SCHOOL COUNSELING

Preparing culturally competent school counselors to lead comprehensive programs that promote and enhance student academic, social and emotional success.
MASTER OF ARTS (M.A.)
IN SCHOOL COUNSELING

THREE 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 students by developing, implementing, assessing and improving a comprehensive school counseling program that facilitates student success in school.

The comprehensive, holistic and integrated curriculum at Assumption College prepares you to assume a critical role in maximizing student success.

Distinctive Advantages to Help Advance Your Career as a School Counselor:

• 100% of our students met or exceeded DESE standards for school guidance counselor PreK-8, 5-12, as rated by their site supervisors

As a graduate of the School Counseling Program at Assumption College, you will be fully prepared for the influential role in helping students become academically and socially engaged members of their schools.

SUSAN SCULLY-HILL, PH.D., CRC
DIRECTOR, SCHOOL COUNSELING PROGRAM

School Counseling for the 21st Century

ASSUMPTION COLLEGE
NATIONAL RECOGNITION

• 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 “2016 Best Colleges” ratings of approximately 200 universities in the North that offer bachelor’s and master’s degrees.

"The program completely exceeded my expectations.”

– STEVEN BRUTUS, M.A. ’12
SCHOOL GUIDANCE COUNSELOR
AUBURN HIGH SCHOOL, AUBURN, MA

“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 unequalled. 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.”

* Individual states may have additional requirements

A curriculum that exceeds state and national standards for school counselors
A curriculum that prepares students for culturally competent practice in diverse school settings
Over 75 innovative pre-practicum and clinical practicum placement sites in urban and suburban school districts in Massachusetts
Class schedules that consider the needs of both full- and part-time students
Approved programs by the Massachusetts Department of Elementary and Secondary Education to license school guidance counselors (Initial Licensure Pre K-8 or 5-12) and an approved C.A.G.S. program leading to license School Social Workers/Adjustment Counselors (Initial Licensure, All Levels)
Current, creative and practical professional development opportunities through workshops offered by our Institute for School Counseling and School Psychology
A strong 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
Competitively priced tuition

As a graduate of the School Counseling Program at Assumption College, you will be fully prepared for the influential role in helping students become academically and socially engaged members of their schools.

SUSAN SCULLY-HILL, PH.D., CRC
DIRECTOR, SCHOOL COUNSELING PROGRAM
Assumption Advantages that Make a Difference

The Collaborative Learning Environment Empowers Students as They Acquire and Master the Knowledge and Skills Critical for Professional Practice.

Students in the School Counseling program engage in cooperative learning where they learn from fellow classmates as much as they learn from their professors. A learning community that facilitates interaction and teamwork prepares graduate students for the collaboration needed to be an effective school counselor.

Faculty are Experienced Professionals and Thoughtful Educators.

The School Counseling faculty is comprised of counselor educators, licensed school counselors, school psychologists, educational psychologists and school adjustment counselors. As a group, they possess extensive experience working in school systems and are skilled at integrating theory and practice to assist graduate students in mastering the knowledge, skills and attitudes that characterize the professional school counselor.

Professional Preparation and Credentials Will Be Unrivaled.

The School Counseling curriculum includes core counseling coursework that adheres to state and national standards for school counselors. Graduate students will also have preparation in positive psychological principles, mindfulness-based practices and resiliency interventions that are successful in school settings. We pursue these ambitious goals through a curriculum grounded in the liberal arts and extending to the domain of professional studies. Enriched 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 fosters diversity and encourages all who share its goals.

ASSUMPTIONIST SPONSORSHIP

The order of the Augustinians of the Assumption, founders of Assumption College, 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.

Specific competencies for school counselors include, but are not limited to:

• Working with students to facilitate career planning, including college admissions, financial aid and athletic eligibility
• Developing strategies to implement student planning, advisement, goal-setting, decision-making, social skills and transition planning for youth with disabilities
• Diverse, disability, multicultural and school reform issues are central to implementation of national and state developmental counseling curriculum models and are embedded in coursework and practicum experiences.

Coursework is complemented by experiential exercises, pre-practicum observations and clinical practicum to provide the student with multiple opportunities to develop, practice, refine and reflect upon their counseling skills within a school setting.

The Master of Arts (M.A.) in School Counseling

• 54 credit program
• 75-hour, non-credit pre-practicum
• Clinical practicum (600 hours)
• Pre K-8 or 5-12 Initial License
• Full-time program: 2 years

The Mission of the Graduate Program in School Counseling is to prepare culturally competent school counselors to lead comprehensive school counseling programs that 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 through excellent public education.

The required coursework and school-based practicum also prepare interested students in seeking national certification through the National Board of Certified Counselors (NBCC) for the National Certified Counselor (NCC) and National Certified School Counselor (NSCC) credentials. The Master of Arts in School Counseling Program is approved by the Massachusetts Department of Elementary and Secondary Education and meets Initial licensing requirements for School Guidance Counselor (PreK-8 or 5-12).

COLLEGE ACCREDITATION

Accredited by:

New England Association of Schools and Colleges, Inc.
Commonwealth of Massachusetts Department of Elementary & Secondary Education
Council on Rehabilitation Education

COLLEGE’S MISSION

Assumption College, 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. Enriched 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 College is committed to preparing ethical and reflective professional school counselors who practice from a strengths-based paradigm and are dedicated to social justice through excellent public education.

The Collaborative Learning Environment Empowers Students as They Acquire and Master the Knowledge and Skills Critical for Professional Practice. Students in the School Counseling program engage in cooperative learning where they learn from fellow classmates as much as they learn from their professors. A learning community that facilitates interaction and teamwork prepares graduate students for the collaboration needed to be an effective school counselor.

Faculty are Experienced Professionals and Thoughtful Educators. The School Counseling faculty is comprised of counselor educators, licensed school counselors, school psychologists, educational psychologists and school adjustment counselors. As a group, they possess extensive experience working in school systems and are skilled at integrating theory and practice to assist graduate students in mastering the knowledge, skills and attitudes that characterize the professional school counselor.

Professional Preparation and Credentials Will Be Unrivaled. The School Counseling curriculum includes core counseling coursework that adheres to state and national standards for school counselors. Graduate students will also have preparation in positive psychological principles, mindfulness-based practices and resiliency interventions that are successful in school settings. Theoretical models, evidence-based prevention and intervention strategies and outcomes-based models are emphasized within the curriculum.

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 service to all students and families using multicultural counseling strategies;
• Develop leadership skills and demonstrate strong counseling skills within a learning community and practice, refine and reflect upon their counseling skills within a school setting.

The Collaborative Learning Environment Empowers Students as They Acquire and Master the Knowledge and Skills Critical for Professional Practice.

Students in the School Counseling program engage in cooperative learning where they learn from fellow classmates as much as they learn from their professors. A learning community that facilitates interaction and teamwork prepares graduate students for the collaboration needed to be an effective school counselor.

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• Develop leadership skills and demonstrate strong counseling skills within a learning community and practice, refine and reflect upon their counseling skills within a school setting.

Specific competencies for school counselors include, but are not limited to:

• Serving as a leader in the school and community to promote and support student success
• Advocating for student success
• Collaborating with parents, 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 and emotional needs of children and adolescents in school settings

• Working with students to facilitate career planning, including college admissions, financial aid and athletic eligibility
• Developing strategies to implement student planning, advisement, goal-setting, decision-making, social skills and transition planning for youth with disabilities
• Diverse, disability, multicultural and school reform issues are central to implementation of national and state developmental counseling curriculum models and are embedded in coursework and practicum experiences.

Coursework is complemented by experiential exercises, pre-practicum observations and clinical practicum to provide the student with multiple opportunities to develop, practice, refine and reflect upon their counseling skills within a school setting.
SAMPLE FULL-TIME COURSE OF STUDY:

**FALL**
- Level I Foundations and Introductory Courses
  - SCP 510 Professional Orientation to Counseling
  - SCP 545 Human Growth & Development through the Lifespan
  - SCP 565 Fundamentals of School Counseling
  - SCP 540 Introduction to Research & Program Evaluation

**SPRING**
- Level I Foundations and Introductory Courses
  - SCP 515 Counseling Theories, Principles, & Practices
  - SCP 520 Psychology of Learning & Motivation
  - SCP 535 Group Counseling & Leadership
  - SCP 560 Psychological & Educational Assessment

**SUMMER SESSION**
- Level I Foundations and Introductory Courses
  - SCP 625 Neuropsychology of Learning & Behavior
  - SCP 640 Developmental Psychopathology
  - SCP 620 Vocational, Career & College Counseling (5-12)
  
It is recommended that new students enroll in courses in the summer prior to full- or part-time study the fall.

- Level I Foundations and Introductory Courses
  - SCP 610 Multicultural Family Counseling & Collaboration
  - SCP 620 Vocational, Career & College Counseling (5-12)

- Level II Intermediate Courses
  - SCP 525 Consultation & Collaboration: School/Home/Family
  - SCP 635 Intervention Strategies: Academic & Learning
  - PSY/SED 568 Behavioral Assessment & Intervention
  - SCP 630 Intervention Strategies: Social & Emotional

**FALL**
- Level III Advanced Courses - Practicum
  - SCP 800 Clinical Practicum and Seminar: School Counselor, Guidance PreK-8
    OR
  - SCP 815 Clinical Practicum and Seminar: School Counselor, Guidance 5-12

**SPRING**
- Level II Intermediate Courses
  - PSY/SED 568 Behavioral Assessment & Intervention
  - SCP 630 Intervention Strategies: Social & Emotional
  - SCP 525 Consultation & Collaboration: School/Home/Family
  - SCP 635 Intervention Strategies: Academic & Learning

**Total Graduate Course Credits: 54**

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 the graduate school counseling program and success as a future professional school counselor. 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
- Application Fee – waived for Assumption students and alumni
- 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 the academic preparation, work experiences, and skills that the candidate possesses, desired academic accomplishments and future professional goals

NOTE: An Admissions interview is required. The GRE is not required.

For application deadlines and admissions information, please visit:

www.assumption.edu/school-counseling

Complete your M.A. program in 2 years of full-time study, including summer courses.

...produces precisely the modern counselors who we seek to hire.”

~ MARIANNE O’CONNOR
FORMER SUPERINTENDENT OF SCHOOLS, RETIRED
WESTBOROUGH, MA

“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 students’ knowledge and skill set leading to increased professional competence. A C.A.G.S. may also be pursued to complement current knowledge and skill sets, allowing professionals to be more effective in their roles.

C.A.G.S. programs in School Counseling typically consist of 7 courses and are based on students’ professional goals.

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

1. For students with an earned master’s degree in Counseling, Psychology, Social Work, Education or closely related field, a focused program that culminates in eligibility for endorsement for the initial license in School Guidance Counseling (Level Pre-K-8 or Level 5-12) in Massachusetts.

2. For students with an earned master’s degree in School Counseling, Social Work or closely related field, a customized 7 course program tailored to the students’ professional interests.

3. For students with an earned master’s degree in Counseling, Psychology, Social Work, Education or closely related field, a customized 7 course program tailored to the students’ professional interests.

Individuals licensed as School Social Workers/Adjustment Counseling Studies also offers other C.A.G.S. programs to benefit school counselors such as Resiliency for Helping Professionals, Transition Specialist 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.

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
- Application Fee – waived for Assumption students and alumni
- 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.

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 College 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 College 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 the school counselor’s role. Therefore, the School Counseling Program offers students 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 student applicants and available resources in a given year. Students who have been accepted to present at a professional conference should complete a request form and submit it to the program director along with their presentation acceptance letter. Students presenting at Assumption College’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 College, 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 College 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.

Course Descriptions / 2017-18

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 Counseling Theories, Principles, and Practices
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

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 neuropsychological 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 intentionality are explored using case study and lab formats. Application of learning and motivational theory to the Massachusetts Curriculum Frameworks is stressed. 3 credits

SCP 525 Consultations 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 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 525 or SCP 835/836.

SCP 535 Group Counseling and Leadership
The aim of this course is to provide students with an introduction to group 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. Use of technology to manage and enhance group counseling effectiveness and resources for school counseling groups are explored. 3 credits. Prerequisite: SCP 520. SCP 535.

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 an in-depth study of human growth and development in the physical, cognitive, language, 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 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 in an introduction to group 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. Use of technology to manage and enhance group counseling effectiveness and resources for school counseling groups are explored. 3 credits. Prerequisite: SCP 520. SCP 535.

SCP 565 Fundamentals of School Counseling
This course provides school counselors with a combination of theory and practice for implementing a comprehensive school counseling program that is consistent with national and state developmental models.

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!"
in order to advance academic, personal, social, and career opportunities for all children in a pluralistic society. The history of school psychology includes contributions in academic and practical areas, and contemporary roles and functions of school counselors are emphasized. The primary goal of school counseling is to foster students’ development of personal strengths and competencies that allow them to secure the best personal, social, and educational outcomes. This course will provide students with an overview of the nature of addiction and the wide range of psychological, social, familial, and developmental implications of such behaviors in the school setting. Topics such as the etiology, manifestation, assessment, and evidence-based treatment of adolescent substance abuse and the psychological theories of addiction and the subsequent implications for intervention will be discussed. Special attention will be given to the role of school counselors in preventing or in developing and providing substance abuse education, consultation, and prevention in schools.

SCP 755 Positive Psychology & School Counseling

A Strengths-Based Approach

In this course the basic tenets of positive psychology are presented as they relate to identifying, assessing, and building human strengths. A strengths-based focus is compared and contrasted with traditional problem-focused strategies. Theoretical constructs of positive psychology and their application to the field of school counseling are explored in depth. Topics to be discussed include: life satisfaction, optimism, self-efficacy, character, flow, gratitude, and creativity. Relevant research findings and empirical studies of interventions and techniques are covered. Students will also learn a framework for identifying their own strengths, developing and practicing such skills and exploring how these concepts are used with, and fostered in, school-based populations. 

SCP 760 Addictions Seminar for School Counselors

This course will provide students with an overview of the nature of addiction and the wide range of psychological, social, familial, and developmental implications of such behaviors in the school setting. Topics such as the etiology, manifestation, assessment, and evidence-based treatment of adolescent substance abuse and the psychological theories of addiction and the subsequent implications for intervention will be discussed. Special attention will be given to the role of school counselors in preventing or in developing and providing substance abuse education, consultation, and prevention in schools.

SCP 800 Clinical Practicum and Seminar: School Counselor, Guidance PreK-8

This clinical practicum is conducted in accordance with Massachusetts School guidance counselor PreK-8 licensure regulations for Initial License. The student must be licensed in the field at the PreK-8 level at the time of supervision of a school counselor who is licensed in the field at the PreK-8 level of certification. The student completes a three day a week practicum (300 hours) under the direction of the college supervisor and the immediate supervisor 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. Specifically they are evaluated on the following: their understanding of the role of school counselor, their ability to implement and evaluate interventions for group and individual students that affect the role of school social work/adjustment counselors are stressed.

SCP 855 Positive Psychology & School Counseling

A Strengths-Based Approach

In this course the basic tenets of positive psychology are presented as they relate to identifying, assessing, and building human strengths. A strengths-based focus is compared and contrasted with traditional problem-focused strategies. Theoretical constructs of positive psychology and their application to the field of school counseling are explored in depth. Topics to be discussed include: life satisfaction, optimism, self-efficacy, character, flow, gratitude, and creativity. Relevant research findings and empirical studies of interventions and techniques are covered. Students will also learn a framework for identifying their own strengths, developing and practicing such skills and exploring how these concepts are used with, and fostered in, school-based populations.
Course Descriptions / 2017-18

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: Students must achieve a passing score on the Massachusetts Test for Educational Licensure, Communication and Literacy Skills Test.

SCP 815 Clinical Practicum and Seminar: School Counselor, Guidance 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 college 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 specific criteria for the practicum.

The student completes a second semester three day a week practicum (300 hours) under the direction of a college 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 specific criteria for the practicum.

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 865 Advanced Clinical Practicum and Seminar: School Counselor, Guidance 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 day a week practicum (300 hours) under the direction of a college supervisor and 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 specific 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 850 and a passing score on the Massachusetts Test for Educational Licensure, Communication and Literacy Skills Test.

SCP 850 Advanced Clinical Practicum and Seminar: School Counselor, Guidance PreK-8
This advanced clinical practicum is conducted in accordance with Massachusetts school guidance counselor PreK-8 licensure regulations for 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 college 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 specific 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 730 and a passing score on the Massachusetts Test for Educational Licensure, Communication and Literacy Skills Test.

SCP 730 Special Topics in School Counseling: PreK-8, 5-12
This course is designed to address contemporary topics and issues in school counseling. Topics are chosen based on interest and relevance to school counseling practice. This course allows students the opportunity to examine current issues in greater detail than would be possible in other course offerings.

3 credits, Prerequisites: Permission of the Director of the School Counseling Program.

SCP 750 Directed Study
The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum based project, a research study, a field experience, a practicum or internship.

3 credits, Prerequisites: Permission of the Director of the School Counseling Program.

Optional Electives

SCP 790 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 practicum (450 hours) under the direction of a college supervisor and 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 specific 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 CAS students and students with Masters Degrees in Social Work or Counseling. Students must achieve a passing score on the Massachusetts Tests for Educators Licensure to enroll in practicum.

“...designed to ensure your career success as an expert counselor.”

— KENDRA SCALLETTA CANTRELL, M.A. ’09
DIRECTOR OF GUIDANCE
TANTASQUA REGIONAL HIGH SCHOOL, STURBRIDGE, MA

“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.”
Program Faculty

Susan M. Scully-Hill, Ph.D.
Interim Director of School Counseling
B.A., Michigan State University
M.A., Michigan State University
Ph.D., Michigan State University

Paul Dufault, M.A.
Practicum Coordinator for School Counseling
Faculty, School Counseling, 2006
B.A., M.Ed., Worcester State College
M.A., Assumption College, 1977

Lea F. Christo, M.S.W.
Director of Health Advocacy Program
Faculty, School Counseling, 2013
B.A., St. Anselm’s College
M.S.W., Boston College Graduate School of Social Work

Susan Boafo-Arthur, Ph.D.
Faculty, Human Services and Rehabilitation Studies
B.A., University of Ghana
M.Phil., Norwegian University of Science and Technology
M.S., Mississippi State University
Ph.D., Mississippi State University

Debra S. Bolz, M.A.
Faculty, School Counseling, 2012
B.S., Worcester State University
M.A., Assumption College

Marta Carlson, Ph.D.
Faculty, School Counseling, 2008
Associate Director, Student Development and Counseling Center/Personal Counselor (1999)
B.A., Providence College
M.A., Lesley University
Ph.D., Syracuse University, 1998

Janice M. Chiappone, Ph.D.
Faculty, School Counseling, 2006
B.A., Stonehill College
M.A., Framingham State College
Ph.D., University of Maryland, 1984

Richard W. Cross, Ph.D.
Faculty, School Counseling, 2013
B.A., Thomas Aquinas College
M.A., Indiana University
Ph.D., Indiana University

Michael E. Donnelly, J.D.
Faculty, School Counseling, 2010
B.A., Wesleyan University
J.D., Suffolk University Law School

Calvin Hill, Ph.D.
Faculty, School Counseling Program, 2008
B.A., Bethany College
M.S., Emporia State University
Ph.D., Howard University, 2004

Nga P. Huynh, M.Ed.
Faculty, School Counseling, 2009
B.A., Wellesley College
Ed.M., Harvard University
M.Ed., Boston College

Shanna O’Grady Frost, M.A.
Faculty, School Counseling, 2006
B.A., Framingham State College
M.A., Assumption College
C.A.G.S. in Counseling Psychology, Anna Maria College, 1980

Keith Lahikainen, Psy.D.
Faculty, School Counseling, 2008
B.A., Assumption College
M.S., Fitchburg State College
Psy.D., Massachusetts School of Professional Psychology, 2001

Jean Lindquist-Grady, Psy.D.
Faculty, School Counseling, 2017
B.S., Springfield College
M.A., Pepperdine University
Psy.D., Massachusetts School of Professional Psychology, 2001

Christopher J. Lopes, Ph.D.
Faculty, School Counseling, 2006
A.A., Dean Junior College
B.A., Clark University
M.S., C.A.G.S., Northeastern University
Ph.D., University of Rhode Island, 2005

Mary Ann Reilly Mariani, Ph.D.
Faculty, School Counseling, 2014
B.A., Boston College
M.Ed., Boston College
Ph.D., Boston College 1990

Scott M. Smith, M.A.
Faculty, School Counseling, 2013
B.S., James Madison University
M.A. in Counseling Psychology, Assumption College

NOTE: The College 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 College further reserves the right to suspend the acceptance of applications in particular programs.