

# **SCHOOL OF PROFESSIONAL STUDIES**

## **Master of Science in Education (MSEd)**

- **School Counseling**
- **Exceptional Needs (Mild Intervention, Intense Intervention)**
- **Pre-School Licensure in Mild and Intense Intervention**

The teacher education curriculum at the University of Saint Francis is committed to providing quality academic programs which foster the formation of religious, moral, and ethical values; encourage the life-long pursuit of learning; and develop a sense of community.

The theme of teacher education in the University of Saint Francis Department of Education, "Educators facilitating and advancing learning in a diverse, ever-changing society," is incorporated within the conceptual framework of the curriculum design. The framework focuses on: 1) Knowledge of Self as an Individual, 2) Knowledge of Content, 3) Knowledge of the Learner, 4) Knowledge of Pedagogy, 5) Knowledge of Self as an Educator and Partner in a Learning Community, and 6) Knowledge of Spiritual, Ethical and Professional Self.

## **Admission Requirements (Exceptional Needs)**

In addition to university admission requirements, the Department of Education requires:

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT).
- A Standard Teaching License and/or a baccalaureate degree from a regionally accredited institution. NOTE: Completion of the teaching license coursework is part of the program requirements for exceptional needs if the candidate does not hold a valid teaching license.
- Non-licensed candidates must pass the PRAXIS I exam.
- Undergraduate GPA of 2.8 or better.
- A statement of career goals.
- An official recommendation form from two people capable of speaking authoritatively about the applicant's academic ability and teaching potential.
- Candidate interview with the Department of Education.

# **Admission Requirements (School Counseling)**

The following apply to applicants for School Counseling. Applicant selection will be based on the following (list is not prioritized):

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT).
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.
- Applicant's goals being consistent with the purpose and focus of the MEd in School Counseling Program, as well as indicative of commitment to the counseling profession.
- Demonstration of proficiency regarding academic performance. Applicants must have a minimum 2.8 GPA in undergraduate coursework, as recorded on official transcripts. Undergraduate coursework should include a minimum of six hours of coursework in Psychology (may be augmented by coursework in closely related fields or may reflect life experience).
- Indication of sufficient emotional maturity and stability to complete the rigors of graduate study as well as maintain ethical practice regarding counselee welfare. This includes, but is not limited to, openness and introspective ability regarding how applicant's own issues impact his/her work as a counseling professional.
- Presentation of willingness to develop a non-judgmental attitude and awareness of need to refer counselees who are outside the applicant's range of competence.
- Candidates for the degree in school counseling will have an interview with the Psychology and Counseling Admissions Committee.

Following the completed application process, the Office of Admissions will inform the applicant in writing of the recommendation of the Admissions Committee. This recommendation may take one of three forms:

- **Accept:** Registration for courses will be permitted and applicant will contact the Director of School Counseling or the Exceptional Needs advisor for an advising appointment.
- **Deny:** Application has been denied at this time.
- **Conditional:** Candidate's full acceptance is contingent on submission of all admission requirements.

- Provisional: Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of School Counseling or the Exceptional Needs advisor for advisement and to contract any provisions. All provisions need department chair approval.

Applicants have one year (12 months) from the date of notification of acceptance or provisional acceptance to register for classes; failure to do so invalidates admission and the applicant must re-apply, without guarantee of acceptance.

## **School Counseling (MSEd)**

The program of study leading to the MSEd Degree in School Counseling is designed to prepare students to function as professional school counselors in public or parochial environments. Students will:

- Demonstrate the ability to analyze, synthesize and critique in a scholarly manner academic subject matter, professional journal articles, and other professional resources.
- Demonstrate the ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (5th edition) standards.
- Demonstrate, promote and adhere to the standards for ethical and professional conduct in the classroom and field experiences, i.e., American Counseling Association, American School Counselor Association, as well as any legal mandates regarding school counseling.
- Demonstrate the ability to articulate, evaluate and synthesize broad knowledge of counseling theories and approaches.
- Develop the appreciation, sensitivity and skills necessary for effective communication with the exceptionalities of school-age persons, i.e., empathy, unconditional positive regard, non-judgmental attitude toward different ethnic/cultural backgrounds, value orientations, and lifestyles.
- Demonstrate competence in the various modalities of the school counseling setting, i.e., listening, influencing and group counseling skills.
- Be prepared to apply for the School Counselor License (K-12) and to seek employment as a school counselor or seek further educational opportunities.

## **School Counselor Licensure Track**

Students with a master's degree in counseling or a closely aligned area may apply for the School Counseling License (non-degree licensure) upon successful completion of the following required courses not completed in their master's program. A review of transcripts will determine what additional courses might be

required. An MEd in elementary, secondary or other related educational areas does not meet the State of Indiana Criteria for school counseling licensure.

EDUC 553	Organization and Administration of Guidance Services	3
PSYC 579	Practicum in School Counseling	3
PSYC 583	Internship in School Counseling	6
Total Hours		<hr/> 12

## **MSEd School Counseling Program Outline**

(42-45 Semester Hours)

### **Required Core Courses:**

EDUC 553	Organization and Administration of Guidance Services	3
PSYC 500	Research Methods and Statistics	3
PSYC 501	Advanced Human Growth and Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 522	Social and Cultural Issues in Counseling	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality and Counseling Theories	3
PSYC 535	Psychopathology	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3
PSYC 578	Ethical and Legal Issues in Counseling	3
PSYC 579	Practicum in School Counseling	3

### **TRACK A:**

Students with two (2) years verifiable teaching experience as determined by the Indiana State Department of Education will complete 42 hours of coursework.

Track A students are not required to complete the one-year internship. A professional portfolio must be successfully completed and presented at the end of the program. They will also select two electives from the following choices:

PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 550	Behavior Modification	3
PSYC 566	Play Therapy	3
PSYC 570	Marriage and Family Counseling	3
PSYC 576	Psychopharmacology	3

## **TRACK B:**

Students without two (2) years verifiable teaching experience will complete 45 hours of coursework. Included in the 45 hours, Track B students are required to complete PSYC 583, a one year internship (six [6] credit hours) in a public or parochial school environment (511 IAC 10-1-65.5 [1] [A] or [B]). A professional portfolio must be successfully completed and presented at the end of the program.

Upon successful completion of one of the above tracks, the school counseling candidate will be eligible for the Standard School Services License (first) as a school counselor (K-12) in the State of Indiana. The Standard License will be valid for five years and may be renewed. The Standard License may be converted to a Professional License after five years experience as a counselor and 18 additional hours of graduate coursework.

## **Practicum and Internship**

The Indiana Division of Professional Standards requires supervised practicum and internship experience in a school setting with students at all levels. The 105 clock-hours practicum experience of PSYC 579 is designed primarily to enhance the student's one-to-one counseling skills in an approved school setting. Other experiences, i.e., group counseling, group guidance, testing, record keeping, etc., are also included in the practicum. Students must have on file proof of professional liability insurance and a signed contract with the host school and the University of Saint Francis before registering for class. Additional information is available from the Director of School Counseling. Six months advanced planning is recommended for this course.

Internship in School Counseling, PSYC 583, is designed only for those students who lack two years of valid teaching experience. Pursuant to 511 IAC 10-1-65.5 [1] (A) or (B), intern students are required to complete a one year (host school calendar year), 600 clock-hours minimum internship in a school setting. The intern is mentored on site by a Professionally Licensed school counselor with five years counseling experience. Throughout the year the intern will be involved in the day-to-day activities of a school counselor. Six months advanced planning is recommended for this course. Internships may be paid; however, this occurs only occasionally.

# **Exceptional Needs (MSEd)**

Mild Intervention

Intense Intervention

**Pre-K Licensure Option (Must be added to an existing  
Mild/or Intense Intervention or comparable license)**

Students completing an Exceptional Needs program will be expected to:

- Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.
- Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with learning/behavioral needs.
- Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- Use a variety of assessments to provide information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning/behavioral needs.
- Prepare effective instruction plans based on state academic standards.
- Select, adapt and use instructional strategies, techniques and materials according to the needs of the learner to promote successful learning.
- Create a safe, positive, and supportive learning environment in which diversities are valued.
- Incorporate a variety of effective evaluation, planning and management procedures that match learner needs with the instructional environment.
- Use collaborative strategies in working with individuals with learning/behavioral needs, parents, and school and community personnel in various learning environments.
- Foster respectful and beneficial relationships between families and professionals.
- Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional needs (Council for Exceptional Children).

## **Program Outline**

**(36 hours which may include a practicum)**

### **Required Core (15 Semester Hours):**

EDUC 500	Research Methods and Statistics*	3
EDUC 505	Technology Applications in Teaching**	3
SPED 527	Foundations of Exceptionalities	3

- At least two of the following as directed by your advisor:* 3-6
- SPED 507 Methods and Techniques for Teaching Pre-Kindergarten Exceptional Needs Children
  - SPED 508 Methods and Techniques for Teaching Exceptional Elementary Children
  - SPED 509 Advanced Methods for Teaching Exceptional Middle and High School Youth
  - SPED 547 Curriculum Planning
- At least one of the following:* 3-6
- SPED 550 Teacher Inquiry
  - SPED 551 Advanced Seminar

## **Area of Concentration (select one):**

### **Emotionally Disabled**

(May only be added to a Rules 46-47 License)

#### **(24 Hours of Content/Practicum)**

SPED 510	Mild Disabilities	3
SPED 513	Practicum	3
SPED 522	Development of Competent Mildly Disabled Youth	3
SPED 530	Emotional Disabilities	3
SPED 532	Psychoeducational Behavioral Analysis	3
SPED 537	Collaboration and Communication in Exceptional Needs	3
SPED 540	Diagnostic/Prescriptive Teaching of Exceptional Students**	3
SPED 541	Behavior/Classroom Management	3

### **Mild Intervention**

#### **(21 Hours of Content/Practicum)**

SPED 510	Mild Disabilities	3
SPED 513	Practicum	3
SPED 522	Development of Competent Mildly Disabled Youth	3
SPED 530	Emotional Disabilities	3
SPED 537	Collaboration and Communication in Exceptional Needs	3
SPED 540	Diagnostic/Prescriptive Teaching of Exceptional Children**	3
SPED 541	Behavior/Classroom Management	3

### **Intense Intervention**

#### **(21 Hours of Content/Practicum)**

SPED 513	Practicum	3
SPED 514	Severe Disabilities/Intense Intervention	3
SPED 516	Health and Related Issues	3

SPED 517	Language and Communication Development	3
or		
SPED 544	Total Communication	3
SPED 518	Functional Curriculum/Assistive Technology	3
SPED 532	Psychoeducational Behavior Analysis	3
SPED 537	Collaboration and Communication	3

## **Pre-Kindergarten**

### **(12 Hours – may be added to the Mild or Intense License)**

SPED 507	Methods and Techniques for Preschool Exceptional Needs	3
SPED 513	Practicum	3
SPED 516	Health and Related Issues	3
SPED 517	Language and Communication Development or Total Communication	3
or		
SPED 544	Total Communication	3

*\* Must be taken within the first 12 hours*

*\*\*Required, if not taken on the undergraduate level (EDUC 350 Diagnostic and Corrective Teaching)*

A candidate portfolio must be successfully completed and presented as follows: the Skilled Portfolio in SPED 513 and the Distinguished Portfolio in SPED 550 at the end of the program.

The following additional courses are required if the candidate does not possess a Standard License in Indiana in either Elementary, Secondary or Exceptional Needs:

SPED 527	Foundations in Exceptionalities
EDUC 482/483	Student Teaching
READ 502	Reading Methods

## **Education Course Descriptions**

### **EDUC 500**

#### **RESEARCH METHODS AND STATISTICS**

#### **3 credit hours**

Basic methods of research and evaluation in the behavioral sciences, an overview of research and evaluation designs, their strengths and limitations. Application of statistical methods, including both parametric and non-parametric techniques. Ethical, legal, and contemporary problems in research and evaluation. Should be taken during the first 12 hours of graduate work.

**EDUC 505**  
**TECHNOLOGY APPLICATIONS IN TEACHING**

**3 credit hours**

A course designed to present topics related to recent curriculum innovations in technology education in the schools. Includes discussion appropriate to elementary, secondary and exceptional needs classes and curriculum. Presents the use of technology as learning tools in the classroom. Skills are developed in areas such as, but not limited to, desktop publishing, data management, software evaluation, image editing, and multimedia. There is an emphasis on cross-curricular integration.

**EDUC 553**  
**ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES**

**3 credit hours**

A seminar-type course dealing with issues faced by the professional school counselor, i.e., philosophical, ethical, legal, political, cultural, economic, and counselor self-development. Also explored will be the planning, implementation, and administration of guidance services.

**EDUC 590**  
**DIRECTED STUDY**

**3 credit hours**

Individualized study of an academic area of interest for which the student has adequate background.

*Prerequisite: Consent of Department Chair and Associate Vice President for Academic Affairs.*

## **Reading Course Descriptions**

**READ 502**  
**METHODS AND MATERIALS OF TEACHING READING**

**3 credit hours**

Understanding dynamics of reading classroom theoretical beliefs. Analysis of interactive nature of reading practices and procedures. Make curriculum decisions in a reading classroom based on careful, informed observation. Knowledge of developmental, corrective, and supplementary reading materials and approaches. Emphasis on evaluating the strengths and weaknesses of various materials and approaches. Identification of strategies and skills materials designed to develop/correct. Selection and adaption of materials/strategies/skills to individual needs. Design of appropriate materials, methods and learning environments for instruction. Understand research-based effective teaching of reading.

# **Exceptional Needs Course Descriptions**

## **SPED 507**

### **METHODS AND TECHNIQUES PRE-K EXCEPTIONAL NEEDS CHILDREN**

#### **3 credit hours**

Techniques and strategies for small group and individual customized instruction with multidisciplinary approaches for the LRE and IFSP implementation.

## **SPED 508**

### **METHODS AND TECHNIQUES FOR TEACHING EXCEPTIONAL ELEMENTARY CHILDREN**

#### **3 credit hours**

Techniques, including specific and applied teaching for group and individual instruction design, scheduling, multidisciplinary approaches, and curriculum planning for least restrictive environment (LRE); legal responsibilities; application of instructional design will be demonstrated by a customized instructional planning tool that can be used for IEP documentation. All instruction is based on the academic standards. Development of competency in the use of computers and other instructional multimedia tools. Planning for paraprofessional assignments and responsibilities is included.

## **SPED 509**

### **ADVANCED METHODS FOR TEACHING EXCEPTIONAL MIDDLE AND HIGH SCHOOL YOUTH**

#### **3 credit hours**

Methods, materials, and strategies, including transition, future careers, and curriculum planning; accommodations for an age-appropriate inclusive environment; effective planning for paraprofessional assignments and responsibilities. The current academic standards are used as the basis for instructional planning. Development of competency using multimedia tools for secondary levels.

## **SPED 510**

### **MILD DISABILITIES**

#### **3 credit hours**

Historical development of the category, including definitions and characteristics, underlying rationale for teaching; continuum of services, multidisciplinary approaches; procedures for families and teachers; and legal issues. Research investigation of the relationship of juvenile delinquency and mildly disabled youth.

## **SPED 513**

### **PRACTICUM**

#### **3 credit hours**

Practical on-campus or site-based lab experience in teaching, assessing, and formulating the prescriptive IEP under supervision of a university instructor and school administrator. Seminars provide selection and use of instructional procedures and assessments, effective case study and parent partnerships; development of strategies to facilitate success in an inclusive environment (Must be completed in first 21 hours).

**SPED 514****SEVERE DISABILITIES/INTENSE INTERVENTION****3 credit hours**

Identification, development, assessment, and training of Pre-K children, review of family-centered intervention and programs, services provided including transition to public/private school.

**SPED 516****HEALTH AND RELATED ISSUES****3 credit hours**

This course is designed to provide educators and related professionals with knowledge of health and related issues for children with disabilities. A review and discussion of interventions, services, and providers are included.

**SPED 517****LANGUAGE AND COMMUNICATION DEVELOPMENT****3 credit hours**

This course includes knowledge of communication development and its link to other aspects of development in young children. The course will present communication development in common with acquisition of communication skills, during verbal phases of development, receptive and expressive language, spoken, non-spoken, and sign language means of expression, the use of augmentative communication devices, and speech production and perception.

**SPED 518****FUNCTIONAL CURRICULUM/ASSISTIVE TECHNOLOGY****3 credit hours**

Develop knowledge and the skills to design, implement, and deliver appropriate intervention services designed to meet the developmental needs of young children with disabilities.

**SPED 522****DEVELOPMENT OF COMPETENT MILDLY DISABLED YOUTH****3 credit hours**

A theoretical framework and practical model for assisting the mildly disabled student to develop appropriate adaptive behaviors, focusing on personal habits, academic skills, and leisure-time activities. The development of social competencies that enable transition to a competent, productive and well-adjusted member of society are studied. Active research activities and data collection techniques to be applied in the classroom environment are part of the expectation.

**SPED 527****FOUNDATIONS OF EXCEPTIONALITIES****3 credit hours**

The purpose of this course is to introduce and familiarize students with individuals who have learning, behavioral, sensory, and physical differences. Learning and social characteristics of individuals with disabilities and giftedness will be explored. The human services available to those individuals will be examined.

**SPED 530**  
**EMOTIONAL DISABILITIES**

**3 credit hours**

Identification, definition, etiology, correlating conditions, legal issues, and major service delivery models for individuals K-12 who are emotionally disabled. Evolution of the continuum of services and the implications for best practice.

**SPED 532**  
**PSYCHOEDUCATIONAL BEHAVIOR ANALYSIS**

**3 credit hours**

Survey of various psychoeducational strategies from various theoretical models that have been field tested with emotionally disabled students. Intervention plan development and management options for LRE. Presentations of models and research implications.

**SPED 537**  
**COLLABORATION AND COMMUNICATION IN EXCEPTIONAL NEEDS**

**3 credit hours**

Presentation of various collaboration models, roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team. The role of the teacher as a manager of human and material resources; principles for influencing school organizations and systems.

**SPED 540**  
**DIAGNOSTIC/PRESCRIPTIVE TEACHING OF EXCEPTIONAL STUDENTS**

**3 credit hours**

Review of currently used diagnostics which provide a variety of assessment information and develop the Individual Educational Plan (IEP) for emotionally disabled (ED) and mildly disabled (MiDis) students. Problem-solving discussions about effectiveness of assessments and basic statistics relating to interpreting educational diagnostics. Application and the use of diagnostic/prescriptive techniques with various teaching applications to slow, accelerate or otherwise accommodate the teaching pace, style or strategies to provide K-12 students with optimum educational learning experience for success.

**SPED 541**  
**BEHAVIOR/CLASSROOM MANAGEMENT**

**3 credit hours**

Theories and systems of behavior management; application in working with groups and individuals. Use of behavior assessment tools and the development of a matrix for target behaviors. Focus on acquisition and/or improvement of competencies necessary for good interpersonal skills that facilitate teacher/student/parent/peer cooperation and successful interaction. Design a management system (BIP) for success in the learning environment.

**SPED 542**  
**EDUCATION OF THE PRESCHOOL EXCEPTIONAL CHILD**

**3 credit hours**

Identification, development, assessment, and training of children between birth and five years of age; review of the family-centered interventions and programs/services

provided, including transition to public school. Discussion of various teaching and organizational strategies.

### **SPED 543**

#### **SPECIFIC TECHNIQUES IN EDUCATIONAL COUNSELING OF PARENTS OF EXCEPTIONAL CHILDREN**

##### **3 credit hours**

Specific techniques in educational counseling of parents for teachers and paraprofessionals who work with exceptional children. Focuses on the development of effective family partnerships. Develop an awareness of needs and family support.

### **SPED 544**

#### **TOTAL COMMUNICATION**

##### **3 credit hours**

Theories and methods for using total communication in teaching individuals with handicaps. Sign language, use of computers, augmentative communication systems, and adaptive equipment are reviewed and discussed. Emphasizes receptive and expressive language.

### **SPED 547**

#### **CURRICULUM PLANNING**

##### **3 credit hours**

Curriculum design that focuses on the implementation of the IEP for students with exceptional needs and the continuum of services that may impact planning. General and specific content for different levels that teachers of exceptional needs students must be able to adapt for successful learning. Review in detail historical curricular approaches and their effectiveness; examination of current curricular strategies.

### **SPED 548**

#### **TEACHING THE WHOLE CHILD**

##### **3 credit hours**

Education of the whole child K-12, physical, psychological, social, and the impact of dealing with special needs students within the general education environment. Deviations from commonalities with human growth and development sequence norms. A close look at the relationship of cognition and learning differences of typical and exceptional needs individuals. Consideration of emotional health and physical well being.

### **SPED 550**

#### **TEACHER INQUIRY**

##### **3 credit hours**

This course is designed to support the professional inquiries of teachers who see themselves as more than content specialists. Teachers receive guidance on how to integrate the forms of inquiry into ongoing reflections on their craft. This class will provide the graduate student with an opportunity to review the research on the effectiveness of various teaching methods and theoretical models in an educational setting with children who are experiencing learning difficulties. Class meetings will review and apply the use of constructivism in today's classroom. In addition, discussions will focus on current issues of research and practice in the field of disabilities, and will provide a forum for students to discuss particular cases and programs. Students will

pose an important question regarding behavior management, curriculum methodology, or other related instructional problem; complete a literature review to find a possible solution(s) to the instructional question posed; identify the best solution discovered and propose the research design that will be used to study the effectiveness of implementing the solution. A formal publishable research paper will be completed following APA current edition and/or the requirements of the professional journal to which the paper will be submitted.

Prerequisite: Certification in at least one area of Exceptional Needs OR at least three required courses in the student's area of concentration.

*Prerequisite or Corequisite: EDUC 500—Research and Evaluation.*

## **SPED 551**

### **ADVANCED SEMINAR**

#### **3 credit hours**

Students will design and execute a specific approach/model reviewed in the research (literature review section of paper) with which the individual or group has not had previous experience. Ongoing judgments will be made relating to the usability and relevance of the selected approach/model and appropriate generalization(s) and/or application of the result for the benefit of the exceptional student(s), including possible changes in service delivery will be presented. Students will work closely with the professor and submit all data sheets, worksheets, etc. during the individual meetings. Students will submit all proposals regarding specific student(s) and include school system approval for applied research to insure that nothing is done that might be contrary to the rules and regulations of that school district. If work is to be done directly with children, signed permission must be obtained from the parents or guardians. Present the project and be prepared to discuss the outcome(s) of your research.

*Prerequisite: SPED 550 or Permission of Instructor.*

## **SPED 552**

### **PREVOCATIONAL WORK TRAINING AND ADULT LIVING SKILLS FOR MILDLY DISABLED YOUTH**

#### **3 credit hours**

Study of future career planning and skills training necessary for mildly disabled youth to make a successful transition into society. The relationship of work and personal habits, leisure-time activities, and productivity versus delinquency. Students will conduct active research experiences within the community to determine societal needs, career and independence opportunities as well as availability of community resources for teachers, parents and MiDis students.

## **SPED 560**

### **TRENDS AND ISSUES**

#### **3 credit hours**

Addresses current topics of particular relevance to general and special educators. Present and emerging challenges will be studied and researched. Opportunities for professional growth through reading, discussion and problem-solving activities.

## **SPED 583**

### **IMPLEMENTATION FOR NEW DELIVERY SYSTEMS**

#### **3 credit hours**

Provides a base for instructional design by looking at the learning process, principles of learning and the purpose for instructional design. It facilitates a systems approach and investigates planned instruction, conditions of learning, and building blocks of instruction. Includes extensive literature review, philosophical belief exploration and the development of a comprehensive delivery system.

## **Department of Psychology and Counseling**

**Master of Science in Mental Health Counseling (MS)**

**Master of Science in Psychology (MS)**

**Master of Science in Pastoral Counseling (MS)**

**Advanced Certificate in Pastoral Counseling**

### **Mental Health Counseling – MS**

The program of study leading to the Master of Science (MS) degree in Mental Health Counseling is designed to prepare persons to function as Licensed Mental Health Counselors (LMHC) in healthcare, residential, private practice, community agency, governmental, business, and industrial settings. The scope of practice for mental health counseling is defined in Section 24. IC 25-23.6-1-7.5 of the Indiana Code, which is available from the Psychology and Counseling Department.

To successfully complete the MS in Mental Health Counseling, students will:

- Demonstrate ability to analyze, synthesize, and critique in a scholarly manner academic subject matter, professional journal articles, and other professional resources. Students will demonstrate ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (4th edition) standards.
- Promote and adhere to the standards/guidelines for ethical and professional conduct in all classroom and field experiences (i.e., American Counseling Association's Ethical Standards for Mental Health Professionals, and the American Psychological Association's Ethical Principles), as well as legal mandates regarding the practice of their profession.
- Demonstrate an ability to synthesize, evaluate, and articulate broad knowledge of counseling theories and approaches. This will include ability to apply scientific and measurement principles to the study of psychology.
- Develop a capacity to communicate respect, empathy, and unconditional positive regard toward others, including demonstration of a tolerant, non-

- judgmental attitude toward different ethnic/cultural heritages, value orientations, and lifestyles.
- Recognize and effectively conceptualize the exceptional needs of persons with varying mental, adjustment, developmental and/or chemical dependence disorders. Students will recognize the need for, request, and benefit from consultation and supervision when practicing in areas of insufficient competence.
  - Demonstrate competence to counsel/interview using basic listening and influencing skills in one-to-one, marital, family, and group counseling modalities.
  - Be prepared to seek employment as a Licensed Mental Health Counselor, enter a program of additional education/training, and/or seek other appropriate certifications.

## **Program Outline**

(61 Semester Hours)

### **Core Courses: 27 semester hours (required)**

PSYC 500	Research Methods and Statistics	3
PSYC 501	Advanced Human Growth and Development	3
PSYC 502	Foundations and Contextual Dimensions of Mental Health Counseling	3
PSYC 518	Lifestyle/Career Counseling	3
PSYC 522	Social and Cultural Issues	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality/Counseling Theories	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3

### **Concentration Courses: 25 semester hours (required)**

PSYC 535	Psychopathology	3
PSYC 570	Marriage and Family Counseling	3
PSYC 576	Psychopharmacology	3
PSYC 577	Psychodiagnosis	3
PSYC 578	Professional Orientation: Ethical and Legal Issues	3
PSYC 580	Practicum: Mental Health Counseling	3
PSYC 582	Internship: Mental Health Counseling	4
PSYC 591	Advanced Mental Health Internship	3

### **Elective Courses 9 semester hours (choose 3 courses)**

PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 550	Behavior Modification	3
PSYC 566	Play Therapy	3
PSYC 574	Specialized Techniques in Counseling	3

## Admission Requirements

In addition to the entrance requirements described under Admission to a Degree Program, the applicant for the Mental Health Counseling program must:

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to become a licensed counselor. One could also include specific training objectives and long-term career goals following graduation.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.
- Have an interview with the Psychology and Counseling Admissions Committee. The interview will be conducted ONLY if the applicant has filed all of the above.

Applicant selection will be based upon the following (listing not prioritized):

- Applicant's goals being consistent with the purpose and focus of the MS in Mental Health Counseling program as well as indicative of commitment to the counseling profession.
- Demonstration of proficiency regarding previous academic performance. Applicants must have a minimum of a 3.0 GPA on a 4.0 scale in undergraduate coursework, as recorded on official transcripts. Quality written/oral communication skills are highly desired.
- Undergraduate coursework should include a minimum of 9-12 hours of coursework in psychology (may be augmented by coursework in closely related fields and/or reflect life experience).
- Indication of sufficient emotional maturity, stability and poise to complete the rigors of graduate study as well as maintain ethical practice regarding client welfare. This includes, but is not limited to, openness and introspective ability regarding how applicant's own issues impact their work as counseling professionals.
- Willingness to develop a non-judgmental attitude, clarity of values, and awareness of need to refer clients who are outside the applicant's range of competence and objective practice.

The Office of Admissions will inform the applicant in writing of the decision of the Psychology and Counseling Admissions Committee. This decision may take one of these three forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of Mental Health Counseling for an advising appointment.
2. **Deny:** Applicant has been denied at this time.

3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director, Mental Health Counseling for advisement and to contract any provisions. All provisos are made in consultation with the Department Chair.

Applicants have one year (12 months) from the date of notification of acceptance or provisional acceptance to register for classes; not to do so invalidates admission and the applicant must re-apply without guarantee of acceptance

## **Mental Health Counseling Clinical Instruction**

Clinical instruction includes supervised Practicum (100 hours), Internship (600 hours), and Advanced Internship (300 hours) completed within a student's program of study. Well-planned clinical instruction is vital to subsequent effective professional practice and is taken at the end of a student's course of study. Given the extensive time requirements for clinical work, students should consider from the outset of their program how, when, and where they will meet these clinical requirements.

The following information will assist students in planning their clinical experiences:

- Students must meet with the Director, Mental Health Counseling program six (6) months prior to registering for clinical coursework to plan the type of experience, agency, and location most appropriate for each individual student's clinical training needs. No "last-minute" arrangements will be accommodated.
- All counseling agencies serving as training sites must be pre-approved by the Director, Mental Health Counseling program.
- Once a verbal agreement has been reached between the participating training site/agency and the student, the course instructor, student, and on-site supervisor will meet to formally sign any and all contractual arrangements. Contract signing should be completed at least six weeks prior to the beginning of the clinical experience.
- Students must have on file proof of student-counselor liability insurance (\$1 million each incident/ \$3 million annual aggregate limits) and a signed contract before registration for Practicum, Internship, and/or Advanced Internship will be allowed.

- It is strongly suggested that students maintain adequate medical insurance during their clinical instruction.
- A student's personal employment is not customarily considered appropriate to serve as a student-structured, focused learning clinical experience.

**PSYC 580 - Practicum** is a fifteen (15) week, one (1) semester course. Practicum students complete a minimum of 100 hours of clinical work during the semester, including a minimum of 40 hours of face-to-face client contact (1/4 of these face-to-face hours are to be spent conducting group therapy). Practicum usually requires working approximately 8-10 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week. A grade of "Pass" must be achieved before proceeding to internship.

**PSYC 582 - Internship** includes 600 hours of clinical work where 240 hours involve providing face-to-face client service. There are two options for completing the requirements for PSYC 582 - Internship:

- **One Semester Option:** 15 weeks, 600 agency hours minimum including 240 hours of face-to-face client service. Requires forty (40) hours full-time work for 15 weeks, and 2 hours of individual face-to-face supervision per week in addition to 1.5 hours of on-campus group supervision.
- **Two Semester Option:** 30 weeks, 300 agency hours minimum including 120 hours of face-to-face client service during each of the two semesters. Requires approximately 20 hours per week for 30 weeks, and 1 hour of individual face-to-face supervision per week in addition to 1.5 hours of on-campus group supervision over the course of the two semesters.

**PSYC 591 - Advanced Internship** is a fifteen (15) week, one (1) semester course. Advanced Internship students complete a minimum of 300 hours of clinical work during the semester, including a minimum of 120 hours of face-to-face client service. Advanced Internship requires working approximately 20 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week.

*Note: Since the purpose of Practicum, Internship, and Advanced Internship is to give students as broad an exposure to clinical treatment areas as possible, fulfilling the scope of practice for Licensed Mental Health Counselors as defined in Indiana code, selection of appropriate sites will be made in careful consultation with the Director, Mental Health Counseling program. Site selection will be based on educational need rather than convenience, and students can anticipate over the course of their clinical instruction potentially working at more than one site.*

## **Pastoral Counseling — MS**

Pastoral counselors have become major providers of mental health services in this country, accounting for more than three million hours of treatment annually in both institutional and private settings. Pastoral counselors are often on the front line in helping individuals and families cope with serious problems. These include mental and emotional illness, drug and alcohol abuse, family conflict, depression and suicide, child and spouse abuse, juvenile delinquency, as well as other problems.

The University of St Francis is in a unique position to train highly skilled counselors and offers a pastoral, faith-based counseling program for those students wishing to have advanced education and experience in this area.

The university offers a Master of Science in Pastoral Counseling for individuals who wish to become counselors serving non-profit religious organizations and an Advanced Certificate in Pastoral Counseling for already licensed counselors. Both are Interfaith Franciscan Pastoral Counseling programs. This focus on the Franciscan tradition allows students of all faiths to explore their faith in the light of the Franciscan tradition.

### **Requirements for Master of Science Program Outline**

(51 Semester Hours)

#### **Core Clinical Courses 18 semester hours (required)**

PSYC 570	Marriage and Family Counseling	3
PSYC 578	Ethical and Legal Issues	3
PSYC 522	Social and Cultural Issues	3
PSYC 530	Personality/Counseling Theories	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3

#### **Elective Courses (choose six hours)**

PSYC 501	Advanced Human Growth and Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 528	Testing and Appraisal	3
PSYC 535	Psychopathology	3
PSYC 545	Substance Abuse Counseling	3

#### **Pastoral Counseling Courses 27 semester hours (required)**

THEO 500	Foundations of Scripture	3
THEO 510	Systematic Theology	3
THEO 520	Moral Theology	3

THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 560	Basic Pastoral Care	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
PSYC 620	Pastoral Care Specialist Training	3

**Requirements for Advanced Certificate (designed for licensed mental health professionals)**

THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
THEO 570	Spirituality and Spiritual Formation	3
PSYC 620	Pastoral Care Specialist Training	3

## **Psychology – MS**

The Master's of Science in Psychology is designed to provide students with a fundamental background in psychology. In order to work as a professional psychologist, it is necessary to earn a doctoral degree. This program is intended to meet the needs of students who either do not have a background in psychology or who need further preparation in psychology before continuing on at a doctoral level. Additionally, in some instances, the degree may enhance standing in or qualifications for one's current career.

**Students will:**

- Demonstrate, promote, and adhere to the American Psychological Association's Ethical Principles, as well as Christian values as modeled in a Franciscan Institution.
- Demonstrate the ability to write, argue and critique classical psychology studies.
- Demonstrate the ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (4th edition) standards.
- Demonstrate the ability to use and analyze statistical data.
- Demonstrate the ability to understand human nature through the use of individual and group skills.
- Be prepared to seek employment and/or seek admission to a program for additional education or training.

# Program Outline

(45 Semester Hours)

## **Core Courses 30 semester hours (required)**

PSYC 500	Research Methods and Statistics	3
PSYC 501	Advanced Human Growth and Development	3
PSYC 520	History and Systems of Psychology	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality and Counseling Theories	3
PSYC 535	Psychopathology	3
PSYC 541	Social Psychology	3
PSYC 548	Group Processes in Counseling	3
PSYC 550	Behavior Modification	3
PSYC 567	Human Neuropsychology	3

## **Electives (Choose 15 semester hours)**

BUS 512	Industrial/Organizational Psychology	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 522	Social and Cultural Issues in Counseling	3
PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 568	Health Psychology	3
PSYC 576	Psychopharmacology	3
PSYC 588	Practicum in Psychology	3
PSYC 590	Directed Study	3
PSYC 699	Thesis Option	3/6

Additional elective coursework may be selected with the approval of the Director of MS in Psychology and the Department Chair.

## **Admission Requirements**

In addition to the entrance requirements described under Admission to a Degree Program, the applicant for the Psychology program must:

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to seek a degree in Psychology. One could also include specific training objectives and long-term career goals following graduation.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.

**Applicant selection will be based upon the following (listing not prioritized):**

- Applicant must hold an undergraduate degree with a 3.0 GPA on a 4.0 scale or the equivalent thereof.
- In addition, applicant's psychology background must include the following: general psychology, statistics, personality, abnormal, computer literacy, and six hours in developmental psychology.

The Office of Admissions will inform the applicant in writing of the decision of the Psychology and Counseling Admissions Committee. This decision may take one of three forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of MS in Psychology for an advising appointment.
2. **Deny:** Applicant has been denied at this time.
3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of MS in Psychology for advisement and to contract any provisions. All provisions need Department Chair approval.

## **Psychology Practicum**

- 105 clock hours of practical field experience tailored individually for students in the MS Psychology Program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field.
- Students will be under the supervision of an "on-site" supervisor who will mentor and give direction to their activities. Specific objectives and duties of the practicum will be collaboratively defined by the University of Saint Francis instructor and the "on-site" supervisor.
- Planning six (6) months in advance in order to arrange an approved placement site is recommended. Students must have on file in the departmental office proof of liability insurance and a signed contract with the placement site and University of Saint Francis **BEFORE** registration for class is permitted.
- A minimum of ten (10) hours per week at the practicum site is required. In addition, students will meet for 15 hours per semester on campus with the University of Saint Francis instructor for support and class work. Students will be visited at their host site by their practicum instructor. A grade of "Pass" or "Fail" will be awarded for this course.  
*Prerequisite: Successful completion of core courses (30 semester hours).*

# **Pastoral Counseling-MS**

## **Pastoral Counseling-Advanced Certificate**

Pastoral counselors have become major providers of mental health services in this country, accounting for more than three million hours of treatment annually in both institutional and private settings. Pastoral counselors are often on the front line in helping individuals and families cope with serious problems. These include mental and emotional illness, drug and alcohol abuse, family conflict, depression and suicide, child and spouse abuse, juvenile delinquency, as well as other problems.

The University of Saint Francis is in a unique position to train highly skilled counselors and offers a pastoral, faith-based counseling program for those students wishing to have advanced education and experience in this area.

The university offers a Master of Science in Pastoral Counseling for individuals who want to provide counseling services in a non-profit religious oriented environment. An Advanced Certificate in Pastoral Counseling for already licensed counselors/ psychologists/social workers is also available for those already having advanced degrees in the counseling professions. Both the MS and Advanced Certificate programs in Pastoral Counseling are Interfaith Franciscan Pastoral Counseling programs. This focus on the Franciscan tradition allows students of all faiths to explore their faith in the light of the Franciscan tradition.

## **Requirements for Master of Science Program Outline**

(51 Semester Hours)

### **Core Clinical Courses 18 semester hours (required)**

PSYC 570	Marriage and Family Counseling	3
PSYC 578	Ethical and Legal Issues	3
PSYC 522	Social and Cultural Issues	3
PSYC 530	Personality/Counseling Theories	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3

### **Elective Courses (choose six hours)**

PSYC 501	Advanced Human Growth and Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 528	Testing and Appraisal	3
PSYC 535	Psychopathology	3
PSYC 545	Substance Abuse Counseling	3

### **Pastoral Counseling Courses**

THEO 500	Foundations of Scripture	3
THEO 510	Systematic Theology	3
THEO 520	Moral Theology	3
THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 560	Basic Pastoral Care	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
PSYC 620	Pastoral Care Specialist Training	3

### **Requirements for Advanced Certificate (designed for licensed mental health professionals)**

THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
THEO 570	Spirituality and Spiritual Formation	3
PSYC 620	Pastoral Care Specialist Training	3

## **Psychology Course Descriptions**

### **PSYC 500**

#### **RESEARCH METHODS AND STATISTICS**

##### **3 credit hours**

Basic methods of research and evaluation in the behavioral sciences. An overview of research and evaluation designs, their strengths and limitations. Application of statistical methods and data gathering techniques.

### **PSYC 501**

#### **ADVANCED HUMAN GROWTH AND DEVELOPMENT**

##### **3 credit hours**

Physiological, social and psychological developmental processes from conception to maturation. Review of stages of development, patterns of behavior, and exploration of current social issues related to development.

### **PSYC 502**

#### **FOUNDATIONS AND CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING**

##### **3 credit hours**

Studies include examination of the historical, societal, cultural, economic, and political dimensions of mental health counseling, as well as the assumptions and roles mental health counselors play within the context of health and human services systems.

**PSYC 518****LIFESTYLE AND CAREER COUNSELING****3 credit hours**

Career counseling theories and skills across the lifespan will be explored. Recent developments in lifestyle, theorists and theoretical constructs, as well as practical delivery systems in school and community mental health agencies will be examined.

**PSYC 520****HISTORY AND SYSTEMS OF PSYCHOLOGY****3 credit hours**

Overview of the history of psychology with its roots in philosophy to present-day contemporary psychology is explored. Classical psychological theories are examined as well as an analysis of the foundations of contemporary psychology and their systems.

**PSYC 522****SOCIAL AND CULTURAL ISSUES IN COUNSELING****3 credit hours**

Major social problems in contemporary society and their impact upon counseling will be probed. Exploration of sub-groups and cross-cultural issues as well as emphasis on sensitizing students to ethnocentrism and development of respect for diversity in all its guises.

**PSYC 528****TESTING AND APPRAISAL OF INDIVIDUALS****3 credit hours**

Introduction to the major concepts of psychological testing: reliability and validity; standardized tests; ethnic, cultural, sexual and age related factors; ethical standards for development and usage; test construction; interpretation.

*Prerequisite: PSYC 500.*

**PSYC 529****HUMAN SEXUALITY****3 credit hours**

Physiological, social, and psychological factors in human sexual behavior at various ages and stages of development: normal and deviant behavior, physiological processes and correlates, attitudes and stereotypes, description and etiology of sexual dysfunctions and common treatment strategies.

**PSYC 530****PERSONALITY AND COUNSELING THEORIES****3 credit hours**

Introduction to counseling theories and psychological processes involved in individual counseling. Including but not limited to analytical, phenomenological, person-centered, existential, behavioral, cognitive/behavioral. Students will refine their own theory of personality and counseling. Case studies.

**PSYC 535**  
**PSYCHOPATHOLOGY**

**3 credit hours**

Overview of psychopathology, with emphasis on etiology, symptoms, sociocultural factors, system effects of disorders and maladaptive patterns of behavior. Current diagnostic and classification systems and treatment approaches will be explored.

**PSYC 541**  
**SOCIAL PSYCHOLOGY**

**3 credit hours**

Overview of the dynamics of social and behavioral development of the individual and groups. Topics explored but not limited to the following: social attitude changes, prejudice and stereotypical behavior, changing roles of men and women, rural vs. urban societies, subcultures, ethnic diversity, measurement and research.

**PSYC 544**  
**COUNSELING SKILLS**

**3 credit hours**

Demonstration and supervised practice (role play) of micro-counseling skills, including attending behaviors, questioning, paraphrasing, summarization, reflection of feeling, confrontation, and reflection of meaning. Students will refine their counseling techniques, integrating acquired skills and influencing strategies with personal style.

*Prerequisite: PSYC 530.*

**PSYC 545**  
**SUBSTANCE ABUSE COUNSELING**

**3 credit hours**

Overview of the physiological, biochemical, social and psychological aspects of psychoactive substance disorders. Examination of the rehabilitative potential of Alcoholics Anonymous/Alanon and the major propositions of the disease concept of alcoholism. Differential diagnosis of psychoactive substance use, abuse and dependence will be explored.

**PSYC 548**  
**GROUP PROCESSES IN COUNSELING**

**3 credit hours**

Group work studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, other group work approaches, and ethical issues related to group work.

*Prerequisite: PSYC 530.*

**PSYC 550**  
**BEHAVIOR MODIFICATION**

**3 credit hours**

Explores the principles and specific procedures of behavior modification. Including but not limited to collection of behavioral baseline data, setting objectives, analysis of procedures, evaluating behavioral programs, record keeping and impact on the behavior of individuals.

**PSYC 567****HUMAN NEUROPSYCHOLOGY****3 credit hours**

This course provides an introduction to human brain-behavior relationships including neuroanatomy, neurophysiology, cognitive processes, sensory and motor processes, and their interactions with emotion and personality. Brain organization, neurodevelopment, individual differences, and clinical neuropsychological assessment will also be presented.

**PSYC 568****HEALTH PSYCHOLOGY****3 credit hours**

This course is an introduction to health psychology by focusing on biological, psychological, social, cultural, and spiritual factors in health and illness. An examination of how psychological processes influence attitudes, health behaviors, disease prevention, medical treatment, stress and coping, and adjustment to illness will also be presented.

**PSYC 566****PLAY THERAPY****3 credit hours**

Designed to provide an understanding of the theoretical/pragmatic aspects of children's play. Play will be discussed both as a developmental "phase stage" and as a therapeutic process. Course focus will be upon the psychological world of the child, including the relationship between the child's internal world and external manifestations through play.

**PSYC 570****MARRIAGE AND FAMILY COUNSELING****3 credit hours**

System approach, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling are studied.

*Prerequisites: PSYC 530, 544.*

**PSYC 574****SPECIALIZED TECHNIQUES IN COUNSELING****3 credit hours**

Prepares students to function effectively in managed care environments by examining treatment protocols for commonly encountered emotional/behavioral diagnoses, including, but not limited to, depressive disorders, panic and anxiety disorders, eating disorders, ADHD, parenting skills training, and sexually abused/abusing populations.

*Prerequisite: PSYC 530.*

**PSYC 576****PSYCHOPHARMACOLOGY****3 credit hours**

Psychopharmacology as related to the professional practice of mental health counseling. Includes basic physiology and neurobiochemistry: nervous system, neuron functioning and neurotransmitter substances. Introduction to pharmacokinetics and pharmacodynamics. Clinical psychopharmacology related to anxiety, mood, and psychotic disorders and geriatric, child, addiction, personality, and impulse disorder populations.

**PSYC 577****PSYCHODIAGNOSIS****3 credit hours**

Overview of the benefits and limitations of clinical diagnosis. Intensive examination of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association), including but not limited to the criteria for differential diagnosis. Clinical interviews and mental status exams (to obtain sufficient information for diagnosing) plus the compilation for information into a cohesive report will be emphasized.

*Prerequisite: PSYC 535.*

**PSYC 578****PROFESSIONAL ORIENTATION: ETHICAL AND LEGAL ISSUES****3 credit hours**

Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. 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. Focus on ethical decision making related to the counseling process. Value clarification, rights and responsibilities of both counselor and counselee, competence, working with culturally diverse populations, as well as current legal guidelines related to maintenance of records, confidentiality, reporting child abuse/neglect, duty to warn and protect, and involuntary commitment will be examined.

**PSYC 579****PRACTICUM IN SCHOOL COUNSELING****3 credit hours**

105 clock hours of practical field experience in an approved school setting designed to enhance the practicum student's one-to-one counseling skills. Included in the 105 clock hours will be 40-60 hours of face-to-face counseling of host school students, and other diverse counselor activities. Practicum students will meet on campus with a University of Saint Francis instructor for fifteen (15) hours during the semester for support and class work. Students will be visited at their host schools by their practicum instructor.

*Prerequisites: Program Director approval; to be taken towards the end of the academic program.*

**PSYC 580****PRACTICUM IN MENTAL HEALTH COUNSELING****3 credit hours**

Practicum provides for the development of individual counseling and group work skills under supervision. Required are a minimum of 100 agency clock hours, of which 40 hours minimum are direct service with clients (1/4 of these hours should be in group work). This represents approximately 2 1/2 days per week of work over the 15-week semester. Students receive a minimum of 1 hour per week of face-to-face supervision from the on-site supervisor and 1.5 hours of on-campus group supervision by the course instructor. Students will be visited at their host agency by their practicum instructor. Practicum will be taken prior to and may not be taken concurrently with internship. Prerequisites: PSYC 544, 548, 577, 578; Program Director approval; to be taken towards the end of the academic program.

**PSYC 582****INTERNSHIP IN MENTAL HEALTH COUNSELING****4 credit hours (4 hours 1 semester, or 2 hours for 2 semesters)**

Internship in Mental Health Counseling provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a mental health treatment setting would be expected to perform. PSYC 582 Internship is completed either over 1 or 2 semesters for a minimum of 600 agency hours, which includes 240 direct client service hours.

*Prerequisites: PSYC 580; Program Director approval.*

**PSYC 583****INTERNSHIP IN SCHOOL COUNSELING****3 credit hours**

A practical field placement of actual "on-the-job" experience in an approved school setting, including activities and roles an employed school counselor would perform. Interns will spend one complete school year (i.e., host school's schedule) at their placement (fall/spring) for a minimum of 600 contact/clock hours. Intern students will also meet for fifteen (15) hours on campus during each semester with a University of Saint Francis instructor for support, staffing and coursework. Students will be visited at their host school by their intern instructor.

*Prerequisites: PSYC 579; Program Director approval.*

**PSYC 588****PRACTICUM IN MS PSYCHOLOGY****3 credit hours**

105 clock hours of practical field experience tailored individually for students in the MS Psychology program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field.

*Prerequisite: Program Director approval.*

**PSYC 590**  
**DIRECTED STUDY**

**1-3 credit hours**

Designed as individualized study of an academic area of interest for which the student has adequate background. Written permission is required of instructor and Department Chair.

*Prerequisite: Program Director approval.*

**PSYC 591**  
**ADVANCED INTERNSHIP IN MENTAL HEALTH COUNSELING**

**3 credit hours**

Advanced Internship requires an additional 300 hours of clinical experience in a mental health agency/facility, of which 120 are direct client service. Advanced Internship is completed over one semester and requires approximately 20 hours work for 15 weeks.

*Prerequisite: PSYC 582; Program Director approval.*

Note: While students may be paid for their clinical experiences (such paid positions are rare), it is as a student employee, and all aspects of the clinical experience must reflect a structured, student-status, learning experience. Students' current employment is NOT automatically acceptable as a substitute for their course-of-study clinical experience requirements. No Prior Learning Assessment credit (PLA) will be granted for clinical experience requirements.

**PSYC 620**  
**PASTORAL CARE SPECIALIST TRAINING**

**3 credit hours**

This course seeks to strengthen the personal pastoral identity and spirituality of caregivers and to enable them to provide pastoral care in a way that integrates the spiritual dimension and resources of one's faith tradition with current theoretical understandings and practical skills. Seminar components include didactic seminars, clinical consultation and peer support. Topics focus upon the theoretical foundations and practical aspects of pastoral care and supportive counseling. Special attention will be given to supportive techniques for use in short-term, grief, marital, divorce and crisis intervention counseling and to issues and problem areas cited by the participants. Clinical consultation will be conducted within a group atmosphere of acceptance and support where participants will share verbatims of brief pastoral care and counseling experiences in order to foster personal and professional integration and skill development as a pastoral care specialist. Peer support group meetings provide a confidential setting in which personal growth is encouraged through:

- Processing of feelings and reactions
- Exploration of personal and professional issues
- Feedback from peers
- Prayer and sharing of one's faith journey.