COUNSELING AND HUMAN SERVICES

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Christine Moll, and Michael Rutter

Degree: Master of Science

The Department of Counseling and Human Services offers a course of study
designed to prepare humanistic, competent, professional counselors. The
Council for Accreditation of Counseling and Related Educational Programs
(CACREP), a specialized accreditor in the field of counseling, accredits the
two counseling programs leading towards a Master of Science degree. The
Department offers the following:

• A 60-hour Master of Science (MS) degree in Clinical Mental Health
  Counseling;
• A Certificate of Advanced Study (CAS) in Mental Health Counseling;
• A 48-hour Master of Science (MS) degree in School Counseling; and
• A Certificate of Advanced Study (CAS) in School Counseling.

The Clinical Mental Counseling Program is a “license qualifying education
program” within New York State leading towards licensure as a “licensed
mental health counselor” (LMHC). Please see the New York State

The Certificate of Advance Study in Mental Health Counseling is a course
of study (15 to 21 credit hours) for candidates who already have a Master’s
degree in counseling, but do not meet the required coursework and
experience for the NYS mental health-counseling license. In order to qualify
for this “bridge program”, candidates should have Master’s degrees in school
counseling, mental health counseling, college counseling, or other general
counseling degrees.

The School Counseling Program prepares graduates to work with students
ranging from pre-kindergarten through high school, as an “initially certified
school counselor” in New York State. School counselors work in both private
and public school systems at the elementary, middle and high school levels.

Upon completion of the MS degree in School Counseling and Initial
Certification, a graduate must work full-time for three years as a school
counselor and complete a Certificate of Advanced Study (CAS) within
five years to apply for the New York State “Permanent Certification.” The
program at Canisius has a reputation for having an orientation toward
practical and applied skills. In addition to learning direct counseling skills,
future school counselors are prepared to work collaboratively in the roles of
leadership, advocacy and consultation, allowing our graduates to influence
schools on a systemic level in addition to performing the traditional
counselor’s role with individuals and groups.

Chemical Dependency Counseling

The Credentialed Alcoholism and Substance Abuse Counselor (CASAC)
is the credential for counselors in New York who work specifically with
individuals afflicted with addiction. Canisius is accredited by New York State
to provide academic preparation for the CASAC. Additional requirements
can be found on the New York State Office of Alcoholism and Substance
Abuse Services (http://www.oasas.ny.gov) (OASAS).

Admission

Student candidates must fulfill the general requirements for admission
to graduate work in education. In addition, candidates must complete the
following:

Required for Admission or within the First Semester of Study

Before beginning course work or within a candidate’s first semester of study
one needs to successfully complete the following:

• The Counseling and Human Services screening assessment battery
  which includes:
  • A written autobiography,
  • An empathy test; and
  • The Minnesota Multiphasic Personality Inventory-II (MMPI-II),

• Completion of a personal interview with the academic advisor; and
• On-going Evaluation of Counseling Candidates throughout the program
  of study.

It is necessary that candidates continue to show evidence of high academic
performance and display professional dispositions during interactions in and
out of class. Assessments, through specific “transition points,” measure a
candidate’s growth towards one’s professional identity. One’s successful
completion of each transition point is necessary to continue through one’s
graduate studies.

Candidates in both counseling programs adhere to the 2014 American
Counseling Association (ACA) Code of Ethics. Candidates must declare a
program major in either school counseling (SC) or clinical mental health
counseling (CMHC). It is possible to be a “dual major.” Interested candidates
should contact their advisors.

• Master of Science Degree in Clinical Mental Health Counseling (http://
catalog.canisius.edu/graduate/school-education-human-services/
counseling-human-services/clinical-mental-health-counseling-ms)

• Certificate of Advanced Study in Clinical Mental Health Counseling
  (http://catalog.canisius.edu/graduate/school-education-human-services/
counseling-human-services/certificate-advanced-study-clinical-mental-
  health-counseling)

• Master of Science Degree in School Counseling (http://
catalog.canisius.edu/graduate/school-education-human-services/
counseling-human-services/school-counseling-ms)

• Certificate of Advanced Study for Permanent Certification in School
  Counseling (http://catalog.canisius.edu/graduate/school-education-
  human-services/counseling-human-services/certificate-advanced-study-
  permanent-certification-school-counseling)

Counseling and Human Services

Learning Goals & Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content,
pedagogical, and professional knowledge necessary for successful
performance in their field.

The Candidate:
• Demonstrates the application of career development and decision making theories within the career counseling process.
• Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
• Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
• Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
• Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
• Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
• Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
• Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
• Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

**Learning Goal 2**

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

• Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
• Demonstrates the application of career development and decision making theories within the career counseling process.
• Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
• Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
• Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
• Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
• Demonstrates the professional skills and dispositions to work effectively with clients.
• Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

**Learning Goal 3**

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

• Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

**Learning Goal 4**

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

• Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

**Learning Goal 5**

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

• Applies systematic evaluative procedures

**EDC 505 Dignity for All Students Act**

Dignity for All Students Workshop mandated by NYSED for the prevention of bullying in academic settings. This mandated program is embedded into EDC 567 and 603, 604 & 605.

**Offered:** fall & spring.

**EDC 510 New Interventions in Trauma Treatment within a Phase Model**

This course will cover trauma theory, impact of trauma and loss, therapeutic relationship, self-care for counselors, identification and assessment of traumatized clients, and directly helping clients to manage their symptoms, resolve their trauma/loss memories, and prepare to cope effectively with future challenges. Students will learn about Progressive Counting, a new research-based technique for resolving traumatic memories. Emphasis will be placed on hands-on practice sessions. Restricted to Counseling graduate students.

**Offered:** occasionally.

**EDC 511 Opiod Use Disorder: Changing the face of Addictions Counseling**

This course will review recent trends and events that have contributed to the current national opioid epidemic and the subsequent impact this has had on the counseling field. Students will gain an understanding on how opioid use disorder impacts their clients physically and psychologically. Empirically based treatment interventions specific to this client population will be discussed. Students will increase their knowledgebase and understanding of opioid use disorder and the widespread impact that such an addiction creates in the lives of individuals who suffer from this addiction. Limited to Counseling graduate students.

**Offered:** occasionally.

**EDC 559 Behavioral Health Counseling**

Occasionally physicians choose to embed licensed counselors into a primary care practice. This course introduces students how to fully integrate one’s counseling skills into a medical office.

**Prerequisites:** Minimum grade of C- in EDC 570 and EDC 573.

**Offered:** summer.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDC 560</td>
<td>Child Abuse Identification and Reporting Workshop mandated by NYSED</td>
<td>0</td>
<td>This non-credit mandated workshop is embedded into EDC 570. Corequisite: EDC 570. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 561</td>
<td>Crisis and Trauma Counseling</td>
<td>3</td>
<td>This counseling elective deals with the inevitable crisis and trauma situations one may encounter as a counselor. Students reflect upon how people deal with crises, exploring one's own crisis experiences, and start to develop professional skills in crisis intervention. The course examines relevant research on crises, resolution, and resilience. A graduate student may find this course to be emotionally challenging. It is possible that one may have to think about painful experiences, face some difficult issues, examine one's own strengths and vulnerabilities, and try out new ways of helping others. Offered: fall.</td>
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<tr>
<td>EDC 562</td>
<td>Group Counseling</td>
<td>3</td>
<td>This course studies the theoretical and experiential basis for dealing with groups in both information-oriented and therapy-oriented situations. Values and limitations of group techniques are delineated. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 563</td>
<td>Principles of School Counseling</td>
<td>3</td>
<td>The various roles, functions, responsibilities, and identity of the school counselor are the focus of this course. This course presents social, political, and current professional issues within school counseling. Prerequisite: Minimum grade of C- in EDC 570, 573, and 597. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 564</td>
<td>Principles and Practices of Mental Health Counseling</td>
<td>3</td>
<td>Introduction to historical and organizational perspectives of Mental Health Counseling services. This course presents the roles and functions of mental health counselors and the current professional issues confronting those in the mental health field. Prerequisite: Minimum grade of C- in EDC 570. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 565</td>
<td>Introduction to Professional Counseling and Ethics</td>
<td>3</td>
<td>This course serves as an introduction to the roles, philosophy, issues, theories, professional foundations and ethics for counselors in schools and community agencies. Corequisite: EDC 560. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 566</td>
<td>Career Counseling</td>
<td>3</td>
<td>Current theories, resources, and processes pertinent to vocational development, decision-making, and career counseling are studied. Prerequisite: Minimum grade of C- in EDC 570. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 567</td>
<td>Counseling Theories</td>
<td>3</td>
<td>The introduction of historical and current theories of counseling and psychotherapy. Students study the application of those theories to realistic case situations and the development of the individual student(s) approach to the helping relationship. Prerequisite: Minimum grade of C- in EDC 570. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 568</td>
<td>Principles and Practices of Mental Health Counseling</td>
<td>3</td>
<td>Introduction to historical and organizational perspectives of Mental Health Counseling services. This course presents the roles and functions of mental health counselors and the current professional issues confronting those in the mental health field. Prerequisite: Minimum grade of C- in EDC 570, 573, &amp; EDC 575. Corequisite: EDC 566. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 569</td>
<td>Pre-Practicum Helping Skills</td>
<td>3</td>
<td>Application of theory, consultation, and other helping skills conducted in a supervised educational environment. Completion of this course is necessary before doing any field-based practicum or internship. Prerequisite: Minimum grade of C- in EDC 570, 573, &amp; EDC 575. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 570</td>
<td>Agency Practicum</td>
<td>3</td>
<td>The first of two field experiences, this is an agency-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and clinical skills of community mental health counselors. Prerequisite: Minimum grade of C- in EDC 568, EDC 570, EDC 573, &amp; EDC 575. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 571</td>
<td>Psychological and Educational Assessment</td>
<td>3</td>
<td>This course examines the selection, use, interpretation, and critical evaluation of standardized psychological tests of intelligence, achievement, interest and personality. The practical use of psychological and educational assessment in counseling is reviewed. Prerequisite: Minimum grade of C- in EDC 570. Offered: fall &amp; spring.</td>
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<td>EDC 572</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3</td>
<td>A broad range of diversity issues in counseling including ethnic, racial, gender, disability, and sexual orientation are discussed. The focus is on developing sensitivity and counseling skills that are applicable to all clients. Prerequisite: Minimum grade of C- in EDC 570. Offered: fall &amp; spring.</td>
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<tr>
<td>EDC 573</td>
<td>Grief Counseling</td>
<td>3</td>
<td>This is an elective course to educate the counselor about the grief response in individuals and families when faced with disappointment and loss, especially when the loss entails death. Offered: occasionally.</td>
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EDC 585 Chemical Dependency and Rehabilitation  3 Credits
This course reviews the history of drug abuse and characteristics of drug dependence and chemical abuse treatment modalities, including strategies for prevention, intervention and rehabilitation.
Offered: spring.

EDC 586 Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency  3 Credits
The primary goal of this class it to examine the physiological and psychological issues intrinsic to the etiology, assessment, prevention, and treatment of substance abuse. Emphasis is placed on clinical diagnosis/evaluation, assessment skill enhancement, treatment, ethical and psychological issues in recovery, family systems treatment, and information pertaining to self-help groups.
Offered: fall.

EDC 587 School Based Prevention and Intervention Programs  3 Credits
This elective course is designed for those preparing to become school counselors, teachers and administrators. Students learn about the factors involved in the lives of at-risk youth. Participants develop skills to design, monitor and evaluate proactive student assistance programs to maximize learning in today’s schools. Discussion revolves around prevention programming and intervention models.
Offered: summer.

EDC 589 Family and Couples Counseling  3 Credits
The course outlines the characteristics of normal and troubled families.
There is an emphasis on the theories and techniques of family counseling, including the works of Minuchin, Satir, Bowen and Haley. Solution Focused approaches and other post-modern theories are also discussed.
Prerequisite: Minimum grade of C- in EDC 570.
Offered: fall, spring & summer.

EDC 590 Managing School Counseling Programs  3 Credits
Designed for the practicing professional school counselor. Content includes administrative and leadership practices in school counseling. Issues, challenges and opportunities within school counseling are discussed.
Prerequisite: Minimum grade of C- in EDC 603 or EDC 605.
Offered: Summer, online only.

EDC 591 Counseling Older Adults  3 Credits
Assessment and counseling strategies, goals, and interventions regarding the psychological treatment of older adults within the American culture. Specific disorders and problems and the treatment of those concerns is discussed.
Offered: occasionally.

EDC 593 Lifespan Development  3 Credits
Human growth and development are the primary topics for this class. It includes individual and family development within various domains (cognitive, career, socio-economic) across the lifespan. Theoretical perspectives for understanding child, adult and family development are discussed and applied to counseling.
Offered: fall, spring & summer.

EDC 595 Advanced Couples Counseling  3 Credits
This course is designed to provide students an in-depth exposure to the thinking, practice and methods of couples counseling. Students will increase in competency and comfort in navigating the complex world of relationships through applying systems thinking and delving into tools and strategies used in couples counseling, exploring approaches and issues unique to couples and couples counseling and engaging in experiential interaction and self reflection. This course will build upon core learning offered in Counseling Theories (EDC 573) and Family and Couples Counseling (EDC 589).
Prerequisite: Minimum grade of C- in EDC 589.
Offered: spring.

EDC 597 Psychopathology  3 Credits
This course provides an in-depth investigation of human abnormality. Students learn the current DSM categories of disorders, depression and considerations for dealing with crisis situations.
Prerequisite: Minimum grade of C- in EDC 570.
Offered: fall & spring.

EDC 598 Case Formulation, Treatment Planning, and Psychopharmacology  3 Credits
This course teaches students to integrate information from clinical interviews, behavioral observations, and test results to establish DSM-IV multiaxial diagnoses and to develop person-centered biopsychosocial counseling plans. Major categories of psychotropic medications will be discussed.
Prerequisite: Minimum grade of C- in EDC 597.
Offered: fall & spring.

EDC 599 Independent Study  1-3 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

EDC 600 Clinical Mental Health Internship Full time  6 Credits
The second of two field experiences, this is a full-time placement within a community mental health facility. The student has an opportunity to work and consult with mental health practitioners and other professionals in various settings.
Prerequisite: Minimum grade of C- in EDC 577, EDC 597, and EDC 598.

EDC 601 Clinical Mental Health Internship Part time I  3 Credits
The second of two field experiences, this is the first of a two semester placement within a community mental health facility. The student has an opportunity to engage in diagnosis, treatment planning and intervention. Must be followed by EDC 602.
Prerequisite: Minimum grade of C- in EDC 577, EDC 597, and EDC 598.

EDC 602 Clinical Mental Health Internship Part time II  3 Credits
This is the continuation of EDC 601 and is an in-depth experience with the functions of a mental health counselor through placement in a community mental health agency.
Prerequisite: Minimum grade of C- in EDC 577, EDC 597, and EDC 598.

EDC 603 School Counseling Internship Full Time  6 Credits
The second of two field experiences, this a full-time placement within a school counseling office. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor.
Prerequisite: Minimum grade of C- in EDC 576, EDC 597. Corequisite: EDC 505 & 606

EDC 604 School Counseling Internship Part time I  3 Credits
The second of two field experiences, this the first of a two semester placement within a school counseling office. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor. Must be followed by EDC 605.
Prerequisite: Minimum grade of C- in EDC 576, EDC 597. Corequisite: EDC 505

EDC 605 School Counseling Internship Part time II  3 Credits
This is a continuation of EDC 604, and is an in-depth experience with the functions of a school counselor through placement in a K-12 educational setting.
Prerequisite: Minimum grade of C- in EDC 604.
EDC 606 Counselor Preparation Comprehensive Examination  0 Credits
Students must pass The Counselor Preparation Comprehensive Exam to graduate. Students planning to take the Comprehensive Exam must register for this course to have the exam available.
Prerequisite: Minimum grade of C- in EDC 576, EDC 577.

EDC 615 Research Techniques  3 Credits
Students learn qualitative and quantitative research methods. The course reviews realistic experiences in carrying out research and evaluation experiments, including inferential statistical methods.
Prerequisite: Minimum grade of C- in EDC 571.