COUNSELING AND HUMAN SERVICES

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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 programs (p. 1):

- A 60-hour Master of Science (MS) degree in Clinical Mental Health Counseling (http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/clinical-mental-health-counseling-ms/);
- A Certificate of Advanced Study (CAS) in Mental Health Counseling (http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/certificate-advanced-study-clinical-mental-health-counseling/);
- A 60-hour Master of Science (MS) degree in School Counseling (http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/school-counseling-ms/);
- A Certificate of Advanced Study (CAS) in School Counseling (http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/school-counseling-ms/).

Licensure Disclosure

Canisius University cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (https://canisius.atlassian.net/wiki/spaces/AcadAffairs/pages/34964198/Professional+Licensure+Notification/) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

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).

Programs

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/)

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 Mental Health Counseling (http://www.op.nysed.gov/prof/mhp/mhcbroch.htm.html) website for more information.

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/)

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.

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

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.

Professional Certification in School Counseling (http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/certificate-advanced-study-permanent-certification-school-counseling/)

Upon completion of the MS degree in School Counseling and Initial Certification in NYS, a school counselor must work full-time for three years in order to qualify for Professional 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.

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 **0 Credits**
Dignity for All Students Workshop mandated by NYSED for the prevention of bullying in academic settings. This mandated program is embedded into EDC 590 Advanced School Counseling.
Corequisite: EDC 590.
Offered: every spring.

EDC 509 Counseling Marginalized Youth **1 Credit**
This course examines marginalized youth residing in an urban environment. This course will provide school counselors and mental health counselors with the tools to support youth with various needs; sexual identity, immigrant and refugee status, poverty, mental health, homelessness, and crisis and trauma. Research suggests living in a poor urban setting creates a disproportionate risk for experiencing trauma; poverty and instability can have a great impact on marginalized youth. This course will examine empirical research, discuss models and theories.
Offered: every spring.

EDC 511 Opioid Use Disorder: Changing the face of Addictions Counseling 1 Credit
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: every spring.

EDC 512 Best Practices in School Counseling 1 Credit
This course is designed to help new professionals survive their first year as a school counselor! The course will explore academic counseling, scheduling, college counseling, career choices and websites, and social-emotional counseling. Real life examples will be explored and discussed to further enhance students understanding of best practices delivered within a school counseling setting. A variety of resources (software, websites, counseling organizations, etc) available to school counselors will be explored.
Offered: every fall.

EDC 516 Autism Spectrum Disorders Across the Lifespan 1 Credit
Autism Spectrum Disorders across the Life Span provides students an introduction to ASD characteristics, the comorbidity with ADHD and Sensory Integration Dysfunction not only in children but adults as well.
Offered: every spring.

EDC 520 The Practice of Telehealth 1 Credit
This course is designed to introduce graduate students to the concepts and skills necessary to utilize technology to provide services to individuals at a distance. This course will provide students with the opportunity to learn how to access, use and provide treatment interventions provided through telehealth. Legal, regulatory, and ethical issues related to the delivery of telehealth counseling will be explored.
Offered: every fall.

EDC 559 Behavioral Health Counseling 3 Credits
Occasionally physicians choose to embed Licensed Mental Health Counselors into a primary care practice. This course will introduce students to learn how to fully integrate one's counseling skills/clinical practice into a medical office.
Offered: every summer.

EDC 560 Child Abuse Identification and Reporting Workshop mandated by NYSED 0 Credits
This non-credit mandated workshop is embedded into EDC 570.
Corequisite: EDC 570.
Offered: every fall & spring.

EDC 561 Trauma, Crisis, and Loss Counseling 3 Credits
This course is designed to provide counselors with an understanding of trauma, crisis and loss. The neurobiology of trauma will be the foundation on which the knowledge and skills of trauma sensitive practice will be developed. The connection of crisis situations to trauma will be covered. The counselor's role in healing from loss will be explored.
Offered: every fall & spring.

EDC 564 Introduction to Gender Identity, Gender Expression, and Sexuality 3 Credits
This course introduces students to the queer and gender nonconforming community. We will discuss counseling approaches, support, assessments, diagnosis and treatment that enhances student awareness and competency when working with the LBGTQA+ population.
Offered: every fall.

EDC 565 Youth in the Justice System 1 Credit
The purpose of this course is to examine youth in the juvenile justice system. Students will be exposed to the theories that help professionals understand the development of delinquency within the context of individuals, families and communities. Understanding the mechanisms that contribute to delinquency is important for counseling in the educational and mental health settings. This course will focus on some of the most pressing issues that face the juvenile justice system and counseling professionals who work within this system. The course is designed for school counselors and mental health counselors interested in working in juvenile justice settings or students interested in working with youth populations who may experience contact with the justice system.
Offered: every fall.

EDC 566 School Violence Prevention and Intervention Workshop 0 Credits
School Violence Prevention and Intervention NYSED mandated workshop. This workshop is embedded into EDC 576.
Corequisite: EDC 576.
Offered: fall & spring.

EDC 567 Principles of School Counseling 3 Credits
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 (can be taken concurrently).
Offered: every fall.

EDC 568 Principles and Practices of Mental Health Counseling 3 Credits
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: every spring.

EDC 570 Introduction to Professional Counseling and Ethics 3 Credits
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 & spring.

EDC 571 Psychological and Educational Assessment 3 Credits
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 (can be taken concurrently).
Offered: fall & spring.

EDC 572 Career Counseling 3 Credits
Current theories, resources and processes pertinent to vocational development, decision-making and career counseling will be studied in this course.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: fall & spring.

EDC 573 Counseling Theories 3 Credits
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.
Offered: every fall & spring.

EDC 574 Group Counseling **3 Credits**
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.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: every fall & spring.

EDC 575 Pre-Practicum Helping Skills **3 Credits**
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. A minimum grade of B is required in pre-practicum to advance to practicum.
Prerequisite: Minimum grade of C- in EDC 570 & EDC 573.
Offered: every fall, spring, & summer.

EDC 576 School Practicum **3 Credits**
The first of three field experiences, this is a school-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and skills of the school counselor. School violence issues related to Safe Schools Against Violence in Education (SAVE) legislation are discussed in the course seminar. Successful completion of Practicum with a grade of B or better. This includes the Cooperating Counselor's evaluation of the student/candidate with a grade of B or better.
Prerequisite: Minimum grade of C- in EDC 567, EDC 570 & EDC 573; and minimum grade of B in EDC 575. **Corequisite:** EDC 566.
Offered: every fall & spring.

EDC 577 Mental Health Practicum **3 Credits**
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. Successful completion of Practicum with a grade of B or better. This includes the Cooperating Counselor's evaluation of the student/candidate with a grade of B or better.
Prerequisite: Minimum grade of C- in EDC 568, EDC 570 & EDC 573; & minimum grade of B in EDC 575.
Offered: every fall, spring, & summer.

EDC 579 Social and Cultural Issues in Counseling **3 Credits**
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.
Offered: fall & spring.

EDC 581 Grief Counseling **3 Credits**
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: every summer.

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: every fall & spring.

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: every fall & spring.

EDC 590 Advanced School Counseling **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.
Corequisite: EDC 505.
Offered: every spring.

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: every fall & 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 and 573 (may be taken concurrently).
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-V 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: every fall.

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 to an opportunity to engage in diagnosis, treatment planning and intervention.
Prerequisite: minimum grade of B in EDC 577, and a minimum grade of C- in EDC 597 and EDC 598.
Offered: every fall, spring, & summer.

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 B in EDC 577; Minimum grade of C- in EDC 597 and EDC 598.
Offered: every fall, spring, & summer.

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 B in EDC 577; Minimum grade of C- in EDC 597 and EDC 598. **Corequisite:** EDC 606.
Offered: every fall, spring, & summer.

EDC 604 School Counseling Internship K-8 **3 Credits**
EDC 604 is a school counseling internship completed in a K-8 setting. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor.
Prerequisite: Minimum grade of a B in EDC 576, and minimum grade of C- in EDC 597.
Offered: every fall & spring.

EDC 605 School Counseling Internship High School **3 Credits**
EDC 605 is an in-depth experience with the functions of a school counselor through placement in a high school educational setting.
Offered: every fall & spring.

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 B in EDC 576 or EDC 577.
Offered: every fall, spring, & summer.

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.
Offered: every fall & spring.