

Thomas University



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**ADDENDUM TO THE 2021-2022 THOMAS UNIVERSITY CATALOG
FOR STUDENTS IN THE MASTER OF SCIENCE IN COUNSELING PROGRAM
AT THOMAS UNIVERSITY, THOMASVILLE, GA**

This addendum supersedes the Master of Science in Clinical Mental Health and Clinical Rehabilitation Counseling section of the Fall 2021 Thomas University Catalog.

Master of Science in Counseling

The Thomas University Master of Science in Counseling is a professional and applied graduate degree that prepares students for positions as counselors in a wide range of human service settings. Students have the unique opportunity to choose from 4 counseling specialization or emphasis areas, depending on their career goals. Thomas University offers a core foundational counseling curriculum that covers all the content areas for students to be proficient and successful counselors, while then allowing students to choose from a specialty area to complete the 60 credit hour degree. The four specialization areas offered are: Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Professional School Counseling (Accreditation to be applied for in 2023) and Addiction Counseling (Accreditation to be applied for in 2023).

Upon completion of the 60-credit hour program, all students, regardless of specialty area, are eligible to apply for licensure as a professional counselor in their state. The MSC program offers all courses necessary for professional counselor licensure/certification in every state. Students need to make sure that state requirements for licensure in the state in which they reside are completed prior to graduation. There will be numerous opportunities throughout the program to check state requirements through course assignments, and students can discuss their individual state requirements with faculty, the Program Director and/or academic advisor.

In addition, students who complete the corresponding specializations will also be qualified to become a Certified Rehabilitation Counselor (Clinical Rehabilitation Counseling specialist), a Professional School Counselor (Professional School Counseling specialist) and/or a licensed or certified Addiction counselor (Addiction Counseling Specialist), after the completion of post-graduate supervision as required per credentialing standards in each state.

The program is open to students with undergraduate majors in any area. See graduate admissions.

Transfer Credit Policy

Students who have completed graduate coursework prior to admission into Thomas University's Masters of Science in Counseling program may have their coursework evaluated for up to 15 credit hours of transfer credit. No transfer credit will be allowed from a conferred Master's degree.

Mission Statement

The mission of Thomas University's Master of Science in Counseling is to create a dynamic learning environment that advances the intellectual and personal development goals of our students to work as professionals in the field of clinical mental health counseling, clinical rehabilitation counseling, professional school counseling and/or addiction counseling and to train students to effectively advocate on behalf of the clients they serve.

The Master of Science in Counseling (MSC) program accomplishes this through the following objectives:

- Faculty will provide rigorous and intellectually challenging studies that require creativity, discipline, and personal responsibility.

- Students will become competent in a variety of counseling areas, including but not limited to: theoretical foundations, counseling techniques, ethical practice, case management, group work, crisis counseling, diagnostic procedures, cultural competence, and medical and psychosocial issues through the completion of 60-credit hours of coursework.
- Students will learn through classroom, practicum and internship, and community experience how to address the needs of persons with physical, mental, emotional, and psychological disabilities and chronic illness in a manner that is consistent with the program's mission.
- The MSC program will provide students with the curriculum content that abides by CACREP standards for state licensure as a professional counselor in all states, and students are eligible to sit for the NCE/NCMHCE and CRC as early as successful completion of 75% of program coursework. Students will learn the licensure requirements in the state in which they reside and ensure all requirements are completed prior to graduation.
- The Master of Science in Counseling program's clinical preparation includes 100 hours of practicum and 900 hours of Internship fieldwork, as well as satisfactorily passing the master's comprehensive and capstone class. The Capstone serves to extensively prepare students for credentialing exams and demonstrates to program faculty students' readiness to practice in the field upon graduation.
- For students who previously graduated from a 48-credit hour program and are looking for additional coursework to apply for the CRC or state licensure, Thomas University offers a Bridge Program that can help non-degree seeking students complete the academic requirements for these credentials. (See video on Bridge Program).
- CACREP is a recognized agency by the Council for Higher Education Accreditation (CHEA) and holds full membership status with the Association of Specialized and Professional Accreditors (ASPA), and the International Network of Quality Assurance Agencies in Higher Education (INQAAHE). TU is accredited under the 2009 CACREP standards which are available for review on the CACREP website.
- Thomas University has been approved by the State of Georgia to participate in the National Council for State Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of post-secondary distance education and pertains to approval of distance education courses that are offered across state lines by institutions that already have degree authorization in at least one state. As a participant in NC-SARA, Thomas University can offer distance education to any other SARA state member.

Vision Statement

The vision of the Master of Science in Counseling is to equip graduates with the practical, theoretical and ethical skills needed for employment in human service agencies as a credentialed counselor in their chosen discipline.

Program Goals for Counseling

1. To prepare each student to take and pass the state licensure exam for professional counselors, as well as the corresponding credentialing exams of each specialty area, by engaging them in rigorous intellectual studies that require creativity, discipline and personal responsibility.
2. To maintain Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation so that students will be graduates of a master's program that meets the highest program, curriculum, and faculty standards in our field.
3. To prepare students to engage in professional and ethical behaviors consistent with quality counseling, serving persons who have mental, physical, emotional, and/or addiction disabilities consistent with the program's mission through classroom, practicum, internship, and community service outreach.
4. To provide students with quality clinical training and understanding of professional practices in the areas of clinical mental health counseling, clinical rehabilitation counseling, professional school

counseling and addiction counseling in order to promote the social, psychological, physical, emotional, cultural and spiritual needs of individuals, families, communities, and organizations.

5. To develop students into well rounded professionals by applying knowledge gained through curriculum and research to address emerging problems within the field counseling.

Additional Program Goals for the Professional School Counseling Specialization

1. To prepare each student to take and pass the Georgia Assessments for the Certification of Educators (GACE) School Counseling exam as well as the professional counselor licensing exam by engaging them in rigorous intellectual studies that require creativity, discipline and personal responsibility. The Division will provide students with the curriculum content that abides by the Georgia Professional Standard Commission standards for school counseling, the ASCA National Model and professional standards, and the CACREP School Counseling standards. Students who pursue the professional school counseling specialization will meet the Georgia state requirements of having at least 700 hours in four different grade bands: PK-2, 3-5, 6-8, 9-12. Students are encouraged, but not required, to apply as professional school counselors in the state of Georgia prior to graduation, which will then allow the ease of transfer of their credential to their home state.
2. To prepare each student to take and pass the Georgia Ethics Assessment. The Division will provide students with the curriculum content that abides by the Georgia Professional Standard Commission standards for school counseling and school personnel.

Additional Requirements related to the Professional School Counseling Specialization

All prospective Professional School Counseling students have a choice to meet the GA Professional standards and be credentialed in GA. Clearance through the GAPSC may make it easier to transfer credentials to other states. All Georgia residents applying for the School Counseling specialization must comply with GaPSC requirements which include:

1. Be admitted to Thomas University.
2. A minimum composite score of 750 across the three tests within the GACE Program Admissions Assessment are required unless exempted by the following:
 - SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19)
 - SAT® (1080 on Evidence-based Reading/Writing and Math on or after 7/1/19)
 - ACT® (43 English and Math)
 - GRE® (1030 Verbal and Quantitative; after 8/1/11, 297 Verbal and Quantitative)
 - Possess a current Georgia Professional Standards Commission (GaPSC) Provisional Teacher Certification (exclusion, Provisional Teacher Certification in Career and Technical Specialization fields).
3. Hold a bachelor's degree in a relevant field from a regionally accredited college or university.
4. Report a minimum GPA of 3.0 on a 4.0 scale in the last 60 credit hours of their bachelor's degree and relevant graduate coursework or conferred master's degree. The GPA is considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, and other undergraduate and graduate course work, the strength of the student's personal and professional goal statements, reference letters, and academic history. Applicants with a GPA lower than 3.0 may be considered for admission by the prospective graduate program. Any candidate admitted with a GPA lower than 3.0 may be required to take a 3-credit hour writing course and/or additional requirements as deemed appropriate by the graduate program.
5. International students seeking admission into a graduate program must refer to international admissions for additional required documents.
6. Submit three recommendation forms from professional or academic references (2 colleagues and 1 administrator/supervisor).

7. A personal statement of career and educational objectives, including the rationale for pursuing a graduate degree (maximum two pages). Applicants with a GPA lower than 3.0 and/or an ethics reprimand on their certificate must explain the circumstances which adversely impacted their previous academic performance and/or the reason for the reprimand.
8. Provide proof professional liability insurance.
9. PK-12 School Employees must submit a Professional School Experience form.
10. Complete the GaPSC Educator Ethics Assessment. An individual holding a current Georgia Professional Standards Commission Provisional Teacher Certification will be exempt from taking the GaPSC Educator Ethics Assessment for program admission.
11. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.
12. Upon admission, there are a few last tasks for students to complete in their MyPSC account before they will be eligible to register for classes. They are: 1) claiming program enrollment, 2) answering Personal Affirmation Questions (PAQs), 3) submitting the Pre-Service Application (if applicable), and 4) having official transcripts from ALL colleges/universities previously attended submitted to the GaPSC.

Retention in the Masters of Science in Counseling (MSC) program

To be graduate from the Master of Science in Counseling program, a student must complete the required 60-credit hour program of study. Students are evaluated throughout the program in three major areas:

1. Academic Performance-Each student is expected to demonstrate high academic achievement and maintain a 3.0 GPA in every course. Failure to do so may result in dismissal from the program.
2. Interpersonal Skills: Each student is expected to demonstrate effective and professional behavior that is considered requisite to successful counseling practice including:
 - Effective relationships between peers, professors and supervisors.
 - Ability to establish facilitative relationships and build rapport with clients from a variety of sociocultural backgrounds.
 - Flexibility and openness to feedback that effectively develops student professional skills and academic success.
 - Self-awareness, openness to self-examination, and commitment to personal growth.
 - Appropriate attitude and professional behavior in all arenas where students are representatives of Thomas University's Masters of Science in Counseling Program.
 - Professional Disposition is assessed each semester via faculty completion of Tevera's CCS-R. Site supervisors will assess student Interpersonal Skills and Professional Disposition during Fieldwork experiences and Tevera's CCS-R. Low scores on the CCS-R may result in failure of a Fieldwork course, remediation steps, or dismissal from the program.
3. Ethical Behavior-Each student is expected to demonstrate awareness and adherence to the Professional Code of Ethics for counseling practice established by the Commission on Rehabilitation Counseling, the American Counseling Association, and all other related disciplines.

Program Student Learning Outcomes for Masters of Science in Counseling

A graduate of this program will be able to:

1. Demonstrate awareness of the professional role of counseling and apply the ACA, ASCA, and CRC Code of Ethics of counseling in a legal and ethical manner, inclusive of international standards and cultural contexts.
2. Identify and articulate an understanding of social, economic, cultural, and environmental obstacles which may present barriers to a client's success.
3. Demonstrate a working knowledge of human development and the needs of individuals with mental health and physical disabilities across the lifespan, including the effect of crises, disasters, trauma, or other events on persons of all ages.

4. Assess and maximize the readiness of individuals for gainful employment and facilitate the reduction of environmental and attitudinal barriers.
5. Demonstrate and apply a personal philosophy and identity as a mental health, rehabilitation, addiction, and/or school counselor based on an established counseling theory.
6. Demonstrate a knowledge and use of clinical skills related to directing group processes toward a desired goal.
7. Apply basic measurement concepts and associated statistical terms and comprehend the validity, reliability, and appropriateness of assessments.
8. Understand research methodology and program evaluation by applying evidence-based practice to counseling.
9. Understand and apply the role and function of the counselor as a member of interdisciplinary teams in a variety of settings.
10. Identify and plan for the provision of culturally competent mental health, rehabilitation, educational, and/or addiction services to persons from marginalized and underserved populations.

Additional Program Student Learning Outcomes for Professional School Counseling Specialization

A graduate of this program will be able to:

1. Take and pass the Georgia Assessments for the Certification of Educators (GACE) School Counseling exam as well as the professional counselor licensing exam. The Division will provide students with the curriculum content that abides by the Georgia Professional Standard Commission standards for school counseling, the ASCA National Model and professional standards, and the CACREP School Counseling standards.
2. Demonstrate effective and professional school counseling skills in school settings, thus learning from these field experiences. Students will have a foundation of understanding school counseling and its unique role school counselors play in each different level of school. Students will learn how school counselors are advocates, collaborators, and leaders who help create systemic change to benefit the learning and lives of their students and families.
3. Articulate and assume the professional and ethical role of a counselor as specified in the Georgia Professional Standards Commission and the American School Counseling ethical and professional standards.
4. Discuss and demonstrate techniques of cross-cultural counseling and advocate on behalf of diverse populations and those who require individualized education and/or behavioral interventions for success.

Any Thomas University professor who observes a student having difficulty with academic writing may refer that student to his or her Division Chair for review. As a result of this review, students may be required to take RSC 507, in addition to other program requirements. Students may continue their regular program of study while taking RSC 507 with permission of the division chair. After satisfactorily completing RSC 507, students could be referred for a second review, and the course could be required to be repeated. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the student's program of study may result in program dismissal.

Foundational Counseling Courses: 45 Credit Hours

COU 602/ RCE 601 Foundations and Techniques of Counseling	3
COU 606/RCE 645 Ethics & Professional Orientation	3
COU 612/RCE 688 Human Growth & Development	3
COU 627/RCE 620 Theories & Techniques of Counseling	3
COU 628/RCE 622 Theories & Techniques of Group Counseling	3
COU 634/RCE 630 Testing & Assessment	3
COU 646/RCE 655 Foundations of Career Development and Job Placement Services	3
COU 656/RCE 607 Crisis & Trauma Counseling	3
COU 657/RCE 603 Substance Abuse Counseling	3
COU 670/RCE 640 Psychopathology & Diagnos	3
COU 673/RCE 672 Research & Program Eval	3
COU 680/RCE 680 Counseling Practicum (100 clinical hours)	3
COU 681/RCE 681 Counseling Internship I (450 clinical hours)	3
COU 682/RCE 682 Counseling Internship II (450 clinical hours)	3
COU 698/RCE 698 Counseling Capstone	3

Specializations (15 credit hours): Choose one:**Specialization in Addiction Counseling: 15-18 credit hours**

AAD 604/RCE 604 Ethics in Addiction & Alcoholism	3
COU 608/RCE 611 Psychosocial and Multicultural Aspects	3
COU 613/RCE 655 Human Sexuality (if req for licensure)	3
AAD 668/RCE 668 Co-Occurring Disorders	3
AAD 678/RCE 678 Psychopharmacology	3
AAD 683/RCE 683 Counseling Internship III	3

Specialization in Clinical Mental Health Counseling: 15 credit hours

COU 608/RCE 611 Psychosocial and Multicultural Aspects	3
RCE 621 The Helping Professional: CM & Comm Counseling	3
COU 664/RCE 685 Marriage and Family Counseling	3
COU 671/RCE 635 Abnormal Behavior	3
<u>Three credit hours of the following:</u>	
COU 613/RCE 655 Human Sexuality OR	3
AAD 678/RCE 678 Psychopharmacology	

Specialization in Clinical Rehabilitation Counseling: 15 credit hours

RCE 605 Medical Aspects of Disability	3
COU 608/RCE 611 Psychosocial and Multicultural Aspects	3
RCE 621 The Helping Professional: CM & Comm Counseling	3
COU 664/RCE 685 Marriage and Family Counseling	3
<u>Three credit hours of the following:</u>	
COU 613/RCE 655 Human Sexuality OR	3
COU 671/RCE 635 Abnormal Behavior OR	
AAD 678/RCE 678 Psychopharmacology	

Specialization in Professional School Counseling: 15 credit hours

EDU 624 Collaborative Classrooms	3
EDU 625 Diversity and Exceptionality	3
PSC 611 Counseling Children and Families	3
RSC 600 Introduction to Graduate Programs	3
<u>Three credit hours of the following:</u>	
COU 613/RCE 655 Human Sexuality OR	3
COU 671/RCE 635 Abnormal Behavior OR	
AAD 678/RCE 678 Psychopharmacology	

Course Listings

AAC-Alcohol and Addictions Counseling

AAD 604/RCE 604

3 credits

Addictions & Alcoholism Ethics

This course will provide students with an overview of ethical principles that guide professional conduct in the substance abuse field. Other topics reviewed in the course will include ethical considerations unique to the field of substance abuse, ethical decision making models, ethics in substance abuse research, and legal implications.

AAD 668/RCE 668

3 credits

Co-Occurring Disorders

Prerequisites: RCE603 or prior work experience in the field of addictions and approval by the Advisor. This course covers crisis and trauma theory with an emphasis on its impact on the development and exacerbation of substance abuse and addiction disorders. An emphasis on resiliency oriented approaches to recovery from trauma and drug abuse/alcoholism will be explored while stressing the importance of a multidisciplinary response to co-occurring disorders. Research supported assessment and intervention strategies for addressing the cognitive, affective, behavioral, and neurological symptoms associated with trauma and addictions will be explored in detail through evidence-based practices of treatment effectiveness.

AAD 678/RCE 678

3 credits

Psychopharmacology

Prerequisite: RCE 603 or prior work experience in the field of addictions and approval by the Advisor. This course provides students with an advanced understanding of the physiological and behavioral processes involved in psychoactive substance use, misuse, and addiction. An emphasis will be placed on the major and minor classifications of drugs, the biology and pharmacology of commonly abused legal and illegal psychoactive substances, and the relationship between addictive behavior and common psychological disorders. The course will include the impact of drug metabolism on brain chemistry, its impact on dependence, tolerance and withdrawal, and the application of prevention, recovery and maintenance treatment planning.

AAD 683/RCE 683

3 credits

Counseling Internship III

Prerequisites: Successful completion of clinical and academic requirements of RCE 682 Counseling Internship II OR upon approval of the Fieldwork Coordinator. The Internship III experience provides the opportunity for students to apply theory and develop counseling skills in the field of substance abuse counseling. A minimum of 450 clock hours in the student's designated program area is required with at least 40% of those hours constituting direct client contact. This internship experience will provide opportunities for the student to become familiar with a variety of professional activities related to substance abuse counseling. A 1-hour weekly supervision meeting with the site supervisor and a 1.5-hour group supervision with a faculty supervisor is a mandatory requirement of this course.

COU-Counseling

COU 602/RCE 601

3 credits

Foundation and Techniques of Counseling

This course provides an overview of the counseling profession including its history, philosophy, and theoretical foundations. Topics fundamental to the development of the profession will be explored and focus on an

understanding of the American Counseling Association (ACA), its activities and services, as well as its overall structure, philosophy and divisions. Students will learn about credentialing, licensure, accreditation standards, ethical practices, various employment settings and opportunities in the counseling field, and the importance of advocating for clients by addressing institutional and social barriers that limit or impede success. Central to this course will be on on-going self-evaluation of students' attitudes, values, interpersonal skills, cultural competency, dispositions, and interest in choosing counseling as a profession.

COU 606/RCE 645 **3 credits**

Ethics & Professional Orientation

This course will provide students with an overview of ethical principles that guide professional conduct in the substance abuse field. Other topics reviewed in the course will include ethical considerations unique to the field of substance abuse, ethical decision making models, ethics in substance abuse research, and legal implications.

COU 608/RCE 611 **3 credits**

Psychosocial and Multicultural Aspects of Disability

The purpose of this course is to familiarize the students with the concepts and paradigms used in counseling diverse populations. Students will study key characteristics and needs of disability groups, multicultural groups, and other marginalized populations, and the current theories, trends, and issues in counseling special populations. Students will learn skills relevant to working with diverse populations, and study strategies useful to help organizations and communities develop an understanding of, and change attitudes and behaviors toward marginalized groups. Emphasis will be on developing the knowledge, skills, and attitudes needed to effectively counsel persons with differing characteristics from the counselor especially in regard to culture, race, age, gender, sexual orientation, disability status, family values, SES, ethnicity, and religious preference. Focus will be on developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Course material will include theories of multicultural counseling, identity development, and multicultural competency and ethical and legal considerations.

COU 612/RCE 688 **3 credits**

Human Growth and Development

This course provides an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts, including learning styles and personality development, normal and abnormal behavior, and lifespan transitions. Students will be able to demonstrate an understanding of individual and family development, the impact of crises or trauma-causing events that affect individual and family functioning, as well as theories for facilitating optimal development and wellness across the life span.

COU 613/RCE 655 **3 credits**

Human Sexuality

This course will review issues regarding sexuality and gender that the counseling professional will encounter in working with varied populations including people with disabilities. Attention is given to the lifelong process of acquiring information and forming attitudes, beliefs, and values about others and ourselves. Relationships, sexual behavior, sexual health issues, sexual orientation and the development of sexual identity will be explored. The course is designed to increase the participants' knowledge about these topics and to facilitate their ability to communicate effectively about issues related to sexuality in their personal life and professional practice.

COU 627/RCE 620 **3 credits**

Theories and Techniques of Counseling

This course will familiarize students with the terms, concepts, principles, and techniques of the major counseling theories. Through application of theoretical material and clinical case studies, students will analyze

individual counseling practices, interventions, behavior and personality theories, and human growth and potential. Students will begin to develop their own individual philosophy of and approach to counseling, and understand how their philosophy and approach impacts their work with their clients. Students will learn individual counseling skills and interventions through role playing and hands-on experience in order to develop their identity as a counselor and integrate their learning into their own style of counseling.

COU 628/RCE 622

3 credits

Theories and Techniques of Group Counseling

Pre-requisite: COU 627. Group Counseling explores the social and interpersonal influences on behavior and group dynamics. The course will examine different theoretical and practical approaches to counseling groups, basic principles of group interaction, group developmental stages, member roles, and basic group counseling skills. Consideration will be given to ethical, legal, and professional issues, incorporating a developmentally appropriate, culturally sensitive approach to the initiation, maintenance and termination of counseling groups. This class contains a didactic and a synchronous experiential element, which requires that each student participate in 10-clock hours of direct experience (via Zoom) where they will learn and utilize principles of group dynamics, communication, group process, group stages and goals, group leadership, democratic group procedures, individual and group resistance, and the initiation and development of small groups.

COU 634/RCE 630

3 credits

Testing and Assessment

This course covers formal and informal assessment strategies. Aptitude, achievement, interest, behavioral, and personality instruments are presented. Analysis, synthesis and utilization of assessment data for counseling and service planning are emphasized. Basic psychometric properties of standardized tests will be discussed. Students will learn how to identify specific assessment strategies most appropriate for an individual client's needs and how to synthesize and utilize objective, behavioral and clinical data in service planning. Students will also learn to interpret test results and write appropriate reports based on those test results. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations.

COU 646/RCE 655

3 credits

Foundations of Career Development and Job Placement Services

Students will examine current theory and practice in career development for individuals at a variety of transitional life stages. Employment services such as work adjustment, job development, job modification, vocational planning, and job placement strategies will be explored. Students will learn how to educate employers regarding accommodations, job modification and restructuring, as well as, how to implement supported employment, job retention skills, and post-employment services. Students will learn career and lifestyle development through experiential exercises, assessment evaluation, and report writing.

COU 656/RCE 607

3 credits

Crisis and Trauma Counseling

This course provides an overview of the theories, techniques, models, and clinical skills involved in crisis intervention. The progression of symptomology in crisis, crisis resolution, and resilience will be explored through current research on crisis intervention. The appropriate psychological, educational and specialized techniques implemented in crisis and trauma counseling will be examined as they apply to diverse populations. Crisis intervention strategies and suicide prevention models, including the use of psychological first aid and diagnostic procedures will be explored.

COU 657/RCE 603**3 credits****Substance Abuse Counseling**

This course provides counselors-in-training with an overview of the addictive process how to provide counseling services to those who have, or have had substance abuse (alcohol, drugs, inhalants, prescription medications etc.) problems. Theories of addictions counseling and application of these theories will be covered and help students develop the skills necessary to apply techniques to individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illness will be addressed and students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, interventions, wellness strategies for facilitating optimal development and diagnosis and treatment planning.

COU 664/RCE 685**3 credits****Marriage and Family Counseling**

This course provides an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts, including learning styles, personality development, normal and abnormal behavior, and lifespan transitions. It emphasizes physiological, cognitive, social, emotional, spiritual, and moral development from conception to end of life. Students will be able to demonstrate an understanding of individual and family development, the impact that crises or trauma- causing events have on individual and family functioning, ethical issues related to human development and theories for facilitating optimal development and wellness across the life span.

COU 670/RCE 640**3 credits****Psychopathology and Diagnosis**

This course examines policies, regulations, and services dealing with mental disorders, addiction, and co-occurring disorders. As a result of this class, students will be introduced and become familiar with the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The major categories, diagnostic criteria, and treatment of mental disorders and chemical abuse are explored. Proper assessment and identification of discrete aspects of cognition, affect, and behavior that lead to diagnoses will be explored. The link among acculturation, acculturative stress and psychopathological conditions will be addressed.

COU 671/RCE 635**3 credits****Abnormal Behavioral**

This course examines human behaviors that deviate from the majority, and may pose a threat to a person's livelihood and well-being. The course focus will be on the etiology of abnormal behavior, understanding abnormal behaviors from a multicultural perspective, and treatment options for behavioral change.

COU 673/RCE 672**3 credits****Research and Program Evaluation**

This course is intended to provide students with an introduction to applied research methods in the counseling profession so that they can become intelligent consumers of research. Students will be able to identify various research approaches, the strengths and limitations associated with different approaches, the evaluation procedures necessary to effectively assess services, develop needs assessments, and design research projects. This course is also designed to give students the necessary skills to conduct research in the counseling field including frequently utilized qualitative and quantitative research approaches. Students will apply skills including: developing research questions, program evaluation, statistics and research design, hypothesis testing, research proposal development and research utilization.

COU 680/RCE 680**3 credits****Counseling Practicum**

Prerequisites: Acceptance in the Clinical Mental Health & Clinical Rehabilitation Counseling program, completion of a minimum of 12 credit hours of course work including RCE601, RCE605, RCE611 and RCE620, or approval of the Fieldwork Coordinator. The Practicum experience provides the opportunity for students to develop primary counseling skills and integrate their knowledge in the field of rehabilitation and mental health counseling under clinical and faculty supervision through a minimum of 100 clock hours over the academic term. A 1-hour weekly individual supervision meeting with the site supervisor, and a 1.5-hour group supervision meeting with a faculty supervisor is a mandatory requirement of this course.

COU 681/RCE 681**3 credits****Counseling Internship I**

Prerequisite: Successful completion of RCE 680. The Internship I experience provides the opportunity for students to apply theory and develop counseling skills in the field of rehabilitation and mental health counseling under clinical and faculty supervision. A minimum of 900 clock hours in the student's designated program area is required to be completed over the enrollment period in Internship I and II, with at least 40% of those hours constituting direct client contact. The internship experience will provide opportunities for the student to become familiar with a variety of professional activities in addition to direct services. A 1-hour weekly supervision meeting with the site supervisor and a 1.5-hour group supervision with a faculty supervisor is a mandatory requirement of this course.

COU 682/RCE 682**3 credits****Counseling Internship II**

The Internship II experience provides the opportunity for students to apply theory and develop counseling skills in the field of rehabilitation and mental health counseling under clinical and faculty supervision. A minimum of 900 clock hours in the student's designated program area is required to be completed over the enrollment period in Internship I and II, with at least 40% of those hours constituting direct client contact. The internship experience will provide opportunities for the student to become familiar with a variety of professional activities in addition to direct services. A 1-hour weekly supervision meeting with the site supervisor and a 1.5-hour group supervision with a faculty supervisor is a mandatory requirement of this course.

COU 695/RCE 695**1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

COU 698/RCE 698**3 credits****Counseling Capstone**

Prerequisite: Completion of 80% of required curriculum courses in the CRMHC program. This course serves as the culmination of student development through the Masters of Counseling graduate program. Students will demonstrate mastery of core curriculum areas through the development of a portfolio that applies key clinical benchmarks to assess readiness to proceed into professional counseling practice. The required portfolio will serve to examine student performance on a variety of counseling skills and evaluate program content. The portfolio will encourage synthesis of learning across courses and experiences and allow students to showcase their strengths as a counselor through an oral defense of their portfolio at the end of the course. An additional part of the capstone process will also require completion of a cumulative comprehensive final exam that covers all program content in order to prepare students for licensure and certification examinations. Students must pass this exam with an 80% or higher to pass the class.

RCE- Rehabilitation Counseling

RCE 605

3 credits

Medical Aspects of Disability

This course provides an overview of the medical, psychosocial, and sociological aspects of disability and chronic illness and their effects on vocational, personal and economic adjustment. Students will explore multiple theories and perspectives on psychologically adapting to disability and chronic illness, describe the medical and rehabilitation consequences of disabling conditions, examine functional capacities and limitations, apply technology to remove barriers and impediments to employment, and analyze existing community resources in service to clients with physical, cognitive, and mental health disabilities.

RCE 621

3 credits

The Helping Professional: Case Management and Community Counseling

This course provides an overview of the collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the services required to help an individual client achieve a specified goal in wellness through supported care. Students will learn how to apply evidence-based case management techniques to advocate and facilitate service provision for clients in a timely and cost-effective manner. Attention will be given to guiding students to identify and develop a knowledge base of community resources commonly used for counseling clients. Students will develop into proficient helpers by attending to assessing their helping skills including empathy, attending, questions, confrontation, sensitivity and problem solving.

RCE 640

3 credits

Psychopathology and Diagnosis

This course examines policies, regulations, and services dealing with mental disorders, addiction, and co-occurring disorders. As a result of this class, students will be introduced and become familiar with the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The major categories, diagnostic criteria, and treatment of mental disorders and chemical abuse are explored. Proper assessment and identification of discrete aspects of cognition, affect, and behavior that lead to diagnoses will be explored. The link among acculturation, acculturative stress and psychopathological conditions will be addressed.

RCE 645

3 credits

Ethics and Professional Orientation

Students will learn the guidelines to analyze ethical dilemmas and choose appropriate action under the protocols and regulations of the Code of Professional Ethics for Certified Rehabilitation Counselors (CRC) as adopted by the Commission of Rehabilitation Counselor Certification, as well as the American Counseling Association (ACA) Code of Ethics. This course will examine ethical issues, supervision, trends, developments, and multicultural issues related to competent professional practice. Components of self-awareness, culture-specific knowledge, and skills as they pertain to counseling members of diverse and under-represented populations will be examined and practiced.

RCE 699

1 credit

CRC Exam Preparation

Prerequisite: Application on file for next exam. The process of applying, preparing and taking the Certified Rehabilitation Counselor (CRC) exam will be addressed. It will cover a comprehensive review of all materials presented within the context of the Master's in Clinical Mental Health & Clinical Rehabilitation Counseling program as well as address test-taking tips, share study strategies, and conduct practice exams.