

COUNSELING AND SCHOOL PSYCHOLOGY (CSP)

CSP 800 – Advanced Educational Psychology 3 credit hours

This course focuses on school learning, its assessment and factors that are related to it. These factors include, for example, learner's development and characteristics (biological, psychological, cultural and social), learner's exceptionalities, teacher's instructional and behavior management techniques, and social influences. Current issues and problems will be studied and discussed in a seminar setting. There will also be opportunity to study topics of individual concern.

CSP 801P – Counseling Skills 3 credit hours

This class is for those entering or already in one of the helping professions. It focuses on understanding and applying a broad range of listening and communication skills in one-to-one interactions as well as in small group settings. Students actively practice building skills in class and out of class.

CSP 802 – Research Methods In Psychology and Education 3 credit hours

A survey of the techniques of research with emphasis on counseling and educational applications. Content includes knowledge of: (a) scientific knowledge and research; (b) research questions and hypotheses; (c) reviewing research literature; (d) types of variables and operational definition; (e) types of research; (f) data collection; (g) data entry and analysis using a variety of statistical techniques; and (h) models of program evaluation.

CSP 804P – Counseling and Mental Disorders 2 credit hours

This course provides an orientation to the various abnormal behaviors and mental disorders that may be encountered in students/clients by counselors, athletic trainers, school psychologists, and student affairs personnel. It introduces medical model terminology, symptomology of disorders, and current treatments associated with the various disorders.

CSP 805 – Child and Adolescent Development and Interventions 3 credit hours

This course provides an opportunity for persons in helping professions to better understand children and adolescents by exploring factors that contribute to their development. An ecological perspective will be taken to study behavior to include biological, cognitive, affective, and social influences. Specific childhood disorders will be examined, focusing on etiology, behavioral characteristics, and treatment/intervention.

CSP 806P – Learning from Children 3 credit hours

This course provides opportunity to study teaching/learning interactions in which the teacher is a child and the learner is an adult. There is direct observation of child/adult interaction, a brief study of class members' recollections of their own childhoods, and a study of neotenus (childlike) adults. The course is graded credit/no credit at both the undergraduate and graduate levels.

CSP 807P – Clinical Treatment Issues in Addictions Counseling 3 credit hours

This course addresses the study of treatment issues specific to chemical dependency/addictions including screening/assessment, diagnosis, denial, resistance, minimization, family dynamics, disease concept, relapse, cross-addiction, non-chemical dependencies, co-occurring disorders, spirituality, and influences of self-help groups. Also included are strategies for prevention, intervention, and treatment of chemical dependency, taking into consideration gender, culture, and lifestyle. This course is intended to meet the requirements for licensure as a Licensed Alcohol and Drug Counselor as 45 hours of clinical treatment issues in chemical dependency.

CSP 808P – Assessment, Case Planning & Management of Addiction 3 credit hours

This course addresses the process of collecting pertinent data about client or client systems and their environment and appraising the data as a basis for making decisions regarding alcohol/drug disorder diagnosis and treatment and/or referral. Instruction on coordinating and prioritizing client treatment goals and working with other services, agencies and resources to achieve those treatment goals are included. The course addresses practice in assessing and managing a case including the development of sample case records and utilizing the written client record to guide and monitor services with emphasis on the development of the social history and intake, initial assessment, individual treatment plan with measurable goals and objectives, documentation of progress and ongoing assessment. Confidentiality of client information and records as defined in 42 CFR Part 2 shall be addressed. The strengths and weaknesses of various levels of care and the selection of an appropriate level for clients are studied. Basic information on two or more objective assessment instruments are studied for alcohol/drug disorders including the Substance Abuse Subtle Screening Inventory (SASSI), Addiction Severity Index (ASI), and the Western Personality Inventory. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 30 hours of alcohol/drug assessment, case planning and management

CSP 809P – Medical & Psychosocial Aspects of Addictions 3 credit hours

This course addresses the physiological, psychological and sociological aspects of alcohol/drug use, abuse and dependence. The classifications and basic pharmacology of drugs, basic physiology and the effects of drug use on the systems of the human body and alcohol and drug tolerance are discussed. The course also includes the etiological, behavioral, cultural and demographical aspects and belief systems about alcohol/drug use along with the processes of dependence and addiction including signs, symptoms and behavior patterns. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 hours of medical and psychosocial aspects of alcohol/drug use, abuse and addiction.

CSP 810 – Legal and Ethical Issues in Clinical Mental Health Counseling 1 credit hour

This course explores the legal, ethical and professional choices faced by clinical mental health counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, research and practice, couples and family therapy, group work. Specific ethical and legal considerations related to counselor work setting in mental health are also addressed.

CSP 811 – Legal and Ethical Issues in School Counseling 1 credit hour

This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, student/parent rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, individual counseling, and group work.

CSP 815 – Ethical, Legal and Professional Issues in Counseling 3 credit hours

This course explores the legal, ethical and professional issues faced by practicing counselors in mental health and school settings including ethical principals, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, research and practice, couples and family therapy, and group work. Professional identity with specific considerations related to counselor work setting in either school or mental health will be promoted. Interagency referral, collaboration, and evidence-based practice concerning clinical issues such as physical and sexual abuse, self-harm, grief and loss, eating disorders, school violence/ bullying prevention, special population mental health needs (e.g., children, adolescents, incarcerated, elderly, rural, etc.), crisis intervention and management, suicide assessment and prevention, trauma informed care, and so on will be examined.

CSP 830 – Professional Issues in Clinical Mental Health Counseling 2 credit hours

The seminar provides special investigation into the core elements and issues of mental health counseling including the role of theory in practice, assessment, multicultural counseling, professional identity, credentialing and ethics, work settings, the variety of roles mental health counselors play as practitioners, consultants, researchers and political activists, recovery and treatment of victims of terrorism and disasters. Specific professional topics such as gerontology, domestic violence, disaster/trauma response, terrorism, addictions and substance abuse, sexual abuse, psychopharmacology, conflict mediation, consultation, legal and ethical issues, expert witness, establishment of a mental health practice, technology literacy, client assessment and evaluation, needs assessment and program evaluation will also be examined.

Total Credits Allowed: 6.00

Prerequisite: CSP 885

CSP 831 – Seminar: Professional Issues/Ethics in School Counseling 1-6 credit hours

Total Credits Allowed: 6.00

Prerequisite: CSP 885

CSP 835 – Independent Study 1-6 credit hours

The student develops and implements a plan of study with the help of a member of the graduate faculty in the CSP Department.

Department Consent Required

Total Credits Allowed: 6.00

CSP 840 – Adult Development 3 credit hours

The course is designed to provide a broad knowledge base concerning adult/human development as it affects the counseling process. A knowledge base in the areas of physical, cognitive, social, emotional, moral, and spiritual development is essential to the counseling process. The classical and contemporary theories of development will be studied and their applicability to the counseling process. Counseling strategies/ interventions for developmental needs will be studied and a systemic approach to self, family, and career will be used for assessment of the adult. Societal and cultural factors influencing human development will be explored as well.

CSP 850P – Introduction to Counseling and Social Advocacy 3 credit hours

This course is designed to introduce the student to the broad field of counseling and to provide an orientation to counseling as a helping profession. A knowledge base related to the characteristics and training of effective counselors as well as a description of clients who enter counseling is the content foundation of this course. This involves both information and experience focused on the nature of helping relationship and the skills, attitudes, and beliefs involved in developing and maintaining this relationship. Finally, the therapeutic benefits to the client are explored.

CSP 855 – Techniques of Counseling 3 credit hours

Techniques of Counseling provides an understanding of the philosophic bases of the helping process, with an emphasis on helper self-understanding and self-development. The purpose of the course is to provide a laboratory experience to enable you to learn and practice in a culturally responsive way the skills basic to the counseling process, to integrate and structure skills to meet client needs, and to gain an understanding of the ethical standards of the profession. Attention is given to understanding the psychological significance of the counseling relationship and to the development of the specific skills of counseling. This course is a pre-practicum experience.

Additional Course Fee Required

CSP 856 – Multicultural Counseling 3 credit hours

This course addresses trends, issues, theories, concepts and professional practice in multicultural counseling by building awareness of one's assumptions, values and biases regarding cultural diversity, promoting understanding of the worldview and sociopolitical history of culturally diverse clients, and developing appropriate intervention strategies and techniques for working with and/or advocating for culturally diverse clients. The philosophical basis for reflective thinking suggests that it begins with uncertainty and requires that we suspend conclusions until we have looked inward at our thoughts as well as outward to the situations at hand. This reflection requires active, careful consideration as we work with clients/students. The purpose of the course is to assist students to develop knowledge regarding psycho-social trends and changes in society that influence client's perceptions of self and society regarding work in a pluralistic world.

CSP 859 – Diagnosis and Treatment of Mental and Emotional Disorders 3 credit hours

This course addresses individual diagnosis from a variety of perspectives: biologic, developmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomologic perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories. Moreover, the student will learn how to develop goals and objectives toward effective treatment outcomes. Prerequisite: CSP 804P or course in abnormal psychology

CSP 860 – Theories of Counseling 3 credit hours

The purpose of this course is to study the classical and contemporary theories of counseling. Students will be exposed to models of counseling including historical and philosophical background that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling. These models will be the foundation for students to conceptualize client presentation and select appropriate counseling interventions. Students will understand and apply theories of human behavior, ways to bring about change. Texts, class discussion and assignments encourage the learner to examine counseling and development theories, research, and socio-cultural issues critically and comparatively. Socio-cultural diversity is examined focusing on counseling methods and consciousness-raising regarding stereotypes that infringe on the helping process. Through various experiences students will be introduced to counseling theories in a way that offers personal and thought provoking challenges to conceptualize human behavior, cognition, affect, and the process of change.

CSP 861P – School Counseling Organization and Practice 3 credit hours

The focus of this course is on organization and structure of the comprehensive K-12, developmental counseling/guidance programs.

CSP 862 – Administration and Consultation in Clinical Mental Health Counseling 3 credit hours

The course will orient students to the concept of change as it directly impacts the community. For the purposes of this course a broader view of community counseling is taken with regard to prevention, intervention and community reach-out in a variety of practice settings. Although organization and practice with individuals, groups/families will be covered, greater attention will be placed on the macro level (i.e., working with organizations and communities) of community agency practice. Professional identity, licensure, and best practices will be discussed.

CSP 864 – Student Affairs Organization & Practice 3 credit hours

The goal of this course is to provide a comprehensive introduction to the organization and structure of student affairs programs in American higher education settings. The course will cover the history of the student affairs profession, the development of specific functions within the field of student affairs, and the relation to and integration of those functions into the educational mission of higher education institutions. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized.

CSP 865 – Group Counseling 3 credit hours

Designed to enable the counselor to (1) gain understanding concerning the theory of group dynamics as it relates to counseling; (2) form a point of view concerning the process and function of counseling in groups; (3) gain competency in the use of effective group counseling techniques. It is designed to foster knowledge of skills and ethical considerations in group leadership. The course combines the use of lectures, discussion, experiential exercises, readings, journaling, and videos to advance students' knowledge and skills. Students will also explore group leader and member roles through participation in an experiential group laboratory experience.

Department Consent Required

Prerequisite: CSP 855 and advisor approval

CSP 867P – Psychodrama 3 credit hours

This course is an introduction to psychodramatic techniques. Psychodrama is an action therapy that uses movement, motion, and action as part of the therapeutic process. It integrates verbal and action techniques into a holistic process that produces insight and learning for the client. Learning in this course is primarily experiential.

CSP 868 – Student Development Theory 3 credit hours

Student Development is viewed as a life-long process that has impact on self as a person develops their intellectual, ethical, and operational maturity. The course will cover the development of a human from Birth to Death and discuss the issues which arise with each stage in a person's life. The course focuses on theories, strategies, assessment and case demonstrations to prepare the student affairs and/or professional counselor to work with students or clients in a wide variety of settings. One focus of this course is to provide a comprehensive introduction to post-secondary student development theory. The course will cover a multitude of aspects concerning student development theory. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.

CSP 869P – Foundations of Student Affairs 3 credit hours

The goal of this course is to provide a comprehensive introduction to the organization and structure of student affairs programs in American higher education setting. The course will cover the history of the student affairs profession, the development of specific functions within the field of student affairs, and the relation to and integration of those functions into the educational mission of higher education institutions. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized.

CSP 870 – Marriage and Family Counseling 3 credit hours

The purpose of the course is to orient students to the theories of family counseling and the interrelationship of development to the dynamics of the family system. The purpose of this course is to provide future counselors the history, process, and theoretical constructs of systemic therapeutic approaches to working with families. Students will be able to identify various theories (i.e., Structural, Strategic, Milan, Psychodynamic, Experiential, Solution Focused, Social Construction, and Narrative Family Therapy). The challenges of working with families in a therapeutic manner are considered whether in the role as a school counselor, community counselor, or student affairs personnel. Gender roles as well as consideration for multicultural patterns and larger society concerns that impact normal family development are studied.

Prerequisite: CSP 855 or by permission of the department

CSP 875 – Career and Lifestyle Development 3 credit hours

Career development is viewed as a life-long process that has impact on self, significant others, career choice, leisure pursuits and geographical location. The course focuses on theories, strategies, assessment and case demonstrations to prepare the professional counselor to work with clients in school, agency, college settings and business. This course is also designed to emphasize the interrelationship of career counseling with other types of mental health counseling. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.

Additional Course Fee Required

CSP 880 – Appraisal and Evaluation of Individuals and Systems 3 credit hours

This course deals with fundamental principles in appraisal of individuals and systems. Students examine purposes of appraisal, historical and current issues that affect purposes and principles of appraisal, typical means of assessment and their interpretation, use of standardized and nonstandardized appraisal techniques, sociometric and environmental assessment, responsible use of appraisal information, professional issues and standards, and current trends in the appraisal process.

CSP 885 – Practicum in Counseling and Guidance 3 credit hours

Practicum requires extensive time for direct counseling experience, self-evaluation, critical interaction with other students, and critiquing of taped interviews with the practicum supervisor. The practicum setting is designated by the program: Community, Elementary, Secondary School, Student Affairs. Other settings are available by prior arrangement.

Total Credits Allowed: 6.00

Prerequisite: CSP 855 and CSP 865 and admission to candidacy and advisor approval or by special permission of the Counselor Education Committee.

Additional Course Fee Required

CSP 886 – Advanced Practicum in Clinical Mental Health Counseling 3 credit hours

Advanced Practicum in Clinical Mental Health Counseling is an advanced clinical experience from a broad counseling modality (i.e., individual, group, couples, and/or families) within a live (in vivo) team model of supervision. The prerequisite is completion of CSP 885: Practicum with a grade of "B" or better and permission of the instructor. All sessions are supervised in vivo and require students to video tape all clinical work. Advanced Practicum in Clinical Mental Health Counseling is provided from a multi-modal counseling approach to increase counselor trainee expertise in the modality of student choice (i.e. individual, child/adolescent, group, couples, and/or families). Supervision will provide advanced skill training to conceptualize, interview, assess, diagnose, and intervene from a developmental, systemic, or group modality.

Department Consent Required

Prerequisite: CSP 885 with a grade of B or above and by permission of the instructor

Additional Course Fee Required

CSP 892 – Internship in Clinical Mental Health Counseling 1-6 credit hours

Direct experience in a counselor work setting under the supervision by a qualified mental health professional and a Department of Counseling and School Psychology faculty member. 1 credit hour = 100 clock hours logged within the setting.

Total Credits Allowed: 6.00

Prerequisite: CSP 885 and by permission only

CSP 893 – Internship in School Counseling I 1-2 credit hours

This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.

Total Credits Allowed: 2.00

Prerequisite: CSP 861P

CSP 894 – Internship in School Counseling II 1-2 credit hours

This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.

Total Credits Allowed: 4.00

Prerequisite: CSP 885 and CSP 893

CSP 895 – Internship in Student Affairs 1-3 credit hours

This course provides direct experience working in the student affairs profession under the supervision of a person with expertise in a particular facet of student affairs in the college/ university environment.

Total Credits Allowed: 3.00

Prerequisite: CSP 864

CSP 896 – Thesis 1-6 credit hours

Total Credits Allowed: 6.00

CSP 899P – Special Topics 1-3 credit hours

This course addresses current and recent issues/needs related to counseling and school psychology. The course format varies depending on subject matter, instructor and student needs.

Total Credits Allowed: 9.00

CSP 901 – Ethical, Legal and Professional Practice in Schools 3 credit hours

This course will provide students a comprehensive exposure to the major and contemporary issues impacting the professions of School Psychology and School Counseling. Students will be provided the opportunity to understand fully the history of their profession; of various service models and methods of public policy development applicable to children and families; and of ethical, professional, and legal standards. Additionally, the student will identify knowledge and skills in acquiring career-long professional development. Moreover, the student will begin the review and preparation for the PRAXIS II exam.

Department Consent Required

CSP 905 – Behavioral Problem Solving Assessment 3 credit hours

The students will develop: (a) the necessary skills for, and his/her approach to, assessment of the ecological domains pertinent to understanding the child's referral concerns; including social, emotional, environmental, and biological bases of behavior; (b) the skills to conduct comprehensive behavioral assessments; (c) the skills to integrate data collected from behavioral/ecological/personality assessment in order to have maximum effective impact upon individualized and regular education programs.

Department Consent Required

Additional Course Fee Required

CSP 906 – Infant/Preschool Assessment 3 credit hours

This course provides students with the opportunity to develop a knowledge base and applied skills in a model of collaborative team assessment to be used with children and families in the birth to five age range. This model (as an alternative to traditional assessment) incorporates normative and criterion measures, play based assessment, is maximally comprehensive, family friendly, interdisciplinary, and yields information necessary for placement decisions as well as intervention planning.

CSP 907 – Academic Problem Solving Assessment 3 credit hours

One of the primary roles of the school psychologist is that of facilitator of data based decision making in schools. This course will focus upon usage of the Problem Solving model of data collection and student progress monitoring regarding the area of academic achievement. This course is designed to familiarize the student with the basic skills and experience necessary to utilize traditional academic data collection as well as Curriculum Based Measurement approaches to assess student skills, create intervention plans, monitor student progress, and measure student outcome. This approach to Problem Solving Assessment will be presented as procedures that can be used to supplement and/or supplant traditional approaches to psychoeducational assessment.

Additional Course Fee Required

CSP 908 – Orientation to School Psychology 3 credit hours

This course provides students with an overview and introduction to the field of school psychology. The goal of the course is to orient students to the history and foundations of the profession, current trends and issues, and future directions of the field of school psychology; additionally, students will be oriented to the school psychology program and requirements of the University of Nebraska at Kearney and become Certified in Crisis Prevention/Intervention by NASP.

CSP 920 – Cognitive Problem Solving Assessment 3 credit hours

The student will develop skill in the standardized administration of instruments designed to measure cognitive skills and/or intelligence and other commonly used assessment tools including those measuring nonverbal intelligence.

Department Consent Required

Additional Course Fee Required

CSP 921 – School Psychology Interventions Practicum 3 credit hours

The purpose of this practicum course is to augment skills and knowledge relevant to the development and delivery of therapeutic interventions with children and/or adolescents in diverse educational and/or clinical settings. Utilizing a scientist-practitioner model, the focus will be on theoretical issues, application, and evaluation of major empirically-validated therapeutic approaches that represent best practices in developing, implementing, and evaluating therapeutic interventions to address behavioral, social, emotional, and academic concerns in children and adolescents. Multicultural, legal, and ethical issues pertaining to treatment selection and the provision of mental health, academic, and related services will be discussed. Participants will also have the opportunity to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and/or other diverse audiences in a variety of contexts.

Total Credits Allowed: 6.00

Prerequisite: CSP 885 and CSP 957

CSP 922 – Problem Solving Assessment Practicum 3 credit hours

Students will develop understanding and skill in diagnostic testing, ecological evaluation, and prescriptive intervention, team problem solving, and consultation by completing a minimum of four comprehensive case evaluations for presentation involving approximately 100 hours of field experience.

Department Consent Required

Total Credits Allowed: 6.00

Prerequisite: CSP 905 and CSP 906 and CSP 907 and CSP 920 and open by permission of the department

CSP 957 – Problem Solving Consultation 3 credit hours

Consultation, an important component of the roles of both school counselors and school psychologists, is an indirect service delivery model through which expertise and services of school counselors and school psychologists can be delivered within the schools. Emphasis will be placed on the role of school counselor and school psychologist as an ally to general education who provides pre-referral intervention as well as post-referral support through consultation. Historical context, major models of consultation, and legal and ethical issues related to consultation are addressed as well as skill development in this intervention.

CSP 960 – Globalization of School Psychology 3 credit hours

The purpose of this course is to increase graduate student awareness of issues that have international impact upon children and the profession of School Psychology around the world. Issues to be examined will include status of School Psychology in countries around the globe, professional practice/ethics, children's rights, children's health, impact of poverty and impact of war. Foci of the course will be upon making global connections and how the School Psychology is addressing these worldwide challenges.

CSP 990 – Pre-Internship Seminar 3 credit hours

This course is designed to enable students of school psychology to prepare themselves for entry into a 1200 clock-hour internship. This course combines seminar work sessions with Professional Development Seminar Series sessions as students finalize their transition from university to field placement.

Department Consent Required

CSP 991 – Scholarly Study 1-6 credit hours

A seminar designed to provide knowledge and skills in the design and formulation of a scholarly study project. Students will have the opportunity to investigate a scholarly inquiry through the development of a literature review, methodology, data collection and analysis, and dissemination of results.

Total Credits Allowed: 6.00

CSP 992 – Internship in School Psychology 1-12 credit hours

Direct field experience in a school psychological work setting under the supervision of a licensed or certified school psychologist as well as under the general supervision of a faculty member from the Department of Counseling and School Psychology. A minimum of 1,200 clock hours are required (i.e. full-time one year or halftime for two years) with at least 600 of the 1,200 clock hours logged within a school setting.

Department Consent Required

Total Credits Allowed: 12.00

Prerequisite: CSP 921 and CSP 922 and by permission only