

SCHOOL COUNSELING AND SCHOOL ADJUSTMENT COUNSELING



Preparing culturally competent school counselors to become leaders in our schools
who promote and enhance academic, social and emotional success for all youth.

A Premier Program at an Affordable Cost

"The program completely exceeded my expectations. I was hired immediately during the summer after graduation to start as a working school counselor in the fall. The credentials that we earned are unequaled. The program is designed to meet course work and field work standards for certification by the NBCC (National Board of Certified Counselors). Through the NASDTEC interstate agreement, graduates can work in 27 states.* There is a consistent emphasis on bringing real world practice into the classroom. To me, it was clear that school districts are well aware of the knowledge, professionalism, and counseling expertise which allows Assumption graduates to hit the ground running."

- STEVEN BRUTUS, M.A. '12
SCHOOL GUIDANCE COUNSELOR
AUBURN HIGH SCHOOL, AUBURN, MA



School Counseling Programs

MASTER OF ARTS (M.A.) IN SCHOOL COUNSELING

MASTER OF ARTS (M.A.) IN SCHOOL ADJUSTMENT COUNSELING/SCHOOL SOCIAL WORK

FOUR CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.) OPTIONS IN SCHOOL COUNSELING

(See information on page 7)

School Counselors are uniquely qualified to meet the academic, career, social, and emotional needs of all students by developing, implementing, assessing and maintaining a comprehensive school counseling program that facilitates student success.

The comprehensive curriculum at Assumption University prepares students to assume a critical role in maximizing student success.

Distinctive Advantages to Help Advance Your Career:

- **100% of our students met or exceeded DESE standards for school counselors PreK-8, 5-12, and School Adjustment Counselors/School Social Workers (Initial Licensure, All Levels)**
- **Quarterly professional development** opportunities through workshops offered by the Institute for School Counseling and School Psychology
- A curriculum that **exceeds state and national standards** for counselors working in a school setting
- A curriculum that prepares candidates for **culturally responsive practice** in diverse school settings
- Over 75 quality pre-practicum and clinical practicum placement sites in urban and suburban school districts in Massachusetts
- Class formats and schedules aim to accommodate the needs of busy individuals
- Programs **approved by the Massachusetts Department of Elementary and Secondary Education** to license school counselors (Initial Licensure PreK-8 or 5-12) and School Adjustment Counselors/School Social Workers (Initial Licensure, All Levels)
- Focus on the **application of counseling interventions** in school settings
- Support for students to engage in professional development opportunities
- Curriculum emphasizes on public policy, leadership development, child advocacy and social justice
- Faculty with **extensive school and counseling experience**. As a graduate of the School Counseling Program at Assumption University, you will be fully prepared for a critical role in helping students find academic, social, and emotional success



Susan Scully-Hill, Ph.D., CRC
Director, School Counseling Program



Assumption University National Recognition

- One of only three schools in Massachusetts to be "Approved with Distinction" by DESE.
- Recognized as one of the best colleges in the U.S. according to The Princeton Review in its annual "Best 380 Colleges" listing.
- Ranked in the top tier of U.S. News & World Report's "2019 Best Colleges" ratings of approximately 200 universities in the North that offer bachelor's and master's degrees.



Assumption Advantages that Make a Difference

University Accreditation

Accredited by:

New England Association of Schools and Colleges, Inc.

Commonwealth of Massachusetts Department of Elementary & Secondary Education

Council on Rehabilitation Education

University's Mission

Assumption University, rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service. We pursue these ambitious goals through a curriculum grounded in the liberal arts and extending to the domain of professional studies. Enlivened by the Catholic affirmation of the harmony of faith and reason, we aim, by the pursuit of the truth, to transform the minds and hearts of students. Assumption favors diversity and ecumenically welcomes all who share its goals.

Assumptionist Sponsorship

The order of the Augustinians of the Assumption, founders of Assumption University, was begun by an educator whose most cherished project was the establishment of a Catholic university. Fr. Emmanuel d'Alzon envisioned an institution committed to academic excellence. Father d'Alzon was also devoted to helping people learn, adapt, grow and change in various ways.

The collaborative learning environment empowers candidates as they acquire and master the knowledge and skills critical for effective professional practice.

Candidates in the School Counseling programs engage in cooperative activities where they learn from fellow classmates as much as they learn from their professors. Learning communities are fostered so that collaboration and teamwork are practiced for the development of effective counseling skills.

Faculty are experienced professionals and thoughtful educators.

The School Counseling faculty is comprised of counselor educators, licensed school counselors, school psychologists,

educational psychologists, social workers, and school adjustment counselors. As a group, they possess extensive experience working in school systems and are skilled at facilitating the integration of theory and practice to assist candidates in mastering the knowledge, skills and attitudes that characterize effective professional school counselors and school adjustment counselors/school social workers.

Professional preparation and credentials will be unrivaled.

The School Counseling curriculum includes core counseling coursework that adheres to state and national standards for school counseling professionals.



The Master of Arts (M.A.) in School Counseling or School Adjustment Counseling/School Social Work

- 60 credit program
- 100-hour Pre-practicum Experience
- Clinical practicum (600 hours for School Counseling; 900 hours for School Adjustment Counseling/School Social Work)
- PreK-8 or 5-12 Initial School Counselor License or All Levels Initial School Adjustment Counselor/School Social Worker License
- Full-time program: 2 years

The Mission of the graduate program in School Counseling is to prepare culturally responsive school counselors to become school leaders who promote and enhance student academic, social and emotional success. The program is committed to preparing ethical and reflective professional school counselors who practice from a strengths-based paradigm and are dedicated to social justice, equity and anti-bias education.

The required coursework and school-based practicum also satisfy the requirements for candidates seeking national certification through the National Board of Certified Counselors (NBCC) for the National Certified Counselor (NCC) and National Certified School Counselor (NCSC) credentials. The Master of Arts Programs in School Counseling are approved by the Massachusetts Department of Elementary and Secondary Education and meets Initial licensing requirements for School Counselor (PreK-8 or 5-12) and School/Adjustment Counselor/School Social Worker (All Levels).

Specific competencies for counselors in the schools include, but are not limited to:

- Serving as a leader in the school and larger community to promote and support student success
- Advocating for student success
- Collaborating with parents, caregivers, teachers, administrators, community leaders and others to promote and support student success
- Acting as a systems change agent to create an environment promoting and supporting student success
- Employing counseling techniques and strategies that are focused on the academic, social, behavioral, and emotional needs of children and adolescents in school settings
- Advocating for students and families to obtain needed resources, interventions and services to close opportunity gaps
- Working with students to facilitate career development and planning
- Leading schools in developing a climate of inclusivity, safety, anti-bias, and equity for all students
- Promoting the development of school-based policies leading to equitable treatment of all students
- Communicate psychological and educational and statewide testing practices and results to teachers, students and parents
- Analyze research in the field and develop and conduct outcomes-based assessments
- Demonstrate a commitment to all students and families using counseling strategies that are culturally responsive
- Develop leadership skills and demonstrate strong communication skills within a learning community
- Participate in lifelong learning and professional development

After completing the program, graduates will be able to:

- Apply knowledge of learning, behavioral, social, emotional and physical needs of diverse learners throughout the lifespan within a developmental framework using a biopsychosocial theoretical model
- Demonstrate ethical counseling skills and compliance with school laws and mandates
- Utilize evidence-based prevention and intervention practices in the domains of personal-social, academic, career and workplace
- Select and apply college and career counseling interventions based on theoretical models and state and national school counseling models
- Implement effective consultation and collaboration problem-solving skills in school, community and family contexts for academic and behavioral problems
- Integrate Massachusetts Curriculum Frameworks with state and national models of comprehensive school counseling
- Communicate psychological and educational and statewide testing practices and results to teachers, students and parents
- Analyze research in the field and develop and conduct outcomes-based assessments
- Demonstrate a commitment to all students and families using counseling strategies that are culturally responsive
- Develop leadership skills and demonstrate strong communication skills within a learning community
- Participate in lifelong learning and professional development

COURSE OF STUDY FOR THE MASTER OF ARTS IN SCHOOL COUNSELING

Initial License

(PreK-8 or 5-12)

Candidates for the degree of Master of Arts in School Counseling are required to complete a rigorous, 60-credit program to systematically develop the knowledge and skills essential for school counselors. For those seeking licensure, institutional endorsement for the Massachusetts Initial License for School Counselor (PreK-8 or 5-12) requires, at a minimum, successful completion of all listed courses or the approved equivalents. Enrollment in some courses, including the practicum, requires the prior approval of the Director of the School Counseling program and/or the completion of prerequisite course(s) beyond the required courses listed. A 100-hour one-credit pre-practicum is required. The pre-practicum requirement must be completed prior to the practicum. Prior to receiving licensure endorsement at the end of the degree program, all candidates must successfully pass the Communications and Literacy sections of the Massachusetts Tests for Educator Licensure (MTEL).

SAMPLE FULLTIME COURSE OF STUDY:

SUMMER

SCP 500	Pre-practicum in School Counseling	1 credit
SCP 505	Fundamentals of Counseling in the Schools	3 credits
SCP 510	Professional Orientation to Counseling	3 credits
SCP 540	Introduction to Research & Program Evaluation	3 credits

FALL

SCP 500	Pre-practicum in School Counseling (continued)	3 credits
SCP 515	Advanced Counseling Theory and Practice	3 credits
SCP 520	Psychology of Learning & Motivation	3 credits
SCP 545	Human Growth & Development through the Lifespan	3 credits
SCP 610	Cultural Responsiveness in Counseling	3 credits

SPRING

SCP 500	Pre-practicum in School Counseling (continued)	3 credits
SCP 535	Group Counseling & Leadership	3 credits
SCP 560	Psychological & Educational Assessment	3 credits
SCP 600	Family Counseling, Collaboration and Engagement	3 credits
SCP 620	Vocational, Career & College Counseling (School Counselor Track) OR	3 credits
SCP 670	Introduction to the Principles and Practices of School Social Work/Adjustment Counseling (School Adjustment Counselor/School Social Worker Track)	3 credits

SUMMER

SCP 625	Neuropsychology of Learning & Behavior	3 credits
SCP 640	Developmental Psychopathology	3 credits

FALL (SCHOOL COUNSELOR TRACK)

SCP 635	Intervention Strategies: Academic & Learning	3 credits
SCP 645	Consultation & Collaboration: School/Family/Community	3 credits
SCP 700	Clinical Practicum: Guidance (PreK-8) OR	4 credits
SCP 710	Clinical Practicum: Guidance (5-12)	4 credits

FALL (SCHOOL ADJUSTMENT COUNSELOR/SCHOOL SOCIAL WORKER TRACK)

SCP 635	Intervention Strategies: Academic & Learning	3 credits
SCP 675	Advanced Principles and Practices of School Social Work/Adjustment Counseling	3 credits
SCP 775	Clinical Practicum in School Adjustment Counseling/School Social Work	4 credits

SPRING (SCHOOL COUNSELOR TRACK)

SCP 630	Intervention Strategies: Social & Emotional	3 credits
SCP 660	Behavioral Assessment and Intervention for School Counselors	3 credits
SCP 800	Advanced Clinical Practicum: School Counselor (PreK-8) OR	
SCP 810	Advanced Clinical Practicum: School Counselor (5-12)	4 credits

SPRING (SCHOOL ADJUSTMENT COUNSELOR/SCHOOL SOCIAL WORKER TRACK)

SCP 630	Intervention Strategies: Social & Emotional	3 credits
SCP 660	Behavioral Assessment and Intervention for School Counselors	3 credits
SCP 875	Advanced Clinical Practicum in School Adjustment Counseling/School Social Work	4 credits

Total Graduate Course Credits: 60

Applying to the Master of Arts Degree Program in School Counseling (M.A.)

The School Counseling Program admissions committee reviews applicants using a holistic approach when assessing potential for completion of a school counseling degree and success as a future professional counselor in the schools. Criteria considered when making admissions decisions include an undergraduate cumulative GPA of 3.0 or better, a thoughtful, well-written personal statement, a comprehensive resume, three strong/positive letters of recommendation and a successful interview with program faculty.



Required application materials consist of the following:

- Graduate Application
- Official College Transcripts, undergraduate and graduate
- Three Letters of Recommendation - academic and/or professional
- Current Resume
- A copy of teacher certification documents if the candidate already holds a license/certificate in Massachusetts or another state license
- A personal essay describing interest in a counseling career as well as a description of academic preparation, work experience, and skills that the candidate currently possesses
- NOTE: An Admissions interview is required. The GRE is not required.
- No Application Fee

For application deadlines and admissions information, please visit: www.assumption.edu/school-counseling

"The family unit is very different than it was 15 years ago. It's more complex. Counselors must know our students as human beings. The Assumption curriculum is exemplary. It marries psychology, social work, and the practical application of knowledge in real school environments. The students who have completed their internships with us, and the graduates we have hired, have been exceptionally well trained and able to function immediately at a high level."

- MARIANNE O'CONNOR
FORMER SUPERINTENDENT
OF SCHOOLS, RETIRED
WESTBOROUGH, MA



Post-Master's Degree Programs in School Counseling

The School Counseling Program offers students with earned master's degrees the opportunity to pursue a Certificate of Advanced Graduate Study (C.A.G.S.). A C.A.G.S. can enhance a professional's knowledge and skill set leading to increased professional competence. A C.A.G.S. may also be pursued to complement current knowledge and skills, allowing professionals to be more effective in their roles. C.A.G.S. programs offered through School Counseling typically consist of a minimum of 7 courses and are based on an individual's professional goals.



The C.A.G.S. program provides several customized pathways for students to choose from:

1. For professionals with an earned master's degree in Counseling, Social Work or closely related field, a focused School Counseling C.A.G.S. program that culminates in eligibility for endorsement for the initial license in School Counseling (Level Pre-K-8 or Level 5-12) in Massachusetts.
2. For professionals with an earned master's degree in School Counseling, Social Work or closely related field, a focused School Counseling C.A.G.S. program that culminates in eligibility for endorsement for the initial license in School Adjustment Counseling/School Social Work (All Levels) in Massachusetts.

School Adjustment Counseling/School Social Work is a specialized area of practice. School Adjustment Counselors/School Social Workers assist students with mental health issues, behavioral issues, positive behavioral supports, academic and classroom support. School Adjustment Counselors/School Social Workers collaborate and consult with teachers, parents, juvenile court system, child protective services and

other community agencies. School Adjustment Counselors/School Social Workers also provide individual and group counseling. Individuals licensed as School Adjustment Counselors/School Social Workers significantly increase their opportunities for employment and advancement.

3. For professionals with an earned master's degree in Counseling, Psychology, Social Work, Education or closely related field, a customized (minimum) 7 course School Counseling C.A.G.S. program tailored to the students' professional interests.
4. For professionals with an earned master's degree in a helping, human service, counseling or education profession, a 6 course Resiliency in the Helping Professions C.A.G.S. is offered.

The Department of Human Services and Rehabilitation Studies also offers other C.A.G.S. programs to benefit school counselors such as Transition Specialist, Special Ops: Service Members, Veterans and their Families (SMVF), and Rehabilitation Counseling. Students may choose to pursue one of these options or choose courses from these programs to customize a C.A.G.S.

Important:

Students who have applied to any C.A.G.S. programs are invited to contact the School Counseling Program Director or designated program faculty to conduct a transcript review and draft an initial program of study. C.A.G.S. programs may vary with respect to credit hours and required practicum hours based on this transcript review.

Applying to Certificate of Advanced Graduate Study (C.A.G.S.) programs

The School Counseling Program admissions committee reviews applicants using a holistic approach when assessing potential for completion of the graduate school counseling program and success as a future professional school counselor. Criteria considered when making admissions decisions for a Certificate in Advanced Graduate Study include a graduate cumulative GPA of 3.0 or better, a thoughtful personal statement, a comprehensive resume, two strong/positive letters of recommendation and a successful interview with program faculty.

Required application materials consist of the following:

- Application
- Official College Transcripts, undergraduate and graduate
- Two Letters of Recommendation - academic and/or professional
- Current Resume
- A copy of teacher certification documents if the candidate already holds a license/certificate in Massachusetts or another state license
- A brief personal essay or cover letter describing the academic preparation, work experiences, and skills that the candidate possesses, desired academic accomplishments and future professional goals
- NOTE: An Admissions interview or transcript review meeting may be required. The GRE is not required.
- No Application Fee

For application deadlines and admissions information, please visit: www.assumption.edu/school-counseling

COURSES FOR ASSUMPTION UNDERGRADUATE STUDENTS

The School Counseling Program offers strong Assumption University undergraduate students the opportunity to enroll in two graduate courses during their senior year. These graduate courses may be applied towards the Master of Arts (M.A.) in School Counseling. Students in any undergraduate major considering admission for the master's program should consult with the Director of the School Counseling program during the spring semester of their junior year to discuss eligibility and application procedures.

Undergraduate students will require permission from the Director of the School Counseling Program and their academic advisor in

order to enroll in graduate courses. Students may take one graduate class in the fall of their senior year and one graduate class in the spring of their senior year.

Undergraduate students who wish to apply to the Master of Arts in School Counseling must have an overall GPA of 3.0 and a minimum GPA of 3.0 in their major area of study. Assumption University undergraduate students should submit all application materials to the Office of Graduate Studies by the spring semester of their senior year.

Request information from the Graduate Studies Office at graduate@assumption.edu.

SCHOOL COUNSELING PROGRAM STUDENT CONFERENCE AWARD

Ongoing professional development and engagement in professional associations is a significant aspect of a school support professional's role. Therefore, the School Counseling Program offers candidates presenting at local, state and national professional conferences, an opportunity to obtain funding to reduce the financial burden and to encourage participation.

Reimbursement for conference registration fees and expenses varies depending on the number of applicants and available resources

in a given year. Candidates who have been accepted to present at a professional conference should contact the program director along with their presentation acceptance letter. Candidates presenting at Assumption University's Graduate Research Symposium may also be awarded financial assistance to offset costs associated with preparing/printing a professional conference poster. Check with the School Counseling Program Director for more information regarding these opportunities.

The Institute for School Counseling and School Psychology

The Institute for School Counseling and School Psychology, through the School Counseling Program at Assumption University, provides professional development advanced training experiences for school counselors, social workers and psychologists currently working in the field. Workshops focus on emerging models and interventions and are geared toward enhancing knowledge and skill levels of school professionals. These dynamic and interactive workshops are designed for counselors who seek continuing education for re-licensure (PDPs and CEUs). The workshops are offered on the Assumption University campus throughout the academic year. Presenters and trainers are nationally recognized scholars, practitioners and educators. The Institute also provides graduate students the opportunity to network and interact with current counselors and expert presenters. All workshops are open to Master's and C.A.G.S. students free of charge.

The primary goals of the Institute are to offer:

- 1.** Professional training to enable professional counselors and psychologists to stay current with evidenced based practices;
- 2.** On campus, in-service training to teachers and school administrators relating to topics that enhance and advance the work of school counselors and school psychologists in implementing the Massachusetts Model for Comprehensive School Counseling;
- 3.** Outreach and consultation to schools seeking assistance with delivery of school counseling services and staff development.

COMMENTS FROM WORKSHOP ATTENDEES:

“In such a brief time, I am reminded of how much I need to continue to grow.”

“... presentations were outstanding. I've been a practitioner for 20 years and the workshops continue to enrich my professional life.”

“...the workshops are the most useful I have ever attended. I can use these strategies immediately. I only wish I could take the presenters back to my school.”

“Incredible workshop. Wish my co-workers and administrators were here. Great resources to bring back and feel better able to teach others.”

“This was the BEST professional development I have ever been to. I feel I have a lot of ideas to bring back to my school and make a difference for the students.”

“Wish we could have this training for all of the teachers in our district!”



SELECTED COURSES 2020-21



SCP 505 Fundamentals of Counseling in the Schools

This course provides school-based counselors with a combination of theory and practice for implementing a comprehensive school counseling program that is consistent with national and state developmental models. A school-based counselor advances academic, personal/ social, and career opportunities for all children in a pluralistic society. The history and evolving role of school-based counseling is emphasized. The primary roles of the school-based counselor at all grade levels is covered. Curriculum development and instruction, educational planning, and consultation and collaboration skills are introduced. Practical strategies for planning, managing, and evaluating a comprehensive school program are covered utilizing national and state models. A review of Massachusetts Other topics covered are Curriculum Frameworks and their relationship to educational planning and advising, professional issues including confidentiality, legal and ethical standards, and the future of the profession. **3 credits**

SCP 520 Psychology of Learning and Motivation

This course focuses on major theories of learning and motivation and relevant research with an emphasis on behavioral and cognitive learning theories. Consideration is given to neurophysiological foundations as well. How learning theory informs teaching practices to promote effective lesson planning and curriculum development is emphasized. Motivational strategies with a focus on student outcomes of intentional teaching are explored using case study and lab formats. Application of learning and motivational theory to the Massachusetts Curriculum Frameworks is stressed. **3 credits**

SCP 510 Professional Orientation to Counseling

This foundation course provides an introduction to all aspects of the counseling profession. History, roles, organizational structures, ethical standards, legal issues and credentialing are included. Public policy processes that focus on the role of the professional counselor with an introduction to advocacy for the profession and clients are included. The importance of professional development and participation in counseling professional organizations and exploration of the role of the counselor as a member of a multidisciplinary team is emphasized. A class project that focuses on a professional aspect of the counseling

profession is a culminating activity in this course. **3 credits**

SCP 515 Advanced Counseling Theory and Practice

The purpose of this course is to provide an introduction to the major theories of counseling including behavioral, humanistic, social learning, psychoanalytic, and cognitive. Approaches, principles, and procedures of counseling and consultation will be introduced including individual and systems perspectives consistent with relevant research. Skills essential to counselors such as interviewing, active listening, communication, problem analysis, and motivation are introduced in this course. Topics include: issues of confidentiality, relationship building, evaluation of outcomes, and referral strategies. Skills are practiced in laboratory exercises. **3 credits**

processes and group leadership skills. This course provides the theoretical foundation and strategies in the design and implementation of groups in the school setting at various grade levels that are consistent with national and state models of comprehensive developmental school counseling within a multicultural context. Ethical issues and professional standards for groups are examined. The use of technology to manage and enhance group counseling effectiveness and resources for school counseling groups are explored. **3 credits**, Prerequisites: SCP 510, SCP 565

SCP 540 Introduction to Research and Program Evaluation

This course is designed to enable students to become critical readers of research in counseling. It introduces them to design and conducts research in an applied setting. Both quantitative and qualitative methodologies are addressed. Students are expected to analyze research reports and to design potential research projects. Principles, practices, and applications of needs assessment and program evaluation, as well as use of computers for data management and analysis and ethical considerations in conducting research are a focus of this course. **3 credits**

SCP 545 Human Growth and Development through the Life Span

This course provides in-depth study of human growth and development in the physical, cognitive, language, and social and emotional domains with an emphasis on both typical and atypical development. The positive contributions and limitations of various developmental theories and conceptual frameworks are examined. Throughout the course, students consider the relationship between development and



SELECTED COURSES 2020-21



SELECTED COURSES 2020-21

the selection of appropriate educational services and interventions for children and adolescents with special needs. **3 credits**

SCP 560 Psychological and Educational Assessment

This course emphasizes the use of specific diagnostic psychological tests in a variety of domains. Specific psychological and educational tests used by counselors in educational settings are examined and students have the opportunity to use assessments. Individual and group achievement, curriculum based assessment, and vocational assessments, including the Massachusetts Comprehensive Assessment System (MCAS) are a focus. Other tests administered by psychologists are reviewed so that school counselors may understand and interpret results to parents, teachers, and students to information educational interventions, advising, and placement decisions. **3 credits**, Prerequisite: SCP 540

SCP 610 Cultural Responsiveness in Counseling

Theoretical concepts and practical strategies are used to implement effective multicultural counseling in the school setting as well as in the home and community. Specific strategies include: teaming, collaborative, preventive, and proactive practices for school counselors. Building partnerships with families, family involvement, and intervention with families to assist in academic and personal/social development of students in the role of school counselor is the aim of this course. A theoretical understanding of family systems, social systems, contemporary families, and multicultural issues is integrated with effective strategies of parent involvement and parent training. Effective interventions

for facilitating positive transitions into school, from one school to another, school to work, and school to college are explored. The impact of children with disabilities upon the family system is also explored. Parenting programs are stressed in order to provide the school counselor with practical evidence based strategies for positive parenting. The areas of child management and effective partnering with schools to support academic, career, learning, and personal/social goals of all students is emphasized. **3 credits**

SCP 620 Vocational, Career, and College Counseling

This course presents an analysis of basic theories of career progression from a developmental perspective. Attention is given to understanding the educational, psychological, and social factors which influence educational and vocational decision making. The use of vocational and educational assessment to advise students and to facilitate school to work and college planning is included. Focus is placed on understanding the resources necessary to assist adolescents in making mature post high school plans. The use of technology and resources to facilitate vocational, career, and college counseling and advising are integrated within the course through demonstrations and opportunities for practice. **3 credits**

SCP 625 Neuropsychology of Learning and Behavior

Building upon foundation courses in learning theory and typical and atypical child and adolescent development, this advanced course introduces students to neuropsychological principles underlying learning and behavior disorders in children and adolescents. Students become

acquainted with the neuropsychological basis of learning and behavior disorders including reading, math, and language disorders as well as nonverbal learning disorders, disorders on the autistic spectrum, disorders of attention, and executive functions. With this foundation, students are more informed about various neurodevelopmental disorders, evidence based treatments, and accommodations for preschool through high school age children. A review of psychopharmacological interventions for the lay person is included. The interpretation of psychological and neuropsychological assessments and the presentation of these results to educators and parents is a focus in order to inform school interventions, and promote better learning and personal/social and career outcomes for all students. **3 credits**, Prerequisites: SCP 520, SCP 560

SCP 630 Intervention Strategies: Social and Emotional

This course builds upon the introductory counseling and development courses and provides school counselors with empirically-based prevention and intervention strategies for problems which impact the learning and development of children and adolescents in PreK-12 school settings. Topics to be covered include physical, emotional and sexual abuse, violence, divorce, substance abuse, grief, war, and terror. Prevention and treatment of childhood and adolescent disorders such as depression, anxiety, Attention Deficit-Hyperactivity Disorder (ADHD), behavioral disorders and suicide will be included. Practicum experiences and course work are integrated. **3 credits**, Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 635 Intervention Strategies: Academic and Learning

Building on a foundation of counseling, development, learning, and teaching theories this course focuses on strategies for prevention of and intervention with academic problems that interfere with learning outcomes. Research based strategies that focus on school wide, large and small groups, and individual interventions are emphasized. Competency in providing effective interventions for group and independent work skills, organization and study strategies, learning strategies, mnemonic, reading, math and content area strategies, as well as test taking and homework is taught using case study and demonstration approaches. Data-based outcomes assessment and reporting is emphasized to evaluate the effectiveness of prevention and intervention strategies in improving learning and academic outcomes for all students. Practicum experiences are integrated with course work. **3 credits**, Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 640 Developmental Psychopathology

A rapid growth in research in child development and clinical child psychology has led to the expanding field of developmental psychopathology. Developmental psychopathology combines research in child development and clinical child and adolescent psychology to better understand the conceptual frameworks, characteristics, developmental course, context and outcomes of psychopathology in children and adolescence. An ecological approach is emphasized in the development of child and adolescent psychopathology and the influence of contexts in the development of psychopathology and

the effect on schools and families. Risk and protective factors as well as assessment and treatment of child and adolescent disorders is presented using current research to emphasize the role of developmental processes, contexts and the interactive nature of development that influences adaptive and maladaptive functioning. **3 credits**, Prerequisites: SCP 545

SCP 645 Consultation and Collaboration: School/Home/Family

This course emphasizes the knowledge and skills needed to improve academic and behavioral outcomes through comprehensive consultation, collaboration, and problem solving services in the school setting at the individual, group, family, and systems levels. It is designed to provide effective skills in problem solving that facilitate team building and collaborative relationships within the school, home, and community. Data-based decision making, evaluation, and accountability of interventions are addressed. Eligibility criteria for special education, development

and implementation of 504 Plans, provisions for English Language Learners, crisis intervention, and referral to outside agencies, mandated reporting (51A), and transition planning are integrated within a case study and problem solving format. **3 credits**, Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 660 Behavioral Assessment and Intervention

This course is designed to provide students with principles for the effective use of behavioral assessment and interventions in inclusive and special education classrooms. Students will learn to use a cognitive-behavioral approach within a developmental context to identify, analyze, implement, and evaluate interventions that both prepare children and adolescents with special needs for and maintain them in general education classrooms. A team approach with a focus on consultation and collaboration skills necessary for special educators will be emphasized. Research-based strategies to enhance classroom





SELECTED COURSES 2020-21



SELECTED COURSES 2020-21

management, organization, and the learning environment will be considered. **3 credits,** Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 670 Principles and Practices of School Social Work/Adjustment Counseling in Schools

This course focuses on an overview of the principles and practices of school social work/adjustment counseling services in the complex and challenging school setting within a multi-cultural and strengths based framework. Legal and ethical issues that affect the role of school social work/adjustment counselors are stressed. School-based intervention strategies are discussed, including group work, behavior management, and social skills training. A variety of topics/stressors experienced by youths, such as violence, trauma, death, divorce, poverty, neglect and abuse, alcohol and substance abuse are explored. The critical role of the school social worker/adjustment counselor with respect to

general educators, special educators, specialists, administrators, and parents will be examined. An introduction to the juvenile justice system will be provided. A systematic approach aimed at identifying effective strategies for partnering with families and community services will be emphasized.

3 credits, Prerequisite: Permission of the Director of the School Counseling Program

SCP 705 Clinical Practicum and Seminar: School Counselor, Levels PreK-8

This clinical practicum is conducted in accordance with Massachusetts school guidance counselor PreK-8 licensure regulations for Initial License. The student completes a three day a week practicum (300 hours) under the direction of the university supervisor and the immediate supervision of a school counselor who is licensed in the field at the PreK-8 level of certification. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for the practicum. The

seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling in grades PreK-8. Enrollment is limited to qualified matriculated graduate students.

4 credits, Prerequisites: Permission of the Director the School Counseling Program

SCP 710 Clinical Practicum and Seminar: School Counselor, Levels 5-12

This clinical practicum is conducted in accordance with Massachusetts school guidance counselor 5-12 licensure regulations for Initial License. The student completes a three day a week practicum (300 hours) under the direction of the university supervisor and the immediate supervision of a school counselor who is licensed in the field at the 5-12 level of certification. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for the practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling in grades 5-12. Enrollment is limited to qualified matriculated graduate students.

3 credits, Prerequisites: SCP 800 and a passing score on the Massachusetts Test for Educational Licensure, Communication and Literacy Skills Test

SCP 810 Advanced Clinical Practicum and Seminar: School Counselor, Levels 5-12

This advanced clinical practicum is conducted in accordance with Massachusetts school guidance counselor Initial licensure regulations and is designed to further enhance and refine school counseling skills.

The student completes a second semester three days a week practicum (300 hours) under the direction of a university supervisor and under the immediate supervision of a school counselor who is licensed in the field at the level of certification sought. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling in grades 5-12. Enrollment is limited to qualified matriculated graduate students.

3 credits, Prerequisites: Students must achieve a passing score on the Massachusetts Test for Educational Licensure, Communication and Literacy Skills Test, and permission of the Director the School Counseling Program

SCP 805 Advanced Clinical Practicum and Seminar: School Counselor, Levels PreK-8

This advanced clinical practicum is conducted in accordance with Massachusetts school guidance counselor PreK-8 licensure regulations and is designed to further enhance and refine school counseling skills.

The student completes a second semester three days a week practicum (300 hours) under the direction of a university supervisor and under the immediate supervision of a school counselor who is licensed in the field at the level of certification sought. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling in grades PreK-8. Enrollment is limited to qualified matriculated graduate students.

sure regulations for the Initial License and is designed to further enhance and refine school counseling skills. The student completes a second semester three day a week practicum (300 hours) under the direction of the university supervisor and the immediate supervision of a school counselor who is licensed in the field at the PreK-8 level of certification. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for the practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling in grades PreK-8. Enrollment is limited to qualified matriculated graduate students.

3 credits, Prerequisites: SCP 815 and a passing score on the Massachusetts Test for Educational Licensure, Communication and Literacy Skills Test

SCP 875 Advanced Clinical Practicum and Seminar: School Social Worker/ Adjustment Counselor

This advanced clinical counseling practicum and seminar is conducted in accordance with the Massachusetts School Social Worker/ School Adjustment Counselor (All Levels) Initial Licensure and is designed to enhance and further refine advanced counseling skills with children, adolescents and families in an education setting. The student completes a semester of practicum (450 hours) under the direction of a university supervisor and under the immediate supervision of a school social worker/adjustment counselor who is licensed. Students are evaluated using professional and ethical standards for school social worker/adjustment counselors. Students must meet specified criteria for the advanced clinical counseling practicum and seminar. The practicum and seminar focus is on student, family, and school issues and clinical strategies for implementing social worker/adjustment counselor services in the schools. Class enrollment is consistent with DESE standards for advanced clinical practicum and seminar.

3 credits, Prerequisites: Enrollment is limited to School Counseling CAGS students and students with Masters Degrees in Social Work or Counseling. Students must receive a passing score on the Massachusetts Tests for Education Licensure to enroll in practicum.

“What has become clear to me after landing my first job and promotion is that Assumption’s program is at the leading edge of producing modern school counselors who have the knowledge and experience to be leaders in the profession. The instructors had a huge impact on my growth, offering a nurturing approach to teaching and mentorship, combined with tremendous knowledge and experience gained throughout their careers. Everything about the program is designed to ensure your success as an expert counselor.”

- KENDRA SCALETTA CANTRELL, M.A. '09
DIRECTOR OF GUIDANCE
TANTASQUA REGIONAL HIGH SCHOOL,
STURBRIDGE, MA



Program Faculty

Susan M. Scully-Hill, Ph.D.

Director of School Counseling
B.A., Michigan State University
M.A., Michigan State University
Ph.D., Michigan State University

Lorette McWilliams, Ph.D.

Faculty, School Counseling
B.A., University of Massachusetts Amherst
M.A., University of Massachusetts Boston
Ph.D., Lesley University

Lea F. Christo, M.S.W.

Director of Health Advocacy Program
Faculty, School Counseling
B.A., St. Anselm's College
M.S.W., Boston College Graduate School of Social Work

Dawn Breault, Ed.D.

Faculty, School Counseling
B.A., Notre Dame College
M.A., Assumption University
CAGS, Plymouth State University
Ed.D., Plymouth State University

Barbara Colombo-Adams, Ed.D.

Faculty, School Counseling
B.S., Pennsylvania State University
M.S., University of Maine
Ed.D., University of Massachusetts Amherst

Michelle Driscoll, M.A. CAGS

Faculty, School Counseling
B.A., Assumption University
M.A., Assumption University
CAGS, Assumption University

Calvin Hill, Ph.D.

Faculty, School Counseling Program
B.A., Bethany College
M.S., Emporia State University
Ph.D., Howard University

Jean Lindquist-Grady, Psy.D.

Faculty, School Counseling
B.S., Springfield College
M.A., Pepperdine University
Psy.D., Massachusetts School of Professional Psychology

Christopher J. Lopes, Ph.D.

Faculty, School Counseling
A.A., Dean Junior College
B.A., Clark University
M.S., C.A.G.S., Northeastern University
Ph.D., University of Rhode Island

Nicole Papazian, M.A.

Faculty, School Counseling
B.A., Clark University
M.A., Assumption University

Mary Ann Reilly Mariani, Ph.D.

Faculty, School Counseling
B.A., Boston College
M.Ed., Boston College
Ph.D., Boston College

Scott M. Smith, M.A.

Faculty, School Counseling
B.S., James Madison University
M.A. in Counseling Psychology,
Assumption University



Graduate Studies Office
Assumption University

500 Salisbury Street, Worcester, MA 01609

p 508.767.7387 f 508.799.4412 e-mail: graduate@assumption.edu
www.assumption.edu/graduate

NOTE: The University reserves the right to withdraw or modify any of the courses or programs listed in this viewbook, or to cancel any course or program for which it deems the registration insufficient, or to make any course or regulation change it considers necessary. The University further reserves the right to suspend the acceptance of applications in particular programs.