

School Counseling

Course Descriptions

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 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 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

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 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. 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 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. Databased 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 developmental 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 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 710 Clinical Practicum and Seminar: School Counselor, All Levels

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 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. Enrollment is limited to qualified matriculated graduate students. 3 credits.

SCP 730 Counseling Ethics and Ethical Decision Making

This course will cover the role of the counselor in the different counseling specialty areas. Ethical codes provide professional standards for counselors to ensure that clients are treated with dignity and respect and receive services that enhance their well-being. Ethical codes guide counselors' behavior so they maintain the highest level of integrity, leadership, and professionalism in delivery of counseling interventions. This course examines ethical codes of conduct for professional counselors working with a variety of client populations in a variety of service settings. Ethical codes adopted by ACA, APA, ASCA, AMHCA, and CRCC will be studied, compared, and contrasted. Ethical decision-making models will be utilized for case studies involving ethical dilemmas. 3 credits.

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. Enrollment is limited to qualified matriculated graduate students. 3 credits.

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.