

COUNSELING (MEd, CAGS)

FAMILY THERAPY TRACK, MENTAL HEALTH COUNSELING TRACK
REHABILITATION COUNSELING TRACK, SCHOOL COUNSELING TRACK

Faculty

Gonzalo Bacigalupe, EdD, *University of Massachusetts Amherst* • Immigrant Health Care • Family Violence and Trauma

• Intercultural Family Therapy
• Collaborative Consultation • Qualitative Data Analysis Software

Alisa Beaver, PhD, *University of Massachusetts Amherst* • Multicultural and Narrative Therapies • Autobiographical Memory, Trauma, and Coping within a Social Context • Bilingual Processing and Assessment • Sexuality and Gender

Terry Bontrager, PhD, *Texas A&M University* • Cross-Cultural Issues

• Assessment of English Learners
• Curriculum-Based Measurement

Lisa Cosgrove, PhD, *Duquesne University*
• Public Policy Implications of Family Homelessness • PTSD • Bias in Psychiatric Diagnosis • Conflict of Interest in Biopsychiatric Research • Women's Health Issues

MaryAnna D Ham, EdD, *University of Rochester* • Multicultural Family and Couples Therapy • Training and Ethical Issues in Counseling and Family Therapy • Qualitative Research Methods

Nan Zhang Hampton, PhD, *University of Kentucky* • Adaptation to Disability Assessment • Multicultural Issues
• Technology

Virginia Smith Harvey, PhD, *Indiana University* • Professional Development and Supervision • Resiliency Development
• Programs for Children with Emotional and Behavioral Disorders

Rick Houser, PhD, *University of Pittsburgh*
• Social Comparison • Social Identity
• Ethical Decision Making

Varda Konstam, PhD, *Fordham University*
• Psychological Adaptation to Chronic Illness • Forgiveness • Health Psychology

Esmaeil Mahdavi, EdD, *Indiana University*
• Mental Health Counseling • Group Dynamics • Substance Abuse

Melissa Pearrow, PhD, *Northeastern University* • Mental Health in Schools
• Group Interventions • Practice of School Psychology

Felicia Wilczenski, EdD, *University of Massachusetts Amherst* • Professional Ethics • Service Learning Assessment for Effective Intervention

The Programs

It is the mission of the Counseling Program to train individuals in the theory and practice of the profession of counseling such that they become thoughtful and responsive practitioners. The profession of counseling is grounded in the view that counselors facilitate and maximize the development and potential of all persons. Counseling is concerned with the development of appropriate repertoires of adaptive behavior within the environmental context in which the person resides. The counselor respects the ethnic background and diversity of each individual and attempts to promote development congruent with the person's beliefs, values, and personal background.

The University of Massachusetts Boston Counseling Program prepares its graduates to be professional practitioners in a variety of community settings and institutions: hospitals, schools, rehabilitation agencies, career planning centers, employee assistance programs, clinics, residential treatment facilities, and other mental health agencies. Students choose to focus on a particular area within the counseling profession. Options are:

- Family Therapy
- Mental Health Counseling
 - Mental Health Counseling
 - Mental Health Counseling, Forensic Services Concentration
 - Mental Health Counseling, School Adjustment Concentration
- Rehabilitation Counseling
- School Counseling

The curriculum includes courses and field-based experiences critical to professional development. Field-based practica and internships are supervised onsite by professionals who meet specific licensure qualifications.

Full-time students can complete the degree in four semesters and two summer sessions (two full years). Part-time students may progress at their own pace but must complete the degree in six years.

In order to accommodate students with full-time jobs, courses meet once a week and are offered in the late afternoon and evening.

Several courses are available online as well as onsite. These include COUNSL 601, COUNSL 602, COUNSL 604, COUNSL 605, COUNSL 606, COUNSL 608, COUNSL 613, COUNSL 615, COUNSL 620, COUNSL 622, COUNSL 626, COUNSL 630, COUNSL 653, COUNSL 670, COUNSL 672, COUNSL 688M, COUNSL 688S, COUNSL 698M, and COUNSL 698S.

Degree Requirements

General Requirements

Students must maintain a cumulative grade point average of 3.00 in the program's core curriculum and in all subsequent coursework. A total of 60 credits is required. In addition, two evaluative experiences are required to monitor the progress of matriculated students. The first follows the student's completion of 10 academic courses and precedes the internship placement. Before beginning the internship placement, each student must formally demonstrate the academic and personal readiness to be an ethical and responsible counselor-in-training. The second is a capstone experience requiring MEd candidates to demonstrate their ability to apply, integrate, and synthesize what they have learned. The nature of the capstone experience varies by track, as described below.

Family Therapy Track (60 cr.)

The Family Therapy track is committed to a vision of strengthening healthy families by preparing ethical and qualified professionals who embrace an inclusive perspective of interconnected systems. The curriculum comprises basic professional counseling content and theory and provides a comprehensive framework for learning family therapy. Courses lead students to view families as entities within larger social systems and promote collaborative, inclusive, and integrative systems approaches. The curriculum offers Family Therapy students an optimal perspective for supporting individuals, families, and communities in urban environments and provides them with a framework for developing skills that facilitate dialogue with marginalized individuals, families, and communities.

Accreditation and licensure: The University of Massachusetts Boston Family Therapy track has been granted full accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). It prepares students to meet the academic requirements for licensure in family therapy by the Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts and in other states.

Required courses (42 cr.): Graduate courses in research in psychology, ethical standards, and professional issues in counseling, abnormal psychology, counseling theories and practice, lifespan human development, introduction to family theories and practice, lifespan human development, introduction to family therapy, foundations of marriage

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therapy, family therapy theories, sexuality in families, family therapy assessment and intervention, collaborative consultation and larger systems, couples therapy, contemporary family therapies, multicultural counseling, and substance abuse and the family. In individual cases, substitutions may be approved by the Graduate Program Director.

- COUNSL 601 (Research and Evaluation in Psychology)
- COUNSL 606 (Ethical Standards and Professional Issues in Counseling)
- COUNSL 608 (Abnormal Psychology)
- COUNSL 614 (Counseling Theory and Practice I)
- COUNSL 620 (Clinical Application of Human Development)
- COUNSL 621 (Introduction to Family Therapy)
- COUNSL 622 (Family Therapy Theories)
- COUNSL 624 (Sexuality and Intimacy in Families and Family Therapy)
- COUNSL 625 (Therapy Assessment and Intervention)
- COUNSL 626 (Collaborative Consultation and Larger Systems)
- COUNSL 627 (Couples Therapy)
- COUNSL 628 (Contemporary Family Therapies)
- COUNSL 653 (Perspectives in Cross-Cultural Counseling)
- COUNSL 672 (Substance Abuse and the Family)

Required field experience (18 cr.): Three contiguous semesters of COUNSL 698F: Family Therapy Internship (summer, fall, and spring; 6 credits per semester). Students are required to complete 500 hours of face-to-face client contact, within a total of 900-1200 hours working at the internship site.

Required capstone: Portfolio, clinical case analysis, personal narrative.

Mental Health Counseling Track (60 cr.)

The U.S. Surgeon General's Report on Mental Illness notes the significance of mental health problems in the U.S. and worldwide. Mental illness is the second-leading contributor to Disease Burden in the U.S., second only to cardiovascular diseases. It is estimated that, in any given year, 20 percent of the population will have a diagnosable mental illness. The need for mental health services is significant. The Mental Health Counseling curriculum combines theory, application of research, and practical field experiences. The theoretical basis is a focus on human development, human potential, adaptation and coping, and a contextual understanding of mental illness and mental health.

Accreditation and licensure: The Mental Health Counseling track prepares students to meet the academic requirements for licensure in mental health counseling set by the Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts and other states (there are 48 states that have counselor licensure laws at the master's level).

Required courses (39 cr.): Graduate courses in research in psychology, foundations of mental health counseling, principles of assessment, ethical standards and professional issues in counseling, abnormal psychology, vocational development, counseling theories and practice, individual counseling, group counseling, lifespan human development, multicultural counseling, and substance abuse. In individual cases, substitutions may be approved by the Graduate Program Director.

- COUNSL 601 (Research and Evaluation in Psychology)
- COUNSL 604 (Foundations of Mental Health Counseling)
- COUNSL 605 (Principles of Vocational, Educational and Psychological Assessment)
- COUNSL 606 (Ethical Standards and Professional Issues in Counseling)
- COUNSL 608 (Abnormal Psychology)
- COUNSL 613 (Vocational Development and Career Information)
- COUNSL 614 (Counseling Theory and Practice I)
- COUNSL 620 (Clinical Application of Human Development)
- COUNSL 653 (Perspectives in Cross-Cultural Counseling)
- COUNSL 674 (Psychopharmacology)
- COUNSL 615 (Counseling Theory and Practice II) or
- COUNSL 617 (Child and Adolescent Counseling)
- COUNSL 616 (Group Counseling and Group Dynamics) or
- COUNSL 650 (Group Counseling for Children and Adolescents)
- COUNSL 670 (Substance Abuse in Modern Society) or
- COUNSL 672 (Substance Abuse and the Family)

Electives: Two three-credit electives must be taken from among the following: COUNSL 607, COUNSL 617, COUNSL 622, COUNSL 635, COUNSL 650, COUNSL 662, COUNSL 664, SPY G 606

Required field experience (1000 hr., 15 cr.): COUNSL 688M: Mental Health Practicum (100 hr., 3 cr.) and two semesters of COUNSL 698M: Mental Health Internship (450 hr. per semester, 6 cr. per semester, 900 hours and 12 credits total).

Required capstone: The capstone for Mental Health Counseling is a clinical case analysis that includes a taped and transcribed counseling session and a detailed analysis of contextual, developmental, ethical, psychosocial, treatment, and countertransference issues as they apply to the case.

Online option: The online option in the Mental Health Counseling track operates on a cohort model, with all participants completing the program of study together over a two-year period. Clinical courses are taught during the first summer at UMass Boston's field station on Nantucket Island; all participants must be present for an intensive two-week session held in July (low-cost residential accommodations on Nantucket are provided to participants). The remaining courses are delivered in a web-based, online format following the regular semester calendar. Participants must follow the program of study exactly. The program requires a 100-hour practicum in an approved placement site and a 900-hour internship, divided evenly between two semesters and consisting of supervised field experiences in public and non-profit mental health treatment facilities. While engaged in all field work, students participate in an online seminar as well as in conference calls where their experiences are examined in relation to current issues of concern in the field of mental health counseling. Students are also expected to provide audio/video-tapes of counseling sessions.

Mental Health Counseling Track: Forensic Services Concentration (60 cr.)

Forensic Services focus on the intersection between the criminal justice and health service systems. This concentration provides training in the complex social issues that appear at this intersection: the origins of mental illness, substance abuse, and crime; the operations of health and law-related services for those affected by these problems; and the impact of relevant social policies. The analytical emphasis and core interdisciplinary approach to forensic services increases understanding of ways in which public health and legal standards, specifically mental health issues and criminality, intersect and diverge. Students interested in policy or in social-service provision for vulnerable populations have the opportunity

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to learn about criminality, law, mental health, substance abuse, offenders, violence, the police, corrections, criminal justice, alternatives to incarceration, clinical assessment, probation, parole, private agencies, public systems, and treatment services. Students who complete this concentration are awarded both the MEd in Mental Health Counseling and the Forensic Services Graduate Certificate.

Required Courses (45 cr.): Graduate courses in research in psychology, foundations of mental health counseling, principles of assessment, ethical standards and professional issues in counseling, abnormal psychology, vocational development, counseling theories and practice, individual counseling, group counseling, lifespan human development, multicultural counseling, substance abuse and crime, forensic psychology, the sociology of law, and psychiatry and the law. In individual cases, substitutions may be approved by the Graduate Program Director.

- COUNSL 601 (Research and Evaluation in Psychology)
- COUNSL 604 (Foundations of Mental Health Counseling)
- COUNSL 605 (Principles of Vocational, Educational and Psychological Assessment)
- COUNSL 606 (Ethical Standards and Professional Issues in Counseling)
- COUNSL 608 (Abnormal Psychology)
- COUNSL 613 (Vocational Development and Career Information)
- COUNSL 614 (Counseling Theory and Practice I)
- COUNSL 615 (Counseling Theory and Practice II)
- COUNSL 616 (Group Counseling and Group Dynamics)
- COUNSL 620 (Clinical Application of Human Development)
- COUNSL 653 (Perspectives in Cross-Cultural Counseling)
- PSYCH 614 (Forensic Psychology)
- SOCIOL 618 (Psychiatric Epidemiology and Forensic Services)
- SOCIOL 623 (Alcohol, Drugs, and Crime)
- SOCIOL 667 (Sociology of Law)

(The last four required courses listed above are offered by faculty of the Sociology and Psychology Departments at UMass Boston and the UMass Medical School in Worcester.)

Required field experience (1000 hr., 15 cr.): COUNSL 688M: Mental Health Practicum (100 hrs., 3 cr.) and two semesters of COUNSL 698M: Mental Health Internship (450 hr. per semester, 6 cr. per semester, 900 hours and 12 credits total).

Required capstone: The capstone in the Forensic Services concentration is a clinical case analysis that includes a taped and transcribed counseling session and a detailed analysis of contextual, developmental, ethical, psychosocial, treatment, forensic, and counter-transference issues as they apply to the case.

Mental Health Counseling Track: School Adjustment Concentration (60 cr.)

The purpose of the School Adjustment Concentration is to prepare thoughtful and responsive practitioners to work effectively in urban schools and communities as adjustment and mental health counselors. The concentration is committed to the preparation of highly qualified professionals who effectively address the needs of children, adults, and families of diverse cultural and ethnic backgrounds, abilities, and needs. Located within an urban university, the program is dedicated to the training of professionals who most likely will work with and provide counseling and related activities to individuals representing an urban and diverse population.

Accreditation and licensure: The School Adjustment Concentration has attained the approval of the Commonwealth of Massachusetts Department of Education. The School Adjustment Concentration curriculum and field experiences are designed so that graduates meet the academic requirements for licensure both as a Mental Health Counselor, Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts and in other states, and as a School Adjustment Counselor, Massachusetts Department of Education.

Required courses (45 cr.): Graduate courses in research in psychology, medical aspects of disabilities, foundations of mental health counseling, principles of assessment, ethical standards and professional issues in counseling, abnormal psychology, vocational development counseling theories and practice, individual counseling, group counseling, lifespan human development, family therapy theories, principles of school counseling, multicultural counseling and child abuse and neglect. In individual cases, substitutions may be approved by the Graduate Program Director.

- COUNSL 601 (Research and Evaluation in Psychology)
- COUNSL 602 (Medical and Psychological Aspects of Disabilities)
- COUNSL 604 (Foundations of Mental Health Counseling)

- COUNSL 605 (Principles of Vocational, Educational, and Psychological Assessment)
- COUNSL 606 (Ethical Standards and Professional Issues in Counseling)
- COUNSL 608 (Abnormal Psychology)
- COUNSL 613 (Vocational Development and Career Information)
- COUNSL 614 (Counseling Theory and Practice I)
- COUNSL 617 (Child and Adolescent Counseling)
- COUNSL 620 (Clinical Application of Human Development)
- COUNSL 622 (Family Therapy Theories)
- COUNSL 631 (Foundations of School Adjustment Counseling) (subject to final University approval)
- COUNSL 650 (Group Counseling for Children and Adolescents)
- COUNSL 653 (Perspectives in Cross-Cultural Counseling)
- COUNSL 664 (Child Abuse and Neglect)

Required field experience (1000 hr., 15 cr.): COUNSL 688A: School Adjustment Practicum (100 hr., 3 cr.) and two semesters of COUNSL 698A: School Adjustment Internship (450 hr. per semester, 6 cr. per semester, 12 credits and 900 hours total. At least 450 of the 900 hours must be in schools).

Required capstones: Prior to enrolling in the internship, School Adjustment students must pass the literacy portion of the Massachusetts Test of Educator Licensure (MTEL). The MEd capstone is a clinical case analysis that includes a taped and transcribed counseling session and a detailed analysis of contextual, developmental, ethical, psychosocial, treatment, and counter-transference issues as they apply to the case.

Rehabilitation Counseling Track (60 cr.)

The primary goal of rehabilitation counseling is promoting the vocational achievement and emotional adjustment of those with disabilities. The unemployment rate over the past 20 years for those with disabilities is consistently over 60 percent. One fifth of Americans have some type of disability, and one in ten has a severe disability. With over twenty million Americans with severe disabilities, the need for rehabilitation counselors is clear. The Rehabilitation Counseling curriculum is organized to identify the potential and to facilitate the development of its students and the individuals with disabilities with whom they work. The emphasis is on developing empathy and respect for the social foundations and cultural diversity of all persons by fostering each individual's self-awareness, respect, and esteem. Students are provided oppor-

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tunities to recognize, develop, and promote their own resources as a means of adapting effectively to their own environment and life conditions. The curriculum attaches particular importance to the role of adaptation in a person's life. Students are prepared to make significant practitioner-oriented contributions to rehabilitation counseling and to enter upon study at the doctoral level, if they so desire.

Accreditation and licensure: The Rehabilitation Counseling curriculum is fully accredited by the Council on Rehabilitation Education (CORE). It prepares students to meet the academic requirements for licensure in the state of Massachusetts and achieve national certification as a Certified Rehabilitation Counselor (CRC).

Required courses (45 cr.): Graduate courses in research in psychology, medical aspects of disabilities, foundations of rehabilitation counseling, principles of assessment, ethical standards and professional issues in counseling, abnormal psychology, case management, vocational rehabilitation and job placement, vocational development, counseling theories and practice, individual counseling, group counseling, lifespan human development, family therapy theories, and multicultural counseling. In individual cases, substitutions may be approved by the Graduate Program Director.

COUNSL 601 (Research and Evaluation in Psychology)
 COUNSL 602 (Medical and Psychological Aspects of Disabilities)
 COUNSL 603 (Foundations of Rehabilitation)
 COUNSL 605 (Principles of Vocational, Educational, and Psychological Assessment)
 COUNSL 606 (Ethical Standards and Professional Issues in Counseling)
 COUNSL 608 (Abnormal Psychology)
 COUNSL 610 (Case Management and Planning in Rehabilitation)
 COUNSL 612 (Vocational Rehabilitation and Placement)
 COUNSL 613 (Vocational Development and Career Information)
 COUNSL 614 (Counseling Theory and Practice I)
 COUNSL 615 (Counseling Theory and Practice II)
 COUNSL 616 (Group Counseling and Group Dynamics)
 COUNSL 620 (Clinical Application of Human Development)
 COUNSL 622 (Family Therapy Theories)
 COUNSL 653 (Perspectives in Cross-Cultural Counseling)

Required field experience (700 hr., 15 cr.): COUNSL 688R: Rehabilitation Counseling Practicum (100 hr., 3 cr.) and two semesters of COUNSL 698R: Rehabilitation Counseling Internship (300 hr. per semester, 6 cr. per semester, 600 hr. and 12 cr. total)

Required capstone: Rehabilitation Counseling students may choose one of two capstone options: a case analysis or a research project.

The clinical case analysis includes a taped and transcribed counseling session and a detailed analysis of contextual, developmental, discrimination/exclusion, ethical, medical, psychosocial, treatment, countertransference, vocational, and rehabilitation issues as they apply to the case.

The research project involves writing and presenting original research addressing an issue of concern in the field of rehabilitation counseling. The work is initiated during the early part of the internship and includes discussing the identified issue and linking it to potential solutions. A primary focus is on whether the proposed solution is feasible for further implementation in the field of rehabilitation counseling. Faculty approval of the project is required at all stages.

School Counseling Track (60 cr.)

The purpose of the School Counseling track is to prepare thoughtful and responsive practitioners to work effectively in urban schools and communities as school counselors. The concentration is committed to the preparation of highly qualified professionals who effectively address the needs of children, adults, and families of diverse cultural and ethnic backgrounds, abilities, and needs. Located within an urban university, the program is dedicated to the training of professionals who most likely will work in and provide counseling and related activities to individuals representing an urban and diverse population. Students acquire skills in applying theories and techniques of individual, group, and family counseling; knowledge and understanding of the theoretical basis of behavior; an understanding of labor market trends and occupational information; skills evaluation approaches, including interpretation of vocational evaluations and the Massachusetts Comprehensive Assessment System (MCAS); knowledge of statistical methods and research analysis; knowledge of the Curriculum Frameworks and their use in the schools; knowledge of consultation and of the coordination of school resources in student advocacy; an understanding of federal, state, municipal, and school laws and

regulations; knowledge of strategies for the prevention and treatment of substance abuse, physical abuse, and sexual abuse; knowledge of the spectrum of mental illnesses and violence in Pre K-12 students; and skills to understand and evaluate ethical dilemmas involving school counseling services.

Required courses (45 cr.): Graduate courses in research in psychology, medical aspects of disabilities, principles of assessment, ethical standards and professional issues in counseling, abnormal psychology, vocational development, counseling theories and practice, individual counseling, lifespan human development, family therapy theories, principles of school counseling, group counseling, multicultural counseling, and child abuse and neglect. In individual cases, substitutions may be approved by the Graduate Program Director.

COUNSL 601 (Research and Evaluation in Psychology)
 COUNSL 602 (Medical and Psychological Aspects of Disabilities)
 COUNSL 605 (Principles of Vocational, Educational, and Psychological Assessment)
 COUNSL 606 (Ethical Standards and Professional Issues in Counseling)
 COUNSL 608 (Abnormal Psychology)
 COUNSL 613 (Vocational Development and Career Information)
 COUNSL 614 (Counseling Theory and Practice I)
 COUNSL 617 (Child and Adolescent Counseling)
 COUNSL 620 (Clinical Application of Human Development)
 COUNSL 622 (Family Therapy Theories)
 COUNSL 630 (Principles of Guidance Counseling)
 COUNSL 650 (Group Counseling for Children and Adolescents)
 COUNSL 653 (Perspectives in Cross-Cultural Counseling)
 COUNSL 664 (Child Abuse and Neglect)
 One 3-credit elective

Approved electives: COUNSL 626, COUNSL 635, COUNSL 672, COUNSL 674

Required field experience (700 hr., 15 cr.): COUNSL 688S: School Counseling Practicum (100 hr., 3 cr.) and two semesters of COUNSL 698S: School Counseling Internship (300 hr. per semester, 6 cr. per semester, 600 hours and 12 credits total).

Required capstones: Prior to enrolling in the internship, School Counseling students must pass the literacy portion of the

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Massachusetts Test of Educator Licensure (MTEL). For the MEd in School Counseling, students are required to pass two capstone requirements: a workshop presentation and a portfolio, both part of the internship and seminar experience. Students select an area of interest relevant to the practice of professional school counseling and prepare and present a professional-level workshop as part of the second-semester Internship Seminar. In addition, a portfolio collection of Internship work samples is required to demonstrate skills and competence in four areas: counseling, consultation, coordination, and curriculum.

Online option: The online option in the School Counseling track operates on a cohort model, with all participants completing the program of study together over a two-year period. Clinical courses are taught during the first summer at UMass Boston's field station on Nantucket Island; all participants must be present for an intensive two-week session held in July (low-cost residential accommodations on Nantucket are provided to participants). The remaining courses are delivered in a web-based, online format following the regular semester calendar. Participants must follow the program of study exactly. The program requires a 100-hour practicum in approved placement sites and a 600-hour internship, divided evenly between two semesters and consisting of supervised field experiences in schools. While engaged in all field work, students participate in an online seminar, as well as in conference calls where their experiences are examined in relation to current issues of concern in the field of school counseling. Students are also expected to provide audio/videotapes of counseling sessions.

The Certificate of Advanced Graduate Study (CAGS)

This program is designed for those already holding a master's degree in counseling. The professional development opportunities offered through the CAGS curriculum enable students to acquire licensure in a second specialty area.

The MEd/CAGS

Students seeking to complete both the MEd degree and the CAGS at UMass Boston will complete the MEd requirement of 60 credits and a minimum of 18 additional credits to meet the MEd/CAGS requirement of 78 credits total.

The CAGS

Students entering UMass Boston holding a master's degree in counseling must complete a program of study of at least 30 credits, through which they meet the course requirements for the track within the Counseling Program for which they seek licensure.

Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication. Also refer to the description of admission requirements listed under "Professional Preparation Programs for Education" in the "Regulations, Procedures, and Degree Requirements" section of this publication.

Counseling Program faculty recommend admission of applicants who present evidence of potential both to complete a graduate course of studies with distinction and to become thoughtful and responsive practitioners. For master's applicants, such evidence normally includes:

1. A minimum of five social science courses.
2. A distinguished undergraduate transcript with at least a 3.0 cumulative average.
3. Family Therapy, Mental Health Counseling, and Rehabilitation Counseling applicants must submit strong scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). This requirement may be waived if the applicant holds a graduate degree from a US university in the social sciences or a related discipline. Applicants who hold graduate degrees in a discipline unrelated to social sciences or who have received any pass-fail grades in graduate study must provide test scores. School Counseling students must present scores for the literacy portion of the Massachusetts Test of Educator Licensure (MTEL). Out-of-state applicants may substitute GRE or MAT scores for MTEL scores.
4. Three strong letters of recommendation indicating the applicant's ability to work well with others.
5. A statement of intent.
6. A group interview with other candidates and faculty members.
7. At least one year of paid or volunteer work in a mental health or equivalent setting is recommended (required for the Family Therapy Track).

Additional Requirements for CAGS

Applications: Candidates must have maintained an overall 3.25 GPA while earning a master's degree in counseling or its equivalent. All candidates are asked to visit the campus for a personal interview.

Courses

COUNSL 601 Research and Evaluation in Psychology

This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings. 3 Lect Hrs, 3 Credits

COUNSL 602 Medical and Psychological Aspects of Disabilities

The course is designed to offer students with little or no exposure to advanced life sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential implications consequent on these disabilities. 3 Lect Hrs, 3 Credits

COUNSL 603 Foundations of Rehabilitation

This course seeks to provide students with basic information about the process of rehabilitation and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling. 3 Lect Hrs, 3 Credits

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COUNSL 604 Foundations of Mental Health Counseling

The intent of this course is to provide students with basic information on the principles and practices of mental health counseling. Topics include the history and philosophy of mental health counseling, professional identity, the roles of the mental health counselor, professional ethics, managed care, various contexts of practice and organizational structures, mandated clients, crisis intervention services, prevention, consultation, and an understanding of how diversity influences the practice of mental health counseling. Particular attention is given to the practice of mental health counseling in a range of such urban settings as homeless shelters and outpatient centers. 3 Lect Hrs, 3 Credits

COUNSL 605 Principles of Vocational, Educational, and Psychological Assessment

The course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits. The course covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment. 3 Lect Hrs, 3 Credits

COUNSL 606 Ethical Standards and Professional Issues in Counseling

The purpose of this course is to create awareness among counselors-in-training of their contribution in the therapeutic process and helping relationship. Topics include foundations for an ethical perspective; models for ethical decision making; ethical codes of professional organizations; client rights and counselor responsibilities; ethical concerns in multicultural counseling and with special client populations; ethical issues in specific modalities (i.e., group, marriage, and family counseling). *Prerequisite: Graduate standing.* 3 Lect Hrs, 3 Credits

COUNSL 607 Theories of Personality

This course is designed to lead to an understanding of the issues underlying the development of personality theory and personality constructs. Personality theory and current research are examined through three central perspectives: psychoanalytic theory, social learning theory, and cognitive development theory. Measurement, assessment, and validation issues are also addressed. 3 Lect Hrs, 3 Credits

COUNSL 608 Abnormal Psychology

This course provides students with information relevant to the diagnosis, etiology, and treatment of mental illness. Psychopharmacological interventions are addressed. The epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the DSM are discussed, and avoiding bias in psychiatric diagnosis is a major focus of the course. The following DSM categories are covered: mood disorders, anxiety disorders, psychotic disorders including schizophrenias, disorders usually first evident in childhood, and personality disorders. 3 Lect Hrs, 3 Credits

COUNSL 610 Case Management and Planning in Rehabilitation

This course acquaints students with case management in rehabilitation counseling and with the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics include case finding and case planning, service coordination, and client advocacy activities. 3 Lect Hrs, 3 Credits

COUNSL 612 Vocational Rehabilitation and Placement

This course seeks to provide students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training; and placement. 3 Lect Hrs, 3 Credits

COUNSL 613 Vocational Development and Career Information

The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guide to Occupational Exploration, information on local labor markets and on military careers, occupation-education information, college and vocational school guides and catalogues. 3 Lect Hrs, 3 Credits

COUNSL 614 Counseling Theory and Practice I

The purpose of this course is to provide grounding in the commonalities of counseling techniques and practice in the use of various techniques. The course covers the essentials of interviewing, note taking, and report writing, as well as the role of diagnosis. Tapes and role playing are required. 3 Lect Hrs, 3 Credits

COUNSL 615 Counseling Theory and Practice II

This course is an extension of Counseling Theory and Practice I. Major theoretical approaches (dynamic, humanistic, behavioral) are considered. The course also involves the exploration of some non-traditional approaches and the use of tape recordings, films, written records of interviews, and role playing. *Prerequisite: COUNSL 614.* 3 Lect Hrs, 3 Credits

COUNSL 616 Group Counseling and Group Dynamics

This course provides an introduction to group dynamics that uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures build a cognitive base for evaluating experiential learning. *Prerequisite: COUNSL 615 or 617.* 3 Lect Hrs, 3 Credits

COUNSL 617 Child and Adolescent Counseling

This course focuses on facilitating the unique development and emotional growth of children through the counseling process. The course is designed to enhance students' theoretical and practical understanding of the major schools of child psychotherapy. Emphasis is given to a multidimensional view of intervention, with attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Through lectures, videotapes, and structured exercises, students learn a distinct group of interventions, including play and communication skills, as integral components of the therapeutic process. *Prerequisite: COUNSL 614.* 3 Lect Hrs, 3 Credits

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COUNSL 620 **Clinical Application of Human Development**

This course provides students with a comprehensive view of lifespan development from childhood through adulthood from several perspectives: 1) the interaction of age with such factors as gender, cultural background, disabilities, and other significant issues encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process information and experience; and 3) a structural approach to ego development.

3 Lect Hrs, 3 Credits

COUNSL 621 **Introduction to Family Therapy**

This course introduces the professional issues and practices of family therapy. Family therapy is presented as a respectful and contextual therapeutic intervention that attends to diverse client populations and their social environments. The family therapy profession is discussed as an innovative discipline that is responsive to societal changes. The course introduces human communication and system theories that are applicable for family and larger systems interventions and that are distinguished from other counseling paradigms. The course also addresses the ethical implications of societal norms and changes in the delivery of human services care systems for family therapy.

Prerequisite: COUNSL 615 or 617.

3 Lect Hrs, 3 Credits

COUNSL 622 **Family Therapy Theories**

This course is focused on general concepts of systems theory and on theoretical frameworks that inform family therapy. Family therapy theories and interventions and the feasibility of family therapy will be discussed within a historical context. Students will be given the opportunity to integrate family therapy theories with their experiences and perceptions of their families-of-origin. The influence of culture, race, social class, and gender on families and family therapy theories will be highlighted. Experiential exercises and videotapes of therapy sessions will be used to demonstrate the impact of family therapy theories on client-family interactions and family therapy sessions.

Prerequisite: COUNSL 614 or 621.

3 Lect Hrs, 3 Credits

COUNSL 624 **Sexuality and Intimacy in Families and Family Therapy**

Sexuality and intimacy are major issues for couples and families in therapy. This course explores various approaches to understanding sexual functioning and intimacy and family therapy clinical interventions.

Participants analyze and critique historical approaches to sex and marital therapy.

The course examines an array of family therapy models, including object relations, intergenerational, purposive, solution, narrative, and larger systems approaches. Within a multicultural framework, it focuses on specific topics related to issues of sexual diversity, gender identity, sexual offending, and victimization. The course includes literature review, lectures, and discussions, experiential exercises (sexual genogram construction), and role plays.

3 Lect Hrs, 3 Credits

COUNSL 625 **Family Therapy Assessment and Intervention**

This course focuses on the practice of systemic and ecosystemic family therapy techniques. Major family therapy models will provide the frameworks for assessment and ethical intervention procedures. Their effectiveness will be critiqued by using criteria set forth by research articles and from clinical practices. In class discussions and role plays, various factors such as race, ethnicity, social class, and the personal profile of the therapist will be shown to have a direct impact on therapeutic interventions. In-class exercises will give students an opportunity to be witnesses and observers of the therapeutic process and to experience therapy as a team effort.

Prerequisites: COUNSL 614, 621, and 622.

3 Lect Hrs, 3 Credits

COUNSL 626 **Collaborative Consultation and Larger Systems**

How do individuals and families interface with larger systems, and how do therapists intervene collaboratively? How do larger systems structure the lives of individuals and families? Relationally-trained practitioners are attempting to answer these questions through collaborative and interdisciplinary, team-focused projects in mental health, education, the law, and business, among other fields. Similarly, scholars and researchers are developing specific culturally responsive models: outreach family therapy, collaborative health care, multi-systemic school interventions, social-justice-oriented and spiritual approaches, organizational

coaching, and consulting, among others. This course explores these developments and aims at developing a clinical and consulting knowledge that contributes to families, organizations, and communities within a collaborative and social-justice-oriented vision.

Prerequisite: COUNSL 622 or permission of instructor.

3 Lect Hrs, 3 Credits

COUNSL 627 **Couples Therapy**

This course will focus on principles, theory, and methods effective in therapy with couples. Family therapy theories from a variety of perspectives, from modernism to postmodernism, will provide the basis for understanding and implementing couples therapy. Topical issues such as domestic violence and biracial and same-sex couples will be interwoven into classroom discussions and role-plays. The influence and impact of socioeconomic and sociocultural factors (including issues of gender and power) on couple relationships will also be examined. Students will gain knowledge of the content and methods of couples therapy through selected readings, classroom discussions, videotapes, and role-play exercises.

Prerequisites: COUNSL 614, 621, and 622.

3 Lect Hrs, 3 Credits

COUNSL 628 **Contemporary Family Therapies**

This course is an advanced seminar that reviews current trends in family therapy and examines postmodern psychotherapies as they are applied in clinical, school, and larger systems contexts. Theoretical concepts and clinical applications will be drawn from feminist, constructionist, and poststructuralist theories. Special attention will be given to the relationship between larger social contexts and contemporary family configurations. Topics for discussion will include: gay and lesbian families, family violence, and postmodern ideas in work with children, outreach family therapy, and factors affecting the therapist's role.

Prerequisites: COUNSL 614, 621, 622, and 625, or permission of instructor.

3 Lect Hrs, 3 Credits

Counseling

COUNSL 629

Psychology of Gender

The purpose of this course is to examine contemporary meanings of gender within the field of psychology and to examine the lived experience of gender for men and women. Participants discuss the ways in which the social categories of gender (along with race, class, ethnicity, and culture) play key roles in determining psychosocial realities. An additional focus includes examination of theoretical questions such as: In what ways have psychology's assumptions contributed to sexist epistemologies? What epistemological framework is needed in order to understand the complex relationship among social injustice, gender, and emotional distress?

3 Lect Hrs, 3 Credits

COUNSL 630

Principles of Guidance Counseling

The basic philosophy, scope, and techniques of guidance counseling in schools are reviewed and analyzed. Discussion covers practical issues relevant to school counseling: the school as an institution; relations among counselor, administrators, teachers, and parents; developmental education; sex education; counseling standards and legislation; roles of the school counselor; professional development.

3 Lect Hrs, 3 Credits

COUNSL 631 (Subject to final

University approval)

Foundations of School Adjustment Counseling

The basic philosophy, scope, and techniques of school adjustment counseling in schools are reviewed and analyzed. Discussion covers practical issues relevant to school adjustment counseling: the school as an institution; relations among counselor, administrators, teachers and parents; developmental education; sex education; counseling standards and legislation; roles of the school adjustment counselor; professional development.

3 Lect Hrs, 3 Credits

COUNSL 635

Behavioral Counseling

This course provides a rigorous examination of social learning theory as a basis for practice of therapeutic behavioral counseling. Through lectures, readings, demonstrations, and discussions, students become familiar with fundamental techniques of behavioral counseling, including operant, classical, modeling, and cognitive methods.

Prerequisites: COUNSL 614, and 615 or 617.

3 Lect Hrs, 3 Credits

COUNSL G 650

Group Counseling for Children and Adolescents

This course studies group counseling and group process with children, adolescents, and their families. Participants acquire knowledge and skills through critical and reflective readings, lecture, discussion, role-plays, interviews, and films. Emphasis is given to theoretical and experiential perspectives, as well as multicultural counseling competence, to enhance participants' growth and training as thoughtful and responsive practitioners in diverse urban settings. Discussions address such themes as group dynamics, group composition and management, stages of group empowerment, and leadership styles.

Prerequisites: COUNSL 614, and 615 or 617.

3 Lect Hrs, 3 Credits

COUNSL 653

Perspectives in Cross-Cultural Counseling

This course addresses the role of culture in counseling and psychology by looking both at history and at current issues. Discussions use an interdisciplinary framework to approach the question of counseling in a multicultural society. The course seeks to contribute to both the personal and the professional development of its participants.

Prerequisites: COUNSL 614, and 615 or 617.

3 Lect Hrs, 3 Credits

COUNSL 664

Child Abuse and Neglect

This course addresses the growing problem of child abuse and neglect in American society, exploring the psychodynamic and sociocultural factors that contribute to child abuse. Emphasis is given to prevention, intervention, treatment, and the legal aspects of abuse and neglect.

3 Lect Hrs, 3 Credits

COUNSL 670

Substance Abuse in Modern Society

This course surveys the broader problems caused by substance abuse in modern society, both presenting and analyzing data. Part of the course is devoted to a study of the physiological consequences of substance abuse. Consideration is also given to the family of the substance abuser, to various treatment modalities, and to the relationship between the criminal justice system and substance abuse rehabilitation.

3 Lect Hrs, 3 Credits

COUNSL 672

Substance Abuse and the Family

This course focuses on families with members who are substance abusers and the ways in which these families function. The course explores the methods and resources available for helping such families.

Prerequisite: COUNSL 614.

3 Lect Hrs, 3 Credits

COUNSL 674

Psychopharmacology

This course considers the nature of alcohol and narcotics and the ways they affect addicts in mind and body before, during, and after treatment.

Prerequisites: COUNSL 614, and 670 or 672.

3 Lect Hrs, 3 Credits

COUNSL 680

Family Therapy Supervision and Consultation

This course reviews the state of the art in consultation with and supervision of family therapists. Students explore the context, philosophy, relationships, and pragmatics of supervision. They also analyze such major systemic supervision models as inter-generational, integrative, Post-Milan, and constructionist. A central focus of the course is the emphasis given to a "hands-on" experience. In addition to studying the models, students experience an ongoing relationship as both supervisee and supervisor. The course frames the supervisory process as a conversation embedded in the interplay of race, class, gender, and institutional politics. As a result, discussions focus on issues of sexual orientation, cultural sensitivity, the mandate to educate urban practitioners, and changing clinical and economic realities. The course involves face-to-face supervision, genograms, videotapes, and other family therapy supervisory techniques. Consideration is given to the life experiences of course participants, as well as to ethical and legal issues. Other topics include the differences between supervisor and consultant stances and the potential use of family therapy techniques in organizational settings.

3 Lect Hrs, 3 Credits

Counseling

COUNSL 688 (A, M, R, S)

Practicum

The purpose of the practicum is to expose the student to his/her particular field in counseling through actual placement in a facility where appropriate supervision is provided. Class discussions include a review of onsite observations and experiences and discussions of current issues in the field.

COUNSL 688A: Adjustment Counseling Practicum

Prerequisites: COUNSL 604, 608, 614, and 617.

COUNSL 688M: Mental Health Counseling Practicum

Prerequisites: COUNSL 604, 608, 614, and 615 or 617; for Forensic Services Concentrators, also PSYCH 614.

COUNSL 688R: Rehabilitation Counseling Practicum

Prerequisites: COUNSL 603, 614, and 615.

COUNSL 688S: School Counseling Practicum

3 Lect Hrs, 3 Credits

COUNSL 696

Independent Study in Counseling

This course allows for the comprehensive study of a particular topic or a field work experience under the direction of a faculty member. A detailed proposal must be submitted to the faculty member prior to registration.

Hours by arrangement, 3-6 Credits

COUNSL 697

Special Topics in Counseling

This advanced course offers intensive study of a selected topic in counseling psychology. Course content varies according to the topic and will be announced prior to registration.

Hours by arrangement, 3-6 Credits

COUNSL 698 (A, F, M, R, S)

Internship in Counseling

Students are placed as apprentice counselors in schools or agencies under the direct supervision of qualified professionals. Students meet weekly for a three-hour seminar.

COUNSL 698A: School Adjustment Internship (may be taken twice for credit)

COUNSL 698F: Family Therapy Internship (may be taken three times for credit)

COUNSL 698M: Mental Health Counseling Internship (may be taken twice for credit)

COUNSL 698R: Rehabilitation Counseling Internship (may be taken twice for credit)

COUNSL 698S: School Counseling Internship (may be taken twice for credit)

Prerequisites: Advanced standing, practicum (all programs except Family Therapy), and approval of coordinator.

3 Lect Hrs, 6 Credits