FORMAT FOR PROPOSALS FOR NEW ACADEMIC PROGRAMS

ALL PROGRAM PROPOSALS MUST HAVE THE FOLLOWING ELEMENTS:

Cover page
The title page should include the name of the program; department; the proposed implementation date; the appropriate signatures; and, the date the proposal was submitted.

Table of contents (optional)

Body of the proposal
The body will include textual information, charts, tables, and other data displays as appropriate.

Executive Summary
The summary should address the seven criteria, in brief, of appropriateness to the mission, need, academic integrity, coordination, assessment and accreditation, resource sufficiency, and impact on educational opportunity. The document should be a Word.doc; and one space between sentences. The Executive Summary should not exceed three pages.

Five-year budget projection
The appropriate budget projection form is included on page 7 of this document.
REQUIRED COVER PAGE FOR PROGRAM PROPOSALS

Name of Degree: Master of Science in Counseling

A New Program/Degree Proposal

School of School of Humanities and Graduate Studies

Department of Master of Human Services Program

Proposed Implementation Date: Fall/ 2013

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<th>Proposal Prepared by:</th>
<th>Dr. James Wadley</th>
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<tr>
<td>1. <strong>Appropriateness to Mission</strong></td>
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<td>6. <strong>Resource Sufficiency</strong></td>
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<td>7. <strong>Impact on Educational Opportunity</strong></td>
<td>Effect on under-represented groups of students&lt;br&gt;Effect on faculty, advisors, etc.&lt;br&gt;Effect on employers</td>
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<td>8. <strong>Bibliography (Optional)</strong></td>
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<td>9. <strong>Executive Summary</strong></td>
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<td>10. <strong>Five-Year Budget Projection</strong></td>
<td><em>(form provided on page 7)</em></td>
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Description, scope, and purpose of the program.

The Master of Science in Counseling (MSC) will be a 60-credit degree program that offers students an opportunity to learn and enhance their counseling skills. This program will allow students to take a range of courses that will increase their counseling knowledge and skills and enable them to become leaders within the counseling profession. Highlighting multiculturalism, diversity, and service of underserved populations, students will gain a robust academic and professional experience that will empower them to be prepared to take the National Counseling Examination and ultimately obtain their license (L.P.C).

Students will have an opportunity to develop connections with regional and national leaders in the field of counseling and secure professional linkages with area agencies and constituents. The curriculum of the Master of Science in Counseling program will be set around accreditation standards by NBCC (National Board of Certified Counselors)/CACREP (Council for Accreditation of Counseling and Related Educational Programs)/ACA (American Counseling Association). Together with a post-degree requirement (e.g., 3000 hours externship), and successful completion of a licensure exam, graduates will be able to provide direct clinical, counseling, and consultative services in a wide range of medical, research, mental health and independent practice settings.

Alignment with University mission.

The Master of Science in Counseling Program’s mission is to enhance the academic and clinical development of students in the field of counseling and empower them to educate, respect, and improve the quality of important personal relationships in clients’ lives through training and research. In a similar vein, Lincoln University's mission suggests that the university has transhistorically positioned itself to demonstrate leadership by empowering faculty, students, and constituents to seek knowledge in order to improve the lives of everyone.

Appropriateness to university strategic direction and goals outlined in strategic plan.

The formation and emergence of the Master of Science in Counseling Program will be the university's effort to meet the growing need for qualified mental health practitioners and to become a national leader in counseling education.

Need

Need as substantiated by employment trends.

Employment for counselors is expected to grow much faster than the average for all occupations through 2016. However, job growth will vary by location and occupational specialty. Job prospects should be good due to growth and the need to replace people leaving the field.

Overall employment of counselors is expected to increase by 21 percent between 2006 and 2016, which is much faster than the average for all occupations. However, growth is expected to vary by specialty.
Employment of substance abuse and behavioral disorder counselors is expected to grow 34 percent, which is much faster than the average for all occupations. As society becomes more knowledgeable about addiction, it is increasingly common for people to seek treatment. Furthermore, drug offenders are increasingly being sent to treatment programs rather than jail.

Employment for educational, vocational and school counselors is expected to grow 13 percent, which is about as fast as the average for all occupations. Demand for vocational or career counselors should grow as multiple job and career changes become common and as workers become increasingly aware of counseling services. In addition, State and local governments will employ growing numbers of counselors to assist beneficiaries of welfare programs who exhaust their eligibility and must find jobs. Other opportunities for employment of counselors will arise in private job-training centers that provide training and other services to laid-off workers and others seeking to acquire new skills or careers. Demand for school counselors may increase due in large part to increases in student enrollments at postsecondary schools and colleges and as more States require elementary schools to employ counselors. Expansion of the responsibilities of school counselors should also lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide. Although schools and governments realize the value of counselors in helping their students to achieve academic success, budget constraints at every school level will dampen job growth of school counselors. Federal grants and subsidies may help to offset tight budgets and allow the reduction in student-to-counselor ratios to continue.

Employment of mental health counselors is expected to grow by 30 percent, which is much faster than the average for all occupations. Mental health counselors will be needed to staff statewide networks that are being established to improve services for children and adolescents with serious emotional disturbances and for their families. Under managed care systems, insurance companies are increasingly providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists.

Jobs for rehabilitation counselors are expected to grow by 23 percent, which is much faster than the average for all occupations. The number of people who will need rehabilitation counseling is expected to grow as advances in medical technology allow more people to survive injury or illness and live independently again. In addition, legislation requiring equal employment rights for people with disabilities will spur demand for counselors, who not only help these people make a transition to the workforce but also help companies to comply with the law.

Marriage and family therapists will experience growth of 30 percent, which is much faster than the average for all occupations. This is due in part to an increased recognition of the field. It is more common for people to seek help for their marital and family problems than it was in the past.

Job prospects. Job prospects vary greatly based on the occupational specialty. Prospects for rehabilitation counselors are excellent because many people are leaving the field or retiring. Furthermore, opportunities are very good in substance abuse and behavioral disorder counseling because relatively low wages and long hours make recruiting new entrants difficult. For school counselors, job prospects should be good because many people are leaving the occupation to retire; however, opportunities may be more favorable in rural and urban areas, rather than the suburbs, because it is often difficult to recruit people to these areas.
Demand for the program among current and prospective students.

The demand for a counseling program at Lincoln University has remained high for several years now. There has been a significant increase in number of counseling students in the Master of Human Services program and prospective students seeking a Masters degree that will allow them to take the National Counseling Exam as well as become a licensed professional counselor (LPC) in their state. The current MHS program currently meets the requirements for the State of Pennsylvania but it does not meet the requirements for New Jersey. The MSC program will be able to meet the academic and clinical needs of all states prior to obtaining a Masters degree.

Uniqueness of the program.

While there are several schools in the area that offer some variation of a counseling program, what makes Lincoln unique is that the university has a history of educating those who have been traditionally underserved and underrepresented. A portion of the University's mission asserts, "Admission opportunities in education and leadership development are offered to the descendents of those historically denied the liberation of learning and who have demonstrated a potential for academic success." This history combined with the scholarly and professional experience of faculty make Lincoln a fertile ground for producing highly qualified individuals who can become leaders in the field.

Enrollment projections.

The program will be organized according to the guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A faculty/full-time student ratio of 1:10 allows for personal attention and an intimate classroom setting.

Fall, 2013 10 Students
Fall, 2014 20 Students
Fall, 2015 30 Students

*Numbers do not reflect the number of part-time students. Part-time students will be admitted into the program beginning in Fall, 2013.

### Academic Integrity

**Program goals.**

Students exiting the Master of Science in Counseling Program will be able to

1. Compare and contrast relevant theories as it relates to counseling
2. Ethically utilize appropriate counseling techniques with various populations
3. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
Curriculum overview. *See the below SAMPLE Curriculum Overview.

Courses for Master of Science in Counseling
Professional Orientation and Foundation in Counseling (3 credits)
Ethical Practices of Counseling (3 credits)
Human Development Theories and Applications (3 credits)
Interviewing Techniques of Counseling (3 credits)
Marriage/Couples and Family Counseling (3 credits)
Multicultural Counseling (3 credits)
Group Processes (3 credits)
Counseling, Professional Advocacy, and Leadership (3)
Career and Lifestyle Development Counseling (3 credits)
Counseling, Assessment, and Application (3 credits)
Statistics (3 credits)
Applied Research Methods for Counselors (3 credits)
Psychopathology, Diagnosis and Treatment Planning (3 credits)
Internship (Practicum Experience) I (3 credits)
Internship II (3 credits)
Special topics/research in counseling (3 credits)
Sexuality Counseling and Consultation

* Addictions (3 credits)
*Death, Dying, and Loss (3 credits)
*Counseling the elderly (3 credits)
*Counseling Adolescents (3 credits)
*Happiness, mindfulness, and mental health (3 credits)
*Crisis, Disaster, and Trauma Counseling (3 credits)
*Understanding Gender in Counseling (3 credits)

_____________________________________________________________________________

Total 60 credit hours

* Electives
Curriculum Overview

General Education (Core Curriculum) courses
First Year Experience 3 credits
Social Sciences 9 credits
Health & Wellness 2-3 credits
English 9 credits
Humanities 6 credits
Mathematics 3 credits
Natural Sciences 7-8 credits
Language OR Computer Science 6-8 credits
Writing Proficiency Requirement

Total 45-49 credits

Major and major-related courses
100/200 level prerequisites and requirements 16 credits
300/400 level requirements 30 credits
Specialization courses 8-10 credits
Electives 18 credits
Seminar 3 credits

Total 75-71 credits

Total 120 credits

Degree requirements.

1. Successful completion of courses with no less than a 3.0 GPA or “C” in any class.

2. Passing score on a comprehensive examination (similar to the National Counseling Exam Test offered by the National Board of Certified Counselors)

3. Completion of a portfolio that includes examples of graded papers, projects, essays, description of professional pursuits related to being a researcher, consultant, or counselor, and narrative about academic and professional experience in the MSC program. Students must present the portfolio and then present it orally to MSC faculty.

Course offerings.

(Catalog descriptions)
Describe how each course supports the program goals and student learning outcomes.

COURSE NUMBER: MSC 610
COURSE TITLE: Professional Orientation and Foundation in Counseling (3 credits)
COURSE DESCRIPTION: The course focuses on theoretical perspectives of helping in a wide variety of human interaction situations. Theories of counseling will be examined and their application to other professional helping relationships will be discussed. Variables related to establishing and maintaining a helping relationship will be examined, e.g., assessment/intervention, rapport building, cultural competence and skill building. The stages of a helping relationship will be explored in class by role-plays, student simulation (case consultation), and problem solving formats. Emphasis is on understanding helping from the perspective of interpersonal dynamics and the components of behavior change.

COURSE NUMBER: MSC 611
COURSE TITLE: Human Development Theories and its Application (3 credits)
COURSE DESCRIPTION: This course focuses upon psychological development throughout the life span. Emphasis is placed on developmental theories and concepts focused on psychosocial, cognitive, emotional, interpersonal, and moral aspects of growth and change. Students will be provided the opportunity for assessment of their own developmental process, self-needs and strengths. Theories will be applied to students’ personal and professional experiences.

COURSE NUMBER: MSC 612
COURSE TITLE: Interviewing Skills (One-on-One Counseling) (3 credits)
COURSE DESCRIPTION: This course is designed to provide students with opportunities to develop the knowledge, values and skills necessary for effective assistance to individual, clients, and family systems. Communication, which is a major component of mental health clinical practice, is accomplished through the transmission, reception and interpretation of verbal, non-verbal, and written messages. Understanding and use of communication skills are essential for effective practice. Students will learn skills to support clients’ efforts to navigate themselves behaviorally and emotionally during the therapeutic process as well as the functionality of ongoing clinical assessment and evaluation. This course integrates and supports learning through lecture, skills demonstration, discussions and case analysis. Students will develop skills in problem solving, effective communication, and documentation.

COURSE NUMBER: MSC 613
COURSE TITLE: Psychopathology, Diagnosis, and Treatment Planning
COURSE DESCRIPTION: This course will provide a comprehensive review of current models, theories and principles pertinent to the identification, description and delineation of major mental disorders. Concepts and terminology from the DSM-IV-TR/DSM V will be detailed and applied to salient clinical concerns and situations arising in human service agencies. Case and illustrations will be drawn from participants' clinical experiences. Special emphasis will be placed upon the reasoning, judgments and extrapolations that underlie the process of clinical diagnosis and prognosis. This course is designed for human services practitioners who serve as therapists, counselors, or case managers in a variety of human services settings in both public and private sectors. The purpose of the course is to present the categories of the DSM-IV-TR/DSM V as well as definitions of mental disorders derived from theory and research. The intention is to provide a knowledge base that will enable human service practitioners to become better observers of symptoms and behaviors that constitute the basis for diagnostic judgments. The material presented in the course should also enable practitioners to make more effective linkages from diagnostic judgments to the enumeration of clinical interventions and treatment plans.

COURSE NUMBER: MSC 620
COURSE TITLE: Statistics

COURSE DESCRIPTION: Topics include probability theory, concepts of descriptive statistics, discrete and continuous distributions, hypothesis testing, confidence intervals, sample sizes, correlation, regression, multinomial and contingency tables. Computer applications will be investigated.

COURSE NUMBER: MSC 621

COURSE TITLE: Ethics in Counseling

COURSE DESCRIPTION: This course is an introduction to the ethical standards for the profession and to the research relevant to ethical behavior of counselors in mental health, career, and school settings. Study of important legal developments related to confidentiality, testing, research and supervision. The course also involves the application of ethical and legal standards to complex cases. Examination of emerging ethical issues and models of ethical decision-making.

COURSE NUMBER: MSC 622

COURSE TITLE: Counseling, Assessment, and Application

COURSE DESCRIPTION: This course will examine a variety of assessment and testing methods, advanced interviewing procedures, and observational techniques associated with the formulation of diagnostic impressions and treatment plans in clinical settings. Emphasis will be given to multi-modal and eclectic appraisals of cognitive, affective, social, vocational, interests/aptitude, achievement, intellectual and personality aspects of functioning.

This course will also present frameworks and models for the development of assessment practices. Attention will be given to the function and origin of assessments and testing instruments and principles underlying counseling and clinical practice in various human services settings.

Additionally, concepts identifying appropriate paradigms for diagnostic inferences will be covered. Guidelines for conducting the assessment process in an ethical and considerate manner will be presented. Much attention will be given to the implications of clinical assessment and testing for diagnosis, clinical decision-making and treatment planning. The techniques, tools, instruments and models incorporated into the course content will be elucidated in a pragmatic manner to be utilized by counselors, clinicians and human service practitioners who might not necessarily administer psychological tests but will nevertheless be responsible for making clinical judgments and interventions based upon an understanding of test results.

COURSE NUMBER: MSC 623

COURSE TITLE: Multicultural Counseling

COURSE DESCRIPTION: An overview of the basic concepts of research and theory (both historical and current) in the field of adolescent psychology is essential for individuals to grasp the developmental and sociological functioning of people transitioning from childhood to adulthood. This learning course will utilize scholarly inquiry and will be self-directed in the form of an independent research project. The basic concepts of research and theory will be measured by the quizzes, papers, and examinations administered in class.

As the basic concepts of adolescent psychology are attained, critical thinking/perspectives will be developed as individuals will be asked in large and small groups in class to compare and contrast research designs, cultural constructs, and social interventions. Critical thinking perspectives will be assessed by the instructor during large and small group discussions and it will be the responsibility of the individual to remain current in the readings. Developing a critical perspective is essential in that students will be better able to predict
behavioral and affective outcomes and formulate hypotheses for future research/clinical endeavors related to adolescent psychology.

Finally, through discussions, in-class writings, and class activities individuals will assess to their own development and assumptions as it relates to social and cultural expectations about adolescents and research targeted at this population.

COURSE NUMBER: MSC 630
COURSE TITLE: Applied Research Methods
COURSE DESCRIPTION: Research is the heart of social inquiry. One important goal of the MSC program is to train students to become research practitioners. Through this course, students will learn how to conduct and apply research to their clinical practice and begin to prepare themselves for doctoral degree pursuits. Thus, a goal of this course is to train graduate students to be disciplined, productive, and culturally sensitive researchers. It is designed to give students a broad view of the variety of approaches to designing good social research, with a substantive focus on inequality and empowerment. Students will survey many topics, techniques, and methodologies, with an emphasis on breadth rather than depth, on familiarity and critical engagement with ideas rather than mastery of technique.

COURSE NUMBER: MSC 631
COURSE TITLE: Career and Lifestyle Development Counseling
COURSE DESCRIPTION: This course will examine the theoretical framework and professional skills and tools used in the career counseling process. The course will present major theories of career development and introduce the student to principles, methods and tools of career assessment and decision-making.

Applications of career counseling skills to a variety of Human Service settings will be explored, as well as the significance of career development through the lifespan. Students will examine their own career development and advancement and apply the skills of career counseling to a practicum client.

COURSE NUMBER: MSC 632
COURSE TITLE: Group Processes
COURSE DESCRIPTION: The course focuses on theories of group dynamics with respect to styles of leadership and/or facilitation of group context, process, and conflict resolution. Behavior in face-to-face groups is examined along the dimensions of task accomplishment, relationships among group members, and issues of cultural diversity. Ethical questions for groups and the formation of group norms as a values clarification process are considered. The difference between beliefs, attitudes and values will be delineated. Issues of institutional racism, sexism, classism, ageism, ethnocentrism, and homophobia will be examined for their impact upon norm formation. Group dynamics will be explored in a cultural context with the emphasis on valuing diversity and managing conflict. Emphasis will be placed upon intra-group and inter-group dynamics, intracultural and intercultural communications, as well as linkages between groups and larger social systems.

COURSE NUMBER: MSC 633
COURSE TITLE: Addictions and Compulsive Behavior
COURSE DESCRIPTION: This course will expose students to clinical and theoretical assumptions about addictions. Drug and alcohol dependence, compulsive gambling, compulsive shopping and eating, sex
addiction, excessive internet use and other behaviors will be explored in an effort to broaden students’ understanding of the debilitative effects of addictive behavior. Trauma, co-dependence/enmeshment, detachment, and various defense mechanisms will be examined throughout the semester and will give students an opportunity to develop a robust conceptualization about some of the challenges of addiction. Finally, this course will discuss how addiction impacts individuals, couples, families, and society.

COURSE NUMBER: MSC 634
COURSE TITLE: Death, Dying, and Loss
COURSE DESCRIPTION: This course will provide students with an interdisciplinary understanding of death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. As a natural and developmental process of life, counselors should be familiar with relevant theories and implications about dying, grief, and loss. Some specific topics to be covered include epidemiology, prevention, attitudes towards death, living with a life threatening illness, end-of-life care, hospice, historical and cultural perspectives, ethical issues, legal issues, pain management, the relationship between stress and health, healthcare and mental health interventions, final planning, grief and mourning, funeral rituals, and suicide.

COURSE NUMBER: MSC 641
COURSE TITLE: Marriage, Couple, and Family Counseling
COURSE DESCRIPTION: This course will give a cross-cultural socio-historical review of families, while emphasizing the current status of the family, including changes in marriage and family patterns. The course will highlight various therapeutic strategies for working with couples and families who are under emotional, relational, and other social forms of distress. The course will address the family life cycle and how family members impact each other’s behavior, cognition, and affect. The course will assess multicultural issues of couples and families, the experiences of nontraditional families, and relevant clinical interventions that may empower family members. Timely topics such as family violence, AIDS, changing roles of women, impact on families of substance abuse, mental illness, and poverty will be addressed. In addition, the functional and dysfunctional dynamics that exist among couples will also be explored.

COURSE NUMBER: MSC 642
COURSE TITLE: Sexuality Counseling and Consultation
COURSE DESCRIPTION: This course is designed to acquaint the student with sexual issues and challenges that he/she may encounter as a counselor or consultant. The student will learn about the myriad of ways in which sexuality is expressed and interpreted. The student will also assess and determine which aspects of sexuality are in line with his/her own personal value system. This course provides a solid foundation that encompasses relevant philosophical, psychological, sociological, and ecological theories that underpin the practice of sexuality therapy. This introductory course will desensitize and provoke introspection for counter-transference.

COURSE NUMBER: MSC 643
COURSE TITLE: Crisis and Trauma Counseling
COURSE DESCRIPTION: This course is designed will prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community.
COURSE NUMBER:  MSC 644  
COURSE TITLE:  Counseling the Elderly  
COURSE DESCRIPTION: This course provides a background in counseling older adults and their families. The first part of the course provides basic information on common mental health problems of later life and how to assess them. The second part introduces the student to basic knowledge about counseling theories and their application to problems in later life including grief and adjustment to chronic illness. This section concludes with a discussion of how to evaluate the effectiveness of psychological interventions with older adults. The remainder of the course covers counseling in the family system, applying counseling theory and interventions in organizational settings like nursing homes, and ethical issues with older adults.  
As one of the skills courses in gerontology, the course is intended to introduce students to counseling skills that can be used in a wide variety of human services jobs in the aging services network. The class can also provide gerontological counseling knowledge for persons in other programs that prepare the student for a counseling career such as social work, counseling psychology, and clinical psychology.

COURSE NUMBER:  MSC 651  
COURSE TITLE:  Special Topics and Research in Counseling  
COURSE DESCRIPTION: This course provides a strategic assessment of contemporary counseling trends to broaden students’ conceptualization and enhance their clinical and consultative skills. Students will gain insight into how to create and develop their own clinical and consultative niche.

COURSE NUMBER:  MSC 652  
COURSE TITLE:  Understanding Gender in Counseling  
COURSE DESCRIPTION: This course introduces students to the interdisciplinary study of ‘gender’, cultivates an appreciation for the contributions gender studies has made to the different disciplines within the social sciences, inculcates in students an ability to analyze contemporary social and development issues through a ‘gender’ lens, and develops an awareness/sensitivity for addressing gender related issues in counseling. The course will bring together theories, approaches and methodologies from feminism, masculinities and queer studies. It complements, builds upon and critically re-visits all other counseling courses taken by students in the Master of Science in Counseling program.

COURSE NUMBER:  MSC 653  
COURSE TITLE:  Happiness, Mindfulness, and Mental Health  
COURSE DESCRIPTION: While there is no shortage of lay theories and self-help literature that offer advice on how to achieve “the good life,” this seminar will examine the nature of mindfulness and happiness and its utility in a therapeutic or consultative environment. Recent empirical research will be reviewed, and students will be asked to apply the information in several written assignments and in class discussion. While the main goal of this course is to extend student understanding of clinical and empirical research on the topic of happiness, they will be invited to apply some of the research findings on happiness to their own life and clinical practice.

COURSE NUMBER:  MSC 654  
COURSE TITLE:  Counseling and Consultation of Adolescents  
COURSE DESCRIPTION: An overview of the basic concepts of research and theory (both historical and current) in the field of adolescent psychology is essential for individuals to grasp the developmental and sociological functioning of adolescents. This course will utilize scholarly inquiry and will be self-directed in
the form of an independent research project. The basic concepts of research and theory will be measured by the quizzes, papers, and examinations administered in class.

As the basic concepts of adolescent psychology are attained, critical thinking/perspectives will be developed as individuals are asked in large and small groups to compare and contrast research designs, cultural constructs, and social interventions. Developing a critical perspective is essential to predict behavioral and affective outcomes and formulate hypotheses for future research/clinical endeavors related to adolescent psychology.

Finally, through discussions, in-class writings, and class activities students will be able to assess their own development and assumptions as they relate to social and cultural expectations about adolescents and research targeted at this population.

COURSE NUMBER: MSC 640 and MSC 650

COURSE TITLE: Counseling Internship: Practicum and Supervised Counseling Experience

COURSE DESCRIPTION: This course is designed to provide oversight and academic supervision for internship placement in a mental/counseling agency setting. The student is expected to provide a variety of counseling services in an approved community human services agency under the site supervision of a licensed counselor or other qualified professional. Course work will focus on case supervision and discussion of counseling theories and skills to complete the internship experience. Students must complete a total of 700 hours at the approved site with no less fewer than 150 direct contact hours over the course of two semesters.

Learning experiences and instructional methods.

See MSC syllabi.

Program structure/administration.

Full time MSC students will take 4 courses each semester for two years and will graduate with a total of 60 credits. During the second year, students will complete a comprehensive examination and portfolio project. The Chair will handle all administrative (budget, course evaluation, assessment, registration, course scheduling, roster management, etc.)
Leadership and faculty qualifications.

Briefly describe the expertise of the faculty members who will be teaching in the program.
(Use the format below for each faculty member associated with the new program.)

<table>
<thead>
<tr>
<th>Name: James C. Wadley</th>
<th>Years at University: 3</th>
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<tr>
<td>Degree(s) Earned: M.S.Edu; Ph.D</td>
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<tr>
<td>Current Teaching Responsibilities (list course numbers and titles): HUS 692 Counseling Internship</td>
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<td>Teaching Responsibilities for Proposed Program (list course numbers and titles): MSC 610 Professional Orientation and Foundation in Counseling; MSC 611 Human Development; MSC 621 Ethics in Counseling; Multicultural and Community Counseling; MSC 630 Applied Research Methods; MSC 632 Group Processes; MSC 640 Internship I (Practicum Experience); MSC 641 Marriage, Couples, and Family Counseling; MSC 642 Sexuality Counseling and Consultation; MSC 650 Internship I; MSC 651 Special Topic/Research in Counseling; MSC 652 Happiness, Mindfulness, and Mental Health; MSC 654 Counseling Adolescents</td>
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<tr>
<td>Additional Responsibilities Related to the Proposed Program: Chair</td>
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<tr>
<td>Other Information Relevant to the Proposed Program: James Wadley is a Licensed Professional Counselor in Pennsylvania and New Jersey.</td>
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</table>
Student qualifications/support/advisement.

Prospective Student Qualifications

1. Students must have a BA, BS, or BHS degree from an accredited university.
2. Students will have earned at least a 3.00 undergraduate grade point average and a 3.00 in psychology or psychology related major (e.g. psychology, human services, social work, etc.).
3. Students will submit an application, statement of purpose/personal essay, two letters of recommendation from someone familiar with academic or professional achievement, and all official transcripts. Students will also take and submit GRE scores. The first two years of the program, GRE scores will only be used to generate baseline data. At the start of the third year, a standard score will be established.

Academic and Professional Student Support

Academic support will be provided by MSC full-time faculty. Ongoing tutoring and mentoring will be available to students during their time in the program. The Graduate Student Services will also be of great utility in helping students managing academic and personal matters. Students will be assigned to full-time faculty members for formal academic and professional advisement.

Coordination with Other Programs

With related programs at Lincoln University.
The Master of Science in Counseling program emerged from the Master of Human Service Program counseling track. Students in the MHS counseling track have been inadequately prepared to sit for the National Counseling Examination. The Master of Science in Counseling program enables students to take CACREP required courses as well as offers a number of electives for students to develop their own clinical and research interests.

With other departments/units on campus.
N/A

With outside agencies, corporations, etc.
Student internships will be with local and regional agencies that offer counseling in chemical dependency, career, sexuality, adolescence, elderly, compulsive behavior, psychopathology, community mental health, couples and family, crisis/trauma, and bereavement.

Assessment and Accreditation

Describe the assessment process that includes collecting and evaluating student-learning outcomes data and using the data to improve the program (the feedback loop).

In each course, there are direct and indirect measurements of student learning that provide ongoing feedback. All assignments are geared toward student learning outcomes and those objectives fall within programmatic aims. See attached syllabi.
Describe the process to collect and evaluate program goals and to use program assessment to improve the program.

One assessment measure of data will be a comprehensive examination. All students will take a comprehensive examination during their second year (full time) in the program. The examination will be similar to the National Counseling Exam Test offered by the National Board of Certified Counselors in that there will be 200 multiple choice questions that are from at least one of six domains indicated by the Council for Accreditation of Counseling and Related Educational Programs: Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career and Lifestyle; Development; and Appraisal.

In addition to a comprehensive examination, students will also complete a portfolio that includes examples of graded papers, projects, essays, description of professional pursuits related to being a researcher, consultant, or counselor, and narrative about academic and professional experience in the MSC program. Students must present the portfolio and then present it orally to MSC faculty. Rubrics for the portfolio as well as for the oral presentation will be used to serve as a direct measurement of assessment.

Describe the plan for achieving specialized accreditation (if available for the program).

The curriculum of the Master of Science in Counseling program will be set around accreditation standards by NBCC (National Board of Certified Counselors)/CACREP (Council for Accreditation of Counseling and Related Educational Programs)/ACA (American Counseling Association). According to CACREP it will take two years before the program is eligible for accreditation.

Resource Sufficiency

Overview of resource sufficiency.

The Master of Science in Counseling program will be held at the Graduate Center in Philadelphia. At the present time, classrooms are underutilized and usage of space should not be any problem. With the addition of the new library at the Graduate Center, students will have the opportunity to access scholarly articles via social and behavioral science databases. Marketing for the program will come from various sources including: 1. Internet/Social Media; 2. Networking (Graduate School fairs) and site visits to other HBCUs; 3. Pennsylvania and New Jersey Counseling Association; and 4. Regional community agencies.

Impact on Educational Opportunity

Effect on under-represented groups of students.
As an historically black college/university, Lincoln University has traditionally served those who have been underrepresented. The emergence of a counseling program that targets potential students of color who will be able to develop clinical and consultative skills for helping others can enhance Lincoln University's national representation for empowering others through education and practice.

Effect on faculty, advisors, etc.
The Master of Science in Counseling program faculty will have the opportunity to deliver their knowledge, skill, and consultative expertise through teaching, research, and scholarly activity. Program faculty members will be expected to remain active in professional organizations, continue research and scholarship, and community engagement.
Effect on employers.

Clinical practicum and internship experiences will be beneficial to employers and students. Employers will benefit from MSC students because they will have the opportunity to groom and mentor potential employees to work at their agencies. Students will have the opportunity to gain supervised experience across contexts that will strengthen their capacity to be clinically accessible to discuss sensitive issues.
**FIVE-YEAR BUDGET PROJECTION**

**SCHOOL:** Humanities and Graduate Studies

**PROPOSED PROGRAM:** Master of Science in Counseling

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<th>ESTIMATED REVENUES</th>
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<th>ESTIMATED EXPENSES</th>
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<th>DIFFERENCE (Rev.-Exp.)</th>
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<th>Year 2</th>
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<th>ESTIMATED IMPACT OF NEW PROGRAM</th>
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<td>FTE Enrollment</td>
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<td>Tuition Generated</td>
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**Budget Notes:** See below. Five year budget projection rubric does not account for in state, out of state, and part time enrollment. All numbers are approximations and are contingent upon financial health of university. These numbers also do not include any additional grant funding outside of Title III funding.

2013-2014

Two full-time faculty

Program Chair=$60,000.00

*Full time temporary faculty=$60,000.00 (Funded by Title III grant). Cost to the university = $0 (Fall, 2013)

1 administrative assistant $30,000.00 per year

Two adjunct instructors for Spring, 2014=$6528

10 full-time students (approximately 10 1st year)

In state tuition (based upon 2012-2013 MHS Fees)--$11,328.00 x 3 = $33,984

Out-of-state tuition (based upon 2012-2013 MHS Fees)--$18,816 x 7 = $131,712

15 part-time (2 classes) students (approximately 15 1st year)

In state tuition (based upon 2012-2013 MHS fees)--$554 x 6 = $3330 x 2 semesters= $6660

Out-of-state tuition (based upon 2012-2013 MHS fees)--$927 x 6 = $5562 x2 semesters

$3330 x 10 students x 2 semesters = $66,600

$5562 x 5 students x 2 semesters = $55,610

Summer Session for full time students is 4 classes

In state tuition 12 credit hours x $554 = $6648 x 3 students = $19,944

Out of state tuition 12 credit hours x $927 = $11,124 x 7 students = $77,868

Summer Session for part time students’ two classes

$3330 x 10 students= $33,300

$5562 x 5 students= $27,810
Approximate budget for marketing, supplies, recruitment, conference fees, printing, postage, and departmental professional membership=$5,000

$446,828 Revenue
- $60,000 (Chair Salary)
- $30,000 (administrative assistant)
- $5000 (marketing, supplies, recruitment, conference fees, printing, postage, and departmental professional membership)

____________________
$351,828 Total Profit for Fall (2013), Spring (2014), Summer (2014)

2014-2015
20 total full time students for 2014-2015 academic year (including Summer, 2015)
6 in state full time
14 out of state full time
15 part-time (10 in state 5 out of state) 6 courses per year

_________
$846,114
- $120,000 (Full time tenure track faculty)
- $30,000 (administrative assistant)
- $10,000 (supplies, marketing, postage, department professional membership, conference fees, recruitment)
- $9792.00 (adjunct faculty support)

Total Net Profit for 2014-2015 academic year including summer= $676,052

2015-2016/2016-2017
30 total full time students for 2015-2016 academic year (including Summer, 2016)
10 in state full time =$113,280
20 out of state full time=$376,320
Summer in state = $554 x 6 = $3330 x 10 = $33,300
Summer out of state = $927 x 6 = $5562 x 20 = $111,240

15 in state part time-$149,850
10 out of state part time=$148,320
25 part time (15 in state 10 out of state) (6 courses per year)= $298,170
-$210,000 for 3 full time faculty and 1 administrative assistant

Approximate Total Net Profit for 2015-2016 and 2016-2017 = $722,310

*These numbers do not reflect salary increases or tuition increases over the next 5 years.
** The addition of each full-time faculty member at $60,000 allows for an additional 10 full time students. Approximate revenue is $95,696.00 per academic year.
***These numbers do not reflect revenue for application fees.
SAMPLE questions for possible discussion in each section of the proposal

**Appropriateness to Mission**
What kind of degree is being proposed?
What is the program title?
How does the degree/program fit with university goals, and Commonwealth and or regional workforce needs?
Why is this a program that Lincoln University should offer?
Is this program a good match for this university? Even if there is a need out there, why does it make sense for the university to respond to the need?

**Need**
What is the driving motivation behind creation of the program?
What evidence do you have that there is a need for this program? What are labor projections in this discipline in the U.S., in the Commonwealth, and in the region? Are the workforce needs expected to last for the next ten years or more? (Cite recent statistics on needs for programs such as this one.)
Was a market analysis conducted to determine level of demand? Surveys of prospective students? Surveys of prospective employers? What student population do you anticipate attracting? Are there new markets to tap?
To what extent is this program unique? Are there competitors? If so, who are the competitors? Is the program different in scope or content from existing programs?
Why is it more important for the university to invest in this program than in other programs it might offer?
How will the program be advertised and marketed?
How does this program respond to disciplinary changes/evolution? In what ways is this program forward-looking?

**Academic Integrity**
In which department(s) will the program be located?
What will students be able to do when they graduate from this program? What are the student learning outcomes? What is the program designed to teach?
What curricular models were used in designing this curriculum? Are the curricular elements dictated by accreditation criteria? Did you collaborate with the local community, discipline experts, and consultants as you designed the program?
What are the components of the curriculum? How are courses sequenced, e.g., with prerequisites? How are the courses meant to fit together as a whole? How does each course relate to one or more learning outcome(s)? Have you provided proposed, catalog descriptions of the courses?
What relationship will the major courses have to general education, i.e., the balance of breadth and depth? What is the rationale for the balance selected?

How is this degree different from related degrees already offered?

To what degree will instructional technologies be used in major courses? How about team teaching or group projects? If appropriate, how do practical experiences (e.g., labs) fit in?

Are experiential elements such as internships and practica integrated into the program? If so, what is their purpose?

Is a final project required? If so, how will it be reviewed?

Are concentrations, options, specializations, or tracks being offered within the major program? If so, have they been delineated sufficiently and any differences among them (e.g., in terms of resources needed) been addressed throughout the proposal?

What are the qualifications of the program faculty? What are their academic credentials, their experience in developing and implementing new academic programs, and their prior experience in the specific field?

What evidence do you have of faculty and administration commitment to and interest in the success of the program?

What is the planned faculty/student ratio?

Will there be a program director, an oversight committee? How will continuity and oversight be ensured?

Are students expected to enter the program with specific competencies? If so, what are they? What grade point average will students be expected to maintain? What other factors related to student quality should you mention? How will students be advised and mentored? What certification tests will students need to pass? Have you anticipated curricular implications of these requirements?

**Coordination with Other Programs**

How have other departments been involved in the development of the proposal? What role will they play when the program is offered?

How will relationships with business, industry, public agencies, etc., strengthen this program?

**Assessment and Accreditation**

What are the intended learning outcomes of the program, and how will they be assessed?

What data will be collected in order to assess the success of the program?

Will you track graduates in some way, poll employers for feedback, or otherwise get information on how well the program succeeds in developing student knowledge, skills, attitudes, understandings, and values?

Did any external curriculum experts review this proposal or consult in developing the proposal?

If appropriate, which accrediting agencies would be involved in reviewing this program?
How does the program design reflect accrediting agency standards? How is the curriculum aligned with accreditation requirements? When might you expect to receive accreditation?

When the cycle of program review comes around, how do you expect to judge the success of the program?

**Resource Sufficiency**

Does the program require a significant investment of new university funds? How close is the university to having sufficient resources to initiate the program? What major funding must be found to start the program?

Have you worked contacted the University’s Budget Manager to produce the five-year balance sheet of anticipated revenues and expenses? How many new courses and new sections of courses will the program generate?

Are any external funds going to be available or sought to help build the program? Have you indicated the source of these funds, the annual amount, and the duration of the funding?

Is the budget table consistent with the narrative provided here?

Have you accounted not only for initial start-up costs but also for annual continuation costs (such as library journals and supplies needed each year and equipment maintenance and replacement)?

Have you accounted for costs such as personnel (salary, benefits, professional development, travel, sabbatical replacements, etc.); equipment (office and instructional); clerical support; materials and supplies; library resources; evaluation; cooperating/supervising personnel; facilities; etc.?

Will there be new students or new faculty, or will each be shifted from somewhere else?

**Impact on Educational Opportunity**

How will this program provide opportunities to serve diverse student populations?

How will this program reach out to different employers and/or influence hiring patterns of historical employers?

How will the department recruit faculty who offer new role models?

How will the program utilize advisors with differing perspectives?

If the field of study is characterized by prior gender, racial, or ethnic biases, how will the program de-mystify the field?

**General questions in writing the proposal**

Have you convinced an educated readership (not people in the discipline) that this program is necessary and has every chance of success? Have you been persuasive on both a philosophical level as well as a factual level?
What objections are likely to be raised to the program, and have you addressed those potential concerns?

Have you asked others to read and react to a draft of this document to get an outside perspective?

Given the considerable cost to offer new programs, does the proposal demonstrate a likelihood of economic success?
### ATTACHMENTS: PROPOSED COURSE SCHEDULE AND SYLLABI

#### Proposed courses for Master of Science in Counseling Program

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>FALL I</td>
<td>MSC 610 Professional Orientation and Foundation in Counseling (3 credits)</td>
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<td>MSC 611 Human Development Theories and Applications (3 credits)</td>
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<td>MSC 612 Interviewing Techniques of Counseling (3 credits)</td>
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<td>MSC 613 Psychopathology, Diagnosis and Treatment Planning (3 credits)</td>
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<td>SPRING I</td>
<td>MSC 620 Statistics (3 credits)</td>
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<td>MSC 621 Ethics in Counseling (3 credits)</td>
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<td>MSC 622 Counseling, Appraisal, and Application (3 credits)</td>
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<td>MSC 623 Multicultural and Community Counseling (3 credits)</td>
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<td>SUMMER</td>
<td>MSC 630 Applied Research Methods (3 credits)</td>
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<td>MSC 631 Career and Lifestyle Development Counseling (3 credits)</td>
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<td>MSC 632 Group Processes (3 credits)</td>
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<td>MSC 633 Addictions OR</td>
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<td>MSC 634 Death, Dying and Loss</td>
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<td>FALL II</td>
<td>MSC 640 Internship I (Practicum Experience) (3 credits)</td>
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<td>MSC 641 Marriage, Couples, and Family Counseling (3 credits)</td>
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<td>MSC 642 Sexuality Counseling and Consultation</td>
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<td>MSC 643 Crisis, Disaster, and Trauma</td>
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<td>MSC 644 Counseling the elderly</td>
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<tr>
<td>SPRING II</td>
<td>MSC 650 Internship II (3 credits)</td>
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<td>MSC 651 Special topics/research in Counseling (3 credits)</td>
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<td>MSC 652 Understanding Gender in Counseling</td>
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<td>MSC 653 Happiness, Mindfulness, and Mental Health</td>
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<td>MSC 654 Counseling Adolescents</td>
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**COURSE DESCRIPTIONS**

**COURSE NUMBER: MSC 610**  
**COURSE TITLE:** Professional Orientation and Foundation in Counseling (3 credits)  
**COURSE DESCRIPTION:** The course focuses on theoretical perspectives of helping in a wide variety of human interaction situations. Theories of counseling will be examined and their application to other professional helping relationships will be discussed. Variables related to establishing and maintaining a helping relationship will be examined, e.g., assessment/intervention, rapport building, cultural competence and skill building. The stages of a helping relationship will be explored in class by role-plays, student simulation (case consultation), and problem solving formats. Emphasis is on understanding helping from the perspective of interpersonal dynamics and the components of behavior change.

**COURSE NUMBER: MSC 611**  
**COURSE TITLE:** Human Development Theories and its Application (3 credits)  
**COURSE DESCRIPTION:** This course focuses upon psychological development throughout the life span. Emphasis is placed on developmental theories and concepts focused on psychosocial, cognitive, emotional, interpersonal, and moral aspects of growth and change. Students will be provided the opportunity for assessment of their own developmental process, self-needs and strengths. Theories will be applied to students’ personal and professional experiences.

**COURSE NUMBER: MSC 612**  
**COURSE TITLE:** Interviewing Skills (One-on-One Counseling) (3 credits)  
**COURSE DESCRIPTION:** This course is designed to provide students with opportunities to develop the knowledge, values and skills necessary for effective assistance to individual, clients, and family systems. Communication, which is a major component of mental health clinical practice, is accomplished through the transmission, reception and interpretation of verbal, non-verbal, and written messages. Understanding and use of communication skills are essential for effective practice. Students will learn skills to support clients’ efforts to navigate themselves behaviorally and emotionally during the therapeutic process as well as the functionality of ongoing clinical assessment and evaluation. This course integrates and supports learning through lecture, skills demonstration, discussions and case analysis. Students will develop skills in problem solving, effective communication, and documentation.
COURSE NUMBER:  MSC 613  
COURSE TITLE: Psychopathology, Diagnosis, and Treatment Planning  
COURSE DESCRIPTION: This course will provide a comprehensive review of current models, theories and principles pertinent to the identification, description and delineation of major mental disorders. Concepts and terminology from the DSM-IV-TR/DSM V will be detailed and applied to salient clinical concerns and situations arising in human service agencies. Case and illustrations will be drawn from participants' clinical experiences. Special emphasis will be placed upon the reasoning, judgments and extrapolations that underlie the process of clinical diagnosis and prognosis. This course is designed for human services practitioners who serve as therapists, counselors, or case managers in a variety of human services settings in both public and private sectors. The purpose of the course is to present the categories of the DSM-IV-TR/DSM V as well as definitions of mental disorders derived from theory and research. The intention is to provide a knowledge base that will enable human service practitioners to become better observers of symptoms and behaviors that constitute the basis for diagnostic judgments. The material presented in the course should also enable practitioners to make more effective linkages from diagnostic judgments to the enumeration of clinical interventions and treatment plans.

COURSE NUMBER:  MSC 620  
COURSE TITLE: Statistics  
COURSE DESCRIPTION: Topics include probability theory, concepts of descriptive statistics, discrete and continuous distributions, hypothesis testing, confidence intervals, sample sizes, correlation, regression, multinomial and contingency tables. Computer applications will be investigated.

COURSE NUMBER:  MSC 621  
COURSE TITLE: Ethics in Counseling  
COURSE DESCRIPTION: This course is an introduction to the ethical standards for the profession and to the research relevant to ethical behavior of counselors in mental health, career, and school settings. Study of important legal developments related to confidentiality, testing, research and supervision. The course also involves the application of ethical and legal standards to complex cases. Examination of emerging ethical issues and models of ethical decision-making.

COURSE NUMBER:  MSC 622  
COURSE TITLE: Counseling, Assessment, and Application  
COURSE DESCRIPTION: This course will examine a variety of assessment and testing methods, advanced interviewing procedures, and observational techniques associated with the formulation of diagnostic impressions and treatment plans in clinical settings. Emphasis will be given to multi-modal and eclectic appraisals of cognitive, affective, social, vocational, interests/aptitude, achievement, intellectual and personality aspects of functioning.

This course will also present frameworks and models for the development of assessment practices. Attention will be given to the function and origin of assessments and testing instruments and principles underlying counseling and clinical practice in various human services settings.

Additionally, concepts identifying appropriate paradigms for diagnostic inferences will be covered. Guidelines for conducting the assessment process in an ethical and considerate manner will be presented. Much attention will be given to the implications of clinical assessment and testing for diagnosis, clinical decision-making and treatment planning. The techniques, tools, instruments and models incorporate into the course content will be elucidated in a pragmatic manner to be utilized by counselors, clinicians and human service practitioners who might not necessarily administer psychological tests but will nevertheless be responsible for making clinical judgments and interventions based upon an understanding of test results.
COURSE NUMBER:  MSC 623
COURSE TITLE:  Multicultural Counseling
COURSE DESCRIPTION: Multicultural counseling is the art of deconstructing and reconstructing individual and familial strands of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, social values, religious and spiritual values, socioeconomic status and unique characteristics. Students will become more proactive, knowledgeable, and empathetic based on their interaction and effective communication with those from a culture different than their own. The course is designed to prepare culturally competent counselors by developing awareness, knowledge, and skills required for counseling in a multicultural society.

COURSE NUMBER:  MSC 630
COURSE TITLE:  Applied Research Methods
COURSE DESCRIPTION: Research is the heart of social inquiry. One important goal of the MSC program is to train students to become research practitioners. Through this course, students will learn how to conduct and apply research to their clinical practice and begin to prepare themselves for doctoral degree pursuits. Thus, a goal of this course is to train graduate students to be disciplined, productive, and culturally sensitive researchers. It is designed to give students a broad view of the variety of approaches to designing good social research, with a substantive focus on inequality and empowerment. Students will survey many topics, techniques, and methodologies, with an emphasis on breadth rather than depth, on familiarity and critical engagement with ideas rather than mastery of technique.

COURSE NUMBER:  MSC 631
COURSE TITLE:  Career and Lifestyle Development Counseling
COURSE DESCRIPTION: This course will examine the theoretical framework and professional skills and tools used in the career counseling process. The course will present major theories of career development and introduce the student to principles, methods and tools of career assessment and decision-making. Applications of career counseling skills to a variety of Human Service settings will be explored, as well as the significance of career development through the lifespan. Students will examine their own career development and advancement and apply the skills of career counseling to a practicum client.

COURSE NUMBER:  MSC 632
COURSE TITLE:  Group Processes
COURSE DESCRIPTION: The course focuses on theories of group dynamics with respect to styles of leadership and/or facilitation of group context, process, and conflict resolution. Behavior in face-to-face groups is examined along the dimensions of task accomplishment, relationships among group members, and issues of cultural diversity. Ethical questions for groups and the formation of group norms as a values clarification process are considered. The difference between beliefs, attitudes and values will be delineated. Issues of institutional racism, sexism, classism, ageism, ethnocentrism, and homophobia will be examined for their impact upon norm formation. Group dynamics will be explored in a cultural context with the emphasis on valuing diversity and managing conflict. Emphasis will be placed upon intra-group and inter-group dynamics, intracultural and intercultural communications, as well as linkages between groups and larger social systems.
COURSE NUMBER: MSC 633  
COURSE TITLE: Addictions and Compulsive Behavior  
COURSE DESCRIPTION: This course will expose students to clinical and theoretical assumptions about addictions. Drug and alcohol dependence, compulsive gambling, compulsive shopping and eating, sex addiction, excessive internet use and other behaviors will be explored in an effort to broaden students’ understanding of the debilitating effects of addictive behavior. Trauma, co-dependence/enmeshment, detachment, and various defense mechanisms will be examined throughout the semester and will give students an opportunity to develop a robust conceptualization about some of the challenges of addiction. Finally, this course will discuss how addiction impacts individuals, couples, families, and society.

COURSE NUMBER: MSC 634  
COURSE TITLE: Death, Dying, and Loss  
COURSE DESCRIPTION: This course will provide students with an interdisciplinary understanding of death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. As a natural and developmental process of life, counselors should be familiar with relevant theories and implications about dying, grief, and loss. Some specific topics to be covered include epidemiology, prevention, attitudes towards death, living with a life threatening illness, end-of-life care, hospice, historical and cultural perspectives, ethical issues, legal issues, pain management, the relationship between stress and health, healthcare and mental health interventions, final planning, grief and mourning, funeral rituals, and suicide.

COURSE NUMBER: MSC 641  
COURSE TITLE: Marriage, Couple, and Family Counseling  
COURSE DESCRIPTION: This course will give a cross-cultural socio-historical review of families, while emphasizing the current status of the family, including changes in marriage and family patterns. The course will highlight various therapeutic strategies for working with couples and families who are under emotional, relational, and other social forms of distress. The course will address the family life cycle and how family members impact each other’s behavior, cognition, and affect. The course will assess multicultural issues of couples and families, the experiences of nontraditional families, and relevant clinical interventions that may empower family members. Timely topics such as family violence, AIDS, changing roles of women, impact on families of substance abuse, mental illness, and poverty will be addressed. In addition, the functional and dysfunctional dynamics that exist among couples will also be explored.

COURSE NUMBER: MSC 642  
COURSE TITLE: Sexuality Counseling and Consultation  
COURSE DESCRIPTION: This course is designed to acquaint the student with sexual issues and challenges that he/she may encounter as a counselor or consultant. The student will learn about the myriad of ways in which sexuality is expressed and interpreted. The student will also assess and determine which aspects of sexuality are in line with his/her own personal value system. This course provides a solid foundation that encompasses relevant philosophical, psychological, sociological, and ecological theories that underpin the practice of sexuality therapy. This introductory course will desensitize and provoke introspection for counter-transference.
COURSE NUMBER: MSC 643
COURSE TITLE: Crisis and Trauma Counseling
COURSE DESCRIPTION: This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community.

COURSE NUMBER: MSC 644
COURSE TITLE: Counseling the Elderly
COURSE DESCRIPTION: This course provides a background in counseling older adults and their families. The first part of the course provides basic information on common mental health problems of later life and how to assess them. The second part introduces the student to basic knowledge about counseling theories and their application to problems in later life including grief and adjustment to chronic illness. This section concludes with a discussion of how to evaluate the effectiveness of psychological interventions with older adults. The remainder of the course covers counseling in the family system, applying counseling theory and interventions in organizational settings like nursing homes, and ethical issues with older adults.

As one of the skills courses in gerontology, the course is intended to introduce students to counseling skills that can be used in a wide variety of human services jobs in the aging services network. The class can also provide gerontological counseling knowledge for persons in other programs that prepare the student for a counseling career such as social work, counseling psychology, and clinical psychology.

COURSE NUMBER: MSC 651
COURSE TITLE: Special Topics and Research in Counseling
COURSE DESCRIPTION: This course provides a strategic assessment of contemporary counseling trends to broaden students’ conceptualization and enhance their clinical and consultative skills. Students will gain insight into how to create and develop their own clinical and consultative niche.

COURSE NUMBER: MSC 652
COURSE TITLE: Understanding Gender in Counseling
COURSE DESCRIPTION: This course introduces students to the interdisciplinary study of ‘gender’, cultivates an appreciation for the contributions gender studies has made to the different disciplines within the social sciences, inculcates in students an ability to analyze contemporary social and development issues through a ‘gender’ lens, and develops an awareness/sensitivity for addressing gender related issues in counseling. The course will bring together theories, approaches and methodologies from feminism, masculinities and queer studies. It complements, builds upon and critically re-visits all other counseling courses taken by students in the Master of Science in Counseling program.

COURSE NUMBER: MSC 653
COURSE TITLE: Happiness, Mindfulness, and Mental Health
COURSE DESCRIPTION: While there is no shortage of lay theories and self-help literature that offer advice on how to achieve “the good life,” this seminar will examine the nature of mindfulness and happiness and its utility in a therapeutic or consultative environment. Recent empirical research will be reviewed, and students will be asked to apply the information in several written assignments and in class discussion. While the main goal of this course is to extend student understanding of clinical and empirical research on the topic of happiness, they will be invited to apply some of the research findings on happiness to their own life and clinical practice.
COURSE NUMBER: MSC 654
COURSE TITLE: Counseling and Consultation of Adolescents
COURSE DESCRIPTION: An overview of the basic concepts of research and theory (both historical and current) in the field of adolescent psychology is essential for individuals to grasp the developmental and sociological functioning of adolescents. This course will utilize scholarly inquiry and will be self-directed in the form of an independent research project. The basic concepts of research and theory will be measured by the quizzes, papers, and examinations administered in class.
As the basic concepts of adolescent psychology are attained, critical thinking/perspectives will be developed as individuals are asked in large and small groups to compare and contrast research designs, cultural constructs, and social interventions. Developing a critical perspective is essential to predict behavioral and affective outcomes and formulate hypotheses for future research/clinical endeavors related to adolescent psychology.
Finally, through discussions, in-class writings, and class activities students will be able to assess their own development and assumptions as they relate to social and cultural expectations about adolescents and research targeted at this population.

COURSE NUMBER: MSC 640 and MSC 650
COURSE TITLE: Counseling Internship: Practicum and Supervised Counseling Experience
COURSE DESCRIPTION: This course is designed to provide oversight and academic supervision for internship placement in a mental/counseling agency setting. The student is expected to provide a variety of counseling services in an approved community human services agency under the site supervision of a licensed counselor or other qualified professional. Course work will focus on case supervision and discussion of counseling theories and skills to complete the internship experience. Students must complete a total of 700 hours at the approved site with no less fewer than 150 direct contact hours over the course of two semesters.
COURSE TITLE: Professional Orientation and Foundation in Counseling

COURSE NUMBER: MSC 610 (3 credits)

TERM: Spring 2013

PREREQUISITES: N/A

INSTRUCTOR: Staff

EXTENSION: 215-590-8212

OFFICE: Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

EMAIL: 3020 Market Street
Philadelphia, PA 19104

MEETING TIME:
LOCATION: Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:

The course focuses on theoretical perspectives of helping in a wide variety of human interaction situations. Theories of counseling will be examined and their application to other professional helping relationships will be discussed. Variables related to establishing and maintaining a helping relationship will be examined, e.g., assessment/intervention, rapport building, cultural competence and skill building. The stages of a helping relationship will be explored in class by role-plays, student simulation (case consultation), and problem solving formats. Emphasis is on understanding helping from the perspective of interpersonal dynamics and the components of behavior change.

REQUIRED TEXT(S)/MATERIALS:


COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. define in writing and orally examples of helping relationships;
2. differentiate between counseling and psychotherapy as a helping relationship;
3. identify criteria for analyzing and evaluating helping theories;
4. demonstrate the skill building aspects of healthy relationships;
5. identify and justify a preferred theory and model of helping;
6. demonstrate interpersonal communication skills specific to a helping relationship
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to:

1. Compare and contrast relevant theories as it relates to counseling.
2. Ethically utilize appropriate counseling techniques with various populations.
3. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
4. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define in writing and orally examples of helping relationships (PSLO1&amp;3)</td>
<td>In-Class Quizzes</td>
<td>Direct</td>
</tr>
<tr>
<td>Differentiate between counseling and psychotherapy as a helping relationship (PSLO1&amp;3)</td>
<td>In-Class Quizzes</td>
<td>Direct</td>
</tr>
<tr>
<td>Identify criteria for analyzing and evaluating helping theories (PSLO1&amp;3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate the skill building aspects of relationships (PSLO1&amp;3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>Identify and justify a preferred theory and model of helping (PSLO1&amp;3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate interpersonal communication skills specific to a helping relationship (PSLO3)</td>
<td>In-class presentation</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate increased precision and clarity in their written communication utilizing APA format (PSLO3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

- Paper in which the student completes an initial theory identification which describes his/her professional/personal helping style 10%
- Presentation of an oral individual or group teaching or helping demonstration on a theoretical position or teaching approach 25%
- Final paper 40%
- Meaningful and learned interactive classroom participation required 5%
- In-class quiz 20%
Outlines for all assignments and evaluation rubrics will be posted on Desire2Learn. Quizzes will be given to test student knowledge and application of the major theories of Counseling studied in the seminar.

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

1. A paper (three to five pages) in which the student completes an initial theory identification which describes his/her professional/personal helping style. Due Week 4
2. Quizzes Week 5 and/or 12
3. Presentation of an oral individual or group teaching or helping demonstration on a theoretical position or teaching approach as assigned Due Weeks 9-12.
4. Final paper Due Week 14
5. Interactive classroom participation required.

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STUDENT DISABILITIES STATEMENT:

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COURSE TITLE: Human Development Theories and its Application

TERM: Fall 2013

INSTRUCTOR: Staff

PREREQUISITES: N/A

EMAIL: 3020 Market Street
Philadelphia, PA 19104

OFFICE HRS: M-F 9-5

LOCATION: Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course focuses upon psychological development throughout the life span. Emphasis is placed on developmental theories and concepts focused on psychosocial, cognitive, emotional, interpersonal, and moral aspects of growth and change. Students will be provided the opportunity for assessment of their own developmental process, self-needs and strengths. Theories will be applied to students’ personal and professional experiences.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:
Students who complete this course successfully will be able to:

1. accurately interpret a research article from a professional psychology journal;
2. identify and describe the characteristics of self, self-concept, and individual motivation;
3. demonstrate mastery of the major theories of human development by applying them to their own life.
4. describe their own learning and change process;
5. describe and analyze major changes in their past life and anticipated changes in their future life plans;
6. identify and describe key relationships with others, that have contributed to their present concepts of self and development.

PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to:

5. Compare and contrast relevant theories as it relates to counseling.
6. Ethically utilize appropriate counseling techniques with various populations.
7. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
8. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurately interpret a research article from a professional psychology journal (PSLO3)</td>
<td>Application to written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>identify and describe the characteristics of self, self-concept, and individual motivation (PSLO1&amp;3)</td>
<td>In-Class Quizzes</td>
<td>Direct</td>
</tr>
<tr>
<td>demonstrate mastery of the major theories of human development by applying them to their own life (PSLO1&amp;3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>describe their own learning and change process (PSLO3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>describe and analyze major changes in their past life and anticipated changes in their future life plans (PSLO3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
<tr>
<td>identify and describe key relationships with others, which have contributed to their present concepts of self and development (PSLO3)</td>
<td>Written assignments</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.
CALCULATION OF FINAL GRADES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Autobiography 0 - 20 Paper</td>
<td>10% of the grade</td>
</tr>
<tr>
<td>Draft of Autobiography 20 - 70 Paper</td>
<td>10% of the grade</td>
</tr>
<tr>
<td>Draft of Theory Integration 0 - 20 Paper</td>
<td>10% of grade</td>
</tr>
<tr>
<td>In-class Quizzes</td>
<td>20% of grade</td>
</tr>
<tr>
<td>Final Project: Autobiography 0 - 70 and Integration of Theories 0 - 70</td>
<td>50% of grade</td>
</tr>
</tbody>
</table>

Outlines for all assignments will be posted on Desire2Learn.

Quizzes will be given to test student knowledge and application of the major developmental theories studied in the seminar.

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Autobiography 0 - 20 Paper</td>
<td>Due Week 3</td>
</tr>
<tr>
<td>Draft of Autobiography 20 - 70 Paper</td>
<td>Due Week 7</td>
</tr>
<tr>
<td>Draft of Theory Integration 0 - 20 Paper</td>
<td>Due Week 11</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Week 5 and/or Week 9</td>
</tr>
<tr>
<td>Final Project: Autobiography 0 - 70 and Integration of Theories 0 - 70</td>
<td>Due Week 14</td>
</tr>
</tbody>
</table>

UNIVERSITY ATTENDANCE POLICY:

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STUDENT DISABILITIES STATEMENT:

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COURSE TITLE: Interviewing Skills (One-on-One Counseling)

COURSE NUMBER: MSC 612 (3 credits)

TERM: Fall 2013

PREREQUISITES: N/A

INSTRUCTOR: Staff

EXTENSION: 215-590-8212

OFFICE: Lincoln University Graduate Center
        3020 Market Street
        Philadelphia, PA 19104

EMAIL: 

OFFICE HRS: M-F 9-5

MEETING TIME: 

LOCATION: Lincoln University Graduate Center
          3020 Market Street
          Philadelphia, PA 19104

COURSE DESCRIPTION:
This course is designed to provide students with opportunities to develop the knowledge, values and skills necessary for effective assistance to individual, clients, and family systems. Communication, which is a major component of mental health clinical practice, is accomplished through the transmission, reception and interpretation of verbal, non-verbal, and written messages. Understanding and use of communication skills are essential for effective practice. Students will learn skills to support clients’ efforts to navigate themselves behaviorally and emotionally during the therapeutic process as well as the functionality of ongoing clinical assessment and evaluation. This course integrates and supports learning through lecture, skills demonstration, discussions and case analysis. Students will develop skills in problem solving, effective communication, and documentation.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. demonstrate beginning helping skills with clients; phases of the interview; and the skills appropriate for each phase;
2. communicate with diverse persons and groups;
3. identify and utilize skills involved in service management and one-on-one human service delivery;
4. identify and define a presenting problem in a helping relationship;
5. conduct an assessment of the nature and extent of an on-going consumer problem;
6. write a helping plan including problem statement, assessment, goals, behavioral objectives, helping strategies and evaluation;
7. evaluate the progress of the on-going helping process with reference to the defined helping plan;
8. document assessment, progress and evaluation of the helping relationship in written form.

PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to:

9. Compare and contrast relevant theories as relates to counseling.
10. Ethically utilize appropriate counseling techniques with various populations.
11. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
12. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
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<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate beginning helping skills; phases of the interview; and the skills</td>
<td>Class participation Process</td>
<td>Indirect</td>
</tr>
<tr>
<td>appropriate for each phase (PSLO3)</td>
<td>Recording</td>
<td>Direct</td>
</tr>
<tr>
<td>Communicate with diverse persons and groups (PSLO2)</td>
<td>Class participation</td>
<td>Indirect</td>
</tr>
<tr>
<td>Identify and utilize skills involved in service management and one-on- one human service</td>
<td>Class participation Process</td>
<td>Indirect</td>
</tr>
<tr>
<td>delivery (PSLO3)</td>
<td>Recording</td>
<td>Direct</td>
</tr>
<tr>
<td>Identify and define a presenting problem in a helping relationship (PSLO3)</td>
<td>Class participation Process</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Recording</td>
<td>Direct</td>
</tr>
<tr>
<td>Conduct an assessment of the nature and extent of an on-going consumer problem (PSLO3)</td>
<td>Class participation Process</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Recording Final Paper Quiz</td>
<td>Direct</td>
</tr>
<tr>
<td>Write a helping plan including problem statement, assessment, goals, behavioral objectives, helping plan (PSLO3)</td>
<td>Class participation Process</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Recording Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Helping Plan</td>
<td>Direct</td>
</tr>
</tbody>
</table>
### Strategies and Evaluation (PSLO3)

<table>
<thead>
<tr>
<th>Evaluate the progress of the on-going helping process with reference to the defined helping plan (PSLO3)</th>
<th>Class Participation</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Process Recording</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Document assessment, progress and evaluation of the helping relationship in written form (PSLO3)</td>
<td>Helping Plan</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Process Recording</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

### Calculation of Final Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Process Recording/Baseline Audio Tape</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Quiz</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Schedule of Learning Opportunities (Assignments):

1. **Helping Plan**: submit according to attached guidelines (Due Week 5 - 20% of final grade). Will be graded using Rubric developed for this assignment that will be posted on D2L.
2. **Class Participation and on-line discussion**: (20% of final grade). Will be graded using Rubric developed for this assignment that will be posted on D2L.
3. **Process Recording / Baseline Audio Tape**: (Due Week 7 - 15% of final grade). Will be graded using Rubric developed for this assignment that will be posted on D2L.
4. **Final paper**: submit according to attached guidelines (Due Week 14 - 30% of final grade). Will be graded using Rubric developed for this assignment that will be posted on D2L.
5. **Quiz**: (Week 11 - 15% of grade)

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critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and
in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit
work that is uniquely his or her own. All of this work must be done in accordance with established principles of
academic integrity. Full statement available in Desire2Learn and on MSC homepage.

ASSIGNMENT ADDENDUM

OUTLINE FOR HELPING PLAN

The individual helping plan is a preliminary action plan describing the problem-solving relationship with
anticipation of projected activities as agreed upon by the consumer and practitioner. Students should
define each term before addressing the content thereof. The following content should be included:

A. Problem Conceptualization:

Brief statement of the initial problem as conceptualized by the helper. This will include the presenting
problem and any reformulations/expansions of the presenting problem developed during the initial stages
of the helping relationship; also describe and apply a problem conceptualization model to the identified
problem, and give reasons for selecting the model.

B. Problem Assessment:

Describe methods, instruments and tools used to determine the nature and extent of the problem and the
data collected as a result of the assessment process; and state also the rational for selecting the method(s).

C. Goals and Objectives:

Statement of goals and behavioral objectives defined for the helping relationship, based on the problem
assessment); present this in the format of a Treatment Plan/grid.

D. Contract:

(A copy of agreement between helper and consumer indicating goals, objectives and plan of action);

E. Helping Strategies:

Statement of methods, approaches and strategies to be used during individual session to accomplish the
agreed-upon objectives and state why these have been selected.
F. Evaluation

Statement of any evaluation procedures you plan to use to determine goal attainment of the helping relationship and the accomplishment of objectives.

The Rubric developed for the grading of this assignment that will be posted on D2L.

**OUTLINE FOR FINAL PAPER**

I. Problem Conceptualization:
   
   A. Background: Profile of consumer, your role, and agency context (e.g., where agency is, what the agency does, and who it serves).
   
   B. Presenting problem: Describe the symptoms of the problem as presented to you, initially.
   
   C. Problem: Describe the problems as you, the worker, see them, and include causes and contributing factors.

II. Problem Assessment:

   A. Methods: Name the method(s) used, and say why selected.
   
   B. Results: Give a summary of the “history” of the problem. Describe the data obtained from the assessment process. Present this in tables and/or charts if appropriate.

III. Goals and Objectives

   A. Give a brief description of the process used in determining goals, objectives and contract; explaining how confidentiality, consumer choices, and input were handled.
   
   B. List at least one goal and two behavioral objectives. Use who is doing what, how, where, when, and with whom, as you formulate the objectives. Make sure they are outcome goals (i.e. as a result of your intervention, what specifically will be different).

IV. Contract: A copy of the agreement between helper and consumer indicating goals, objectives and plan of action. (Provide this as attachment only).

V. Helping Strategies

   A. Describe the specific strategies used, from the helping plan. State why these strategies were used; also describe the theoretical framework used to enable the intervention(s), as well as why it was selected.
   
   B. Implementation: Use the content of the progress notes, which you have been writing each week to write this section. Then organize the information as follows: Give a summary of what you did in each session with the consumer, then analyze critical events, and finally describe the skills you used in this process, such as documentation, counseling, advocating, mentoring, teaching, etc. Analyzing the process, comment on the beginning (first 2 sessions), the middle and the ending (last 2 sessions). (Attach all progress notes to this paper, in one of the standard formats learned in class, D-A-P etc.)
VI. Evaluation

A. Describe the method(s) you used to evaluate the impact of your interventions. Make sure you give the usefulness of the method(s) and the reason(s) for using it.

B. Results: Summarize the outcome of the evaluation process. Use tables and charts if appropriate.

C. Conclusions: State how this helping project was helpful to you and the consumer.

The Rubric developed for the grading of this assignment that will be posted on D2L.

The final paper should use direct and indirect quotes from the course materials as appropriate to define, describe, and analyze the helping relationship. APA format must be used throughout, and a reference page must accompany the paper.
COURSE TITLE: Psychopathology, Diagnosis, and Treatment Planning

COURSE NUMBER: MSC 613 (3 credits)

TERM: Spring 2014

PREREQUISITES: N/A

INSTRUCTOR:

EXTENSION: 215-590-8212

EMAIL:

OFFICE: Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

MEETING TIME: LOCATION: Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course will provide a comprehensive review of current models, theories and principles pertinent to the identification, description and delineation of major mental disorders. Concepts and terminology from the DSM-IV-TR/DSM V will be detailed and applied to salient clinical concerns and situations arising in human service agencies. Case and illustrations will be drawn from participants’ clinical experiences. Special emphasis will be placed upon the reasoning, judgments and extrapolations that underlie the process of clinical diagnosis and prognosis. This course is designed for human services practitioners who serve as therapists, counselors, or case managers in a variety of human services settings in both public and private sectors. The purpose of the course is to present the categories of the DSM-IV-TR/DSM V as well as definitions of mental disorders derived from theory and research. The intention is to provide a knowledge base that will enable human service practitioners to become better observers of symptoms and behaviors that constitute the basis for diagnostic judgments. The material presented in the course should also enable practitioners to make more effective linkages from diagnostic judgments to the enumeration of clinical interventions and treatment plans.

REQUIRED TEXT(S)/MATERIALS:
Abnormal and Clinical Psychology: An Introductory Textbook, 3rd Edition
Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR), 4th Edition
DSM-IV-TR Casebook: A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition Revised
COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. use the DSM-IV to identify and diagnose mental disorders.
2. demonstrate an understanding of the principle of differential diagnosis
3. distinguish the different aspects of etiology, such as neurological, physiological, biological, psychosocial and environmental
4. distinguish mental disorders in terms of cognitive disorders, mood disorders, anxiety disorders, personality disorders, substance related disorders, and biological and genetic disorders.

PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

13. Compare and contrast relevant theories as it relates to counseling.
14. Ethically utilize appropriate counseling techniques with various populations.
15. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
16. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the DSM-IV-TR to identify and diagnose mental disorders (PSLO2)</td>
<td>Oral Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Mid-term examination</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate an understanding of the principle of differential diagnosis (PSLO2)</td>
<td>Oral Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Mid-term examination</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Distinguish the different aspects of etiology, such as neurological, physiological, biological, psychosocial and environmental (PSLO2)</td>
<td>Oral Presentation</td>
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</tr>
<tr>
<td></td>
<td>Mid-term examination</td>
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<td>Distinguish mental disorders in terms of cognitive disorders, mood disorders, anxiety disorders, personality disorders, substance related disorders, and biological and genetic disorders (PSLO2)</td>
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<td></td>
<td>Mid-term examination</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.
CALCULATION OF FINAL GRADES:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>30%</td>
</tr>
<tr>
<td>Final paper</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

- **Weeks 1 – 13**: Diagnostic and Statistical Manual of Mental Disorders
- **Weeks 1 – 4**: The essentials of psychopathology and its treatment
- **Weeks 5 – 8**: The mental health diagnostic desk reference
- **Weeks 9 – 12**: Adult psychopathology and diagnosis

Oral Presentations and Written Assignments Schedule

- **Weeks 3 – 8**: Oral Presentations
- **Week 8**: Midterm Examination/DSM IV-TR/V Examination
- **Week 14**: Final paper due

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. Students who miss have more than two excused absences will forfeit their opportunity to earn a passing grade. Tardiness will not be tolerated.

STUDENT DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.
UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Full statement available in Desire2Learn and on MSC homepage.
LINCOLN UNIVERSITY
DEPARTMENT: Master of Science in Counseling Program
Statistics
COURSE SYLLABUS

COURSE TITLE: Statistics
COURSE NUMBER: MSC 620
TERM: Spring 2014
PREREQUISITES:

INSTRUCTOR: Staff
EXTENSION: 215-590-8201
OFFICE: Graduate Center
EMAIL/CONTACT NUMBER:
OFFICE HRS: M-F 9-5
MEETING TIME:

LOCATION:
Lincoln University
Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
Topics include probability theory, concepts of descriptive statistics, discrete and continuous distributions, hypothesis testing, confidence intervals, sample sizes, correlation, regression, multinomial and contingency tables. Computer applications will be investigated.

Pre-requisites:

REQUIRED TEXT(S)/MATERIALS:
Triola, Mario F. Essentials of statistics, (2nd ed.). Addison Wesley Longman.

A scientific calculator that will compute one & two variable statistics is required. Graphing calculators are recommended.

COURSE STUDENT LEARNING OUTCOMES:
Students who complete this course successfully will be able to:

1. collect and assemble data, making wide use of tables and graphs.
2. analyze a given set of data and accurately describe the data by interpreting the significance of mean, median, mode, and standard deviation.
3. demonstrate an understanding of probability and its application to the sampling distributions.
4. demonstrate an understanding of sampling and sampling distributions and their applications in quantitative inquiry.
PROGRAM STUDENT LEARNING OUTCOMES:
Students exiting the Master of Science in Counseling Program will be able to

17. Compare and contrast relevant theories as it relates to counseling.
18. Ethically utilize appropriate counseling techniques with various populations.
19. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
20. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

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<tr>
<th>Student Learner Outcome</th>
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<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and assemble data making wide us of tables and graphs (PSLO4)</td>
<td>Test</td>
<td>Direct</td>
</tr>
<tr>
<td>Analyze a given set of data and accurately describe the data by interpreting the significance of mean, median, mode, and standard deviation (PSLO4)</td>
<td>Test</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate an understanding of probability and its application to sampling distributions (PSLO4)</td>
<td>Test</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate an understanding of sampling and sampling distributions and their applications in business and industry (PSLO4)</td>
<td>Tests</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

In class examinations 80%
Class attendance and Participation 20%

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 3, 5, 7, 9, 11, 13 Students will take an in-class examination on relevant course materials (e.g., readings, lectures, presentations).
UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. Students who miss have more than two excused absences will forfeit their opportunity to earn a passing grade. Tardiness will not be tolerated.

STUDENT DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is a natural extension of the University’s goal.

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Full statement available in Desire2Learn and on MSC homepage.
COURSE TITLE: Ethics in Counseling

COURSE NUMBER: MSC 621

TERM: Spring 2014

PREREQUISITES: MSC 610, MSC 611
MSC 612, MSC 613

INSTRUCTOR: Staff

EXTENSION: 215-590-8201/267-249-9452

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: By Appointment

MEETING TIME:

LOCATION:
Lincoln University
Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course is an introduction to the ethical standards for the profession and to the research relevant to ethical behavior of counselors in mental health, career, and school settings. Study of important legal developments related to confidentiality, testing, research and supervision. The course also involves the application of ethical and legal standards to complex cases. Examination of emerging ethical issues and models of ethical decision-making.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. demonstrate an understanding of the ethical standards of ACA and related professions and their implications for programming and service delivery.
2. compare and contrast major legal rulings that affect the work of counselors and the see the interplay between ethics and the law.
3. interpret broader ethical principles underlying ethics codes so that students can make responsible ethical decisions about complex ethical issues.
4. critically discuss research findings on ethical behavior of counselors and other mental health professionals.

PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

21. Compare and contrast relevant theories as it relates to counseling.
22. Ethically utilize appropriate counseling techniques with various populations.
23. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
24. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the ethical standards of ACA and related professions and their implications for programming and service delivery (PSLO2)</td>
<td>Web Counseling paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Compare and contrast major legal rulings that affect the work of counselors and the see the interplay between ethics and the law (PSLO2)</td>
<td>Case Review/Application Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Interpret broader ethical principles underlying ethics codes so that students can make responsible ethical decisions about complex ethical issues (PSLO2)</td>
<td>Short essays Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Critically discuss research findings on ethical behavior of counselors and other mental health professionals (PSLO2)</td>
<td>Short essays Final Paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.
CALCULATION OF FINAL GRADES:

Case presentations 30%
Short essays (2) 10%
Web Paper 20%
Final paper 30%
Class attendance (on-time) and participation 10%

*Tardiness will not be tolerated and more than two excused absences will result in a loss of total points for the course. Papers submitted late will receive a half-letter grade for each day that passes. In the event that students anticipate being late, contact the instructor immediately so that your paper can be submitted on-time.

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 4 and 8 Students will complete and submit short essays related to current trends in ethics in counseling
Week 10 Case presentations
Week 12 Web Paper
Week 14 Submission of Final Papers

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. Students who miss have more than two excused absences will forfeit their opportunity to earn a passing grade. Tardiness will not be tolerated.

STUDENT DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Full statement available in Desire2Learn and on MSC homepage.
COURSE TITLE: Counseling, Assessment, and Application

COURSE NUMBER: MSC 622

TERM: Spring 2013

PREREQUISITES: N/A

INSTRUCTOR: Staff

EXTENSION: 215-590-8212

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

MEETING TIME: LOCATION: Lincoln University Graduate Center

LOCATION: Lincoln University Graduate Center

3020 Market Street

Philadelphia, PA 19104

COURSE DESCRIPTION:

This course will examine a variety of assessment and testing methods, advanced interviewing procedures, and observational techniques associated with the formulation of diagnostic impressions and treatment plans in clinical settings. Emphasis will be given to multi-modal and eclectic appraisals of cognitive, affective, social, vocational, interests/aptitude, achievement, intellectual and personality aspects of functioning.

This course will also present frameworks and models for the development of assessment practices. Attention will be given to the function and origin of assessments and testing instruments and principles underlying counseling and clinical practice in various human services settings.

Additionally, concepts identifying appropriate paradigms for diagnostic inferences will be covered. Guidelines for conducting the assessment process in an ethical and considerate manner will be presented. Much attention will be given to the implications of clinical assessment and testing for diagnosis, clinical decision-making and treatment planning. The techniques, tools, instruments and models incorporate into the course content will be elucidated in a pragmatic manner to be utilized by counselors, clinicians and human service practitioners who might not necessarily administer psychological tests but will nevertheless be responsible for making clinical judgments and interventions based upon an understanding of test results.
REQUIRED TEXT(S)/MATERIALS:

RECOMMENDED READING:

ADDITIONAL RECOMMENDED READING:

COURSE STUDENT LEARNING OUTCOMES (SLOs):
Students who complete this course successfully will be able to:

1. Discuss the origins and functions of psychological testing and assessment in clinical practice.
2. Identify and apply basic technical and methodological principles underlying psychological testing and assessment.
3. Differentiate between the nature, distinctions, and applications of different types of tests, such as tests for ability, personality tests, interest and aptitude tests, tests of intellectual functioning, tests for affect, and tests for identifying symptoms.

PROGRAM STUDENT LEARNING OUTCOMES:
Students exiting the Master of Science in Counseling Program will be able to

25. Compare and contrast relevant theories as it relates to counseling.
26. Ethically utilize appropriate counseling techniques with various populations.
27. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
28. Utilize qualitative and quantitative forms of data collection and inquiry.
DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

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<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the origins and functions of psychological testing and assessment in clinical practice (PSLO2)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate an understanding of basic technical and methodological principles underlying psychological testing and assessment (PSLO1)</td>
<td>In class essays</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>In class discussion</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
<td>Indirect</td>
</tr>
<tr>
<td>Demonstrate an understanding of the nature, distinctions, and applications of different types of tests, such as tests for ability, personality tests, interest and aptitude tests, tests of intellectual functioning, tests for affect, and tests for identifying symptoms (PSLO1)</td>
<td>In class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Oral presentations</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

**CALCULATION OF FINAL GRADES:**

- Oral presentation 40%
- In-class short essays 20%
- Final paper 40%

**SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):**

- Weeks 7, 8, 9, 10 Oral presentations
- Week 2, 5, 8, 11 In class short essays
- Week 13 Final paper due
UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. Students who miss have more than two excused absences will forfeit their opportunity to earn a passing grade. Tardiness will not be tolerated.

STUDENT DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

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COURSE TITLE: Multicultural Counseling

COURSE NUMBER: MSC 623

TERM: FALL 2014

PREREQUISITES: MSC 610, MSC 611
MSC 612, MSC 613

INSTRUCTOR: TBA

EXTENSION: 215-590-8201

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

MEETING TIME: LOCATION: Lincoln University

Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
Multicultural counseling is the art of deconstructing and reconstructing individual and familial strands of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, social values, religious and spiritual values, socioeconomic status and unique characteristics. Students will become more proactive, knowledgeable, and empathetic based on their interaction and effective communication with those from a culture different than their own. The course is designed to prepare culturally competent counselors by developing awareness, knowledge, and skills required for counseling in a multicultural society.

REQUIRED TEXT(S)/MATERIALS:


COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. discuss sociocultural differences as it relates to multicultural counseling.
2. compare and contrast selected multicultural counseling theories that are culturally specific.
3. evaluate ethically appropriate and inappropriate strategies as it relates to multicultural counseling.
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

29. Compare and contrast relevant theories as it relates to counseling.
30. Ethically utilize appropriate counseling techniques with various populations.
31. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
32. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

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<tr>
<th>Student Learner Outcome</th>
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</thead>
<tbody>
<tr>
<td>discuss sociocultural differences as it relates to multicultural counseling (PSLO1)</td>
<td>Class discussion, Reflection journal, Who am I? presentation, Who am I? response</td>
<td>Indirect, Indirect, Direct, Direct</td>
</tr>
<tr>
<td>compare and contrast selected multicultural counseling theories that are culturally specific (PSLO1&amp;3)</td>
<td>Class discussion, Reflection journal, Prejudice test &amp; paper, Final paper</td>
<td>Indirect, Indirect, Direct, Direct</td>
</tr>
<tr>
<td>evaluate ethically appropriate and inappropriate strategies as it relates to multicultural counseling (PSLO3)</td>
<td>Class discussion, Reflection journal, Final Paper</td>
<td>Indirect, Indirect, Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Who am I? Presentation 10%
Who am I? Response (300 words) 10%
Journal entries (5) 25%
Prejudice Test and Write up 15%
Final Paper 30%
Class attendance and participation 10%
SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Week 2, 5, 8, 11, 14  Reflection Journal

Week 4  Who am I? Presentation

Week 13  Final Paper

UNIVERSITY ATTENDANCE POLICY:

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STUDENT DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

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COURSE TITLE: Applied Research Methods

COURSE NUMBER: MSC 630 (3 credits)

TERM: Summer 2014

PREREQUISITES: MSC 620, MSC 621

INSTRUCTOR: Staff

EXTENSION: 215-590-8212

OFFICE: Lincoln University Graduate Center
        3020 Market Street
        Philadelphia, PA 19104

EMAIL:

OFFICE HRS: M-F 9-5

MEETING TIME: LOCATION: Lincoln University Graduate Center
               3020 Market Street
               Philadelphia, PA 19104

COURSE DESCRIPTION:

Research is the heart of social inquiry. One important goal of the MSC program is to train students to become research practitioners. Through this course, students will learn how to conduct and apply research to their clinical practice and begin to prepare themselves for doctoral degree pursuits. Thus, a goal of this course is to train graduate students to be disciplined, productive, and culturally sensitive researchers. It is designed to give students a broad view of the variety of approaches to designing good social research, with a substantive focus on inequality and empowerment. Students will survey many topics, techniques, and methodologies, with an emphasis on breadth rather than depth, on familiarity and critical engagement with ideas rather than mastery of technique.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. classify and evaluate the strengths and weaknesses of research design (specifically the “fit” among the methods, data, and argument) of clinical research both as published in refereed journals and as represented in policy/political debates in the popular press.
2. define, give the significance of, and use key concepts in research ethics (particularly but not exclusively research with human subjects) as they apply to research design.
3. compare and contrast the utility of quantitative and qualitative methods of inquiry.
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

33. Compare and contrast relevant theories as it relates to counseling
34. Ethically utilize appropriate counseling techniques with various populations
35. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
36. Utilize qualitative and quantitative forms of data collection and inquiry

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify and evaluate the strengths and weaknesses of research design (specifically the “fit” among the methods, data, and argument) of clinical research both as published in refereed journals and as represented in policy/political debates in the popular press (PSLO4)</td>
<td>Class participation</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Scholarly Critique</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Methodology</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td>Define, give the significance of, and use key concepts in research ethics (particularly but not exclusively research with human subjects) as they apply to research design (PSLO2&amp;4)</td>
<td>Class participation</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Scholarly Critique</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Methodology</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td>Compare and contrast the utility of quantitative and qualitative methods of inquiry (PSLO4)</td>
<td>Class participation</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Methodology</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

<table>
<thead>
<tr>
<th>Scholarly Critique and presentation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Methodology presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper/Proposal</td>
<td>50%</td>
</tr>
<tr>
<td>Student feedback</td>
<td>10%</td>
</tr>
</tbody>
</table>
SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Week 4, 8, 12  Scholarly Critique and Presentation  
Weekly  In-class presentation of various research methodologies  
Week 11  Submission of final paper/proposal  
Week 12  Submission of feedback  

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COURSE TITLE: Career and Lifestyle Development Counseling

COURSE NUMBER: MSC 631 (3 credits)

TERM: Summer 2014 PREREQUISITES: N/A

INSTRUCTOR:

EXTENSION: 215-590-8212

OFFICE:

EMAIL:

OFFICE HRS:

OTHER:

MEETING TIME: LOCATION: Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course will examine the theoretical framework and professional skills and tools used in the career counseling process. The course will present major theories of career development and introduce the student to principles, methods and tools of career assessment and decision-making.

Applications of career counseling skills to a variety of Human Service settings will be explored, as well as the significance of career development through the lifespan. Students will examine their own career development and advancement and apply the skills of career counseling to a practicum client.

REQUIRED TEXT(S)/MATERIALS:

Recommended Reading:


COURSE STUDENT LEARNING OUTCOMES:
Students who complete this course successfully will be able to:

1. compare and contrast career theories and models.
2. identify and administer at least three career assessment tools.
3. design appropriate career counseling plans or programs for specific individuals and groups in human service settings.
4. develop job search skills such as resume writing and interviewing.
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

37. Compare and contrast relevant theories as it relates to counseling
38. Ethically utilize appropriate counseling techniques with various populations
39. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
40. Utilize qualitative and quantitative forms of data collection and inquiry

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast career theories and models (PSLO1)</td>
<td>Midterm Exam</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Identify and administer at least three career assessment tools (PSLO1&amp;3)</td>
<td>Self-assessment paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Design appropriate career counseling plans or programs for specific individuals and groups in human service settings (PSLO1&amp;2)</td>
<td>In class essays</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Classroom discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td>Develop job search skills such as resume writing and interviewing (PSLO3)</td>
<td>In class essays</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Classroom discussion</td>
<td>Indirect</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Grades will be based on the following:

Class Presentation and critique of journal article 20%
Self Assessment 20%
Midterm Exam 20%
Final Paper 40%

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Self-Assessment Week 5
Mid-term exam Week 7
Class presentation and critique of journal article Week 10
Final paper Week 13
UNIVERSITY ATTENDANCE POLICY:
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STUDENT DISABILITIES STATEMENT:
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COURSE TITLE: Group Processes

COURSE NUMBER: MSC 632 (3 credits)

TERM: Summer 2014 PREREQUISITES: MSC 621, MSC 623

INSTRUCTOR: Staff

EXTENSION: 215-590-8212

OFFICE: EMAIL:

OFFICE HRS: M-F 9-5 OTHER:

MEETING TIME: LOCATION: Lincoln University Graduate Center
Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
The course focuses on theories of group dynamics with respect to styles of leadership and/or facilitation of group context, process, and conflict resolution. Behavior in face-to-face groups is examined along the dimensions of task accomplishment, relationships among group members, and issues of cultural diversity. Ethical questions for groups and the formation of group norms as a values clarification process are considered. The difference between beliefs, attitudes and values will be delineated. Issues of institutional racism, sexism, classism, ageism, ethnocentrism, and homophobia will be examined for their impact upon norm formation. Group dynamics will be explored in a cultural context with the emphasis on valuing diversity and managing conflict. Emphasis will be placed upon intra-group and inter-group dynamics, intracultural and intercultural communications, as well as linkages between groups and larger social systems.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. critically discuss the key dynamics involved in groups such as goal setting, task and maintenance roles, communication, conflict, decision-making, problem solving and leadership
2. assess and identify stages of group development and relevant issues of each stage
3. apply the guidelines for effective group functioning.
4. identify and articulate individual style and role preferences in group participation and leadership.
5. identify and articulate individual values relating to working with people in small groups.
6. compare and contrast strategies and techniques involved in facilitation of task and/or process oriented groups.
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

41. Compare and contrast relevant theories as it relates to counseling.
42. Ethically utilize appropriate counseling techniques with various populations.
43. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
44. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically discuss the key dynamics involved in groups such as goal setting, task and maintenance roles, communication, conflict, decision-making, problem solving and leadership (PSLO1&amp;3)</td>
<td>Individual paper, Collaborative paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Assess and identify stages of group development and relevant issues of each stage (PSLO3)</td>
<td>Individual paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Apply the guidelines for effective group functioning (PSLO3)</td>
<td>In class discussion, Collaborative paper</td>
<td>Indirect, Direct</td>
</tr>
<tr>
<td>Identify and articulate individual style and role preferences in group participation and leadership (PLO3)</td>
<td>Individual paper</td>
<td>Indirect</td>
</tr>
<tr>
<td>Identify and articulate individual values relating to working with people in small groups (PLO3)</td>
<td>Individual paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Compare and contrast strategies and techniques involved in facilitation of task and/or process oriented groups (PLO1)</td>
<td>Collaborative paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Individual paper</td>
<td>20%</td>
</tr>
<tr>
<td>Group process participation</td>
<td>30%</td>
</tr>
<tr>
<td>Final collaborative paper</td>
<td>50%</td>
</tr>
</tbody>
</table>

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Paper</td>
<td>10</td>
</tr>
<tr>
<td>Final collaborative paper</td>
<td>13</td>
</tr>
</tbody>
</table>
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COURSE TITLE: Addictions and Compulsive Behavior

COURSE NUMBER: MSC 633

TERM: Summer 2013

PREREQUISITES: N/A

INSTRUCTOR: Staff

EXTENSION: 215-590-8201

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

MEETING TIME: Lincoln University

LOCATION: Graduate Center

3020 Market Street

Philadelphia, PA 19104

COURSE DESCRIPTION:

This course will expose students to clinical and theoretical assumptions about addictions. Drug and alcohol dependence, compulsive gambling, compulsive shopping and eating, sex addiction, excessive internet use and other behaviors will be explored in an effort to broaden students’ understanding of the debilitative effects of addictive behavior. Trauma, co-dependence/enmeshment, detachment, and various defense mechanisms will be examined throughout the semester and will give students an opportunity to develop a robust conceptualization about some of the challenges of addiction. Finally, this course will discuss how addiction impacts individuals, couples, families, and society.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. describe the cycle of addiction and compulsive behavior.
2. critically discuss the utility of traditional and contemporary clinical interventions for working with clients.
3. compare and contrast some of the cultural substrates that enable compulsive behavior and addictions
4. analyze the implications of compulsive behavior and addictions.
PROGRAM STUDENT LEARNING OUTCOMES:
Students exiting the Master of Science in Counseling Program will be able to

45. Compare and contrast relevant theories as it relates to counseling.
46. Ethically utilize appropriate counseling techniques with various populations.
47. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
48. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe the cycle of addiction and compulsive behavior (PSLO1)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Examination</td>
<td>Direct</td>
</tr>
<tr>
<td>critically discuss the utility of traditional and contemporary clinical interventions for working with clients (PSLO1)</td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Examination</td>
<td>Direct</td>
</tr>
<tr>
<td>compare and contrast some of the cultural substrates that enable compulsive behavior and addictions (PSLO1)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Examination</td>
<td>Direct</td>
</tr>
<tr>
<td>analyze the implications of compulsive behavior and addictions (PSLO3)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Three Examinations 30%
Final paper 50%
Oral presentation 10%
Class attendance and participation 10%
SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 4, 8, 12  Students will take an in class examination on relevant course materials (e.g., readings, lectures, presentations).

Week 13  Final paper due (13-15 pages, APA format on the clinical topic of choice related to addiction or compulsive behaviors. (Consult with instructor before writing.)

Week 13  Oral presentation of selected topic.

UNIVERSITY ATTENDANCE POLICY:

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LINCOLN UNIVERSITY
DEPARTMENT: Master of Science in Counseling Program
Death, Dying and Loss
COURSE SYLLABUS

COURSE TITLE: Death, Dying and Loss

COURSE NUMBER: MSC 634

TERM: Summer, 2013

PREREQUISITES: MSC 621, MSC 623

INSTRUCTOR: Staff

EXTENSION: 215-590-8201

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: By Appointment

MEETING TIME:

LOCATION: Lincoln University
Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course will provide students with an interdisciplinary understanding of death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. As a natural and developmental process of life, counselors should be familiar with relevant theories and implications about dying, grief, and loss. Some specific topics to be covered include epidemiology, prevention, attitudes towards death, living with a life threatening illness, end-of-life care, hospice, historical and cultural perspectives, ethical issues, legal issues, pain management, the relationship between stress and health, healthcare and mental health interventions, final planning, grief and mourning, funeral rituals, and suicide.

REQUIRED TEXT(S)/MATERIALS:

RECOMMENDED READINGS

Lund, D.A. Men Coping with Grief.

Rando, Therese. Treatment of Complicated Mourning. (Rando: TCM)


Irish et al, Ethnic Variations in Dying, Death and Grief: Diversity in Universality

Albom, Mitch, Tuesdays with Morrie: an old man, a young man, and life’s greatest lesson.
COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. Discuss how death is defined and the process of death.
2. Communicate effectively about end of life issues with dying persons.
3. Compare and contrast relevant theories and cultural substrates of death, dying, and loss.

PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

1. Compare and contrast relevant theories as it relates to counseling.
2. Ethically utilize appropriate counseling techniques with various populations.
3. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
4. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how death is defined and the process of death (PSLO1)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Communicate effectively about end of life issues with dying persons (PSLO1)</td>
<td>Case Review/Oral presentations/Role Playing exercises</td>
<td>Direct</td>
</tr>
<tr>
<td>Compare and contrast relevant theories and cultural substrates of death, dying, and loss (PSLO1)</td>
<td>Short essays Final paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Oral/Case presentations s 30%
Short essays (4) 20%
Final paper 40%
Class attendance (on-time) and participation 10%
SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 3, 6, 9, 12  Students will complete and submit short essays related to current trends in death, loss, and dying

Week 12  Oral presentations/Role playing exercises

Week 14  Submission of Final Papers

UNIVERSITY ATTENDANCE POLICY:

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STUDENT DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

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COURSE TITLE: Marriage, Couple, and Family Counseling

COURSE NUMBER: MSC 642 (3 credits)

TERM: Fall 2014

PREREQUISITES: MSC 611, MSC 621
MSC 623, MSC 632

INSTRUCTOR: Staff

EXTENSION: 215-590-8212

OFFICE: EMAIL:

OFFICE HRS: M-F 9-5 OTHER:

MEETING TIME: LOCATION:
Lincoln University Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course will give a cross-cultural socio-historical review of families, while emphasizing the current status of the family, including changes in marriage and family patterns. The course will highlight various therapeutic strategies for working with couples and families who are under emotional, relational, and other social forms of distress. The course will address the family life cycle and how family members impact each other’s behavior, cognition, and affect. The course will assess multicultural issues of couples and families, the experiences of nontraditional families, and relevant clinical interventions that may empower family members. Timely topics such as family violence, AIDS, changing roles of women, impact on families of substance abuse, mental illness, and poverty will be addressed. In addition, the functional and dysfunctional dynamics that exist among couples will also be explored.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. discuss cross cultural and socio-historical factors that impact couples and families.
2. identify relevant clinical interventions and strategies for addressing family dysfunction.
3. distinguish between implicit/explicit rules and shifts of couples and families.
4. analyze key issues that present challenges for couples and families.
PROGRAM STUDENT LEARNING OUTCOMES:
Students exiting the Master of Science in Counseling Program will be able to

49. Compare and contrast relevant theories as it relates to counseling.
50. Ethically utilize appropriate counseling techniques with various populations.
51. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
52. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss cross cultural and socio-historical factors that impact couples and families (PSLO1)</td>
<td>Mid Term Paper, Final Paper, Group presentation</td>
<td>Direct, Direct, Direct</td>
</tr>
<tr>
<td>identify relevant clinical interventions and strategies for addressing family dysfunction (PSLO1&amp;3)</td>
<td>Mid Term Paper, Final Paper, Group presentation</td>
<td>Direct, Direct</td>
</tr>
<tr>
<td>distinguish between implicit/explicit rules and shifts of couples and families (PSLO1)</td>
<td>Final Paper, Group presentation</td>
<td>Direct, Direct</td>
</tr>
<tr>
<td>analyze key issues that present challenges for couples and families (PSLO1)</td>
<td>Final Paper, Group presentation</td>
<td>Direct, Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid term paper</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Class attendance/participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term paper</td>
<td>Week 7</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>Week 10</td>
</tr>
<tr>
<td>Final paper</td>
<td>Week 13</td>
</tr>
</tbody>
</table>
UNIVERSITY ATTENDANCE POLICY:

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STUDENT DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

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COURSE TITLE: Crisis and Trauma Counseling

COURSE NUMBER: MSC 643

TERM: Fall 2014

PREREQUISITES: MSC 621, MSC 632,

INSTRUCTOR: Staff

EXTENSION: 215-590-8201

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

MEETING TIME: LOCATION: Lincoln University Graduate Center 3020 Market Street Philadelphia, PA 19104

COURSE DESCRIPTION:
This course is designed will prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community.

REQUIRED TEXT(S)/MATERIALS:


COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. demonstrate a working knowledge of the crisis counselors’ roles responsibilities and functions of a crisis counselor during a local, regional, or national crisis, disaster or other trauma-causing event.

2. evaluate the principles and effects of crises, disasters, and other trauma-causing events on persons of all ages including but not limited to types of crisis, community resilience, and the environmental factors that affect both normal and abnormal behavior during crisis.

3. students will demonstrate basic interviewing skills and assessment processes used with traumatized individuals including suicidal, homicidal, or other potentially harmful reactions to crisis.
PROGRAM STUDENT LEARNING OUTCOMES:
Students exiting the Master of Science in Counseling Program will be able to

53. Compare and contrast relevant theories as it relates to counseling.
54. Ethically utilize appropriate counseling techniques with various populations.
55. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
56. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate a working knowledge of the crisis counselors’ roles responsibilities and functions of a crisis counselor during a local, regional, or national crisis, disaster or other trauma-causing event (PSLO1&amp;3)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Role play</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Essay exam</td>
<td>Direct</td>
</tr>
<tr>
<td>evaluate the principles and effects of crises, disasters, and other trauma-causing events on persons of all ages including but not limited to types of crisis, community resilience, and the environmental factors that affect both normal and abnormal behavior during crisis (PSLO1)</td>
<td>Final project</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Essay exam</td>
<td>Direct</td>
</tr>
<tr>
<td>demonstrate basic interviewing skills and assessment processes used with traumatized individuals including suicidal, homicidal, or other potentially harmful reactions to crisis (PSLO3)</td>
<td>Role play exercise</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final project</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Essay exam</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay exams</td>
<td>40%</td>
</tr>
<tr>
<td>Notebook of crisis related events</td>
<td>20%</td>
</tr>
<tr>
<td>Role play exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
</tbody>
</table>
SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 6 and 12
   In class essay exams

Weeks 2, 4, 6, 8, 10,
   Notebook of crisis

Weeks 3, 5, 7, 9, 11
   Role play exercises

Week 12
   Final Project

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. Students who miss have more than two excused absences will forfeit their opportunity to earn a passing grade. Tardiness will not be tolerated.

STUDENT DISABILITIES STATEMENT:

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COURSE TITLE: Special Topics and Research in Counseling

COURSE NUMBER: MSC 651

TERM: Spring 2015

PREREQUISITES: MSC 610, MSC 613
MSC 621, MSC 641

INSTRUCTOR: Staff

EXTENSION: 215-590-8201

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

MEETING TIME: Lincoln University

LOCATION: Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course provides a strategic assessment of contemporary counseling trends to broaden students’ conceptualization and enhance their clinical and consultative skills. Students will gain insight into how to create and develop their own clinical and consultative niche.

REQUIRED TEXT(S)/MATERIALS:

No textbook is required for this course. However, students are expected to make use of counseling textbooks and other references in analyzing and enhancing their understanding textbooks and other references in analyzing and enhancing their understanding and performance of the role of counselor. Handouts will be used as deemed appropriate by the instructor. The following are recommended references:


Students will also be expected to use current journal articles in the counseling field as references.

**COURSE STUDENT LEARNING OUTCOMES:**

Students who complete this course successfully will be able to:

1. apply counseling skills to a broad variety of populations, settings, and problems.
2. develop a consultative initiative for working with a chosen population or setting.
3. analyze ethical dilemmas in ongoing clinical practice, and develop action plans for their resolution.

**PROGRAM STUDENT LEARNING OUTCOMES:**

Students exiting the Master of Science in Counseling Program will be able to

1. Compare and contrast relevant theories as it relates to counseling.
2. Ethically utilize appropriate counseling techniques with various populations.
3. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
4. Utilize qualitative and quantitative forms of data collection and inquiry.
DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply counseling skills to a broad variety of populations, settings, and problems (PSLO1&amp;3)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>In class essays</td>
<td></td>
</tr>
<tr>
<td>Develop a consultative initiative for working with a chosen population or setting (PSLO1&amp;2)</td>
<td>Organized Plan</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
<td></td>
</tr>
<tr>
<td>Analyze ethical dilemmas in ongoing clinical practice, and develop action plans for their resolution (PSLO2)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

**CALCULATION OF FINAL GRADES:**

- Consultative Initiative: 20%
- Oral presentation of Consultative Initiative: 10%
- Final paper: 30%
- In class essays: 40%

**SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):**

- **Weeks 2, 5, 8, 11**: In class essays
- **Week 9**: Oral presentation of consultative initiative
- **Week 13**: Final paper due (12-15 pages, APA format on the clinical topic of choice. Consult with instructor before writing.)
UNIVERSITY ATTENDANCE POLICY:

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COURSE TITLE: Understanding Gender in Counseling

COURSE NUMBER: MSC 652

TERM: Spring 2015

PREREQUISITES: MSC 620, MSC 623, MSC 641

INSTRUCTOR: Staff

EXTENSION: 215-590-8201/267-249-9452

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

LOCATION: Lincoln University
Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
This course introduces students to the interdisciplinary study of ‘gender’, cultivates an appreciation for the contributions gender studies has made to the different disciplines within the social sciences, inculcates in students an ability to analyze contemporary social and development issues through a ‘gender’ lens, and develops an awareness/sensitivity for addressing gender related issues in counseling. The course will bring together theories, approaches and methodologies from feminism, masculinities and queer studies. It complements, builds upon and critically re-visits all other counseling courses taken by students in the Master of Science in Counseling program.

Pre-requisites:

REQUIRED TEXT(S)/MATERIALS:


COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

4. Analyze sociocultural differences and the concept of intersectionality as it relates to gender.
5. Compare and contrast selected feminist and womanist theories that are related to gender and identity.
6. Demonstrate an understanding of consultative and counseling skills regarding assessment techniques with males and females.
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

57. Compare and contrast relevant theories as it relates to counseling.
58. Ethically utilize appropriate counseling techniques with various populations.
59. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
60. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze sociocultural differences and the concept of intersectionality as it relates to gender (PSLO1&amp;2)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Reflection papers</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Final exam</td>
<td>Direct</td>
</tr>
<tr>
<td>Compare and contrast selected feminist and womanist theories that are related to gender and identity (PSLO1&amp;2)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Reflection papers</td>
<td>Indirect</td>
</tr>
<tr>
<td>Demonstrate an understanding of consultative and counseling skills regarding assessment techniques with males and females (PSLO1)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Reflection papers</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Final exam</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Reflection papers (5) 50%
Final Exam 40%
Class attendance and participation 10%

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 3, 5, 7, 9, 11 Reflection Papers
Week 13 Final Exam
UNIVERSITY ATTENDANCE POLICY:

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COURSE TITLE: Happiness, Mindfulness, and Mental Health

COURSE NUMBER: MSC 653

TERM: Spring 2015

PREREQUISITES: MSC 613
MSC 623
MSC 641

INSTRUCTOR: Staff

EXTENSION: 215-590-8201/267-249-9452

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5

MEETING TIME: LOCATION:

Lincoln University Graduate Center 3020 Market Street Philadelphia, PA 19104

COURSE DESCRIPTION:
While there is no shortage of lay theories and self-help literature that offer advice on how to achieve “the good life,” this seminar will examine the nature of mindfulness and happiness and its utility in a therapeutic or consultative environment. Recent empirical research will be reviewed, and students will be asked to apply the information in several written assignments and in class discussion. While the main goal of this course is to extend student understanding of clinical and empirical research on the topic of happiness, they will be invited to apply some of the research findings on happiness to their own life and clinical practice.

REQUIRED TEXT(S)/MATERIALS:

COURSE STUDENT LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

1. compare and contrast relevant theories that are related to mindfulness and happiness.
2. explain the clinical application of subjective well being.
3. critically how happiness is socially constructed and impacted by multicultural issues (e.g., ethnicity, gender, sexual orientation, age, socioeconomic status, etc.)
PROGRAM STUDENT LEARNING OUTCOMES:

Students exiting the Master of Science in Counseling Program will be able to

- 61. Compare and contrast relevant theories as it relates to counseling.
- 62. Ethically utilize appropriate counseling techniques with various populations.
- 63. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
- 64. Utilize qualitative and quantitative forms of data collection and inquiry.

DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare and contrast relevant theories that are related to mindfulness and happiness (PSLO1&amp;3)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td>explain the clinical application of subjective well being (PSLO1)</td>
<td>Short essays Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>critically how happiness is socially constructed and impacted by multicultural issues (e.g., ethnicity, gender, sexual orientation, age, socioeconomic status, etc.) (PSLO1&amp;3)</td>
<td>Short essays Final Paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Subjective Well Being Paper 30%
Short essays (2) 20%
Final paper 30%
Class attendance (on-time) and participation 10%

*Tardiness will not be tolerated and more than two excused absences will result in a loss of total points for the course. Papers submitted late will receive a half-letter grade for each day that passes. In the event that students anticipate being late, contact the instructor immediately so that your paper can be submitted on-time.
SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Weeks 3 and 6  Students will complete and submit short essays related to current trends in ethics in counseling

Week 9  Research Program Paper

Week 12  Final Paper

UNIVERSITY ATTENDANCE POLICY:

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STUDENT DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

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COURSE TITLE: Counseling and Consultation of Adolescents

COURSE NUMBER: MSC 654

TERM: Spring 2014

PREREQUISITES: MSC 610
MSC 611
MSC 621

INSTRUCTOR: Staff

EXTENSION: 215-590-8201

OFFICE: EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F 9-5
MEETING TIME: LOCATION: Lincoln University

Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:
An overview of the basic concepts of research and theory (both historical and current) in the field of adolescent psychology is essential for individuals to grasp the developmental and sociological functioning of adolescents. This course will utilize scholarly inquiry and will be self-directed in the form of an independent research project. The basic concepts of research and theory will be measured by the quizzes, papers, and examinations administered in class.

As the basic concepts of adolescent psychology are attained, critical thinking/perspectives will be developed as individuals are asked in large and small groups to compare and contrast research designs, cultural constructs, and social interventions. Developing a critical perspective is essential to predict behavioral and affective outcomes and formulate hypotheses for future research/clinical endeavors related to adolescent psychology.

Finally, through discussions, in-class writings, and class activities students will be able to assess their own development and assumptions as they relate to social and cultural expectations about adolescents and research targeted at this population.

REQUIRED TEXT(S)/MATERIALS:


**COURSE STUDENT LEARNING OUTCOMES:**

Students who complete this course successfully will be able to:

7. analyze sociocultural differences as it relates to adolescent functioning.
8. compare and contrast selected theories that subsume adolescent cognitive, moral, and behavioral functioning.
9. identify developmental and physiological changes during adolescence.
10. critically discuss consultative and counseling skills regarding assessment techniques with adolescents.

**PROGRAM STUDENT LEARNING OUTCOMES:**

Students exiting the Master of Science in Counseling Program will be able to

65. Compare and contrast relevant theories as it relates to counseling.
66. Ethically utilize appropriate counseling techniques with various populations.
67. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
68. Utilize qualitative and quantitative forms of data collection and inquiry.

**DIRECT AND INDIRECT ASSESSMENT MEASURES FOR EACH SLO** (Corresponding Program Student Learning Outcomes are also indicated next to each SLO)

<table>
<thead>
<tr>
<th>Student Learner Outcome</th>
<th>Measures</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze sociocultural differences as it relates to adolescent functioning (PSLO1&amp;3)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Movie Critique</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Dear Expert Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Compare and contrast selected theories that subsume adolescent cognitive, moral, and</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td>behavioral functioning (PSLO1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movie Critique</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Dear Expert Paper</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Identify developmental and physiological changes during the time of adolescence (PSLO1)</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Critically discuss consultative and counseling skills regarding assessment techniques</td>
<td>Class discussion</td>
<td>Indirect</td>
</tr>
<tr>
<td>with adolescents (PSLO1&amp;3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.
CALCULATION OF FINAL GRADES:

Movie Critique (2) 30%
Dear Expert Paper 20%
Final Paper 40%
Class attendance and participation 10%

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

Week 5 and 10 Movie Critique and Presentation
Week 7 Dear Expert Paper
Week 13 Final Paper

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COURSE TITLE: Counseling Internship: Practicum and Supervised Counseling Experience

COURSE NUMBER: MSC 640 / MSC 650

TERM: Fall, 2014

PREREQUISITES: MSC 610, MSC 611, MSC 612, MSC 613, MSC 622, MSC 631, MSC 632

INSTRUCTOR:

EXTENSION: 215-590-8201/267-249-9452

OFFICE: Graduate Center

EMAIL/CONTACT NUMBER:

OFFICE HRS: M-F

MEETING TIME:

LOCATION: Lincoln University
Graduate Center
3020 Market Street
Philadelphia, PA 19104

COURSE DESCRIPTION:

This course is designed to provide oversight and academic supervision for internship placement in a mental/counseling agency setting. The student is expected to provide a variety of counseling services in an approved community human services agency under the site supervision of a licensed counselor or other qualified professional. Course work will focus on case supervision and discussion of counseling theories and skills to complete the internship experience. Students must complete a total of 700 hours at the approved site with no less than 150 direct contact hours over the course of two semesters.

Pre-requisites: Must have an identified approved clinical site for internship and must have a designated licensed professional as a supervisor.

REQUIRED TEXT(S)/MATERIALS:

No textbook is required for this course. However, students are expected to make use of counseling textbooks and other references in analyzing and enhancing their understanding of textbooks and other references in analyzing and enhancing their understanding and performance of the role of counselor. Handouts will be used as deemed appropriate by the instructor. The following are recommended references:


Students will also be expected to use current journal articles in the counseling field as references.

**COURSE STUDENT LEARNING OUTCOMES:**

**Students who complete this course successfully will be able to:**

1. Apply counseling skills to a broad variety of populations, settings, and problems.
2. Demonstrate an understanding of the salient aspects of an actual case in progress, including diagnostics, features, assessment processes, treatment planning, and methods and skills.
3. Analyze ethical dilemmas in ongoing clinical practice, and develop action plans for their resolution.
PROGRAM STUDENT LEARNING OUTCOMES:
Students exiting the Master of Science in Counseling Program will be able to

1. Compare and contrast relevant theories as it relates to counseling.
2. Ethically utilize appropriate counseling techniques with various populations.
3. Apply relevant theories to communicate (written, oral, kinesthetic) effectively for positive therapeutic outcomes.
4. Utilize qualitative and quantitative forms of data collection and inquiry.

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</tr>
</thead>
<tbody>
<tr>
<td>Apply counseling skills to a broad variety of populations, settings, and problems (PSLO1&amp;2)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstrate an understanding of the salient aspects of an actual case in progress, including diagnostics, features, assessment processes, treatment planning, and methods and skills (PSLO3)</td>
<td>Case Review/Oral presentations</td>
<td>Direct</td>
</tr>
<tr>
<td>Analyze ethical dilemmas in ongoing clinical practice, and develop action plans for their resolution (PSLO2)</td>
<td>Final paper</td>
<td>Direct</td>
</tr>
</tbody>
</table>

The primary indirect measure will be the course evaluations completed by students at the end of the semester.

CALCULATION OF FINAL GRADES:

Oral/Case presentations 30%

Final paper 30%

Completion of Internship Hours, on-site supervisor evaluation, and self-assessment 40%

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

| Weeks 4-14 | Students will be expected to present at least two cases before the conclusion of the semester |
| Week 13    | Documentation of 100 Practicum Hours |
Week 13  Final paper due (10-12 pages, APA format on the clinical topic of your choice. Consult with your instructor before writing.)

Week 28 (Internship II)  Completion and documentation of 700 clock hours in an approved mental health setting with no less fewer than 150 direct contact hours and 35 documented supervision hours.

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