

48 credits including COU 505, 515, 520, 525, 526, 530, 535, 560B, 600, 605, 630, 633, 645, 650, and 6 credits of 660B.

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.

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)

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)

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)

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)

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

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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. (FAL)



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

on the Master of Science: Counseling programs, contact Laurel Camp by e-mail [lcamp@marian.edu](mailto:lcamp@marian.edu); phone at 317.955.6075; or online at <http://www.marian.edu/academics/office->