COUNSELING AND HUMAN SERVICES

Dr. Holly Tanigoshi-D’Angelis, Chair
Faculty: Drs. James P. Donnelly, David L. Farrugia, Ann Marie C. Lenhardt, 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 Mental Health Counseling (http://www.op.nysed.gov/prof/mhp/mhcbroch.htm.html) website for more information.

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 two 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.” Currently NYS regulations require 2 years of work experience, however NYS is transitioning to new regulations which will require 3 years of work experience by 2022. 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.

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

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 567 and 603, 604 & 605.
Offered: fall & spring.

EDC 509 Crisis and Trauma: Counseling Urban Youth 1 Credit
The purpose of this course is to prepare students for dealing with the inevitable crisis and trauma situations that will be encountered as a counselor. Living in a poor urban setting creates disproportionate risk for experiencing trauma. Poverty and instability can have a great impact youth. This course will prepare school and mental health counselors with the tools to support youth living in a poor urban setting.
Offered: occasionally.

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: occasionally.

EDC 559 Behavioral Health Counseling 3 Credits
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.

EDC 560 Child Abuse Identification and Reporting Workshop mandated by NYSED 0 Credits
Child Abuse Identification and Reporting Workshop mandated by NYSED. This non-credit mandated workshop is embedded into EDC 570.
Corequisite: EDC 570.
Offered: fall & spring.
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<th>Course Code</th>
<th>Course Title</th>
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<td>EDC 561</td>
<td>Crisis and Trauma Counseling</td>
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<td>EDC 564</td>
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<td>EDC 565</td>
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<td>EDC 567</td>
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<td>Introduction to Professional Counseling and Ethics</td>
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<td>EDC 578</td>
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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.

Gender dysphoria (formerly Gender Identity Disorder) is defined by strong, persistent feelings of identification with the opposite gender and discomfort with one’s own assigned sex that results in significant distress or impairment. This course introduces students to the issues, symptoms, diagnosis and counseling treatment related to gender dysphoria.

Prerequisites: minimum grade of C- in EDC 570, 573, and 579.

Offered: Fall

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: occasionally.

This workshop is embedded into EDC 576.

Corequisite: EDC 576.

Offered: fall & spring.

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: fall & spring.

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 & spring.

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.

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.

Current theories, resources and processes pertinent to vocational development, decision-making and career counseling is studied.

Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).

Offered: fall & spring.

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 (can be taken concurrently).

Offered: fall & spring.

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: fall & spring.

The first of two 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.

Prerequisite: Minimum grade of C- in EDC 567, EDC 570, EDC 573, & EDC 575.

Corequisite: EDC 566.

Offered: fall & spring.

The first of two field experiences, this is a school-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, & EDC 575.

Offered: fall, spring & summer.

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 & spring.

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.
EDC 582 Integrating Spirituality into Counseling 3 Credits
The emphasis of the course will be the integration of basic counseling skills and contemporary spirituality. Special approaches to crisis and grief counseling will also be studied. Theological and ethical issues pertaining to counseling will be explored. Through role play and case studies, students will be assisted in applying their knowledge to the integrative dimension.
Offered: occasionally.

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: summer.

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: fall.

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

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 is 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.
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.