



School of Psychology & Counseling

The School of Psychology and Counseling (SOPC) provides graduate programs for new practitioners in the field of counseling and in human services. The School welcomes adult learners, serving a demographic of older than average graduate students who arrive with a wide range of non-traditional experience in counseling and related fields.

Diverse Populations and Perspectives

Our students and faculty are highly diverse in experience, cultural background and values. Our interactive classrooms and collaborative learning bring cross-cultural perspectives to the counseling process. Counseling students serve diverse client groups typically characterized by broad differences in access to appropriate services across lines of race and social class in agencies with varied philosophies.

Our faculty members are licensed professionals in their respective fields.

Academic Programs, Licensure, and Professional Credentials

Most academic programs prepare students for licensure or other professional credentials which are increasingly necessary for many counseling careers. Other concentrations support related careers that do not require licensure.

States and professional associations govern the requirements for professional credentials in counseling and related fields. The Cambridge College School of Psychology and Counseling strives to cover the academic requirements and to include in its programs appropriate supervised clinical practice hours through practicum/internship placements. There may be additional post-graduate requirements such as exams and further clinical experience.

External requirements and regulations may change at any time. Cambridge College reserves the right to alter programs accordingly. Program chairs are available to advise students.

Current, detailed information about the academic program, practicum/internship, and professional credentials is available from program chairs. At Cambridge College regional locations that offer SOPC programs, information is available from the director.

All students are responsible for:

- Monitoring and understanding all applicable requirements and regulations for licensure.
- Knowing the detailed requirements of their academic program.

Students pursuing licensure in states other than Massachusetts are responsible for checking with the appropriate credentialing agency in their state to determine whether their SOPC program of study:

- Meets all requirements for licensure/certification, and
- Is accepted for licensure.

Legal status as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621.

Academic Advising

Admission counselors give applicants an overview of the College's academic programs and assist with the application process. Applicants may be referred to program chairs to discuss programs and for academic advising.

Orientation — All new students are required to attend Orientation.

The **SOPC academic advisor** will provide program-specific academic advising for all students, including those in Springfield and Lawrence. Every new and continuing student meets with the academic advisor.

The **program chair** provides advising specific to licensure and field placement.

Writing Assessment and Support

A writing assessment is conducted during Orientation. Results are communicated to the academic advisor, who may refer students to writing courses and writing and academic support.

Practicum/Internship — See Also Your Program Handbook

Practicum/internship sites and supervisor qualifications are subject to state regulations.

The **acceptability of a practicum, internship, or clinical site** is determined by the program chair, instructor, or practicum/internship coordinator, depending on the program, in accordance with current criteria. Students are responsible to seek this person's advice prior to enrollment in the practicum/internship, to determine what sites and supervision are appropriate for the credentials sought.

Preparedness for Field Experience

In addition to coursework, field experience (practicum/internship) is an integral part of a student's clinical training. Prior to entering into the practicum course (CCP 520) students will be assessed for their preparedness for the experience. This assessment is conducted in CCP 550, Basic Counseling Skills, Rogerian Therapy. The instructor will evaluate each student at the end of the course. This preparedness assessment does not impact a student's grade but is an assessment of a student's preparedness for working in the field.

Field Experience

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR.

Addiction Counseling: Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

Trauma Studies: Must include documented counseling experience related to trauma.

Marriage & Family Therapy: Students must complete a minimum of 740 hours of on-site field placement time, of which 300 hours must be done in direct face-to-face client contact. Students must receive a minimum of 160 hours of supervision, which includes 55 hours of individual supervision by an approved supervisor, a minimum of 50 hours of group supervision with no more than 10 students, and 55 hours of either individual or group supervision. At least 25 hours of supervision must be done through video/audio supervision or direct observation. As this is a joint LMHC/LMFT program, students must also have 50 hours of documented LMHC supervision for licensure.

Students are guided and evaluated by a licensed/certified counselor on-site and by a licensed/certified Cambridge College supervisor.

The **on-site component** must be successfully completed to receive credit for an internship, practicum, or clinical course. The minimum on-site component must be completed while the course is in progress; not before or after. The instructor and the site supervisor verify successful completion; the decision to award or withhold credit is made by the instructor.

Students may not register for a subsequent field experience course with an Incomplete grade in the prior term(s) of a practicum or internship.

Practicum/Internship fee — A fee is charged to students in programs that include a practicum/internship component to cover administrative costs (see Tuition and Payment).

State requirements prior to practicum/internship — Students seeking placement in school, mental health, or public health facilities and programs are responsible for complying with all policies and procedures of the state and facility where they seek a field placement, including but not limited to:

- Fingerprinting
- Criminal Offender Record Information (CORI) check.
- Insurance.
- Immunizations.

Cambridge College strives to cover academic requirements for the following credentials, for which graduates may apply:

- Licensed Mental Health Counselor (LMHC) licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- Certified Alcohol & Drug Abuse Counselor (CADAC) certification by MBSACC and Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- LMFT licensure by the Mass. Board of Registration. Candidates must also pass another exam. The post-master's clinical practice must be structured to meet LMFT regulations. Students will be able to use their LMHC to apply to insurance companies as independent practitioners.
- Licensed Rehabilitation Counselor (LRC) licensure by the Mass. Board of Registration of Allied Mental Health Professionals and Certified Rehabilitation Counselor (CRC) certification by CRCC. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- School Adjustment Counselor licensure by the Massachusetts Department of Elementary and Secondary Education
- School Guidance Counselor licensure by the Massachusetts Department of Elementary and Secondary Education

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. The academic advisor and program chairs are available to advise students.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

Exit Portfolio

Most programs require students to assemble an educational portfolio over the course of their studies. It highlights the students' professional knowledge, skills and abilities, and documents quality graduate level work. The specific requirements of each program's exit portfolio vary. See the program chart and program handbook, and ask the program chair and/or academic advisor for information.

Accreditation

The School Guidance Counseling Program at Cambridge College is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

School Adjustment and School Guidance:

Counseling programs for Massachusetts ESE licensure

Programs leading to certification are aligned with national and state standards, accrediting agencies, and policies for licensure required by the Massachusetts Department of Elementary and Secondary Education (ESE); all programs are state-approved by state regulatory agencies. As such, program requirements are subject to change during a course of study and students are asked to consider this possibility and plan accordingly once enrolled in one of the licensure programs offered.

Seek advice from the program chair before registering for a licensure program.

All students seeking licensure in counselor education programs must:

- Complete the Massachusetts-specific admission and program requirements.
- Complete the Pre-Practicum, Practicum and Internship Field Experiences **within the Commonwealth of Massachusetts**.

Requirements for Program Entry

Entry into a Cambridge College program for ESE licensure requires:

- Massachusetts Educator Personnel ID (MEPID) number,
- Evidence of successful completion of the Communication and Literacy Massachusetts Test for Educator Licensure (MTEL), and
- A minimum Grade Point Average (GPA) of 3.0 in the most recent degree program.

Those entering the College **having successfully met** the Communication and Literacy MTEL and the GPA requirement may register for the licensure program of choice provided that evidence is submitted at admission verifying that the requirements are met. Evidence of the Communication and Literacy MTEL requirement includes a copy of the official document noting the “pass score” or verification page from the Educator Licensure and Recruitment (ELAR) system maintained by the Massachusetts Department of Education and Secondary Education. Evidence of the GPA upon College entry includes the official transcript of a prior undergraduate or graduate degree with a 3.0 GPA or better.

Those entering the College **without having met** the Communication and Literacy MTEL and/or the GPA requirement **must register in the non-licensure program** aligned with their desired area of study:

- School Guidance Counseling (48 credits): Register for School Guidance/non-licensure.
- School Guidance/Mental Health Counseling (60 credits): Register for Mental Health Counseling.
- School Adjustment/Mental Health Counseling (60 credits): Register for Mental Health Counseling.

Students who graduate from the non-licensure program can not be endorsed by Cambridge College for ESE licensure in School Guidance. They may apply to ESE after graduation and ask for a panel review to obtain such licensure.

Once the Communication and Literacy MTEL test is successfully passed and a 3.0 received (i.e., Grade “B” or better in at least two courses taken at Cambridge College), then a Change of Program Form can be completed with approval from the program chair in the

field selected and dean, then submitted to the Registrar’s Office.

Students entering without having met the requirements for ESE licensure programs are advised to take the Communication and Literacy MTEL within the first semester of enrollment at Cambridge College. Workshops are offered to students at an additional fee to facilitate their success.

Once enrolled, candidates for licensure must maintain an overall GPA of 3.0 or better for the remainder of the program. Should the GPA drop below 3.0, an academic warning will be issued and the candidate placed on academic probation. If not resolved prior to the Practicum, the candidate must return to the non-licensure degree option.

No candidate can complete or graduate from the approved program for licensure selected without maintaining a GPA of 3.0 or better at Cambridge College.

Review of Progress and Practice

Due to the impact graduates will have on clients throughout their careers, the School of Psychology and Counseling considers the training and credentialing of master’s level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students’ behavior within the graduate academic program and the field work site.

Students are expected to follow the American Counseling Association (ACA) Code of Ethics.

The Committee on Professional Conduct has developed guidelines for students’ professional behavior with which all graduate counseling students are expected to comply. The complete document and list of the guidelines is available from Counseling Psychology faculty. Students are encouraged to contact graduate faculty if they need further information.

The School reserves the right to require additional courses, field work, supervision, personal counseling and/or leave of absence. A student may be suspended or disenrolled for violation of ethical standards or lack of academic progress. The School may also recommend a change to a non-clinical major or require a student to leave the School of Psychology and Counseling.

Guidelines for Students’ Professional Behavior

The following guidelines apply to each student’s academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Cambridge College and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The School of Psychology and Counseling recognizes that “professional behavior” is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. Demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.
2. Sustained awareness of one’s effectiveness and functioning in

- clinical and academic settings as well as an awareness of use-of-self and one's personal and professional impact on others.
3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors, and staff.
 4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and of others.
 5. Demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).
 6. Demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
 7. Receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.
 8. Demonstration of the capacity and willingness to evaluate one's self and others honestly, fairly, and sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).
 9. Ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other work settings).
 10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling and marriage and family therapy.
 11. Overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of counseling and marriage and family therapy.
 12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.
 13. Not repeating any behavior perceived as "misconduct" after being informed of this perception.
 14. Full cooperation and compliance with this Council and its process is expected.

On-going training

After completing a master's degree, continuing graduate education is typically required to maintain licensure.

Cambridge College courses and workshops can meet this on-going need for alumni.



Master of Education With Concentration Options

Counseling Psychology

36 credits • 3-4 terms full time

Program Description — Counseling Psychology is a pre-licensure graduate program for students planning to enter the practice of mental health or improve their skills and professional qualifications. The program has a strong commitment to an evolving multicultural society.

Learning Outcomes — Students learn the principles and best practices of counseling including various psychotherapeutic techniques for work with individuals, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness, strategies for prevention and treatment of substance abuse and domestic violence. They become familiar with community resources for referrals. They study research design and methodology. They become familiar with state regulations applicable to mental health practice.

Careers and Further Study — Graduates may qualify for employment or advancement in mental health agencies. They will be eligible to continue study towards mental health licensure at the CAGS level.

Academic Requirements

Counseling Psychology core courses, practicum, field experience .	18
SOPC electives and concentrations.	18
CCP592 Exit Portfolio	non-credit
Total	36

Elective Concentrations

Students may choose one or two concentrations to earn additional credentials and knowledge. The program of study may not exceed 36 credits.

- *Addiction Counseling — CADAC, LADC*
- *Geriatric Mental Health*
- *Holistic Counseling*
- *Pastoral Counseling*
- *Trauma Studies*

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

- CCP540 Personality & Counseling Theory
- CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)

Two elective or concentration courses.

Term 2

- CCP650 Group Dynamics/Group Counseling & Human Systems
- CCP520 Counseling Practicum

Two elective or concentration courses.

Term 3

- CCP641 Counseling Internship/SAC Field Experience II

Three elective or concentration courses.

Term 4

- CCP630 Human Development Across the Lifespan

Select no more than 3 courses to complete your program of study.

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. Further requirements are briefly outlined under each concentration. See also program handbook.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)



Master of Education With Elective Concentrations

Mental Health Counseling

60 credits • 5-6 terms full time

Program Description — Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals.

Learning Outcomes — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor’s practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

Academic Requirements

Mental health core courses, practicum and field experience.	42
SOPC electives and concentrations.	18
CCP592 Exit Portfolio	non-credit
Total	60

Elective Concentrations

The core program provides the academic preparation for mental health counseling licensure. Students may choose one or two concentrations to earn additional credentials and knowledge. The program of study may not exceed 60 credits.

- *Addictions Counseling* — CADAC, LADC
- *Geriatric Mental Health*
- *Holistic Counseling*
- *Marriage & Family Therapy* — MFT (Due to the length of this concentration, no second concentration may be added.)
- *Mental Health Counseling* core program with no concentrations — LMHC
- *Pastoral Counseling*
- *Rehabilitation Counseling* — CRC, LRC (Due to the length of this concentration, no second concentration may be added.)
- *Trauma Studies*

Admission requirements: Bachelor’s degree and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

- CCP518 Research Design & Evaluation
- CCP540 Personality & Counseling Theory
- CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
- CCP630 Human Development Across the Lifespan

Term 2

- CCP615 Psychopathology
 - CCP650 Group Dynamics/Group Counseling & Human Systems
 - CCP520 Counseling Practicum
- One elective or concentration course.

Term 3

- CCP636 Psychological Testing
 - CCP641 Counseling Internship/SAC Field Experience II
 - CCP670 Career Counseling (for Rehabilitation Counseling concentration take CCP651 Vocational Analysis & Job Placement **instead** of CCP670)
- One elective or concentration course.

Term 4

- CCP754 Perspectives in Cross-Cultural Counseling
 - CCP700 Internship Seminar/SAC Field Experience III
- Two elective or concentration courses.

Term 5

- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
 - CCP701 Advanced Internship Seminar/SAC Field Experience IV (If field experience requirements are already completed, CCP701 may be replaced, with program chair approval.)
- Two elective or concentration courses.

Term 6 and subsequent terms

Select no more than 4 courses to complete your program of study.

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. Further requirements are briefly outlined under each concentration. See also program handbook.

(All courses @ 3 credits.)



Elective Concentrations

for: Counseling Psychology • Mental Health Counseling (MEd and CAGS) • School Adjustment

Addictions Counseling

9 credits • CADAC, LADC

Addictions Counseling — CADAC, LADC..... 9 credits

Professional training in substance abuse/addiction treatment, education and prevention, leading to certification or licensure.

- CCP640 Addiction Disorders
- CCP606 Family Treatment of Substance Abuse
- CCP720 Psychopharmacology in Addictions & Mental Health Counseling

Practicum/Internship Field Experience: Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. See also program handbook.

Trauma Studies

9 credits

Trauma Studies..... 9 credits

Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

- CCP724 Post Traumatic Stress Reactions
- CCP727 Clinical Interventions for Combat Stress & Trauma Fall
- or** CCP729 Trauma Intervention in Schools Spring
- CCP728 Trauma-Specific Interventions



Geriatric Mental Health

9 credits

Professional training in mental health for older adults. Graduates will be prepared for non-medical positions in human service agencies, hospitals, community mental health centers, and similar facilities.

- CCP600 Biopsychosocial Dimensions of Aging Fall
- CCP634 Death and Dying Fall
- CCP629 Geriatric Counseling Spring

CAGS students please consult with advisor and/or program chair to ensure enrollment in the corresponding CAGS-level courses.

(All courses @ 3 credits.)



Elective Concentrations

for: Counseling Psychology • Mental Health Counseling (MEd and CAGS) • School Adjustment

Holistic Counseling

9 credits

Program Description — Holistic Counseling is available as a concentration to students interested in exploring Eastern and Western as well as modern and ancient ways of understanding psychology and human behavior. The program integrates knowledge from the study of body, mind, and spirit. Students will review traditional Western and Eastern ways of understanding, and examine how different perspectives fit with new information emerging from neuroscience.

The starting point for our inquiry assumes that a foundation in the biological substrates of human behavior, emotion, and consciousness is essential not only to understanding psychological disequilibrium, but to discerning the impact of various somatic therapies. The program revolves around a series of questions:

- How does our understanding of evolution, physiology, and the body inform the study of psychology?
- Can new research in neuroscience offer a fresh perspective on both traditional and modern theories of motivation and intrapsychic/interpersonal conflict?
- What are the conceptual and practical differences between reductionist and holistic approaches to working with people in psychological distress?
- Do Eastern ways of understanding human experience complement Western theories – or are the differences difficult to reconcile?
- What are the intrinsic limitations of different epistemological tools?
- Can science inform perspectives on the potential for holistic healing, self-actualization and transcendence?

Program Outcomes — In addition to general outcomes of the degree, graduates will develop a conceptual framework that informs a holistic approach to counseling in today's world.

In creating a holistic learning experience, students will spend at least one term developing an experiential practice (e.g. meditation or yoga) of their own to complement the academic work. Students will keep a journal recording reflections on their experiences with the meditative practice they choose to develop.

Careers — Holistic approaches to counseling are used in both alternative and mainstream settings: medical (e.g with pain management), community counseling, and academic settings (e.g. stress management).

Courses

- CCP681 Mind, Body, & Emotion: a Holistic Perspective
- CCP671 East & West: Self, Suffering, & Healing
- CCP652 Holistic Approaches to Psychotherapy

Pastoral Counseling

9 credits

Program Description — Pastoral Counseling is available as a concentration for students interested in developing the knowledge, skills and training needed to provide effective and informed counseling services from a spiritual and/or faith-based perspective. Clinical, psychological and faith-based frameworks are integrated in order to address the multi-layered aspects of a client's experience including mental, emotional and spiritual elements. The foundational premise of this program is that when this integrative approach is used to understand, assess and provide treatment, clinical practice becomes more attuned and responsive to the needs of the whole person.

The program emphasizes inclusive, interfaith dialogue and cooperative and constructive interaction between individuals of different faiths and/or humanistic or spiritual beliefs. Throughout the curriculum, students will have many opportunities for reflective thought, applied learning, and personal and professional growth.

Program Outcomes — Graduates will possess a strong clinical background; a firm knowledge base of spiritual and faith-based perspectives; and a keen ability to integrate these understandings in their approach with diverse populations of varying faith traditions. Students will develop a deeper awareness and sensitivity for faith-based systems of meaning-making, values and beliefs; as well as an increased understanding and appreciation for the impact of religious and spiritual frameworks on the counseling process.

Careers — Graduates will be qualified for counseling positions in generalist practice; faith-based organizations; healthcare, palliative or hospice-care settings; crisis management; and counseling positions in religious communities or congregations. This program is also well-suited for religious or faith leaders who wish to understand the mental health needs of their congregations or faith communities.

Courses

- CCP642 Fundamentals of Pastoral Counseling
- CCP657 Terror, Trauma & the Sacred: Psychological & Spiritual Perspectives
- CCP653 Religious Coping from a Sociocultural Perspective

CAGS students please consult with advisor and/or program chair and enroll in the corresponding CAGS-level courses.

(All courses @ 3 credits.)



Elective Concentrations

for: Mental Health Counseling

Elective Concentration for Mental Health Counseling (MEd only)

Marriage & Family Therapy

18 credits • MFT

Program Description — Marriage & Family Therapy provides professional training for counseling traditional and non-traditional families and couples in a multicultural society.

Choose six courses:

- CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP606 Family Treatment of Substance Abuse
- CCP625 Foundations of Couples Counseling
- CCP627 Family Assessment from a Multicultural Perspective
- CCP710 Marriage & Family Therapy: Basic Counseling Skills
- CCP721 Women in the Family: a Cross-Cultural Perspective
- CCP722 The Life of the Family in Context
- CCP723 Narrative and Collaborative Approaches to Therapy

Practicum/Internship Field Experience: Students must complete a minimum of 740 hours of on-site field placement time, of which 300 hours must be done in direct face-to-face client contact. Students must receive a minimum of 160 hours of supervision, which includes 55 hours of individual supervision by an approved supervisor, a minimum of 50 hours of group supervision with no more than 10 students, and 55 hours of either individual or group supervision. At least 25 hours of supervision must be done through video/audio supervision or direct observation. As this is a joint LMHC/LMFT program, students must also have 50 hours of documented LMHC supervision for licensure. See also program handbook.

Elective Concentration for Mental Health Counseling (MEd & CAGS)

Rehabilitation Counseling

18 credits • CRC, LRC

Program Description — Rehabilitation Counseling is an elective, clinical concentration for students who wish to pursue national certification as a rehabilitation counselors (CRC) and state licensure as rehabilitation counselors (LRC). Coupled with the MEd in Mental Health Counseling, students simultaneously complete the academic requirements for Mental Health Counseling licensure.

Program Outcomes — A focus on rehabilitation counseling helps practitioners to more comprehensively serve the needs of people returning to work or having workplace issues after injury, dealing with intellectual, emotional and/or physical challenges, veterans facing complex mental health and rehabilitation, and a host of other issues relating to the interface of disabilities and mental health.

Careers — Graduates will be qualified to pursue national certification and state licensure as rehabilitation counselors, and for the more general licensure in mental health counseling, allowing for significant career flexibility. Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

Courses

- CCP651 Vocational Analysis & Job Placement (take *instead* of CCP670 Career Counseling)
- CCP656 Vocational Assessment & Evaluation
- CCP655 Vocational and Affective Counseling
- CCP654 Rehabilitation Plan Development
- CCP643 Medical & Psychological Aspects of Disabilities

Not applicable to SAC students:

- CCP727 Clinical Interventions for Combat Stress & Trauma
- or** CCP729 Trauma Intervention in Schools

CAGS students please consult with advisor and/or program chair and enroll in the corresponding CAGS-level courses.

(All courses @ 3 credits.)



Master of Education With Elective Concentrations

School Adjustment & Mental Health Counseling

60 credits • 5-6 terms full time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school adjustment counselors (all levels).

Program Description — School Adjustment and Mental Health Counseling trains mental health professionals to work within the school culture and in clinical settings, serving the mental health needs of PreK-12 students and their families. The use of evidence-based counseling strategies when working with children and adolescents in school settings is emphasized. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals and the Massachusetts Department of Elementary and Secondary Education.

MTEL Required — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Adjustment Counseling program. All new students must register for Mental Health Counseling until they pass.

Learning Outcomes — Students learn and apply the principles of therapeutic relationships; knowledge of normal and abnormal intellectual, social, and emotional development; learning disorders and emotional issues affecting student achievement. They develop working knowledge of treatments; state-of-the-art diagnostic instruments, procedures for testing, and interpreting results; medical conditions and medication related to physical disabilities and learning disorders. They learn to work with families, schools and community personnel. They learn and apply prevention and treatment strategies for substance abuse, physical and sexual abuse, and violence in preK-12 students. They develop a working knowledge of the criminal justice system with particular reference to juvenile justice. They learn and apply laws and regulations addressing the legal rights of students and families.

Elective Concentrations

Students electing a concentration take only one school adjustment elective. The program of study may not exceed 60 credits.

- *Addictions Counseling* — CADAC, LADC
- *Geriatric Mental Health*
- *Holistic Counseling*
- *School Adjustment & Mental Health Counseling* core program with no concentrations — LMHC, DESE
- *Pastoral Counseling*
- *Rehabilitation Counseling*
- *Trauma Studies*

(All courses @ 3 credits.)

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

- CCP518 Research Design & Evaluation
- CCP540 Personality & Counseling Theory
- CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
- CCP630 Human Development Across the Lifespan

Term 2

- CCP615 Psychopathology
- CCP650 Group Dynamics/Group Counseling & Human Systems
- CCP520 Counseling Practicum
- CCP636 Psychological Testing

Term 3

- CCP641 Counseling Internship/SAC Field Experience II*
- CCP670 Career Counseling (for Rehabilitation Counseling concentration take CCP651 Vocational Analysis & Job Placement *instead* of CCP670)
- CCP617 School Adjustment Counseling/School Social Work*
One elective or concentration course.

Term 4

- CCP754 Perspectives in Cross-Cultural Counseling
- CCP700 Internship Seminar/SAC Field Experience III*
- CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities*
- or** CCP715 Multicultural Counseling: Children, Adolescents in Context*
One elective or concentration course.

Term 5

- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP701 Advanced Internship Seminar/SAC Field Experience IV* (If field experience requirements are already completed, CCP701 may be replaced with an elective.)
Two elective or concentration courses.
- CCP708 School Adjustment Counseling Exit Portfolio (non-credit)

Term 6 and subsequent terms

Select no more than 4 courses to complete your program of study.

* SAC core courses & internship.

Continued



Continued

School Adjustment & Mental Health Counseling

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Requirements for the SAC/LMHC practicum/internship are briefly outlined below. Further requirements are briefly outlined under each concentration. See also program handbook.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Required to enter program for ESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

Non-licensure option: Mental Health Counseling, which is not an ESE licensure area.

Program and schedule subject to change.

Program chair: Vita Golub ● Vita.Golub@cambridgecollege.edu

School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (non-credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

School Adjustment Field Experience / Mental Health Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

- 900 hours total (minimum), to be completed in three or four terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520),
- SAC field experience after practicum is completed (CCP641, CCP700; and 701 if needed).
 - ▶ School placement must be approved by the SAC chair.
 - ▶ 450 hours (minimum), completed in two sequential terms for SAC placement.
 - ▶ In one school setting approved by the SAC chair according to DESE standards.
 - ▶ Supervisor must work in SAC role with children, adolescents and families.

The SAC field experience is guided and evaluated by a licensed/certified clinical counselor in the school setting and by a licensed/certified Cambridge College site visiting supervisor. Practicum/field experience locations are subject to state regulations and must be approved by the program chair. Students are responsible for discussing options for field experience with the program chair, in the previous term.

Prospective SAC students are responsible for:

- Checking with the appropriate state licensure entity to determine whether this program is accepted for licensure in their state.
- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment and field experiences. All school adjustment sites in schools **must** be within the state of Massachusetts.
- Submitting SAC Field Experience Approval form to SAC chair or designee the term **prior** to field experience.
- **Addictions option:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.
- **Trauma option:** Must include documented counseling experience related to trauma.

Admission requirements: Bachelor's degree and other general requirements for counseling psychology and educator licensure programs apply; see Admission.



Master of Education

School Guidance Counseling

48 credits, 4 terms full-time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school guidance counselors (PreK-8 or 5-12).

The School Guidance Counseling Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Program Description — School Guidance Counseling is treated as professional counseling which enhances child and adolescent students' access to high quality educational and vocational experiences and facilitates their ability to make good use of opportunities. The program emphasizes the role of the school counselor as a facilitator of educational reform, reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a practitioner helping students find their academic niche and aiding their academic achievement, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff.

Learning Outcomes— School Guidance students develop their professional philosophy, principles and practices for their work with students and parents, teachers and administrators. They gain and apply knowledge of research in school guidance; the psychology of learning; curriculum frameworks and student testing; normal and abnormal intellectual, social, and emotional development; diagnosis and treatment of learning and behavior disorders. They learn strategies for prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. They gain resources and skills to effectively help students plan for post-secondary education and careers. They become familiar with relevant federal, state, and municipal laws and regulations; group counseling, leadership and consulting techniques; and school and community resources for referral.

Careers and Further Study — Licensed school guidance counselors in public schools.

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

- CCP518 Research Design & Evaluation
- CCP540 Personality & Counseling Theory
- CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
- CSG695 Counseling & Consulting Techniques Lab

Guidance Pre-Practicum—75 hours of directed field-based training in conjunction with Term 1 courses (internship req.; (0 credit)

Term 2

- CSG616 Counseling in the Schools
- CCP630 Human Development Across the Lifespan
- CCP650 Group Dynamics/Group Counseling & Human Systems
- CSG682 Developmental Group Guidance Laboratory

Guidance Internship Prerequisites

- **Guidance Internship approval form signed** by program chair or designee.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy Test (MTEL)
- Complete and pass all term 1 & 2 courses.

Term 3

- CCP636 Psychological Testing
- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP670 Career Counseling
- CSG792 Guidance Internship Fieldwork & Seminar I
 - for **PreK-8:** register for **CSG792E**
 - for **5-12:** register for **CSG792S**

Term 4

- CSG613 Counseling College Bound Students (for 5-12)
 - or** elective (for PreK-8)
- CCP754 Perspectives in Cross-Cultural Counseling
- CCP615 Psychopathology
- CSG793 Guidance Internship Fieldwork & Seminar II
 - for **PreK-8:** register for **CSG793E**
 - for **5-12:** register for **CSG793S**

Suggested electives:

- CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP715 Multicultural Counseling: Children, Adolescents in Context
- CCP729 Trauma Intervention in Schools
- CCP640 Addiction Disorders
- CCP606 Family Treatment of Substance Abuse
- CCP637 Neurobiology: Basics & Beyond



(All courses @ 3 credits.)



Continued

School Guidance Counseling

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Required to enter program for licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

In the term *PRIOR* to enrolling in the Guidance field experience students students are responsible for:

- Discussing options for internship with the program chair or regional site director. All school guidance field experience sites *must* be within the state of Massachusetts.
- Submitting Guidance Field Experience Approval form to program chair or designee, with copy of MTEL passing score.

Guidance Internship Fieldwork & Seminar: CSG792-793

Fieldwork is guided and evaluated in the classroom by a guidance counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 terms @300 hours, 600 hours total, in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair or designee.
- Completed Exit Portfolio required for credit.

Non-licensure option: All program components are required except the Communication & Literacy Test (MTEL). Non-licensure students must complete all pre-practicum hours embedded in the courses.

Students who graduate from the non-licensure program will not be endorsed by Cambridge College for initial licensure as a school guidance counselor to the Dept. of Elementary and Secondary Education.

Program sequence may be modified to suit the needs of the cohort.

Program and schedule subject to change.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu



School Guidance & Mental Health Counseling

60 credits • 6 terms full time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school guidance counselors (PreK-8 or 5-12).

The School Guidance Counseling Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Program Description — School Guidance Counseling and Mental Health Counseling trains professional counselors to work within the school culture and in clinical settings, serving the guidance and mental health needs of PreK-12 students and their families. The program emphasizes the role of the school counselor in reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals, and of the Department of Elementary and Secondary Education.

MTEL Required — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Guidance Counseling program. All new students must register for Mental Health Counseling until they pass.

Learning Outcomes— Students learn about normal and abnormal intellectual, social, and emotional development, dysfunctional behavior and mental illnesses. They learn and apply the principles and best practices of counseling and collaboration within schools and community counseling practice, including:

- Resources and skills for enhancing children's and adolescents' educational and vocational experiences and facilitating their ability to make good use of opportunities.
- Assessment, diagnosis and treatment of learning and behavior disorders and mental illnesses.
- Psychoeducational techniques for prevention and strategies for treatment of substance abuse, physical and sexual abuse, mental illnesses, and violence in PreK-12 students and throughout the lifespan.
- Psychotherapeutic techniques for work with individuals, couples, families and groups.
- Group counseling, leadership and consulting techniques; and school and community resources for referral.

Students gain and apply knowledge of:

- Psychology of learning, curriculum frameworks, student testing.
- Research design and methodology.
- Relevant federal, state, and municipal laws and regulations.

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

- CCP518 Research Design & Evaluation
- CCP540 Personality & Counseling Theory
- CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
- CSG695 Counseling & Consulting Techniques Lab

Guidance Pre-Practicum—75 hours of directed field-based training in conjunction with Term 1 courses (Guidance Internship req.; 0 credit)

Term 2

- CCP630 Human Development Across the Lifespan
- CCP650 Group Dynamics/Group Counseling & Human Systems
- CSG682 Developmental Group Guidance Laboratory
- CCP520 Mental Health Counseling Practicum

Term 3

- CSG616 Counseling in the Schools
- CCP670 Career Counseling
- CCP615 Psychopathology
- CCP641 Mental Health Counseling Internship Field Experience II

Term 4

- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP636 Psychological Testing
- CCP700 Mental Health Internship Seminar Field Experience III

Guidance Internship Prerequisites

- *Guidance Internship approval form signed* by program chair or designee.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy Test (MTEL)

Term 5

- CCP754 Perspectives in Cross-Cultural Counseling
One elective
- CSG792 Guidance Internship Fieldwork & Seminar I
for **PreK-8:** register for **CSG792E**
for **5-12:** register for **CSG792S**

Term 6

- CSG613 Counseling College Bound Students (for 5-12)
or elective (for PreK-8)
- CSG793 Guidance Internship Fieldwork & Seminar II
for **PreK-8:** register for **CSG793E**
for **5-12:** register for **CSG793S**

Suggested electives:

- CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP715 Multicultural Counseling: Children, Adolescents in Context
- CCP729 Trauma Intervention in Schools
- CCP640 Addiction Disorders
- CCP606 Family Treatment of Substance Abuse
- CCP637 Neurobiology: Basics & Beyond



(All courses @ 3 credits.)



Continued

School Guidance & Mental Health Counseling

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Required to enter program for ESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

Non-licensure option: All program components are required except the Communication & Literacy Test (MTEL). Non-licensure students must complete all pre-practicum hours embedded in the courses.

Students who graduate from the non-licensure program will not be endorsed by Cambridge College for initial licensure as a school guidance counselor to the Dept. of Elementary and Secondary Education.

Program sequence may be modified to suit the needs of the cohort.

Program and schedule subject to change.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu

Field Experiences

Mental Health Practicum & Internship: CCP520, 641, 700

Includes field experience under a qualified supervisor conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. See also program handbook.

In the term *PRIOR* to enrolling in the Guidance field experience students students are responsible for:

- Discussing options for internship with the program chair or regional site director. All school guidance field experience sites *must* be within the state of Massachusetts.
- Submitting Guidance Field Experience Approval form to program chair or designee, with copy of MTEL passing score.

Guidance Internship Fieldwork & Seminar: CSG792-793

Fieldwork is guided and evaluated in the classroom by a guidance counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 terms @300 hours, 600 hours total, in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair or designee.
- Completed Exit Portfolio required for credit.



Massachusetts State Standards and CACREP National Standards for School Counseling Programs

Massachusetts ESE School Adjustment Counselor/School Social Worker Standards

See also www.doe.mass.edu/lawsregs/603cmr7.html?section=11.

- a. Principles of therapeutic relationships CCP520, CCP550, CCP641, CCP650, CCP700-701
- b. Theories of normal and abnormal intellectual, social, and emotional development CCP540, CCP630, CCP615, CCP617
- c. Learning disorders, including emotional issues affecting student achievement, and their treatment CCP615, CCP617, CCP636, CCP641, CCP700-701
- d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students CCP606, CCP640, CCP641, , CCP700-701, CCP724, CCP729
- e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. CCP636
- f. Techniques for communicating and working with families and school and community personnel CCP520, CCP561, CCP617, CCP641, CCP700-701, CCP715, CCP754
- g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations CCP617
- h. Knowledge of medical conditions and medication related to physical disabilities learning disorders CCP615, CCP720
- i. Federal and state laws and regulations addressing the legal rights of students and families. CCP510, CCP520, CCP617, CCP622, CCP641, CCP700-701, CCP715

Massachusetts ESE School Guidance Counselor Standards

See also www.doe.mass.edu/lawsregs/603cmr7.html?section=11.

- a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor. CSG616, CSG792-793
- b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. CSG616, (CSG624), CSG792-793, CCP636
- c. Psychology of learning. CSG792-793, CCP615, CCP630
- d. Understanding of the diagnosis and treatment of learning and behavior disorders. (CSG624), CSG792-793, CCP636
- e. Theories of normal and abnormal intellectual, social, and emotional development. CSG792-793, (CCP614), CCP615, CCP630
- f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. CSG616, CSG682, CSG792-793, CCP729
- g. Philosophy, principles and practices in school guidance counseling. CSG616, CSG792-793, CCP754
- h. Federal, state, municipal, and school laws and regulations. CSG792-793, CCP622, CCP715
- i. Career counseling. CSG792-793, CSG613, CCP670
- j. Resources within the school system or the community for referral. CSG616, CSG792-793, CCP715
- k. Knowledge of statistics, research design, and research in guidance counseling. CCP518
- l. Group counseling and group leadership. CSG682, CSG792-793, CCP650, CCP715
- m. Development of skills for consultation with parents, teachers, and administrators. CSG613, CSG695, CSG792-793, CCP715
- n. College counseling and use of college and other post-secondary resource materials (grades 5-12). CSG613, CCP670



Massachusetts State Standards and CACREP National Standards for School Counseling Programs, cont.

CACREP Standards 2016 — School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum. See also www.cacrep.org.

1. FOUNDATIONS

- a. history and development of school counseling. CSG616, CSG790-791
- b. models of school counseling programs CSG616
- c. models of P-12 comprehensive career development CSG616, CSG790-791, CCP670
- d. models of school-based collaboration and consultation. CSG695
- e. assessments specific to P-12 education (CSG624), CCP636

2. CONTEXTUAL DIMENSIONS

School counselor roles as leaders, advocates, and systems change agents in P-12 schools

- a. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. CSG616, CSG695, CSG790-791
- b. school counselor roles in relation to college and career readiness CCP630, CCP670
- c. school counselor roles in school leadership and multidisciplinary teams. CSG695, CSG790-791
- d. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. CSG616, CCP729
- e. competencies to advocate for school counseling roles CSG616, CSG695, CSG790-791
- f. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. CSG616, (CCP614), CCP615, CCP630, CCP715
- g. common medications that affect learning, behavior, and mood in children and adolescents (CCP614), CCP615
- h. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. CSG616, (CCP614), CCP615
- i. qualities and styles of effective leadership in schools. CSG616,
- j. community resources and referral sources. CSG616, CSG 90-791
- k. professional organizations, preparation standards, and credentials relevant to the practice of school counseling CSG616, CSG695
- l. legislation and government policy relevant to school counseling. CSG616, CCP622
- m. legal and ethical considerations specific to school counseling CCP622

3. PRACTICE

Development of school counseling program mission statements and objectives

- a. design and evaluation of school counseling programs CSG616, CSG695, CSG790-791, CCP650
- b. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies CSG616, CSG682, CSG790-791
- c. interventions to promote academic development. CSG616, CSG790-791, CCP630, CCP715
- d. use of developmentally appropriate career counseling interventions and assessments. CCP630, CCP670
- e. techniques of personal/social counseling in school settings. CSG616, CSG682, CSG695, CSG790-791, CCP650
- f. strategies to facilitate school and postsecondary transitions CSG616, CSG790-791, CSG613, CCP630, CCP670



Massachusetts State Standards and CACREP National Standards for School Counseling Programs, cont.

- g. skills to critically examine the connections between social, familial, emotional,
and behavior problems and academic achievement. CSG616, CSG790-791, (CCP614), CCP615, CCP715, CCP754
- h. approaches to increase promotion and graduation rates CSG616, CCP518
- i. interventions to promote college and career readiness. CSG613, CCP670
- j. strategies to promote equity in student achievement and college access CSG616, CSG613, CCP518, CCP715
- k. techniques to foster collaboration and teamwork within schools CSG616, CSG695, CSG790-791, CCP715
- l. strategies for implementing and coordinating peer intervention programs. CSG616, CSG695, CSG790-791
- m. use of accountability data to inform decision making CCP518, CCP636
- n. use of data to advocate for programs and students. CSG616, CCP518



Master of Education

Psychological Studies

36 credits • 3 terms full time • non-licensure

Program Description — Psychological Studies is a non-licensure graduate program that introduces students to a broad range of psychological perspectives, with a strong commitment to an evolving multicultural society.

Learning Outcomes — Students are exposed to the principles of counseling. They learn about assessment, resources, cultural and racial dynamics, roles on interdisciplinary teams, ethics and relevant laws. They learn about small group dynamics and processes and how leadership styles influence group process. Students have flexibility to choose courses to support their particular interests in the field.

Careers and Further Study — Graduates may be eligible for advancement in human service careers that do not require licensure. They will NOT be eligible to return to study towards mental health licensure at the CAGS level.

Academic Requirements

Psychological studies core courses	15
Psychological Studies elective courses	21
CCP592 Exit Portfolio	non-credit
Total	36

Psychological Studies Electives — choose seven*

- CCP600 Biopsychosocial Dimensions of Aging Fall
- CSG613 Counseling College Bound Students
- CCP631 The Counselor in the Forensic Environment . . . Summer
- CCP634 Death & Dying Spring
- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP606 Family Treatment of Substance Abuse
- CCP681 Mind, Body, & Emotion: a Holistic Perspective
- CCP615 Psychopathology
- CCP518 Research Design & Evaluation
- CCP657 Terror, Trauma & the Sacred: Psychological & Spiritual Perspectives Summer
- CCP721 Women in the Family: a Cross-Cultural Perspective

*Students may select other elective courses with approval of the program chair.

Core courses below should be taken in sequence.

For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

Term 1

- CCP540 Personality & Counseling Theory
- CCP630 Human Development across the Lifespan
- Two elective courses.

Term 2

- CCP640 Addiction Disorders
- Three elective courses.

Term 3

- CCP670 Career Counseling
- CCP754 Perspectives in Cross-Cultural Counseling
- Two elective courses.

Term 4

Select no more than 4 courses to complete your program of study.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)



Certificate of Advanced Graduate Studies with Elective Concentrations

CAGS in Mental Health Counseling

36 credits • 3-4 terms full time

Program Description — The CAGS in Mental Health Counseling is an advanced, post-master’s certificate program. Students will increase their expertise, add a new credential and area of competency, or upgrade their credentials in order to meet requirements for licensure.

A Flexible, Individualized Program — Each student meets with an advisor to plan an individualized academic program. Students meet periodically with their advisor to review educational and career goals. Course choices must be considered carefully in consultation with the program chair and/or academic advisor.

Academic Requirements

Required course work6

- CCA825 Counseling Leadership Seminar
- CCA830 Advanced Counseling Practice

Internship 6-12

CCA805 CAGS Practicum—required before CCA820 if mental health practicum was not taken in prior master’s program (counts as elective).

- CCA820 Counseling Internship Seminar
- CCA821 Advanced Internship Seminar

CCA823 Counseling Internship Seminar III—only if a third term is needed to complete field experience hours (counts as elective).

Mental Health core courses, CAGS electives, concentrations. . . . 24

All mental health core courses not previously taken at master’s level must be taken to meet licensure requirements. See courses and sequence outlined in the MEd in Mental Health Counseling program, and consult with advisor or program chair to ensure enrollment in the corresponding CAGS-level courses (700-800 level).

All courses must be chosen with approval of academic advisor or program chair. Select no more than 4 courses each term for a maximum course load of 12 credits.

Total 36

Elective Concentrations

After fulfilling licensure requirements, students may choose an elective concentration with advisor or program chair approval. The program of study may not exceed 36 credits.

- *Addictions Counseling* — CADAC, LADC
- *Geriatric Mental Health*
- *Holistic Counseling*
- *Mental Health Counseling* core program with no concentrations — LMHC
- *Pastoral Counseling*
- *Rehabilitation Counseling* — CRC, LRC (Due to the length of this concentration, no second concentration may be added.)
- *Trauma Studies*

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. Further requirements are briefly outlined under each concentration. See also program handbook.

Admission requirements: Master’s degree in counseling or a closely related field, and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)



Graduate Post-Baccalaureate Certificate or Undergraduate Pre-Baccalaureate Certificate

Alcohol & Drug Counseling

19 credits • Certified Alcohol & Drug Abuse Counselor (CADAC) • Licensed Alcohol & Drug Counselor (LADC)

Program Description — Alcohol & Drug Counseling is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

Careers — Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

Learning Outcomes — Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

Courses

ADC510	Ethics & Boundaries for Substance Abuse Professionals	1
ADC505	Alcohol & Drugs in Society	3
ADC611	Family Treatment of Substance Abuse.	3
ADC601	Role of the Professional in Alcohol & Drug Treatment. . .	3
ADC625	Psychopharmacology in Addictions Treatment	3
ADC642	Addiction Counseling	3

Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an MEd.

ADC521	Practicum Seminar in Alcohol & Drug Counseling	3
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Admission requirements: High school diploma/GED, bachelor's, or higher degree and other School of Psychology & Counseling requirements.(see Admissions) Including:

- Interview with and approval of the SOPC Admissions Committee and acceptance by the dean.
- Interview with program chair.
- Current résumé.
- Two professional recommendations.

These courses may be accepted into a Cambridge College bachelor's or master's degree. Courses must meet current program requirements at time of matriculation.

Program co-chairs:

Colleen Goode, MEd • Colleen.Goode@cambridgecollege.edu
John Ciervo, CAGS • John.Ciervo@cambridgecollege.edu



Post-master's Certificate

Mental Health Counseling for School Guidance Counselors

24 credits • 4 terms • Licensed Mental Health Counselor (LMHC)

Program Description — This certificate program provides school guidance counselors in Massachusetts, with the educational and field experience requirements for licensure as a mental health counselor in Massachusetts.

CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)

CCP615 Psychopathology

CCP636 Psychological Testing

CCP754 Perspectives in Cross-Cultural Counseling

If students have completed CCP754 as part of their School Guidance Counseling program, they **must** take CCP715 Multicultural Counseling Children & Adolescents in Context.

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 24 credits.

Practicum & Internship — 4 terms

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. See program handbook.

CCP520 Counseling Practicum

CCP641 Counseling Internship/SAC Field Experience II

CCP700 Internship Seminar/SAC Field Experience III

CCP701 Advanced Internship Seminar/SAC Field Experience IV (take only if needed to complete field experience requirements) or substitute an SOPC elective.)

Admission requirements:

- Completion of current Cambridge College 48-credit MEd in school guidance counseling or equivalent program; official transcript required if from another college.
- Initial license as a school guidance counselor (photocopy).
- Other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

Post-master's certificate

Rehabilitation Counseling Certificate

18 credits • CRC, LRC

Program Description — The Rehabilitation Counseling Certificate is for the individual seeking to add to their credential by pursuing a national certification as a rehabilitation counselor (CRC) and/or Mass. state licensure as a rehabilitation counselor (LRC).

Program Outcomes — A focus on rehabilitation counseling helps practitioners to more comprehensively serve the needs of people returning to work or having workplace issues after injury, dealing with intellectual, emotional and/or physical challenges, veterans facing complex mental health and rehabilitation, and a host of other issues relating to the interface of disabilities and mental health.

Careers — Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

Courses

CCP651 Vocational Analysis & Job Placement

CCP656 Vocational Assessment & Evaluation

CCP655 Vocational and Affective Counseling

CCP654 Rehabilitation Plan Development

CCP643 Medical & Psychological Aspects of Disabilities

And one of the following:

CCP727 Clinical Interventions for Combat Stress & Trauma

or CCP729 Trauma Intervention in Schools

Admission requirements:

- 60-credit master's or higher degree in mental health counseling, marriage & family therapy, social work, or psychology.
- Other School of Psychology & Counseling requirements.

Practicum/Internship Field Experience: Not required during academic training. However, 36 months of acceptable employment experience including 12 months supervised by a CRC will be required after completion of academic requirements to fulfill requirements for the CRC. See program chair for any questions.

Program chair: Linda Kuramoto, MS, CAGS, CRC, LMHC
Linda.Kuramoto@go.cambridgecollege.edu

(All courses @ 3 credits.)

Certificates

Post-master's Certificate

School Adjustment & Mental Health Counseling for School Guidance Counselors

30 credits • 4 terms • School Social Worker/School Adjustment Counselor (ESE) • Licensed Mental Health Counselor (LMHC)

Academic Requirements

Mental health core courses and practicum	15
School adjustment core courses and internship.	15
CCP708 School Adjustment Counseling Exit Portfolio (non-credit)	
Total	30

Courses should be taken in sequence. For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

Term 1

CCP550	Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP615	Psychopathology
CCP520	Counseling Practicum

Term 2

CCP636	Psychological Testing
CCP641	Counseling Internship/SAC Field Experience II*
CCP617	School Adjustment Counseling/School Social Work*

Term 3

CCP700	Internship Seminar/SAC Field Experience III*
CCP754	Perspectives in Cross-Cultural Counseling
CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities*
or CCP715	Multicultural Counseling: Children, Adolescents in Context*

Students who previously completed any of the listed courses (or equivalents) shall consult with program chair for substitute course work to meet 30-credit requirement.

Term 4

CCP701	Advanced Internship Seminar/SAC Field Experience IV* (If field experience requirements are already completed, CCP701 may be replaced with an elective—see below.)
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Special Treatment Issues (if possible) — choose one

CCP606	Family Treatment of Substance Abuse
CCP640	Addiction Disorders
CCP720	Psychopharmacology in Addictions & Mental Health Counseling
CCP724	Post Traumatic Stress Reactions
CCP729	Trauma Intervention in Schools

Mental Health Practicum/Internship—term 1

School Adjustment Field Experience—terms 2-3 or 3-4

Prerequisites

- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (0 credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

School Adjustment Field Experience / Mental Health Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

Completed Verification form required by SOPC office before registering.

- 900 hours total (minimum); 300 hours in each of three terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520),
- SAC field experience recommended in second year (CCP641, 700).
 - ▶ School placement must be approved by the SAC chair, and must be within Massachusetts.
 - ▶ 450 hours (minimum), completed in two sequential terms.
 - ▶ Supervisor must work in SAC role with children, adolescents and families.

Admission requirements:

- Completion of current Cambridge College 48-credit M.Ed. in school guidance counseling or equivalent program. (Students who took an earlier version of this program, or who earned their MEd at another college, may need to take additional course work to meet LMHC and SAC academic requirements.)
- Initial license as a school guidance counselor.
- Other School of Psychology & Counseling requirements.

Required to enter program for ESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

Program chairs: Vita Golub • Vita.Golub@cambridgecollege.edu and Hugh Ferguson, PhD Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)



Post-master's Certificate

School Adjustment Counseling for Mental Health Counselors

24 credits • 3-4 terms • School Social Worker/School Adjustment Counselor (ESE)

Academic Requirements

School adjustment core courses and internship.	18
Two prevention or special treatment electives	6
CCP708 School Adjustment Counseling Exit Portfolio (non-credit)	
Total	24

Courses should be taken in sequence. For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

Term 1

- CCP615 Psychopathology*
- CCP617 School Adjustment Counseling/School Social Work*
- CCP636 Psychological Testing*
- Internship prerequisites

Term 2

- CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities*
- or CCP715 Multicultural Counseling: Children, Adolescents in Context*
- CCP700 Internship Seminar/SAC Field Experience III*
- One prevention or special treatment course

Term 3

- CCP701 Advanced Internship Seminar/SAC Field Experience IV*
- One prevention or special treatment course

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 24 credits.

Special Treatment Issues — choose two

- CCP606 Family Treatment of Substance Abuse
- CCP640 Addiction Disorders
- CCP720 Psychopharmacology in Addictions & Mental Health Counseling
- CCP724 Post Traumatic Stress Reactions
- CCP729 Trauma Intervention in Schools

School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (0 credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

School Adjustment Field Experience

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by ESE) who is in an SAC role and meets all state standards. See program handbook.

Completed Verification form required by SOPC office before registering.

- ▶ School placement must be approved by the SAC chair, and must be within Massachusetts.
- ▶ 450 hours (minimum), 300 hours/term, completed in two sequential terms.
- ▶ Supervisor must work in SAC role with children, adolescents and families.

Admission requirements:

- Completion of current Cambridge College 60-credit MEd in mental health counseling or equivalent program. (Students who took an earlier version of this program, or who earned their MEd at another college, may need to take additional course work to meet SAC academic requirements.)
- Other School of Psychology & Counseling requirements.

Required to enter program for ESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu

(All courses @ 3 credits.)



Graduate Certificate

Trauma Studies

15 credits • 2-3 terms

Program Description — Trauma Studies provides professional training in crisis intervention and trauma treatment, education and prevention, leading to certification. The program has a strong commitment to educating compassionate, ethical and effective trauma specialists. The program emphasizes the role of trauma specialists in implementing trauma-informed care across disciplines and utilizing community resources.

Learning Outcomes — Students will gain knowledge of crisis, trauma, post-traumatic stress reactions, trauma-specific interventions and disaster mental health in multi-cultural settings. They can apply the learned skills in trauma assessment, counseling and treatment to effectively respond to immediate and long-term needs of survivors, including war veterans, survivors of child abuse, first responders, immigrants and refugees, as well as victims of crime, disasters, domestic violence, sex trafficking and torture.

Careers — Upon completion, students will qualify to work in crisis response teams, provide trauma-informed care in community mental health, addiction treatment and rehabilitation programs in school settings and provide support for veterans, survivors of gender-based violence and refugees.

Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

- CCP615 Psychopathology
- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners

Trauma

- CCP724 Post Traumatic Stress Reactions (preq for CCP728)
- CCP728 Trauma-specific Interventions
- CCP727 Clinical Interventions for Combat Stress & Trauma Fall
- or** CCP729 Trauma Intervention in Schools Spring

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

Course schedule: All courses are offered in Cambridge every term, subject to sufficient enrollment, except as noted above.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Transfer credit — These courses may be taken alone as a certificate of completion or evaluated for transfer into a Cambridge College master's degree program; courses must meet current program requirements and credit limits at time of matriculation.

Program chair: and Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)

Course Descriptions — MEd

Alcohol & Drug Counseling (ADC)

ADC505 Alcohol and Drugs in Society - 3 credits

This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence to the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psychosocial assessment and related interventions will be identified, including medications, counseling, 12 Step support and other psychological methods.

ADC510 Ethics and Boundaries for Substance Abuse Professionals - 1 credit

This course allows students to review ethical standards and raise awareness and standards. The course also addresses and educates participants in some of the common mistakes made by counselors in the substance abuse treatment field. Students studying to be substance abuse counselors are advised of certification requirements related to ethics.

ADC521 Practicum Seminar in Alcohol and Drug Counseling - 3 credits

Enrollment limited to 10. This course is for students beginning their alcohol and drug counseling program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-5 TR. The 300 hour practical supervised experience takes place in a facility or agency licensed to provide counseling services. An opportunity to provide 10 hours in each of the "12 core functions" will be part of this experiential placement. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure as an LMHC. Requirements for those not seeking a mental health license will be provided by the program director or your advisor.

ADC601 Role of the Professional in Alcohol and Drug Treatment - 3 credits

This course introduces students to the role of the professional in alcohol and drug treatment. The historical development of treatment services and the various professionals associated with the field. The development of treatment modalities, the influence of the federal government and private facilities in developing standards and credentials for counselors and other professionals as well as certification, licensing standards, the institution of organizations and

agencies designed to promote appropriate and evidence based treatment for alcohol and drug abuse/dependency will all be explored. The language and descriptors of treatment, The patient placement criteria of the American Society of Addiction Medicine and other instruments will be demonstrated. The "12 core functions" for substance abuse counselors, five domains and 46 global criteria of the international Certification Consortium will be presented and demonstrated. Levels of care and various settings of treatment programs will be explored.

ADC611 Family Treatment of Substance Abuse - 3 credits

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over responsibility/under responsibility dynamic in families; the family intervention model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

ADC625 Psychopharmacology in Addictions Treatment - 3 credits

The use of medications in the treatment of alcohol and drug dependence has often been controversial. Recent times have seen the advent of more and different types of medications to address addiction directly. Agonist and antagonist drugs are designed to have a direct impact on the neurochemistry of addiction. The use of other psychotropic drugs can be contra-indicated in persons with addictive disorders. Because psycho-pharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: anti-psychotics, anti-depressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

ADC642 Addiction Counseling - 3 credits

Designed for counselors with some knowledge in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Evidence based treatment from psychodynamic to motivational enhancement as well as modern approaches to relapse prevention will be explored.

Psychology & Counseling (CCP)

CCP 512 The Cognitive Therapies - 3 credits

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 518 Research Design & Evaluation - 3 credits

This course provides students with a foundation in research and evaluation methodologies and strategies, program evaluation and needs assessment. Students will gain an understanding of different types of research and research design, procedures for data collection and analysis, analysis of both hard and soft data, and ethical and legal considerations associated with research. Students will leave the course prepared to conduct and be discriminating consumers of research. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 520 Counseling Practicum and SAC Field Experience I - 3 credits

Prerequisite: CCP 550. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved Supervisor" as described in (CMR) 262 in order for students to meet requirements for licensure.

(Enrollment limited to 10) This course is intended for students beginning their master's program fieldwork. Counselor trainees become familiar with following: review the principles of therapeutic relationships and basic professional counseling skills and behaviors; developing techniques for communicating and working with families, agencies/systems, and school and community personnel; the use of supervision; beginning diagnostic skills; and DSM-5 TR. Participants complete case presentations, process notes, and treatment planning. Students take an active part in the didactic and demonstration parts of the class. This course will stress philosophy, principles, and practice of mental health/school adjustment counseling; therapeutic relationships; and federal, state, municipal and school laws. One contact hour of weekly supervision is required. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites must pass MTEL Communication and Literacy Tests before entry.

This course addresses the following Massachusetts State Standards for School Adjustment Counseling: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires Practicum fieldwork of 100 contact hours and Internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences). 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. Standard f: Techniques for communicating and working with families and school and community personnel. Standard i: Federal and state regulations addressing the legal rights of students and families.

CCP 540 Personality and Counseling Theory - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure.

This course explores personality and counseling theories, identifying strengths and weaknesses in each theory. Cultural elements are stressed. Theories are approached from an eclectic standpoint, including normal and abnormal, social, intellectual, and emotional development. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling settings. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population. The on-line library is employed in this course to gather evidence and support project development and presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits

The basis of therapeutic relationships is seen in Carl Rogers' theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and congruence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard a: Principles of therapeutic relationships.

CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits

It is strongly recommended that students participate in a practicum/ internship while enrolled in this course. This course is for those beginning work with "multi-problem" families, and for those with some experience who wish to adopt a systemic, strengths-focused model of counseling. Techniques for communicating and working with families in school and community settings are emphasized. Instructor and student generated case studies are supported by role-playing and outside readings. Students go step-by-step through assessment, contracting, and counseling processes. They learn how to evaluate resources and needs, how to identify and collaborate with outside helpers and agencies, and how to deal with conflicts between the needs of family members. Issues relating to family violence, substance abuse and the use of home visiting are also discussed. In addition to class participation and readings, two papers analyzing families and the counseling process are required. This course emphasizes approaches which honor the socioeconomic, linguistic and cultural differences which may affect families and relationship between the family and therapist. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel.

CCP 592 SOPC Exit Portfolio - 0 credit

An educational portfolio assembled by the student over the course of their studies. It highlights the student's professional knowledge, skills and abilities, and documents quality graduate level work.

CCP 600 Biopsychosocial Dimensions of Aging - 3 credits

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including "normal aging," common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 606 Family Treatment of Substance Abuse - 3 credits

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/

under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

CCP 609 Counseling for Grief and Loss - 3 credits

This course examines a broad range of topics within the scope of grief and loss, including Kubler-Ross' stages of grief and William Worden's task model. Students explore personal beliefs concerning grief and loss as the class examines the beliefs, death rituals and practices of a variety of cultures. This class addresses counseling challenges presented by clients who are experiencing loss. Students learn a current bereavement counseling model, then practice related techniques in classroom exercises. The class explores issues related to death and dying in contemporary society, including suicide, assisted suicide and capital punishment. Guest speakers may address special topics. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 615 Psychopathology - 3 credits

This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses, as well as the nature of normal and abnormal intellectual, social, and emotional development and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and sociocultural aspects of behavior, health and wellness, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to the organization of the DSM-5. Historical contexts in which psychopathology has been diagnosed and viewed from early medical concepts through the currently used Diagnostic Criteria in the DSM-5 are presented. Learning disorders, including emotional issues affecting student achievement and their treatments are investigated. Attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, and theories of abnormal behavior and development. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders from childhood throughout the lifespan.

Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. Discussions also focus on health and wellness, multicultural issues, plus variables related to resiliency and student learning.

Additionally, the effects of abuse, violence, theories of normal and abnormal behavior and development are examined. Current research

that can assist the school counselor in developing a plan of action for referral and treatment that relates to personal, social and academic functioning of students will be procured through the online library.

This course utilizes films, tapes, case studies, class presentations, lectures, and group discussions. It includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course also includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: e. Theories of normal and abnormal intellectual, social, and emotional development. c. Psychology of learning.

CCP 617 School Adjustment Counseling/School Social Work - 3 credits

Offered in Fall and Summer only. This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as: consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans, will be taught as well as treatment planning and goal writing.

The understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CHINS laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge

of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

CCP 622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes best practices and strategies for dealing with ethical and legal dilemmas, including the ability to apply and practice ethical and legal standards in school counseling. School counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies including crisis/disaster preparedness and response, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations.

CCP 625 Foundations of Couples Counseling - 3 credits

Designed for beginning counselors working with couples, this course will cover the basic approaches to couples counseling. Presentations and discussions of key topics will be accompanied by videotapes and experiential exercises. Therapy techniques such as family sculpture, doubling, and psychodrama will be presented. Special topics in couples counseling such as divorce, violence, and alcoholism will be discussed. The goals of the course are to help students learn how to: (1) assess the couples' presenting problem; (2) develop appropriate counseling plans; and (3) evaluate counseling as it proceeds. Course requirements include class attendance, readings, active participation, and two five-page papers. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 627 Family Assessment from a Multicultural Perspective - 3 credits

This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 629 Geriatric Counseling - 3 credits

There are many unique issues that arise in providing counseling services to older adults. After discussing the “paradox of aging” — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 630 Human Development Across the Lifespan - 3 credits

This course will address the psychological and biological aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, intellectual, learning, social, normal and abnormal development; plus cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. psychology of learning, and e. theories of normal and abnormal, intellectual, social, and emotional development.

CCP 631 The Counselor in the Forensic Environment - 3 credits

This course explores forensic settings, the counselor’s roles within these settings, and appropriate counseling and systems skills. It introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender’s transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys

approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 634 Death and Dying - 3 credits

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 636 Psychological Testing - 3 credits

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Roschach as well as language and alternative non-language based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 637 Neurobiology: Basics and Beyond - 3 credits

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 640 Addiction Disorders - 3 credits

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages

will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psycho-active drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: Standard d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

CCP 641 Counseling Internship/SAC Field Experience II - 3 credits

Prerequisites: CCP 520, CCP 550, CCP 650. (Enrollment limited to 10). This course provides a real life experience of providing mental health counseling services to clients/students. A minimum of 200 hours of field placement (225 for SAC students in school placements) gives the student intern an opportunity to learn, apply and sharpen diagnostic, treatment planning, counseling and consultation skills under the supervision of a qualified on-site field supervisor and overseen by a Cambridge College internship facilitator. (Students in SAC placements are also visited three times over the course of 2 sequential semesters by the Cambridge College visiting site supervisor).

Coursework integrates the practice of mental health counseling from screening through aftercare planning and discharge from treatment, with content areas necessary for appropriate client/student treatment including but not limited to: review the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; the use of supervision; diagnosis and application of DSM5-TR treatment planning, application of appropriate counseling theories and related clinical interventions, methods and techniques, documentation of progress, referral and collaboration and treatment of treatment professionals and families. Case presentations, biopsychosocial histories, progress notes and other relevant documentation of the field placement will be presented in class. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. Students will share experiences with their internship seminar cohort. This internship must conform with Massachusetts regulations 262 CMR. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites must pass MTEL Communication and Literacy Tests before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences). 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP 642 Fundamentals of Pastoral Counseling - 3 credits

This introductory course will provide an integrative study of psychological, spiritual, and faith-based frameworks. The course will explore the role of spirituality in clinical practice, and train students on how to effectively integrate a client's spirituality into various phases of counseling, including clinical assessments and intervention. We will study several theories and models for spiritually-informed psychotherapy from diverse perspectives. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 643 Medical and Psychological Aspects of Disabilities - 3 credits

The course offers students with little or no exposure to advanced medical sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases and medical conditions 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 social implications consequent on these disabilities. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 650 Group Dynamics/Group Counseling and Human Systems - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure. This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. Students are taught to develop self awareness, sensitivity to others, and skills needed to relate to individuals and groups from diverse backgrounds. (No one will be admitted to the course in the event of failure to attend the first

session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: I. group counseling and group leadership.

CCP 651 Vocational Analysis and Job Placement - 3 credits

The career development and work adjustment components of the course focus on such theories as Roe, Holland, Ginzberg, Super, Tiedman and Minnesota Theory of Work Adjustment. This course addresses vocational implications associated with disabilities and the use of transferable skills analysis, occupational and labor market information to guide career planning, especially for special populations. Job analysis, ergonomics, and assistive technology will also be discussed to address job accommodations in the workplace. Job placement strategies as well as employer considerations will be addressed. This course is limited to students in the Rehabilitation Counseling concentration or certificates. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 652 Holistic Approaches to Psychotherapy - 3 credits

Through exploring a range of integrative approaches to counseling and psychotherapy this course aims to elucidate holistic assumptions behind counseling people in psychological distress. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 653 Religious Coping from a Sociocultural Perspective - 3 credits

This course will examine the stress experience of marginalized groups and explore the ways in which religion, spirituality and/or faith is used to help individuals cope. We will study traditional stress and coping theory, and religious coping theory to examine the applicability of these models for oppressed and marginalized populations. The course will explore the ways in which certain theories and models for mental health practice have historically pathologized the faith experience of some groups. The course will contrast this study with a look at liberation theologies for its role in helping to empower individuals and communities dealing with systemic stressors and oppression. Students will develop skill in integrating these frameworks and understandings into effective clinical practice. Diverse populations and faith traditions will be explored. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 654 Rehabilitation Plan Development - 3 credits

This course acquaints students with case and caseload management, delivery systems for public, private and nonprofit settings for individuals with disabilities. This course will also address laws and ethical standards that impact rehabilitation counseling and the range

of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics also include educational and vocational programs for individuals with disabilities in a diverse setting. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 655 Vocational and Affective Counseling - 3 credits

This course acquaints students with the process, history and philosophy of rehabilitation counseling. 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. This course will also address career alternatives for the rehabilitation counselor. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 656 Vocational Assessment and Evaluation - 3 credits

This course provides an orientation to individual appraisal, standardized testing, and test and measurement principles. It focuses on standard test areas such as achievement, aptitude, interest, personality, situational testing; behavioral observation and commercial work samples. This course will also address career alternatives for the rehabilitation counselor. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 657 Terror, Trauma and the Sacred: Psychological and Spiritual Perspectives - 3 credits

This course will examine the ways in which spirituality and faith impacts a person's response to crisis. We will examine case examples of individuals and communities dealing with issues of grief and loss; death and dying; natural disasters; and trauma and victimization. The course will explore a wide-variety of spiritual and faith-based frameworks for the perspectives they provide on suffering, hope and healing. Students will develop skills and techniques for crisis management and counseling from a faith-based perspective. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 670 Career Counseling - 3 credits

This course provides an experiential approach to analyzing the stages responsible for successful career development. The course enables students to identify, assess, enhance, and act upon data pertinent to career fulfillment and success in individual and group counseling settings. Topics examined include job values and interests, experiences and skills, specification of career targets, research with the online library, analysis of career targets, and developing a comprehensive plan of action. Students can apply such information to develop and assess career goals and to make use of appropriate career resource materials. Course experiences include worksheets, sub-grouping, completion and study of interest inventories (including an examination of basic psychometric issues and discussion of strengths and weaknesses of standardized instruments), and discussion of computer resources which enhance the career guidance process. Students

are taught to advocate for learning necessary to promote career development of students. This includes accessing and consulting with viable resources of community, parents, and schools. Students will also explore multicultural issues connected to career development. All students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*. The course stresses a practical approach to career development; underlying career development theories are discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: i. Career counseling.

CCP 671 East & West: Self, Suffering, & Healing - 3 credits

This course considers theories of mind and behavior in Eastern philosophy and Western psychology. The aim of the course is to elucidate different perspectives on the nature of self and human suffering, and to understand suggested pathways to the alleviation of suffering. We will examine Western theories ranging from psychoanalysis to transpersonal psychology, as well as Eastern traditions ranging from Taoism and Buddhism to the perspectives of figures like Jiddu Krishnamurti. A central question of the course is: To what extent do Eastern ways of understanding human experience complement Western theories - or are their differences difficult to reconcile? This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 680 Human Sexuality - 3 credits

Sensitization to sexual issues and exploration of how a therapist's perceptions of such issues affects her/his work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 681 Mind, Body, & Emotion: a Holistic Perspective - 3 credits

This course reviews literature in animal and human behavior to provide a basic biological and behavioral framework for considering the relationship between the mind, body, and emotions. The historical view of emotion as an instinctual force that should be controlled is contrasted with an emerging understanding of emotion as an adaptive intelligence that deeply informs our relationship to the world. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 700 Internship Seminar and SAC Field Experience III - 3 credits

Prerequisites: CCP 520 and CCP 641, (Enrollment limited to 10). This course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200

hours of internship experience (225 hour minimum for SAC track students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). (Supervisors of School Adjustment Counseling students in school sites must also have ESE licensure as a School Adjustment Counselor.) Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas, as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel, and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. This course may be combined with CCP 701. The internship must conform to Massachusetts Regulations 262 CMR. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP 701 Advanced Internship Seminar/SAC Field Experience IV - 3 credits

Prerequisites: CCP 520, CCP 641 and CCP 700; (Enrollment limited to 10). The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC program students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). Supervisors of School Adjustment Counseling students in school sites must also have ESE licensure as a School Adjustment Counselor.

Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating student's advancement through their program of study is required in this course. This course may be cross listed with CCP 700. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP 710 Marriage and Family Therapy: Basic Counseling Skills - 3 credits

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the

course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure.

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child in a multicultural society; exceptionality, techniques for communicating and working with diverse families, school and community personnel; play/activity techniques, multicultural group work. Also: assessment; diagnosis; gathering and communicating information; sensitivity to others; self awareness; culturally congruent educational programs; stereotyping; economic, social and political issues surrounding diversity; relevant state, municipal and school laws and regulations relating to ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal and abnormal development; enhancing a positive school climate in a multicultural school setting. The course also addresses issues impacting learning, achievement, and diversity with a final presentation utilizing the online library and other online researched based sites. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel. i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations. j. Resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

CCP 716 Cognitive Behavior Therapy: Theory and Practice - 3 credits

This course reviews operant conditioning, classical conditioning and social learning theory, especially as they relate to the development and current practice of cognitive behavior therapy. Special attention is paid to dialectical behavior therapy as the most recent research based application of behavioral treatment, in combination with Eastern theories and practice. The primary focus of the course is on the actual practice in class of the most relevant behavioral techniques including: deep muscle relaxation, mindfulness meditation, systemic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues are specially considered as we progress through these and other techniques. Includes the fundamental

occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Responsibility will be shared for presenting material throughout the class. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 721 Women in the Family: a Cross-Cultural Perspective - 3 credits

This course addresses new findings in women's psychology and internal experience, the conflicts and expectations women experience in various environments, with specific focus on the family. A family systems perspective is the framework within which women's roles and status are analyzed. The course considers the ways in which the gender experience has been understood and researched and how this can be helpful to counselors. Topics include gender differences, cultural roles, the myths about motherhood and sexuality, and new psychologies of women. Students are expected to complete assigned readings, participate actively in class discussions and role plays, do a class presentation and submit a paper. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 722 The Life of the Family in Context - 3 credits

This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 723 Narrative and Collaborative Approaches to Therapy - 3 credits

Postmodern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant/manager of the conversation, not the 'expert.' Language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a postmodern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 724 Post Traumatic Stress Reactions - 3 credits

This course focuses on theory, research and practice of trauma by addressing systemic and cultural aspects of diagnosis, assessment, dynamics, and trauma treatment. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 727 Clinical Interventions for Combat Stress and Trauma - 3 credits

This course is taught in the fall only. The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. Students will gain knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 728 Trauma Specific Interventions - 3 credits

Students will learn about assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will gain knowledge of theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive, behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 729 Trauma Intervention in Schools - 3 credits

This course is taught in the spring term only. Trauma, chronic fear and stress impact children's neurobiological development which affects critical brain functions (memory, language, problem-solving, higher order thinking, and executive function skills). The support a child/adolescent receives from those around them and the communities they inhabit heavily influences the trauma response and forward growth. Schools are children's communities. This course will explore the impact of trauma on the child/adolescent's neurobiological development, relationships, behavior, learning and academic performance. Trauma sensitive approaches in schools are described, including prevention and treatment of physical, sexual and substance abuse, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

CCP 730 The Practice of Mental Health Counseling - 3 credits

(Offered in spring and fall terms only.) This course looks at issues in the practice of mental health counseling, including: history and trends; specialized roles related to young people and schools (school social worker/school adjustment counselor, guardian ad litem, juvenile court clinician); roles, settings and special populations in mental health counseling practice; specialized treatment planning, assessment, and documentation for managed care. (The course does not focus on basic clinical skills.) Particular emphasis is given to professional identity and ethics, mental health consultation, the roles of members of an interdisciplinary team, developing a process for professional self assessment and continuing education planning, using appropriate language for managed care assessment and treatment, and developing a disclosure statement to introduce clients to the counseling

relationship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 754 Perspectives in Cross-Cultural Counseling - 3 credits

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Techniques for working with families and schools are also discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard f: Techniques for communicating and working with families and school and community personnel.

CCP 796 School Adjustment Counseling Field Experience Seminar A - 3 credits

Prerequisites: CCP520, 641, 700, and 701. (Enrollment limited to 10). This course is for students who have passed the MTEL and changed to the SAC Program after completing four internship/field experiences. The course focuses on students' counseling practice which is conducted in the field from week to week during the course. A minimum of 225 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 252 CMR) and must also have ESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their College internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating the student's advancement through their program of study is required in this course.

This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or

psychiatrist is required. Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge Recommends that students in the SAC track have 225 site hours for each of the four field experiences. 4: A passing score on the Communication and Literacy Skills test.

Standard a: Principles of therapeutic relationships. C: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school personnel.

CCP 797 School Adjustment Counseling Field Experience Seminar B - 3 credits

Prerequisites: CCP520, 641, 700, 701, and 796. (Enrollment limited to 10). This course is for students who have passed the MTEL and changed to the SAC Program after completing four internship/field experiences and CCP796. The course focuses on students' counseling practice which is conducted in the field from week to week during the course. A minimum of 225 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 252 CMR) and must also have ESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their College internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating the student's advancement through their program of study is required in this course.

This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required. Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge Recommends that students in the SAC track have 225 site hours for each of the four field experiences. 4: A passing score on the Communication and Literacy Skills test.

Standard a: Principles of therapeutic relationships. C: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school personnel.

CCP 800 Independent Research Project - 3 credits

Over a year's time, this course provides students with an overview of approaches to research in their chosen program area. With consistent faculty instruction, advice and review, students develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts and finally complete a formal project document called the Independent Research Project. This thesis document describes their inquiry, critical thinking and conclusions.

School Guidance (CSG)

CSG 613 Counseling College Bound Students - 3 credits

This course explores college admissions, with emphasis on application and Admission criteria for various colleges. Students will gain an understanding of consultation, of resources available to counselors including print material, software, and web site exploration to assist college bound students. Students develop strategies to effectively work with high school students, parents, and college admissions personnel. Topics include college search, student academic development as related to post high school education, understanding testing and financial aid, development of a classroom guidance curriculum to support delivery of the college admissions process, support to parents, and outreach to students of all backgrounds, special populations, and cultures. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers and administrators. n. College counseling and use of college and other post-secondary resource materials (grades 5-12).

CSG 616 Counseling in the Schools - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure. This course explores history, philosophy and trends in school counseling. Topics include professional roles and practices,

student counseling, multicultural issues, stereotyping, impact of socioeconomic status, gender and sexual identity, group work, assessment issues, behavioral observation, and a variety of traditional and developmental/ preventive classroom guidance approaches. The course is presented in a manner which includes individual and group counseling, and consultative perspectives. There is a strong emphasis on developing skills which allow interns to learn differentiated strategies to confront the achievement gap. Students learn to develop a professional identity as a person in the role as change agent, and to help students deal with crisis, emergencies, and disasters through intervening with important figures and organizations in their lives. A significant part of the course will deal with crisis intervention, learning to recognize symptoms of substance abuse in students and home-life where substance abuse occurs; consultation to teachers, parents and administrators with respect to promoting student well-being. Students will be taught to identify opportunities, especially from the community at large, than can enhance or impede growth and advancement academically and socially. Another focus will explore liaison opportunities with important individuals from the non-school community, and the roles of the peer group in the lives of children and adolescents. Students will also be taught to advocate for students and the policies in school and the community that are equitable for multicultural student populations. Through this course students will employ web searches to gather supporting data for presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. g. philosophy, principles and practices in school guidance counseling. j. resources within the school system or the community for referral.

CSG 624 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits

Students learn about the administration, scoring and interpretation of intelligence and achievement tests with assistance from the online library. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught, and assessment information is analyzed in a manner that produces valid inferences when evaluating the needs of individual clients and evaluating the effectiveness of educational programs. Use of alternative, non-language based tests to intelligence and state of the art diagnostic instruments are also discussed. Achievement testing and the use of the standardized achievement tests as part of a test battery are utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or 504. This class also explores the MCAS (Massachusetts Comprehensive Assessment System) or other state competency tests with regard to interpretation to students, teachers and parents, and factors related to school achievement and state-approved curriculum frameworks. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing. Students learn about

the influence of antecedent context (i.e. the influence of multiple factors such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students. The importance of assessing and interpreting clients' strengths and needs, and recognizing uniqueness in cultures, languages, values, backgrounds, and abilities as well as assessing barriers that impede clients' academic, career, and personal/social development are highlighted. Test instrument bias in relation to assessment of diverse cultures is also discussed.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. Students discuss the writing of referral questions in relation to the selection of appropriate assessment strategies that can be used to evaluate a client's academic, career, and personal/social development. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/special education time lines is conveyed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. e: Knowledge of state of the art diagnostic instruments; procedures for testing and interpreting results.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. d. Understanding of the diagnosis and treatment of learning and behavior disorders. j. Resources within the school system or the community for referral.

CSG 682 Developmental Group Guidance Laboratory - 3 credits

Students will utilize the Massachusetts Model of School Counseling to develop proactive group guidance activities created in a learning laboratory. In the laboratory, students will be taught to develop, teach and evaluate proactive guidance lessons that address personal/social issues, academic achievement issues, and career guidance concerns. Students will deliver several major projects and one final project. Each project will consist of delivery tools: lesson plans, power-points, group activities, brief videos, discussion plans, and evaluation plans. All projects will be accumulated and distributed into a digital piece of work called The Counselor's Toolbox.

CSG 691 Professional Seminar: School Guidance and Graduate Research I - 2 credits

Students must continuously enroll in the three-term Professional Seminar sequence to continue to remain eligible for federal financial aid.

This three term Professional Seminar will teach future school counselors how to gather and apply relevant research findings to inform the practice of school counseling. Throughout the three terms of preparing to write a school counseling based Independent Research Project, students engage in the critical evaluation of research, investigate multicultural variables embedded in the research, and are taught how research data applies to generating information to help improve existing practices in school counseling. The Independent Research Paper is formatted after the Publication Manual of the American Psychological Association (7th edition.) For the three semester Professional Seminar, students are taught to utilize an analysis/synthesis methodology in preparing their project. They are taught how to utilize the databases in the online library for research, writing, and other assistance.

This first seminar focuses on the development of research skills, and on students' current abilities and interests in school counseling. Students are introduced to the Independent Research Structure (IRP), quantitative and qualitative analysis, research design, statistical analysis (descriptive statistics), and the construction of a research proposal. The cohort also functions as a resource and support group, with open agenda time for discussion of members' current struggles in project development, academic courses, management of work and family issues, and the like. The implications of technology on school guidance counseling program development are also discussed. Students will learn to critically evaluate outcome research connected to the school counseling field and to apply those measurable outcomes in constructing a research project of their own. In term one, a final proposal is required that outlines and provides a rationale for the complete IRP project. The advisory piece of this course addresses Pre Practicum, Practicum, and Internship requirements, the teacher test for licensure, the Massachusetts State Testing System and the Massachusetts Curriculum Frameworks, and professional organizations (ASCA and the National Model) for school counselors.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: a. Familiarity with the curriculum frameworks and their use in the advising responsibilities of the guidance counselor, b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents, k. Knowledge of statistics, research design, and research in guidance counseling, (m) ii. A practicum of 450 hours in an educational setting (Cambridge College requires 600 hours), (m) iii. Passing score on the communication and literacy test (Massachusetts).

CSG 692 Professional Seminar: School Guidance and Graduate Research II - 2 credits

Students must continuously enroll in the three-term Professional Seminar sequence to continue to remain eligible for federal financial aid.

The second term of Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP) on some topic of school counseling. Students define their research into narrow topics that fit a quantitative or qualitative design. They study differential statistics and application to analyzing and reporting data.

With assistance from the instructor, students utilize the Cambridge College On line Library to gather relevant literature. They are expected to complete their Review of Literature and Methodology sections in this term. Students also continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. They continue to learn to critically evaluate outcome research connected to the school counseling field. The advisory piece of this term discusses Pre Practicum, Practicum and Internship requirements, the teacher test for licensure, and presentations and discussion of school violence, and credentialing and professional organizations (ASCA and the National Model) relevant to school counseling.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: k. Knowledge of statistics, research design, and research in guidance counseling, (m) ii. A practicum of 450 hours in an educational setting (Cambridge College requirements are 600 hours), (m) iii. Passing score on the communication and literacy test (Massachusetts), f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in schools.

CSG 693 Professional Seminar: School Guidance and Graduate Research III - 2 credits

Students must continuously enroll in the three-term Professional Seminar sequence to continue to remain eligible for federal financial aid.

The final term of Professional Seminar continues the emphasis on completion of the IRP. Students finalize the collection of their data or information and analyze with the appropriate statistical format. They construct their Results, Conclusions and Recommendations sections, as well as the demographic pages of the IRP. In Professional Seminar III, students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. In the end students submit a piece of research (IRP) that reflects APA standards, and is designed to be applied towards creating school counseling programs, interventions or activities to help improve existing practices in school counseling.

The advisory piece includes discussion of Practicum and Internship requirements, and passing the state test for entrance into Internship, and a presentation and discussion on strategies for treatment for physical, substance, sexual abuse.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in schools, k. Knowledge of statistics, research design, and research in guidance counseling, (m) ii. A practicum of 450 hours in an educational setting (Cambridge College requirements are 600 hours), (m) iii. Passing score on the communication and literacy test (Massachusetts).

CSG 695 Counseling and Consulting Techniques Laboratory - 3 credits

Counseling skills such as interviewing, reflection, use of empathy, summarization, concreteness, genuineness, magic questioning, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors (substance abuse, physical abuse, suicide risk), body language, and underlying influences of problematic behavior. In addition, Solution Focused School Counseling, and other models of counseling will be explored. Students are taught to understand and develop multicultural awareness and competencies, and how to be an effective leader. The course will also address wellness programs for students, and methods of consulting to promote student academic, career and personal/social development in ways to help parents solve problems. Students will be introduced to principles of peer mediation, peer mentoring, and peer tutoring and engage in supervising peer interventions to solve problems. The course employs technology for student presentations, role taking, lecture, video, audio, presentations, readings and demonstrations, and fieldwork.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. development of skills for consultation with parents, teachers, and administrators.

CSG 789 School Guidance Practicum and Seminar – 2 credits

Prerequisites: Pre Practicum, CSG 695 and near completion of IRP. Includes 100 clock hours of school-based fieldwork and attendance at a seminar. Fieldwork includes 40 hours of direct service providing individual, group, classroom developmental guidance, co-leading a workshop or training seminar. The remaining 60 hours are considered indirect service and include observation and other on-site activities assigned by a counseling supervisor.

Seminar will stress roles, functions and professional identity; online research examining the design and implementation of transition curriculums, plus school to work programs, post secondary planning, and college admissions. Students employ teamwork, leadership strategies, and become involved in school counseling program management and evaluation. They study philosophy, principles, and practice of school guidance; federal, state, municipal and school laws, demonstration of basic counseling techniques reflecting an understanding of multicultural awareness; understanding and interpretation of the Massachusetts Comprehensive Assessment System (MCAS) and other test results to students, teachers, and parents; and engage in critical presentations of case studies. One contact hour of weekly supervision is required. Practicum evaluation and a minimum passing score of 55/80, and completion of all prerequisites is required to move into the Internship phase of the school counseling program.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents, g. Philosophy, principles and practices in school guidance counseling: i. Federal, state, municipal, and school laws and regulations.

CSG 792E School Guidance Fieldwork and Internship Seminar I (PreK-8) 600 clock hours - 3 credits

CSG 792S School Guidance Fieldwork and Internship Seminar I (5-12) 600 clock hours - 3 credits

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

This is the first of a two semester capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

CSG 793E School Guidance Fieldwork and Internship Seminar II (PreK-8) 600 clock hours - 3 credits

CSG 793S School Guidance Fieldwork and Internship Seminar II (5-12) 600 clock hours - 3 credits

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

This is the second of a two semester capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership

strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

CSG 800 Independent Research Project in School Guidance - 3 credits

Over a year's time, this course provides students with an overview of approaches to research in school guidance counseling. With consistent faculty instruction, advice and review, students develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts and apply their knowledge of statistics and research design in creating a complete formal project document called the Independent Research Project. This thesis document describes their inquiry, critical thinking, statistical analysis, and conclusions.

This addresses the following Massachusetts State Standard for School Guidance Counseling: k. Knowledge of statistics, research design, and research in guidance counseling.

Course Descriptions — CAGS

CCA 700 Biopsychosocial Dimensions of Aging - 3 credits

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including “normal aging,” common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 704 Psychopharmacology - 3 credits

This course will assume a significant level of proficiency in differential diagnosis as well as a basic understanding of neuroanatomy, neurophysiology and the major psycho-tropic medications. The main thrust of this course will be the development of a fuller appreciation of anti-psychotics, antidepressants, mood stabilizers and anti-anxiety agents as they relate to the client’s clinical picture. There will also be a strong consideration of side effects: e.g. tardive dyskinesia, ethical issues and current research of treatment outcome. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 705 Human Sexuality - 3 credits

Basic understanding of sexual function, sexual dysfunction and appropriate intervention methods are reviewed, and this course goes beyond that point. Students are expected to develop expertise in relevant DSM-5 categories and best practices in this very important aspect of counseling. Throughout the course students are directed to focus on relevant transference and counter-transference issues. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 708 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits

This course takes special notice of the diversity of those seeking counseling services and emphasizes approaches which honor the socio-economic, linguistic, and cultural differences which may affect families in working with a therapist. Techniques for communicating and working with families in school and community settings are highlighted. The emphasis is on a systemic, strength-based model that the instructor and student can practice applying and further developing through classroom feedback. To this end, it is strongly recommended that students participate in practicum/internship while

taking this course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 709 Basic Counseling Skills: Rogerian - 3 credits

This course is presented as a foundation for any counseling work that the student would be involved in. Carl Rogers theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and consequence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 710 Child and Adolescent Psychological Development - 3 credits

In providing counseling services to those seeking such services – especially the child and adolescent – it is critical that the counselor have a thorough understanding of normal as well as abnormal development. This course meets that need for those developmental issues from birth through young adulthood. The student taking this course is looking at theory and the application of issues such as physical, intellectual, learning, social, moral, normal and abnormal development, plus cognitive, moral and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 714 Geriatric Counseling - 3 credits

There are many unique issues that arise in providing counseling services to older adults. After discussing the “paradox of aging” — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 715 Counseling Children and Adolescents in Context - 3 credits

The emphasis in this course is on diversity as it affects children and adolescents. Diversity is looked at along ethnic, religious, spiritual, linguistic, racial, and gender dimensions. The student learns to look at the world from the client's perspective; both empathically and systemically. Topics include: the world of the child, exceptionality, techniques for communicating and working with families in school and community settings, play/activity techniques, group work; Also: assessment; diagnosis; gathering and communicating information; relevant state, municipal and school laws and regulations; ethics; ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal development; communicating with children and adolescents of different ages. The students are expected to apply this learning to their own personal and professional spheres and share their responses to this in class for feedback. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 716 Child and Adolescent Psychopathology - 3 credits

This course assumes a basic understanding of the DSM-5 TR axes and the classification systems as they apply to children and adolescents. Learning disorders, including emotional issues affecting student achievement and their treatment are explored. This course will explore a wide range of problems across a range of developmental milestones and levels of severity. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, and prevalent treatments. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other relevant ethical issues are considered throughout the course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case

material. Requirements will minimally include one topical presentation. Students will be expected to have a working knowledge of addiction disorders and dual diagnosis, and will develop a proposal for advanced individualized research with their instructor. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 721 Women in the Family: a Cross-cultural Perspective - 3 credits

In exploring this topic, culture is looked at from a variety of perspectives. Those perspectives include gender, ethnicity, race, family norms and roles, myths about motherhood and sexuality, and the new psychologies of women. Students are expected to take an active role in illustrating these issues from their own experience as well as research and to share their reactions to applying their learning in their professional practice. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 723 Narrative and Collaborative Approaches to Therapy - 3 credits

Post-modern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant-manager of the conversation, not the 'expert': language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a post-modern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged to take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 724 Post Traumatic Stress Reactions - 3 credits

This course focuses on advanced findings and current controversies in the theory, research and practice of trauma. It addresses systemic and cultural aspects of trauma in addition to diagnostic and assessment issues. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

CCA 727 Clinical Interventions for Combat Stress and Trauma - 3 credits

This course is taught in the fall only. The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide advanced information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. CAGS students will gain advanced knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 728 Trauma-Specific Interventions - 3 credits

Students will gain advanced knowledge of assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will learn the theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered.

CCA 729 Trauma Interventions in Schools - 3 credits

This course is taught in the spring only. This course explores the impact of trauma and the child/adolescent's neurobiological development, relationships, behavior, learning, and academic performance. Traumatic experiences from violence, disasters, war, physical and sexual abuse, and traumatic grief all impact a child's ability to function in school. Trauma sensitive approaches in schools will be introduced, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 730 The Practice of Mental Health Counseling - 3 credits

This course focuses on the role of mental health counselors and their professional identity. That identity is explored regarding clients, agencies, and social systems. Other issues explored include practice standards, ethical issues, career and employment options, and managed health care organizations. The students are expected to contribute to the classroom discussion by looking at their roles

as consultants or supervisors and to develop a relevant personal model for assessment and intervention in one or both of these roles. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 731 The Counselor in the Forensic Environment - 3 credits

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It also introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 734 Death and Dying - 3 credits

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 736 Psychological Testing - 3 credits

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Roschach as well as language and alternative non-language based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught.

CCA 737 Neurobiology: Basics and Beyond - 3 credits

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies.

CCA 746 Marriage & Family Therapy: Basic Counseling Skills - 3 credits

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 747 Vocational Analysis and Job Placement - 3 credits

The career development and work adjustment components of the course focus on such theories as Roe, Holland, Ginzberg, Super, Tiedman and Minnesota Theory of Work Adjustment. This course addresses vocational implications associated with disabilities and the use of transferable skills analysis, occupational and labor market information to guide career planning, especially for special populations. Job analysis, ergonomics, and assistive technology will also be discussed to address job accommodations in the workplace. Job placement strategies as well as employer considerations will be addressed. This course is limited to students in the Rehabilitation Counseling concentration or certificates.

CCA 748 Rehabilitation Plan Development - 3 credits

This course acquaints students with case and caseload management, delivery systems for public, private and nonprofit settings for individuals with disabilities. This course will also address laws and ethical standards that impact rehabilitation counseling and the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics also include educational and vocational programs for individuals with disabilities in a diverse setting.

CCA 749 Holistic Approaches to Psychotherapy - 3 credits

Through exploring a range of integrative approaches to counseling and psychotherapy this course aims to elucidate holistic assumptions behind counseling people in psychological distress.

CCA 754 Perspectives in Cross-Cultural Counseling - 3 credits

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. Additionally, the importance of understanding the cultural context when communicating and working with families within school and community settings is emphasized, both in the prevention and resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 756 Substance Abuse in the Family - 3 credits

This course looks at substance abuse counseling in the context of the family. The systems perspective tells us to assess the function of addictions, codependency, scapegoating and sobriety, and other related issues in the family. The prevention and treatment of substance abuse, and the relationship between substance use and violence, physical and sexual abuse within the context of the family is discussed. This course helps the advanced student to develop his or her own model of assessment and intervention in this area. Students are expected to apply these skills in their professional life and share with the class their reframing of past experiences from their new perspective. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 758 Religious Coping from a Sociocultural Perspective - 3 credits

This course will examine the stress experience of marginalized groups and explore the ways in which religion, spirituality and/or faith is used to help individuals cope. We will study traditional stress and coping theory, and religious coping theory to examine the applicability of these models for oppressed and marginalized populations. The course will explore the ways in which certain theories and models for mental health practice have historically pathologized the faith experience of some groups. The course will contrast this study with a look at liberation theologies for its role in helping to empower individuals and communities dealing with systemic stressors and oppression. Students will develop skill in integrating these frameworks and understandings into effective clinical practice. Diverse populations and faith traditions will be explored.

CCA 759 Vocational and Affective Counseling - 3 credits

This course acquaints students with the process, history and philosophy of rehabilitation counseling. 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. This course will also address career alternatives for the rehabilitation counselor.

CCA 760 Vocational Assessment and Evaluation - 3 credits

This course provides an orientation to individual appraisal, standardized testing, and test and measurement principles. It focuses on standard test areas such as achievement, aptitude, interest, personality, situational testing; behavioral observation and commercial work samples.

CCA 761 Terror, Trauma and the Sacred: Psychological and Spiritual Perspectives - 3 credits

This course will examine the ways in which spirituality and faith impact a person's response to crisis. We will examine case examples of individuals and communities dealing with issues of grief and loss; death and dying; natural disasters; and trauma and victimization. The course will explore a wide variety of spiritual and faith-based frameworks for the perspectives they provide on suffering, hope and healing. Students will develop skills and techniques for crisis management and counseling from a faith-based perspective.

CCA 766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits

This course expects students to look at cultural and religious issues at both personal and professional levels. Students look at their transference/counter transference potential around aspects of culture, religion, spirituality, race and related topics. Further, students look at these same issues in the workplace and develop a better understanding of the institutionalization of myths related to these areas and develop personal action plans to help themselves to avoid the attendant pitfalls. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 768 Addiction Disorders - 3 credits

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psychoactive drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 771 Professional Issues and Ethics in Counseling and Family Therapy - 3 credits

Students develop their own written manuals and action plans for responding to professional issues and ethics as counselors. The concerns addressed include: professional roles and functions, goals and objectives, ethical and legal standards, cross-cultural and cross-social class practice, professional liability, professional organizations and associations, professional history and trends, standards for supervision and independent practice, and preparation standards and

credentialing. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 772 Psychopathology - 3 credits

This course assumes a basic understanding of the DSM-5 TR Axes and classification of the various disorders that encompass a wide range of problems across a spectrum of developmental milestones and levels of severity. Special attention is paid to the relationship between Axis I clinical syndromes and Axis II personality disorders and features. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other related ethical issues are considerations throughout the course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 773 Group Dynamics/Group Counseling and Human Systems - 3 credits

This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. (No one will be admitted to the course in the event of failure to attend the first session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 774 Biological Bases of Behavior - 3 credits

This course explores neurological, biological, chemical, developmental and disease-related phenomena which influence human behavior. The course includes the interactive effects of mental illness, coping skills and physical health as well as the effects of medication and other agents on human behavior. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 775 Substance Abuse: Advanced Clinical Methods - 3 credits

This course requires students to develop a written manual of assessment and intervention theory and technique for working with substance abusers. Topics covered include working with dual diagnosis clients, adolescent substance abusers, women's treatment issues, working with diverse client populations including HIV-positive clients,

relapse preventions, the use of strategic and paradoxical interventions, and certification of substance abuse counselors. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 776 Basic Techniques in Brief Therapy - 3 credits

This course requires students to develop their own "action manual" for brief therapy practice. It will include the theory behind this approach, criteria for when to use it, sample treatment plans, catalog of techniques for treatment and termination, and a listing of relevant ethical concerns. Course format includes lecture, discussion, demonstration, and participatory exercises. Students share their own cases for discussion and analysis. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 777 Cognitive Behavior Therapy - 3 credits

This course will review operant conditioning, classical conditioning, and social learning theory especially as they relate to the development and current practice of cognitive behavior therapy. Special attention will be paid to dialectical behavior therapy (DBT) as the most recent research-based application of behavioral treatment in combination with Eastern theories and practice. The primary focus of the course, however, will be on the actual practice in class of the most relevant behavioral techniques. Those techniques will include deep muscle relaxation, mindfulness, meditation, systematic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues will be a special consideration as we progress through these and other techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 778 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits

This course focuses on the application and interpretation of standardized tests used in cognitive and academic assessments. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. In addition to the Wechsler Scales and other cognitive tests, use of alternative, non-language-based tests to assess intelligence is also discussed. Achievement testing and use of the WIAT (Wechsler Individual Achievement Test) as part of a test battery is utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or a 504. This class also explores the MCAS (Massachusetts Comprehensive Assessment System) or other state competency tests with regard to interpretation to students, teachers and parents, and discusses factors related to school achievement and state-approved curriculum frameworks. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing. Students explore the use and misuse of standardized tests with minority groups, the diagnosis of learning and behavioral disorders, and how to prepare reports that are easy to understand for non-specialists, parents, members of a diagnostic team or school personnel.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/Special Education time lines is conveyed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 780 Foundations of Couples Counseling - 3 credits

This course provides experienced counselors with a format for working with couples in treatment. Students survey a variety of theoretical approaches and then focus upon one for the remainder of the class. Therapy techniques are learned such as family structure, doubling, role playing, use of homework, and paradoxical interventions. Special topics in couples work are covered such as domestic violence, divorce and substance abuse. Assessment, treatment planning, and termination are also addressed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 781 Foundations in HIV/AIDS Education and Counseling - 3 credits

This course gives an overview of medical and psychosocial issues confronting HIV-positive clients and their significant others. It reviews the purpose and procedures of conventional interventions, alternative treatments, and social service modalities. Social, cultural and political forces that impact client acceptance, adjustment, and adaptation processes are examined. Training, supervision and respite concerns of educators and counselors are also considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 782 School Adjustment Counseling/School Social Work - 3 credits

Offered in Fall and Summer only. This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as consultation; harm prevention and reduction; and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans will be taught, as well as treatment planning and goal writing. Understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services, is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships

with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CHINS laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 783 Career Counseling - 3 credits

This course is intended to help the experienced professional to understand the theory behind career counseling by looking at how they arrived at this point in their own development. It will also focus on when to refer someone to career counseling, what to expect, and what can be learned from interest inventories. This course stresses a practical approach to career development. Students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 785 Human Psychological Development - 3 credits

While the practicing clinician, educator, or related human services professional is facing the daunting task of working with the process of human development gone awry, not all aspects of the physical, emotional, cognitive, moral, and vocational aspects present are problematic. This issue can be further complicated by ethnic, gender, and other cultural differences. This course seeks to explicate the issues of "normal" versus "abnormal" development and, in fact, will also focus on the adaptive aspect of these supposedly abnormal responses to very stressful and often traumatic life situations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 786 East and West: Self, Suffering and Healing - 3 credits

This course considers theories of mind and behavior in Eastern philosophy and Western psychology. The aim of the course is to elucidate different perspectives on the nature of self and human suffering, and to understand suggested pathways to the alleviation of suffering. We will examine Western theories ranging from psychoanalysis to transpersonal psychology, as well as Eastern traditions ranging from Taoism and to what extent Eastern ways of understanding human experience complement Western theories--or are their differences difficult to reconcile?

CCA 791 Ethics & Professional Issues for School Counselors / Mental Health Practitioners - 3 credits

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes daily best practices and strategies for dealing with ethical and legal dilemmas. Guidance, clinical school counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies,

cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 792 Counseling in the Schools - 3 credits

A major part of this course will focus on how to consult with teachers, parents, and administrators in a variety of school settings. There will also be a focus on how to liaison with important individuals from the non-school community. Students will also develop a thorough understanding of the role of school counselor and the functions of counseling in the school system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 796 Personality and Counseling Theory - 3 credits

This course focuses on students having a thorough understanding of psychoanalytical, behavioral, and personality-centered approaches to personality theory. theories of normal, abnormal and emotional development are explored in relationship with personality theory. Various theories are placed in relationship to these anchor points. Students practice applying these to cases in classes and then write a paper focusing on a particular individual. There is also strong emphasis on understanding the importance of personality theory in both differential diagnosis and in developing best practices. These three approaches are then looked at as they relate to recent advances in neurobiological research. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 797 Family Assessment from a Multicultural Perspective - 3 credits

This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 801 Foundations of Social Science Research - 3 credits

This course covers the basic concepts and methodology of qualitative and quantitative research in the social sciences, with particular emphasis on program evaluation, needs assessment and the efficacy of intervention. Students learn the rationale for program evaluation and commonly used research designs. In addition, the ethics of social intervention research are discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 805 CAGS Mental Health Practicum - 3 credits

The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as defined in 262 CMR 2.00 in order for students to meet requirements for licensure. Enrollment limited to 10. This course is intended for CAGS students who

have not completed a practicum in their master's degree program of study. Students become familiar with the principles of therapeutic relationships and basic counseling skills and behaviors. They will develop techniques for working with individuals, groups and families as well as using supervision. They will complete case presentations, process notes and formulate treatment plans. Students take an active part in the didactic and demonstration parts of the class. The course will stress philosophy, principles and the practice of mental health counseling. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 806 Fundamentals of Pastoral Counseling - 3 credits

This introductory course will provide an integrative study of psychological, spiritual, and faith-based frameworks. The course will explore the role of spirituality in clinical practice, and train students on how to effectively integrate a client's spirituality into various phases of counseling, including clinical assessments and intervention. We will study several theories and models for spiritually-informed psychotherapy from diverse perspectives. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA808 Medical and Psychological Aspects of Disabilities - 3 credits

The course offers students with little or no exposure to advanced medical sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases and medical conditions 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 social implications consequent on these disabilities.

CCA 820 Counseling Internship Seminar - 3 credits

Students' current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 821 Advanced Internship Seminar - 3 credits

Students' current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service, are required for licensure. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 823 Counseling Internship Seminar III - 3 credits

This is a third term of Advanced Internship available to students in the CAGS program, needing to complete the hours required for

licensure or for students seeking to gain additional licensure hours that may be required for other states. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure in Massachusetts, divided into 100 hours of practicum experience and 600 hours of internship experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 825 Counseling Leadership Seminar

This class focuses on developing advanced counseling skills and culminates in completing a thorough literature review and presentation on an area of clinical interest. Students develop advanced knowledge in a chosen topic and strong research skills as a scholar-practitioner. Students will also give case presentations about their counseling work and learn advanced case conceptualization, diagnosis, treatment planning, and counseling technique.

CCA 830 Advanced Counseling Practice

This class prepares students for leadership roles within their organizations/institutions, discusses launching a private practice, as well as opportunities for leadership in the counseling field. Students will learn skills in supervision/consultation, advocacy, community and systems levels interventions, administrative and program development skills. Students will also develop project management and business planning skills.

CCA 831 The Cognitive Therapies - 3 credits

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 832 Life of the Family in Context - 3 credits

This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.