

DIRECTOR, MENTAL HEALTH COUNSELING PROGRAM

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MISSION AND OBJECTIVES

The clinical Mental Health Counseling (MHC) Program faculty are committed to helping students develop the practitioner-scholar expertise, professional dispositions, and leadership skills required to become multiculturally-competent counselors who will provide a wide range of evidence-based counseling services and interventions to clients in the global communities of the 21st century.

The program’s mission is immeasurably enriched by students with diverse experiences. For faculty and students to be leaders within and beyond our counseling program, we must ensure that we consider the diversity and intersectionality of all who comprise our communities and foster a climate in which those diverse influences are respected and valued. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, gender identity, gender expression, affectional orientation, social class, religion, age, dis/Ability, and veteran status. The faculty is dedicated to the recruitment, retention, and training of diverse professionals.

The faculty seeks to fulfill this mission by creating a student-centered educational experience within which to pursue five goals in the development of each graduate:

- Clinical Excellence
- Multicultural Counseling Competence and Social Justice Advocacy
- Wellness and Resiliency Orientation
- Active Engagement in Professional Organizations
- Practitioner-Scholar Approach: Opportunities for Impactful Research

COURSEWORK REQUIREMENTS

The 60-credit clinical Mental Health Counseling Program emphasizes eleven core content areas required by the NY State Department of Education (NYSED), and eight common core areas of the Council for the Accreditation of Counseling and Related Educational Programs’ (CACREP) Standards:

NYSED Core Content Areas	CACREP Common Core Areas
Professional Orientation & Ethics	Professional Counseling Orientation & Ethical Practice
Social & Cultural Foundations of Counseling	Social and Cultural Diversity
Human Growth and Development	Human Growth and Development
Lifestyle and Career Development	Career Development
Counseling Theory and Practice	Counseling and Helping Relationships
Group Dynamics	Group Counseling and Group Work
Assessment and Appraisal	Assessment and Testing
Research and Program Evaluation	Research and Program Evaluation

Psychopathology	
Foundations of Mental Health Counseling	
Clinical Instruction	

In addition, the Program requires coursework in essential clinical areas that most other master’s programs do not, such as:

- Crisis & Trauma Intervention
- Psychopharmacology
- Substance Abuse Counseling
- Family & Couples Counseling.

Further, the Marist Program exceeds the NY State field experience requirements by requiring a minimum of 700 supervised clinical training hours rather than the State’s required minimum of 600 hours. In short, counselors-in-training gain the knowledge and skills necessary to provide quality behavioral health care to help their clients function effectively in all aspects of their lives.

COUNSELING FIELD EXPERIENCE REQUIREMENTS

The Counseling Practicum and Counseling Internship settings and clinical experiences must meet NY State Licensure Requirements as well as Marist’s Program requirements. The Mental Health Counseling Program maintains a list of placements providing professional mental health counseling services to a variety of client populations, and providing supervision by a licensed professional. These counseling field experiences are designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings. A training agreement between the student, the field placement’s supervisor, and the Marist Program Director is signed, thus ensuring collaboration towards a solid educational and training experience. A Marist faculty member is assigned to coordinate each student’s field experience and provide group supervision.

The Counseling Practicum course is usually offered in the summer after the first year of the program. Students engage in supervised professional counseling work about 10 hours per week across 12 weeks of the summer session. Thus, they complete a minimum total of 100 practicum experience hours.

The Counseling Internship courses typically occur in the fall and spring semesters of the second year of the program. Students engage in supervised professional counseling work approximately 20 hours per week in addition to taking other courses in the Mental Health Counseling curriculum that meet in the evening. Students complete a minimum total of 600 internship experience hours.

DEGREE REQUIREMENTS

To qualify for the MA in Mental Health Counseling a student must:

- complete all requirements not later than five years after matriculation;
- complete a total of 60 credit hours in courses and field experiences;

- maintain a minimum 3.0 cumulative GPA in graduate courses;
- achieve a grade of “P” (Pass) for all internship experiences.

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for the fall semester start in the MA Mental Health Counseling program are available through the Office of Graduate Admission or online at <http://www.marist.edu/admission/graduate/mental-health-counseling/>. All application materials must be received by the deadline of April 15th. Applicants to the MA in Mental Health Counseling Program must submit:

- The Graduate Admissions Application.
- A \$50 application fee (non-refundable).
- Official undergraduate (and graduate) transcripts.
 - The undergraduate transcript should document an earned bachelor’s degree from an accredited college/university with a major in psychology or a closely related field. It must also indicate a minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A grade).
 - Non-psychology major applicants must demonstrate that they have taken undergraduate coursework in general psychology, statistics, and research methods in psychology. Coursework in undergraduate abnormal psychology is also preferred. A minimum grade of 3.0 is required in each of these courses. These prerequisite course requirements must all be completed before an application will be reviewed.
- A current résumé.
- Three letters of reference from former faculty members or employment supervisors that attest to the applicant’s ability to be successful in graduate school and the field of mental health counseling.
- Graduate Record Examination (GRE) Scores – Verbal, Quantitative, and Writing. Applicants who can demonstrate the successful completion of graduate coursework elsewhere must submit a request to be exempted from the GRE.
- A personal statement of a least 500 words, describing the applicant’s background, experiences, personal qualities, and academic and career goals related to mental health counseling.
- To an interview with the program director.

NOTE: All applicants admitted to the program are expected to utilize the American Psychological Association (APA) writing style in their written assignments. Applicants are strongly advised to acquire a copy of the latest edition of the Publication Manual of the APA. Also, students may be required to undergo health and criminal background checks and/or drug screenings in order to be eligible to train at certain clinical training settings for practicum and internship.

TRANSFER CREDIT

Six transfer credits may be accepted pending review by the Program Director. Credits must be from a regionally accredited graduate program. A minimum grade of 3.0 is required in transferred courses which must also be sufficiently comparable to Marist courses. Requests for transfer of credits and copies of the original college/university catalog description for each course should accompany the application. Approval of transfer credits will be determined by the director of the program.

REVIEW OF STUDENT PERFORMANCE: PROBATION AND DISMISSAL

The progress of all students is consistently reviewed each semester. Both academic performance and professional behavior are considered. An understanding of professional behavior may be derived from the counseling literature in such articles as:

Crawford, M. & Gilroy, P. (2013). Professional impairment and gatekeeping: A survey of master's level training programs. *Journal of Counselor Preparation and Supervision, 4*, 28-37.

Duba, J.D., Paez, S.B., & Kindsvatter, A. (2010). Criteria of nonacademic characteristics used to evaluate and retain community counseling students. *Journal of Counseling & Development, 88*, 154-162.

Dugger, S.M. & Francis, P.C. (2014). Surviving a lawsuit against a counseling program: Lessons learned from *Ward v. Wilbanks*. *Journal of Counseling and Development, 92*, 135-141.

Homrich, A. (2009). Gatekeeping for personal and professional competence in graduate counseling programs. *Counseling and Human Development, 41*, 1-24.

McAdams III, C.R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*, 212-229.

A minimum GPA of 3.0 in graduate courses is a requirement for graduation from all graduate programs. If at any time a student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal. After being placed on probation, a student is allowed the subsequent 12 credit-hours of graduate work to raise his or her GPA to, or above 3.0. If, while in the process of completing a portion of the subsequent 12 credit hours, grade calculations indicate that it is not possible to attain a GPA of 3.0 or higher even if all 12 credit hours were to be completed, the student will be dismissed at that point in time. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the student will be dismissed from the program.

Probation/dismissal can also occur for non-academic reasons. The MA in Mental Health Counseling program educates and trains practitioners, and in this regard, has a responsibility to safeguard the welfare of the public and the profession. Many graduates of this program will take positions as counselors in the community, necessitating the highest level of ethical functioning, professional behavior, dispositions, and personal

adjustment. In order to help ensure the well-being of the community, the faculty and supervisors will regularly review students' performance related to professional ethics, behavior, and personal stability. Faculty are responsible for alerting students about potentially problematic behavior as soon as it is observed. The Program Director and counseling faculty have the responsibility of: placing on probation those students who have demonstrated problematic behavior, dispositions, and/or personal adjustment; remediation planning; reviewing of the remediation outcome; and deciding the outcome which may include dismissal from the program.

The decision to dismiss a student for academic or non-academic (i.e., professional dispositions) reasons cannot be appealed, except in cases where the student feels that appropriate procedures have not been followed. Further details and procedures concerning probation and dismissal can be found in the Mental Health Counseling Program Handbook.

SCHEDULE

The MA Mental Health Counseling program is an accelerated, two-year, full-time program. As such, the program is not designed for individuals who wish to maintain full-time employment and be full-time graduate students. Full-time students take four courses (12 credits total) during each of the fall and spring semesters, and two courses (6 credits total) during each of the two summer semesters. During the first year, courses are scheduled in both afternoon and evening time slots. During the second year, courses are scheduled in the evenings to prioritize the daytime hours for the NY State required, supervised clinical experience work that is scheduled for 20 hours/week. Thus, the second year of the program requires a significant time commitment.

ADVISEMENT

Each student is advised by the Program Director. Students must meet with the director prior to registration each semester. Students are encouraged to engage in informal advising and mentoring relationships with other counseling faculty.

GRADUATE STUDENT AND PROFESSIONAL ASSOCIATIONS

Students may choose to participate in the Mental Health Counseling Student Association (MHCSA). Academic and social functions are arranged throughout the academic year for graduate students. The MHCSA may sponsor talks, symposia, and workshops of interest to students, faculty, and the community. MHCSA officers have been successful in obtaining a diverse array of speakers to address students. Students are also encouraged to participate in regional, state, or national professional organizations, such as the New York Mental Health Counselors Association, the American Mental Health Counselors Association, and the American Counseling Association. The Mental Health Counseling Program also supports the student through professional development funding grants, whereby students, particularly those presenting work at conferences, receive financial support to attend workshops and conferences.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. In recent years, a number of graduate assistants have co-presented research work with faculty at regional and national conferences. Funds are available to support student research and presentations.

Applications for a graduate assistantship should accompany the application for the MA in MHC Program. See http://www.marist.edu/admission/graduate/pdfs/assistapp_sbs.pdf. For further details, contact the Assistant Dean of the School of Social & Behavioral Sciences.

MENTAL HEALTH COUNSELING CURRICULUM SEQUENCE

(Full Time – 60 Credits; the sequence is subject to change)

Fall I

- COUN 600L Foundations & Ethics of Professional Counseling
- COUN 610L Counseling Theory & Practice
- COUN 611L Multicultural Foundations in Counseling
- COUN 612L Counseling Techniques

Spring I

- COUN 507L Psychopathology
- COUN 613L Assessment in Counseling
- COUN 614L Group Counseling
- COUN 617L Crisis & Trauma Intervention

Summer I

- COUN 508L Psychopharmacology
- COUN 700L Counseling Practicum

Fall II

- COUN 615L Family & Couples Counseling
- COUN 618L Chemical Dependency Counseling
- COUN 710N Counseling Internship 1
Elective

Spring II

- COUN 505L Research in Counseling
- COUN 720L Counselor Supervision
- COUN 711N Counseling Internship 2
Elective

Summer II

- COUN 616L Career Development Counseling
- COUN 510L Lifespan Development

Graduate Courses in the Mental Health Counseling Program

Course Descriptions for Required Courses

COUN 505L

Research in Counseling

3 Credits

This course reviews research methods, design, and qualitative and/or quantitative analyses used in counseling research. Students develop their understanding of research used to examine the efficacy of counseling interventions, evidenced-based treatments, needs analysis, and program evaluation. The course also covers cultural considerations in counseling research, as well as ethical and legal issues in research.

COUN 507L

Diagnosis and Treatment Planning in Clinical Mental Health Counseling

3 Credits

The course considers diagnosis and treatment planning from the conceptual framework of the Diagnostic and Statistical Manual (DSM) classification system of the American Psychiatric Association, and the International Classification of Diseases (ICD). This course focuses on the symptoms, etiology, and assessment of maladaptive behavior patterns, and their relationship with psychotherapy, pharmacotherapy, sociopolitical and multicultural issues, and the stigma of mental illness.

COUN 508L

Psychopharmacology for Counselors

3 Credits

This course will review basic concepts of pharmacology and neurophysiology so that the student will understand how drugs impact the body and how the body impacts drugs. The course will then review the primary psychiatric disorders and the medications commonly used to treat these disorders. Students in this course will gain an understanding of how these drugs work, what effects and side effects they have, and how to

work with clients in consultation with their physicians as they receive both medical and counseling services.

Prerequisites: COUN 507L Diagnosis and Treatment Planning in Clinical Mental Health Counseling

COUN 510L

Lifespan Development

3 Credits

This course provides an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to: theories of individual and family development across the life-span; theories of learning and personality development; an understanding of developmental crises, disability, addictive behavior, psychopathology, and sociocultural factors as they affect both normal and maladaptive behavior; strategies for facilitating development over the life-span; and ethical considerations.

COUN 600L

Foundations & Ethics of Professional Counseling

3 Credits

This course provides students with an orientation to the role of the professional counselor, the mental health field, and the legal and ethical standards in counseling practice. Students learn about the history and philosophies for the counseling profession; the role of the counselor and of other human service providers; counselor self-care; the standards of the profession, e.g., ethics/laws, state licensing, certifications, accreditations, challenges, and trends; licensing procedures; and professional organizations and advocacy processes.

COUN 610L

Counseling Theory & Practice

3 Credits

This course will review counseling theories and approaches that provide consistent mod-

els to conceptualize client presentation and develop appropriate counseling interventions. Attention is paid to research providing evidence for counseling theories and techniques. Multicultural, professional, ethical, and legal issues in counseling theory and practice are also considered.

COUN 611L

Multicultural Foundations in Counseling

3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, skills, and social justice advocacy interventions necessary to provide effective and appropriate services to clients who come from diverse and intersectional cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of diverse populations, the course provides strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

COUN 612L

Counseling Techniques

3 Credits

This course provides clinical instruction in the fundamental counseling skills necessary for initiating, maintaining, and terminating psychotherapy. These fundamental skills include: relationship-building, the counseling process, conceptualization, intervention skills; and multicultural considerations. The course facilitates students' development of the counselor characteristics and behaviors that positively influence the helping process. Experiential training, role-playing, and recording of mock counseling sessions will be required.

COUN 613L

Assessment in Counseling

3 Credits

This course provides students with an overview of the different types of assessment devices used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric prop-

erties used to develop and evaluate these evaluation tools. Topics include normative sampling and standardization, reliability and validity, test development, and overviews of commonly used tests in the counseling field. Students also learn DSM diagnostic clinical interviewing skills and performance of mental status exams. The course also addresses relevant ethical, legal, and sociocultural issues including cultural bias and fairness.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; and COUN 610L Counseling Theory & Practice

COUN 614

Group Counseling

3 credits

This course provides the theoretical and experiential understandings of group counseling. The course emphasizes the fundamentals of group purpose and dynamics; group development models; group counseling theory, method, and intervention skills; multicultural considerations with groups; research on the efficacy of group treatment approaches; and ethical and legal considerations. Experiential training using role playing and group sessions simulations will be required.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

COUN 615L

Family & Couples Counseling

3 Credits

This course will review family and couples counseling theories and approaches that provide systems-theory-based models to evaluate and conceptualize the family/couples unit, and develop appropriate counseling interventions. Attention is paid to research providing evidence for family/couples counseling theories and techniques. Multicultural professional, ethical, and legal issues in family/couples theory and practice are also considered.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

COUN 616L**Career Development Counseling**

3 Credits

This course surveys career development across the lifespan. The course emphasizes career and vocational theories and decision-making models; occupational and educational information sources and systems; career and lifestyle development program planning, counseling, and evaluation; and multicultural issues in career development.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 617L**Crisis & Trauma Intervention**

3 Credits

This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of various ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or homicide, sexual assault, loss and bereavement, violent incidents, and natural disasters. This course addresses counselors' roles and responsibilities as members of an interdisciplinary emergency management response team. Students are also taught skills in self-care to prevent counselor burnout and vicarious trauma.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 618L**Substance Abuse Counseling**

3 Credits

This course will review the various therapeutic modalities including both individual and group approaches with this population. A historical and current review of the various treatment modalities will be covered, including peer groups (AA, etc.) and behavioral strategies. The effects of substance abuse and addiction on individuals and their families will also be covered.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 700L**Counseling Practicum**

3 credits

Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of mental health counseling. At least 40 of the hours must be direct service. The practicum is designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 508L Psychopathology; COUN 613L Assessment in Counseling; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

NOTE: Counseling Practicum is intended to be taken prior to Counseling Internship 1

COUN 710N**Counseling Internship 1**

3 Credits

Counseling Internship 1 requires the completion of a minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617 Crisis & Trauma Intervention; COUN 700L Counseling Practicum; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student

in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 711N

Counseling Internship 2

3 Credits

Counseling Internship 2 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 700L Counseling Practicum; COUN 710N Counseling Internship 1; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 720L

Counselor Supervision

3 Credits

This course provides clinical instruction in the theory, practice, and research of counselor supervision. The course emphasizes the main supervision domains of developmental, process, and psychotherapy-informed models. Students develop clinical supervisory knowledge and skills, intervention strategies, and evaluation skills necessary for the training and development of competent professional counselors. Multicultural supervisory issues, ethics, and legal issues are also reviewed.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1

Course Descriptions for Electives

NOTE: Certain courses with COUN, PSYH, or EPSY course numbers may be acceptable electives. See the Program Director.

COUN 520L

Community Counseling

3 Credits

This class will provide an overview of community agency counseling, the role of the counselor in communities, prevention, outreach, systemic issues, multicultural issues in community agency counseling, social justice advocacy, and service delivery programs. Ethical issues and consultation in community agencies will also be discussed.

COUN 619L

Grief Counseling

3 Credits

This course provides specialized knowledge and skills in the practice of grief and loss counseling. Students examine the processes of grief, loss, and bereavement based on literature supporting effective counseling theories and interventions. The course emphasizes the students' development of awareness of: personal experiences and beliefs on loss and grief, knowledge of grief counseling theories and intervention skills. Sociocultural, ethical, legal, and self-care issues relevant to grief and loss counseling are also examined.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 621L

College Mental Health Counseling

3 Credits

This course provides specialized counseling knowledge and skills in the practice of counseling at college and university counseling services. The course provides an overview of the current practices, models, and approaches for addressing the mental health needs of today's college student. The course may focus on prevention and treatment of mental health

issues that are prevalent at colleges and universities that may include, but are not limited to: eating disorders, developmental issues, family problems, interpersonal relationship skills, stress, suicide, depression, anxiety, substance abuse, and violence. Sociocultural, ethical, legal, administrative policy issues, and self-care issues relevant to college mental health counseling are also examined.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 622L

Clinical Rehabilitation Counseling

3 Credits

This course provides specialized counseling knowledge and skills for the rehabilitation counseling of those individuals who have a serious and persistent DSM diagnosis (i.e., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention deficit hyperactivity disorder, and autism). Students will learn the philosophical and empirical bases of psychiatric rehabilitation, including an overview of the consumer movement, treatment programming models, service-system issues, multicultural and global issues, consultation practices, and current research on serious and chronic DSM disorders and their treatment.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 623L

Counseling Children & Adolescents

3 Credits

This course provides specialized counseling knowledge and skills in contemporary interventions for children and adolescents. The course will focus on specific childhood issues and treatment strategies. Students will develop basic skills necessary for effectively counseling and communicating with children and adolescents. Sociocultural, ethical, legal, and self-care issues relevant to counseling these populations are also examined.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 624L

Play Therapy

3 Credits

This is a basic introduction to Play Therapy with a review of its origins, history, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play development, and a therapeutic tool for helping to treat emotional problems. Students will gain an understanding of the multitude of play therapy strategies and techniques that can be used. They will also understand, critique, and apply various theories of play therapy. This course will be a combination of lectures and videotapes along with hands-on experiential activities.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 712N

Counseling Internship 3

3 Credits

Counseling Internship 3 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1; COUN 711N Counseling Internship 2; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

Core Counselor Educators

PETER M. DEL ROSARIO, LICENSED PSYCHOLOGIST, Director of the MA in Mental Health Counseling Program, Associate Professor of Psychology. *Degrees:* B.S., Union College; Ph.D., University at Buffalo

THOMAS KILLIAN, Assistant Professor of Psychology. *Degrees:* B.A. & M.Ed., University of Mississippi; Ph.D., University of Northern Colorado

MICHELE RIVAS, LMHC, Assistant Professor of Psychology. *Degrees:* B.S., Universidad Central de Venezuela; M.S., Long Island University; Ph.D. Syracuse University

Non-Core Counseling Faculty

LARRY CERECEDES, LICENSED PSYCHOLOGIST Adjunct Instructor. *Degrees:* B.A., California State Polytechnic University; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology

LORI CRISPI Adjunct Instructor. *Degrees:* B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

TONDA HIGHLEY, LMHC, Adjunct Instructor. *Degrees:* B.A., Fort Hays Kansas State University; M.S., Kansas State University

ROZA MAKHMUDOVA, Adjunct Instructor. *Degrees:* B.S., Tatar State University, Russia; M.A., Marist College

JOCELYN R. SMITH LEE, Assistant Professor. *Degrees:* B.A., Hampton University; M.A. & Ph.D., University of Maryland, College Park