be explored. Students will examine sub-groups (including people of black, Hispanic, Asian, and Native American heritage) and cross-cultural issues. The course will emphasize sensitizing students to ethnocentrism and developing respect for diversity. (SUM)

COU 632 **3 credits**

Marriage and Family Counseling

System approach, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling are studied. This includes skill development in working with couples and families in a variety of contexts and recognition of the importance of the family in the treatment of mental and emotional disorders. (SPR)

COU 633 **3 credits**

Counseling Children and Adolescents

Overview of theoretical and practical approaches to meeting the mental health needs of children and adolescents in mental health and educational settings. Focuses on the particular assessment and therapeutic skills used when working with children in response to a variety of presenting concerns. Among the topics addressed will be the importance of building rapport and the use of play therapy, art and projective techniques specifically designed for children. Students are also provided with the skills needed to effectively consult with teachers, school administrators, parents, and others. (SPR)

COU 635 **3 credits**

Counseling and Spirituality

Investigates the role of religion and spirituality in the development of a healthy individual. Students critically examine the implications of religious belief systems for counseling practice. Ethical issues relevant to the use of spiritual and religious interventions with individuals, couples, and families are considered, along with current research related to spirituality and counseling. (SUM)

COU 645**3 credits****Organization and Administration of Guidance Programs**

A study of the models and processes fundamental to the establishment and management of comprehensive school guidance programs. In addition to the traditional responsibilities of administration, education, and supportive functions, students will explore tasks such as the identification of service needs, advocacy, the importance of building and maintaining relationships with supervisory peers and superiors, the ethical and legal reasons for providing quality professional development to ensure a competent staff. (FAL)

COU 650**3 credits****Applied Neuroscience**

A survey of current neuroscientific contributions to the understanding of the etiology of various mental disorders and learning processes. This course provides a review of human brain-behavior relationships including neuroanatomy, neurophysiology, cognitive processes, sensory and motor processes, and their interactions with emotion and personality. Empirical research at the intersection of educational research and neuroscience is used to build fundamental knowledge about the ways that children and adults learn and develop. In addition, the neurobiological foundations of mental health and mental illness will be explored by examining likely causes and most effective treatments of the many mental disorders. (FAL)

COU 660A**3 credits****Internship in Mental Health Counseling**

Intensive 2-semester supervised experience in application of basic psychotherapeutic procedures and evaluation techniques in an approved mental health treatment setting. The internship includes a total of 600 hours of clinical work where 240 hours involve providing face-to-face client service. During each semester, students are on-site 20 hours per week for 30 weeks, and have individual face-to-face supervision and on-campus group supervision each week. Graded S/U. (SPR)

COU 660B**3 credits****Internship in School Counseling**

A one-year practical field placement with a school counselor in an approved school setting, including a minimum of 600 contact/clock hours (20 hours per week for 60 weeks). Intern students will also meet on campus each week during each semester for support and coursework. Cross-listed w/ EDU 660B. Graded S/U. (SPR)

COU 661A**3 credits****Advanced Internship in Mental Health Counseling**

Advanced Internship students complete a one-semester supervised experience in counseling with children, adolescents, adults, couples, and/or families under the supervision of a professional counselor. Interns participate in a minimum of 300 hours of clinical work during the semester (20 hours per week), including a minimum of 120 hours of face-to-face client service and weekly individual face-to-face supervision and on-campus group supervision. Graded S/U. (SUM)

COU 675**3 credits****Psychopharmacology**

Introduction to the use of psychotropic medications for treatment of mental disorders as applied to children, adolescents, adults, and geriatric populations. Covers the role of neurotransmitter systems on the etiology of mental disorders including anxiety, mood, addiction, personality, impulse, and psychotic disorders. Addresses basic principles of pharmacodynamics, pharmacokinetics, and side effects. (SPR)

COU 699**3 credits****Thesis Option**

Students should make the decision to complete a thesis during their first year in the program if considering future doctoral study. In lieu of taking a comprehensive examination students write a thesis as the culminating exercise of their program of studies. Students work closely with a faculty member over 2 semesters. The thesis proposal involves identifying a problem, conducting a literature review, developing a hypothesis, designing a study, and

beginning data collection. The thesis project includes data analysis and interpretation and the writing and defense of the thesis. (ADD)

For more information on the Master of Science: Counseling programs, contact Laurel Camp by e-mail lcamp@marian.edu; phone at 317.955.6075; or online at <http://www.marian.edu/academics/office-of-graduate-studies/master-of-science-in-counseling>.