TABLE OF CONTENTS

[COUN 500 3](#_Toc72408301)

[COUN 502 5](#_Toc72408302)

[COUN 511A 6](#_Toc72408303)

[COUN 511B 7](#_Toc72408304)

[COUN 518 8](#_Toc72408305)

[COUN 520 9](#_Toc72408306)

[COUN 521 10](#_Toc72408307)

[COUN 522A 11](#_Toc72408308)

[COUN 522B 13](#_Toc72408309)

[COUN 523 15](#_Toc72408310)

[COUN 524 16](#_Toc72408311)

[COUN 525 17](#_Toc72408312)

[COUN 526 18](#_Toc72408313)

[COUN 527A 19](#_Toc72408314)

[COUN 527B 20](#_Toc72408315)

[COUN 528 22](#_Toc72408316)

[COUN 530A 23](#_Toc72408317)

[COUN 530B 24](#_Toc72408318)

[COUN 535 26](#_Toc72408319)

[COUN 538 27](#_Toc72408320)

[COUN 560 28](#_Toc72408321)

[COUN 562 29](#_Toc72408322)

[COUN 584A 30](#_Toc72408323)

[COUN 584B 31](#_Toc72408324)

[COUN 590 33](#_Toc72408325)

[COUN 597 34](#_Toc72408326)

|  |  |  |  |
| --- | --- | --- | --- |
| COUN 500 | The Counseling Profession | This course is designed to provide an overview of the role and scope of clinical mental health counseling, the community counselor, and counseling service programs. This course is intended to introduce you to the major concepts and theories underlying the counseling profession. You will learn about the historical foundation of the field, the different settings and specialties in which counselors practice, as well as the major research methodologies, theoretical approaches, helping skills, and interventions that are most common. You will also learn about professional standards, ethical and legal issues, and licensure requirements. This course will give you a conceptual foundation for all courses that follow. It also meets the writing requirement of the graduate school so you are expected to demonstrate competence in your writing skills with respect to content, APA style, and grammar. Passing this course satisfies the university’s Graduate Writing Requirement. | * Understand the foundations of counseling as a profession, including its history, philosophy, relationship to other professions, and unique identity * Explore the various professional organizations, license options, counseling specialties, scopes of practice, and employment possibilities for the future, as well as ways to become actively involved in organizations * Compare and contrast the different specialties and contexts in which counseling takes place including clinical mental health counseling, marriage and family counseling, community agency counseling, counseling in schools, etc. * Become familiar with the various aspects, roles, models, and approaches of counseling professionals, including ethical and moral challenges that are frequently faced * Understand the counselor’s role related to social justice and advocacy issues on behalf of clients, as well others who have experienced oppression * Investigate the realities of counseling practice in the field through systematic interviews with counselors representing different settings and specialties * Identify the major cultural constructs (race, religion, gender, sexual orientation, ethnicity, etc.) and how they interact with client experiences * Increase cultural awareness of diversity issues and how they relate to cultural patterns of oppression, marginalization, racism, sexism, and other forms of prejudice * Learn standards of professional writing, including APA formatting, style, and citations; understand the meaning and violations of academic honesty related to plagiarism * Learn concepts and skills that increase success as a graduate student, including strategies for gaining the most from the program and curriculum * Understand basic concepts of research methodology, especially those related to conducting qualitative interviews and completing literature reviews; familiarization with basic search options for accessing research * Build a support network and collaborations with peers to create a constructive learning environment that promotes growth, as well as personal and professional development * Learn strategies for self-care to thrive as a graduate student and future professional, including ways to manage and prevent stress   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 502 | Career Counseling | This course is an introduction to theories of career development/counseling and an analysis of the world of work. Processes are identified through which occupational/educational and personal/social information may be integrated for career/life planning. This course focuses on:   * Study of the world of work as it impacts the psychological and sociological life of the individual, family and community; * Examination of career development and decision-making theories and their application to career counseling; * Identification of informational resources related to career development; and * Exploration of the needs and concerns of clients from diverse backgrounds and life experiences relative to career counseling, with an emphasis on social justice. | * Theories and models of career development, counseling, and decision-making. * Approaches for contextualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. * Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems. * Approaches for assessing the conditions of the work environment on clients’ life experiences. * Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. * Strategies for career development program planning, organization, implementation, administration, and evaluation. * Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy. * Strategies for facilitating client skill development for career, educational, and life-work planning and management. * Methods of identifying and using assessment tools and techniques relevant to career planning and decision-making. * Ethical and culturally relevant strategies for addressing career development.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 511A | Pre-Practicum | Basic counseling skills, including establishing a therapeutic relationship, facilitating client self-exploration and understanding how one’s values influence the counseling process. Crisis intervention. Extensive role play practice. One or more sections may be offered in any online format. | * Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories. * Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management. * Recognize counter-transference that may be interfering with client’s process, minimize counter-transference through personal work, and understand how counter-transference can be used in therapy. * Discuss the role of values in the counseling process. * Explain the role that culture and diversity play in the counseling process. * Describe the role of non-verbal communication in the counseling relationship. * Discuss the role of technology in the counseling processes. * Apply ethical and legal principles of counseling both in one's own behavior and to hypothetical ethical/legal dilemmas. * Accurately assess one's own level of skill development and the counselor characteristics and behaviors that influence the helping process. * A discussion of wellness and prevention as part of counseling goals. * Demonstrate and introductory knowledge of the concept consultation when working with families. * Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 511B | Pre-Practicum, Ánimo: Latinx Counseling Emphasis | This course will prepare students for conducting initial interviews and establishing therapeutic relationships in practicum and fieldwork. The course will further introduce students to the initial phase of the counseling process, including forming a relationship with the client, facilitating client self-exploration, helping to establish client goals, and assessing for crisis (“red flag”) situations. Sensitivity to issues of diversity will be infused throughout the course and focus on application of culturally responsive skills with Latinx clients. | * Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories. * Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management. * Recognize counter-transference that may be interfering with client’s process, minimize counter-transference through personal work, and understand how counter-transference can be used in therapy. * Discuss the role of values in the counseling process. * Explain the role that culture and diversity play in the counseling process, particularly with Latinx clients. * Describe the role of non-verbal communication in the counseling relationship. * Discuss the role of technology in the counseling processes. * Apply ethical and legal principles of counseling both in one's own behavior and to hypothetical ethical/legal dilemmas. * Accurately assess one's own level of skill development and the counselor characteristics and behaviors that influence the helping process. * Discuss wellness and prevention as part of counseling goals. * Demonstrate an introductory knowledge on the concept of consultation when working with families. * Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 518 | Human Development & Functioning | This course provides an advanced overview for understanding counseling process and intervention across the lifespan. This view will emphasize four distinct perspectives that will be highlighted in this discussion: focus on development across the lifespan,  understanding individuals in the context of their personal/developmental/contextual life situation, commitment to  empowerment of people, emphasis on preventive and educational strategies. An integration of human diversity [ethnic, cultural, linguistic, gender, sexual orientation, ableness, religion/spirituality] will serve as a critical foundation for this class. An introduction to counseling skills at each developmental period will complement the understanding of life span issues. In addition, the role of the aging process will be a significant dimension to the latter part of this course. | * Overview of developmental counseling across the life span. * Advanced understanding of core developmental concepts and how they apply to clinical and counseling * intervention. * Emphasis on human diversity and its role in culture, contextualization of the individual and family, related content * of family dynamics. * Discussion of case studies that are integrated into lecture and core concepts presented. * Augmentation of preventive, therapeutic and educational strategies to helping people.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 520 | Modes of Individual Counseling | **Advanced study of major theoretical frameworks in counseling including models of personality, definitions of individual dysfunction, and approaches to treatment. Practice in case conceptualization and application of theories to counseling.** | * Discuss the application of cultural issues when utilizing different models of counseling. * Demonstrate a working knowledge of the philosophical history and philosophical concepts underlying the various counseling theories * Explore personal values and belief and existing models of counseling to begin to develop a personal model of counseling. * Make hypotheses by creating theoretical case conceptualizations and treatment plans using the classical and evidence-based counseling theories. * Discuss efforts to research and validate various theories of counseling; discuss evidence-based models, and use of research to improve counseling effectiveness in the clinical mental health setting. * Identify counseling interventions used by each of the main counseling approaches.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 521 | Research in Counseling | This course is designed to engage students in counseling research. Learning to become a competent and critical consumer of research is an important and necessary part of becoming a good counselor, and much of this course will focus on developing skills to evaluate counseling research. The other focus will be in preparing students to conduct their own research in Research Project (COUN 597). Students will continue the process towards a research project that reflects one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by counselors. The central tasks of this course are for students to solidify their topic of interest for COUN 597 and to conduct a literature review. | * Demonstrate the ability to critically evaluate both quantitative and qualitative research. * Solidify a counseling topic of personal interest that is relevant to community counseling in Southern California and immerse themselves in the literature of that topic. * Engage in peer review and provide constructive feedback to other students. * Construct a thematic literature review. * Demonstrate good writing skills and utilization of APA style.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 522A | Diagnosis and Treatment Planning | This course provides a framework for students in the counseling field to learn about the range of mental disorders as presented in the *Diagnostic and Statistical Manual of Mental Disorders, 5th edition* (DSM 5). The class will focus on description, assessment, and diagnosis of major diagnostic categories through case studies and understanding of the DSM 5 system. An overview of brief treatment models, crisis intervention, and the development of treatment plans will also be presented for a range of issues, as well as severe illnesses (e.g., schizophrenia, bipolar I disorder). The integration of the DSM within a comprehensive bio/psychosocial/cultural context will be a salient foundation in this course. Using a *recovery orientation* to wellness, clients are viewed through a holistic lens and “treatment” is seen as a collaborative process among client, therapist, and community, and in which relationships are key. In this spirit, guest speakers (when possible) will include *consumers* of mental health services, people experiencing severe mental illness (e.g., schizophrenia, bipolar disorder). The primary learning expectation in this course is the increased development of observational, diagnostic, clinical, and *recovery-oriented practice* skills within a lifespan perspective of person/system intervention. | * Understand maladaptive behavior and psychological/psychiatric impairment within the framework of the DSM 5 classification system. * Demonstrate diagnostic acumen utilizing the DSM 5 system. * Understand the impact of cultural factors such as socioeconomic status, ethnicity, gender, religion/spirituality, ableness, and sexual orientation on validity and reliability of DSM diagnoses. * Have critical awareness of the DSM 5 limitations and account for those limitations within the work as professional counselors. * Understand that *no person is a diagnosis* and that all behavior exists within a number of contexts. * Understand and learn to predict the relationship between developmental psychopathology and later psychological/psychiatric conditions. * Integrate the relationship between clinical diagnosis, treatment plan, and the counseling process. * Develop abilities in assessment interviewing, diagnostic skills, mental status evaluation, case conceptualization, and treatment planning across the life cycle. * Recognize issues specific to people with severe mental illness and co-occurring disorders and be able to construct treatment plans for them. * Understand the basic elements of person-centered and systemic intervention for people with schizophrenia. * Understand the central elements of practicing within a recovery orientation framework. * Demonstrate awareness of client strengths and capacities for resilience and coping; understand the importance that *hope, empowerment, and a meaningful role in life* play in the lives of people in recovery with a mental illness. * Evaluate crisis situations and identify appropriate interventions. * Demonstrate awareness of brief therapy models. * Incorporate evidenced-based treatment and interventions in developing treatment plans. * Demonstrate writing that is professional, respectful of clients, and non-biased. * Demonstrate writing that uses non-biased language with regard to labeling and the many dimensions of diversity.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 522B | Diagnosis and Treatment Planning for Ánimo Emphasis | This course provides a framework for students in the counseling field to learn about the range of mental disorders as presented in the *Diagnostic and Statistical Manual of Mental Disorders, 5th edition* (DSM 5). The class will focus on description, assessment, and diagnosis of major diagnostic categories through case studies and understanding of the DSM 5 system. DSM 5 was new as of May 2012 and many clinics and therapists will still be using DSM-IV, so we will discuss the changes so that you are familiar with DSM-IV style as well. An overview of brief treatment models, crisis intervention, and the development of treatment plans will also be presented for a range of issues, as well as severe illnesses (e.g., schizophrenia, bipolar I disorder). The integration of the DSM within a comprehensive bio/psychosocial/cultural context will be a salient foundation in this course. Using a *recovery orientation* to wellness, clients are viewed through a holistic lens and “treatment” is seen as a collaborative process among client, therapist, and community, and in which relationships are key. In this spirit, guest speakers will include *consumers* of mental health services, people experiencing severe mental illness (e.g., schizophrenia, bipolar disorder). The primary learning expectation in this course is the increased development of observational, diagnostic, clinical skills, and *recovery-oriented practice* *skills* within a lifespan perspective of person/system intervention.  This is one of five required courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) for the Ánimo: Latinx Counseling Emphasis within the Department of Counseling. The Ánimo Emphasis also has a prerequisite of basic spoken Spanish skills and an exit requirement of mid-level therapeutic spoken Spanish skills; the course will be held in English and Spanish to meet students’ needs. Although the focus of the application of the course concepts will be with Latinx clients, these knowledge and skills may also be applicable to working with various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies. | * Understand maladaptive behavior and psychological/psychiatric impairment within the framework of the DSM 5 classification system. * Demonstrate diagnostic acumen utilizing the DSM 5 system. * Understand the impact of cultural factors such as socioeconomic status, ethnicity, gender, religion/spirituality, ableness, and sexual orientation on validity and reliability of DSM diagnoses. * Have critical awareness of the DSM 5 limitations and account for those limitations within the work as professional counselors. * Understand that *no person is a diagnosis* and that all behavior exists within a number of contexts. * Understand and learn to predict the relationship between developmental psychopathology and later psychological/psychiatric conditions. * Integrate the relationship between clinical diagnosis, treatment plan, and the counseling process. * Develop abilities in assessment interviewing, diagnostic skills, mental status evaluation, case conceptualization, and treatment planning across the life cycle. * Recognize issues specific to people with severe mental illness and co-occurring disorders and be able to construct treatment plans for them. * Understand the basic elements of person-centered and systemic intervention for people with schizophrenia. * Understand the central elements of practicing within a recovery orientation. * Demonstrate awareness of client strengths and capacities for resilience and coping; understand the importance that *hope, empowerment, self-responsibility, and a meaningful role in life* play in the lives of people in recovery with a mental illness. * Evaluate crisis situations and identify appropriate interventions. * Demonstrate awareness of brief therapy models. * Incorporate evidenced-based treatment and interventions in developing treatment plans. * Demonstrate writing that is professional, respectful of clients, and non-biased. * Demonstrate writing that uses non-biased language with regard to labeling and the many dimensions of diversity.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 523 | Counseling & Culture | The purpose of this course is to facilitate students’ awareness of culture and the impact of culture on the counseling process. Culture will be broadly defined; historical and contemporary influences of culture will be discussed. Students will become familiar with their own culture, learn other cultures, and learn to respect and apply cultural differences. | * Study the historical influences of culture in America and the pluralistic trends that will impact work with clients in Orange County (readings & discussion) * Be familiar with the general stereotypical values and norms of various ethnic groups and understand the limitations of these stereotypes (class discussions, multicultural book review paper, oral final, and presentations). * Understand the development of cultural identity and explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral development of culturally diverse groups (readings, class discussion, final paper and presentation). * Explore the existence of and ramifications of privilege (readings and class discussion/exercise). * Develop an understanding of gender, sexual/romantic orientation, socioeconomic status, religion, age, and ability as different cultures and their experiences (readings and class discussion; potentially some areas on final paper and/or presentation). * Identify the cultural sources of personal value system and acknowledge these cultural values create biases that may affect culturally diverse groups (final paper and presentation). * Apply culturally sensitive approaches to diverse clients in a variety of settings while also being an agent of social justice and change (examples in class discussions, movie review and presentations).   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 524 | Child & Adolescent Counseling | Child/adolescent theories and counseling frameworks with emphasis on utilizing strategies, examining ethical issues, and exploring assessment techniques to evaluate a range of disruptive behaviors. | * Demonstrate an understanding of children's perceptual view of their world. * Explain how children communicate and the rationale for using play therapy. * Identify the meaning, implications, and themes of children's play behavior. * Identify the toys and materials recommended for play therapy and explain their purpose. * Demonstrate the ability to establish a safe relationship with children that is empathic, understanding, and accepting. * Demonstrate the ability to empathically respond to the content and emotional expression in children's verbal, nonverbal, and play behaviors. * Explain the rationale for therapeutic limit setting, identify areas where limits are needed and demonstrate the ability to effectively implement the steps in setting limits. * Explain how to determine therapeutic progress in therapy and the steps in preparing a child for termination. * Explain how to utilize parents in the therapeutic process. * Identify and use relevant American Counseling Association ethical principles, legal considerations in working with children and appropriate multicultural considerations.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 525 | Psychopharmacology | This course is designed to introduce students to the biochemical basis of behavior and a general knowledge of the effects and side effects of the major classes of psychotropic drugs. Neurobiology will be described in a clear and understandable language in order to help the student with mastery of concepts in the field of psychopharmacology. A historical overview of medicinal approaches, drugs, and prominent healing traditions will initiate the course. A close relationship between the use of a particular class of drugs, the DSM-5 classification, and relevant case studies will be interwoven in this course. Essential principles of interpersonal neuroscience will be presented. Integration of prior courses in counseling with new, evolving knowledge in psychopharmacology will be a significant aspect of learning. Knowledge will be utilized to determine appropriate referrals for psychiatric evaluation and working with other mental health professionals in providing effective treatment. **Prior exposure and understanding of the DSM-5, case conceptualization and relevant client experience will be expected.** Introduction of the DSM-5 will be discussed relative to psychotropic medications. | * To introduce the concept of psychotropic medication as relevant, therapeutic and ethical co-partnering with mainstream counseling and psychotherapy. * To provide relevant historical background to the understanding of human experience, psychiatric diagnosis, and the development of the psychotropic drug industry. * To present basic neurobiology and its relevance to effective psychopharmacological intervention. * Exposure to neuroanatomy of the brain through video brain dissection * Examine the pharmacological effect of different drug classes on behavioral, cognitive, and central nervous system operations. * Examine the use of clinical diagnosis on the DSM-5 in the determination of pharmacological prescriptions. * Examine the application of drugs to the prevention and treatment of specific psychopathological dysfunctions. * Understand how factors such as ethnicity/culture, gender, age, sexual orientation, disability, religion/spirituality, and socioeconomic status may impact clinical diagnosis and treatment. * Understand the use of drugs in psychopharmacological research. * Understand the role of herbal treatments, vitamins and hallucinogens on human experience. * Become informed about how to collaborate with medical staff regarding psychotropic medication * Understand appropriate ethical guidelines to effective management of psychopharmacological care.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 526 | Professional Ethics & Legal Issues in Counseling | Ethics is concerned with the conduct of human beings as they make moral decisions. The practice of ethics for the mental health professional focuses on the application of ethical principles to clinical/counseling activity and other related professional responsibilities. Ethical and legal standards specific to critical, professional issues in counseling is the primary focus of this course. The counselor’s role in training, practice, supervision, and consultation as applicable to ethical decision-making is examined. Issues related to client advocacy (i.e., collaborative care, case management) are explored. Students will work in small groups in order to maximize teaching, discussion, and learning. This class will **not** be taught from a lecture format but rather will be conducted within an interactive seminar. The content taught in this class is consistent with the training philosophy in the Department of Counseling, namely, professional education in clinical mental health with a specialization in manage and family therapy. | * To orient the student to ethical standards of professional organizations and credentialing bodies, and applications of the ethical and legal considerations in professional counseling. * To familiarize the student with California laws and ethics , primarily for marriage and family therapists (MFTs) with applied reference to license professional counselor (LPCs). * To examine the role of ethics and values in the counseling process. * To inform the student about various counselor roles professional organizations including memberships benefits, activities, services to members, and current issues. * To facilitate awareness of current professional issues facing the field. * To enhance the student’s development of professional identity and its associated responsibilities. * To examine the counselor functions of supervision, models, practices and processes. * Orient the student to professional credentialing, including certification, licensure, and accreditation practices and standards and the effects of public policy on these issues. * To assist the student in examining, critiquing, and articulating her or his own ethical posture. * Utilize case scenarios to demonstrate relevant ethical dilemmas and their relationship to possible ethical violations and subsequent intervention.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 527A | Systems of Family Counseling | This survey course is designed to introduce students to the major theoretical approaches to family counseling. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from each theory. Additional focus will be on  interviewing, assessment, and clinical practice issues central to a systemic approach to family counseling. Students will have the opportunity to role play in class and be in the role of therapist, family member, and consulting team members incorporating the lectures and  reading into practiced skills. Additionally, this course will challenge students to look closely at their own family of origin. Students will be expected to draw on their previous experiences, coursework, and knowledge to integrate and apply course material to their clinical work. | * Establishing a conceptual base for the field of family psychology. * An introduction and working knowledge of the major theoretical approaches in the Family systems model. * A theoretically-based, practice-oriented approach for interviewing and intervening with culturally diverse families. * An understanding of how family life cycle issues orient and define family functioning. * An understanding of the role that one’s family of origin has in conceptualizing family problems and clinical intervention. * Opportunity to learn ethical guidelines in becoming an effective family therapist and how to measure competent, therapeutic work.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 527B | Systems of Family Counseling, Ánimo: Latinx Counseling Emphasis | This survey theory course is designed to ***introduce*** students to the major theoretical approaches to family counseling within the context of Latinx families. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from each theory. Additional focus will be on interviewing, assessment, and clinical practice issues central to a systemic and person-centered approach to family counseling with Latinx and diverse families. Students will have the opportunity to role play in class and be in the role of counselor, family member, or consulting team members incorporating the lectures and readings into practiced skills. Additionally, this course will encourage students to look closely at their own family of origin. Students will be expected to draw on their previous experiences, coursework, and knowledge to integrate and apply course material to their clinical work.  This is one of five required courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) for the Ánimo: Latinx Counseling Emphasis within the Department of Counseling. The Ánimo Emphasis also has a prerequisite of basic spoken Spanish skills and an exit requirement of mid-level therapeutic spoken Spanish skills; the course will be held in English and Spanish to meet students’ needs.  Although the focus of the application of the course concepts will be with Latinx clients, these knowledge and skills may also be applicable to working with various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies. | * Become familiar with different types of family counseling models, including a systemic and person-centered recovery-orientation * Differentiate between the major theories of family counseling by their unique features, goals, techniques, and strategies * Learn family counseling and family education techniques and skills * Assess family interactions in readings, sample session recordings, and role-plays * Analyze one’s family (of origin) role and assess potential implications that role has on one’s work as a family counselor   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 528 | Groups: Process and Practice | This is a graduate level course in group counseling and group process. Group counseling is an effective and efficient way to help individuals acquire personal knowledge, express difficult emotions, and learn new interpersonal behaviors. Counselors in training need to have experience learning how to form and lead groups while having a working understanding of group process and dynamics. The purpose of the course is to provide an academic and experiential exposure to group counseling. | * Demonstrate an ability to explore the dynamics, processes, and stages of group work. * Demonstrate a continuing ability to become aware of your own characteristic style of group functioning. * Demonstrate leadership procedures related to at least two group counseling theories as contained in the primary textbook for the course. * Demonstrate an ability to explain various group member roles and their impact on the progress of the total group. This applying group theory and skills in such a way as to respect client diversity. * Demonstrate maturity & commitment through regular attendance. * Demonstrate a minimal degree of self processing skills through the use of a journal and by asking for a receiving feedback to improve group counseling leadership skills. * Demonstrate an ability to effectively address members at critical junctures in the group. * Demonstrate the ability to conceive, generate, plan, conduct, terminate, and summarize a counseling group with a co-counselor. This includes practice leading groups. * Demonstrate an appreciation for and ability to utilize both the ACA *Code of Ethics* and the ASGW *Training Standards of Practice* as they apply to professional group work. This includes becoming familiar with the unique ethical issues faced by group leaders as specified in the professional codes. * Demonstrate a minimal and developing ability to develop the skills, knowledge, and confidence to be able to lead groups in a variety of settings.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 530A | Beginning Practicum | This course focuses on supervised practice in counseling adults, couples, families and children who are clients in community agencies and school settings. Format includes a weekly casework consultation seminar utilizing group supervision, video presentations, role-play, directed teaching, and case presentations. Course topics include, but are not limited to, intake evaluations, phases and stages of counseling, crisis management, triage and referrals, role orientation of the counselor, working with culturally diverse clients, confidentiality, legal and ethical issues, note-keeping, termination, and self-care. May be repeated for credit. | * Training in the ongoing procedures of the counseling setting, including intake process, assessment, case management, note-taking, and reporting issues. * Supervision for the development of self in the counseling process. * Training in the effective use of supervision sessions. * Counseling experience with adults, couples, families and children from diverse cultural/ethnic backgrounds. * Training in the in the appropriate use of counseling skills and interventions, and in the evaluation of the effectiveness of these skills and interventions. * Development of awareness of one’s personal, ethical, ethnic and cultural biases and boundaries in clinical work. * Orientation to integrative learning, bridging theory and counseling practice to support professional development, utilizing current counseling research.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 530B | Beginning Practicum, Ánimo: Latinx Counseling Emphasis | This is the first of a three-part practicum course (COUN 530B, 584B, 590). This course focuses on supervised practice in counseling Latinx individuals (adults and children), couples, families, and group members who are clients in community agencies and school settings. An emphasis is placed on the development of fundamental counseling skills and an awareness of interpersonal processes in the therapeutic relationship, and the beginning of treatment planning from a chosen theoretical perspective. The format includes a weekly casework consultation seminar utilizing group supervision, presentations, role-plays, directed teaching, and readings. Course topics include, but are not limited to, intake evaluations, phases and stages of counseling, crisis management, triage and referrals, role orientation of the counselor, working with culturally diverse clients, confidentiality, legal and ethical issues, note-keeping, termination, and self-care. The implementation of a strengths-based Recovery Orientation to Wellness perspective is also emphasized. Further, this course will also have an emphasis on developing self-awareness as a bilingual/bicultural counselor, knowledge of Latinx-cultures and therapeutic-Spanish, and interventions appropriate to Spanish-speaking clients.  This is one of five required courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) for the Ánimo: Latinx Counseling Emphasis within the Department of Counseling. The Ánimo Emphasis also has a prerequisite of basic spoken Spanish skills and an exit requirement of mid-level therapeutic spoken Spanish skills; the course will be held in English and Spanish to meet students’ needs. Although the focus of the application of the course concepts will be with Latinx clients, these knowledge and skills may also be applicable to working with various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies. | * Training in the ongoing procedures of the counseling setting, including intake process, assessment, case management, note-taking, and reporting issues with a focus on Latinx clients. * Supervision for the development of self in the counseling process with an emphasis on becoming a bilingual and bicultural counselor. * Training in the effective use of supervision sessions. * Counseling experience with individuals (adults and children), couples, families and groups from diverse cultural/ethnic backgrounds, particularly Latinx cultures. * Training in the appropriate use of counseling skills and interventions, and in the evaluation of the effectiveness of these skills and interventions, particularly with Latinx clients. * Development of awareness of one’s personal, ethical, ethnic and cultural biases and boundaries in clinical work and as a bilingual and bicultural counselor. * Orientation to integrative learning, bridging theory and counseling practice to support professional development, utilizing current counseling research.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 535 | Addictions | Etiology and treatment of addictive behaviors (e.g. substance abuse, gambling). Biological, psychological and systemic factors. Current approaches to assessment, intervention, prevention programs and relapse prevention, including Motivational Interviewing. Role of co-occurring disorders. Using community resources to help client and client’s family. | * Discuss issues related to assessment, treatment planning using Motivational Interviewing, client motivation, and behavior change in addiction and recovery. (CACREP II.K.5. a., b., c., g.; 7. f., g., h., i.) * Design a treatment plan based on a comprehensive assessment of a hypothetical client. (CACREP II.K.5. a., b.; 7. f., g., j.) * Demonstrate successful use of motivational interviewing in a role-play situation.   (CACREP II.K.5. a., b.; 7. f., g., j.)   * Demonstrate the ability to use empirically-supported behavior change and behavior maintenance strategies with substance abusing clients. (CACREP II.K. 5. a., b., c.) * Discuss key counseling concepts related to addictive behaviors. (CACREP II.K.1.a.;3.c.;5. c.) * Think critically about the key issues in the field of addiction and recovery, including consideration of multiple theoretical models, alternative courses of action, multicultural issues, and the potential outcomes and impacts for individuals, families, and communities. (CACREP II.K. 5. a., b., c., d.; 6. a.)   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 538 | Crisis Intervention & Trauma Treatment | This course provides an overview of crisis theory and intervention, as well as basic aspects of theory and treatment of trauma experienced within diverse and multicultural contexts. Case management in the context of recovery orientation will also be covered. | * Understanding case management and treatment strategy within recovery orientation * Understanding the basics of crisis theory and crisis intervention models (CACREP Foundations A.9, C.6) * Understanding assessment strategies for evaluating clients who have experienced crisis or trauma * Beginning skills in crisis intervention * Knowledge of basic types of trauma and their potential impact on people cognitively, affectively, and behaviorally, including neurobiological effects (CACREP A.9) * Knowledge of the bio-psycho-socio-cultural aspects of trauma * Knowledge of how people with mental or emotional disorders are impacted by crises and trauma (CACREP C.7) * Knowledge of emergency management systems in community mental health agencies (CACREP A.10) * Knowledge of the multidisciplinary responses to crises, emergencies, and disasters * Knowledge of two empirically supported, as well as more recent and cutting-edge, treatments of trauma * Understanding of brief, intermediate, and long-term approaches to treating trauma * Resources to receive further training in crisis or trauma response   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 560 | Appraisal in Counseling | This course provides an understanding of the theories and applications of psychological testing as it relates to community-based counseling and practice of Marriage and Family Therapy. It provides a historical overview, an understanding of appraisal concepts, various instruments, methods and techniques of assessment in evaluating individuals as well as couples and families’ strengths and liabilities. This course will also help students to become better consumers of psychological and educational tests in their future role as community-based counselors and Marriage and Family Therapists. | The course will provide students with:   * an overview of history and current trends in assessment, including the role of psychological testing and assessment in practice of marriage and family therapy, * a general understanding of assessment theories, measurement and statistical concepts relevant to understanding the results of psychological testing, and formal assessments, * an introduction to application and design of various formal and informal assessment instruments and techniques applied in measurements of intelligence, aptitude, personality, career interests and clinical diagnoses, * a rudimentary understanding of the following psychological tests and contexts the tests may be utilized to facilitate the assessment process:   + Self-report diagnostic inventories   + Objective and Behavioral Measures of Personality   + Interpersonal (couple, families and parents) Assessment   + Popular Intelligence, Aptitude and Achievement Tests   + Interests, Work Values and Career Development Assessments * opportunity for self-administration, scoring and interpretation of self-report inventories commonly used in counseling, * a general understanding of cultural factors that influence assessment, and assessment of special populations, and * recognizing situations when appropriate referrals for various formal psychological testing is warranted.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 562 | Couples Counseling | This course will focus on the treatment of couples, including assessment, goal-setting, the use of appropriate interventions and techniques, ethical issues, and diversity issues. Communication/Behavioral, Systemic, Imago, and Emotionally Focused Couples Therapy approaches to counseling will be emphasized. Special attention will be given to Evidence-Based Treatments. The Intimate Partner Violence (i.e. Domestic Violence) and Sex Therapy classes count towards BBS educational requirements for licensure eligibility. | * Explain the major, evidence-based models of couples counseling * Demonstrate an ability to utilize generic couples counseling interventions, including conducting an initial session, maintaining balance, containing conflict, using reframes, and using empathy to reflect and heighten partners’ emotional experiences * Demonstrate an ability to utilize specific couples counseling interventions, based on different models, including communication skills training, systems theory, The Gottman Method, and Emotionally-focused Couple Therapy * Assess couple dysfunctions, conceptualize couple dynamics, and develop treatment plans * Recognize and identify various relationship phenomena that occur between partners in a couples session (including, systemic interactions, communication styles, attachment positions and needs, and projections) * Assess for intimate partner violence and respond appropriately * Demonstrate an ability to conceptualize the sources of sexual dysfunctions, and develop a treatment plan when dysfunctions are not organically-based. * Apply ethical and legal principles of couples counseling to hypothetical ethical/legal dilemmas, with emphasis on confidentiality issues. * Demonstrate an ability to take into account diversity when counseling couples.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 584A | Advanced Practicum | This course is a weekly case consultation seminar required for licensure preparation of Marriage and Family Therapists. Faculty-student dialogue will facilitate practice in continued learning and counseling adults, couples, families and children who are clients in approved community agencies. Weekly case consultation seminar utilizing group supervision, video presentations, and case presentations will be the expected format along with active participation from each student in class. Pertinent topics include, but not limited to, process evaluation, triaging and referrals, crisis management, legal and ethical issues, note keeping, confidentiality, and advancing the stages of the counseling process. Increasing sensitivity, knowledge base, and skill level regarding human diversity issues (i.e., ethnicity, culture, sexual orientation, age, gender, disability) will be expected. The use of evidence-based practices is encouraged along with the Recovery Orientation to Wellness which is the standard for healthcare in California. This course may be repeated for credit.  This class will underscore further development of case formulation, namely, learning to integrate relevant, client information into a conceptual understanding. | * Instruction to both guide and support the development of professional practice with adults, couples, families, and children, and professional identity as a future LMFT or LPCC. * Discussion and instruction in the primary counseling procedures used in working with adults, including the intake interview, diagnostic assessment, developing therapeutic relationships, understanding therapeutic process, case management, and termination. * Learning opportunities to become more aware of one’s personal, ethical, ethnic, and cultural biases and boundaries in clinical work. * Training in the effective use of supervision sessions. * Professional experience in counseling adults, couples, families, and children from culturally diverse and ethnic backgrounds. * Professional experience in the practical application of the ethical and professional guidelines for counseling. * Orientation to integrative learning, that is, bridging theory and counseling practice to support professional development.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 584B | Advanced Practicum, Ánimo: Latinx Counseling Emphasis | This weekly case consultation seminar is part of a three-semester practicum sequence that begins with Counseling 530B. This course focuses on supervised practice in counseling Latinx individuals (adults and children), couples, families, and group members who are clients in community agencies and school settings. The format includes faculty-student dialogue and video presentations for casework consultation, utilizing group supervision, presentations, role-plays, directed teaching, and readings. Course topics include, but are not limited to, intake evaluations, phases and stages of counseling, crisis management, triage and referrals, role orientation of the counselor, confidentiality, legal and ethical issues, note-keeping, termination, and self-care. Increasing sensitivity, knowledge base, and skill level regarding human diversity issues (e.g., ethnicity, culture, sexual orientation, age, gender, disability) are expected, including understanding the influence of human diversity on the counselor and counseling process. The use of evidence-based practices is encouraged, along with the Recovery Orientation to Wellness, which is the standard for healthcare in California. This course is required for licensure as a LMFT or LPCC. Lastly, this practicum section will also have an emphasis on developing self-awareness as a bilingual/bicultural counselor, knowledge of Latinx-cultures and therapeutic-Spanish, and interventions appropriate to Latinx and Spanish-speaking clients.  This is one of five required courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) for the Ánimo: Latinx Counseling Emphasis within the Department of Counseling. The Ánimo Emphasis also has a prerequisite of basic spoken Spanish skills and an exit requirement of mid-level therapeutic spoken Spanish skills; the course will be held in English and Spanish to meet students’ needs. Although the focus of the application of the course concepts will be with Latinx clients, these knowledge and skills may also be applicable to working with various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies. | * Bilingual and bicultural instruction to guide and support the development of professional practice with individuals (children and adults), couples, families, and groups, and professional identity as a future LPCC or LMFT. * Discussion and instruction in the primary counseling procedures used in working with clients in community agencies (with and emphasis with Latinx clients), including the intake interview, diagnostic assessment, developing therapeutic relationships, understanding therapeutic process, case management, and termination. * Learning opportunities to become more aware of one’s personal, ethical, ethnic, and cultural biases and boundaries in clinical work and including self-awareness as a bilingual/bicultural counselor. * Training in the effective use of supervision sessions. * Professional experience in counseling individuals (children and adults), couples, families, and group members from culturally and ethnically diverse backgrounds and focusing on Latinx cultures and therapeutic-Spanish. * Continuing recognition of and professional experience in the practical application of ethical and professional guidelines for counseling, particularly with Latinx clients. * Orientation to integrative learning, that is, bridging theory and counseling practice in English and Spanish to support professional development.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 590 | Advanced Counseling Techniques | This course focuses on case conceptualization and the integration of advanced techniques into the student’s repertoire of counseling skills. Intermediate and advanced practicum students need strong skills in conceptualizing cases and tailoring interventions within a theoretical framework. Practicum sites require trainees to develop and use these skills with adults, children, and families. Material covered will include conceptualization from a variety of theoretical perspectives to develop skills for self-supervision. Previous learning in assessment, theory, treatment planning, interventions, and counselor process will be reviewed and integrated. Ethical and cultural awareness issues will be integral in discussions. | * Conduct initial intake and diagnostic interviews. * Assess clients for potential risk factors and determine appropriate referrals. * Develop and maintain effective therapeutic relationships. * Awareness of and sensitivity to issues of diversity. * An understanding of ethical and legal guidelines in counseling and the ability to implement those guidelines in their practice. * Appropriate skills in crisis assessment and intervention. * A developing theoretical understanding in gathering and organizing clinical information as well as implementing interventions. * Establish a working relationship with agency staff, professional counselors, clinical supervisors, peers, and course instructor. * Give and receive professional evaluations and feedback. * Behave in a professional and ethical manner across settings and situations.   [RETURN TO TABLE OF CONTENTS](#_top) |
| COUN 597 | Final Project | This course is intended as an integrative, capstone experience in which students apply skills and knowledge gained in previous phases of the counseling program towards an original qualitative research project of the student’s choosing that reflects one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by professional counselors. Particular emphasis is placed on the ability to utilize critical thinking, clinical observation, and reasoning skills in a conceptually sound research project. An area of interest is reviewed in the professional literature, and an original research question is developed. Students conduct systematic inquiry into their area of interest, and collect data through in-depth interviews that document both the process and results in a professional fashion. Students analyze their own results, interpret them for relevance to the counseling profession and the professional literature, and recommend methodological improvements. Preference is given to research questions posed collaboratively with community-based agency personnel in response to practice-based concerns. | * Utilize a formal system of inquiry that integrates the work of researchers and counselors, and apply it in a “practicum on research.” * Critically analyze research methodology and critique the professional literature. * Demonstrate knowledge regarding a specific clinical issue relevant to community counseling in Southern California. * Demonstrate writing that includes correct grammar, punctuation, and sentence structure. * Demonstrate writing that is structurally and mechanically correct according to APA style. * Demonstrate original writing that correctly references sources and is not plagiarized. * Demonstrate awareness of the intended audience and purpose for which the writing is done. * Demonstrate writing that meets the stated objectives in a concise, organized, and logical manner. * Consider ethical and legal issues while conducting research. * Analyze their own results, interpret them for relevance to the counseling profession and the professional literature, and recommend methodological improvements.   [RETURN TO TABLE OF CONTENTS](#_top) |