



School of Psychology and Counseling

The School of Psychology and Counseling provides graduate programs for professional training for practicing clinicians, educators, and other human service workers as well as people changing careers or entering the work force. Typically, these individuals are older than average graduate students and have a wide range of non-traditional experience in counseling and other fields.

Diverse Populations and Perspectives

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

Licensure

Some concentrations in Counseling Psychology prepare students for the licensure which is increasingly necessary for many counseling careers. Other concentrations are available for students whose career goals do not require licensure.

Ever-changing professional licensure standards make it necessary for the program charts in this catalog to change occasionally. Updated academic requirements and further detailed requirements for practicum/internship and licensure are available from the Counseling Psychology Office or program coordinator. Students are responsible for knowing the detailed requirements of their concentration. Students should examine updated licensing/certification requirements closely and seek advising to determine whether work sites and supervision are appropriate for the credentials sought.

On-going training

After completing a master's degree, continuing graduate education is typically required to maintain licensure. Cambridge College courses and workshops can meet this on-going need for alumni.

Faculty

Most faculty members are licensed professionals in their respective fields.

Advising and Professional Seminar

Admissions counselors give applicants an overview of the College's academic programs and assist with the application process. Program coordinators are available for academic advising.

Orientation — Just before each term begins, all new students attend an Orientation/Registration session at which Professional Seminar faculty and program coordinators provide group course advising, and students receive assistance with course registration.

PROFESSIONAL SEMINAR — All students are required to take the three-term Professional Seminar consecutively in their first three terms, with no interruption. Seminars focus on professional issues and support professional development. Students bring the wealth of their individual experiences to the Professional Seminar and learn from the collective knowledge of all. They advise, support, and network with one another throughout their program and thereafter.

- **Seminar Leader Advising** — The Professional Seminar instructor is the students' academic adviser for the duration of the program, and schedules periodic individual meetings with students, and will explain about keeping advising notes. The Seminar is a place to get explanations of the practicum and internship, prerequisites, and obtaining placements; and to seek individual advising. The instructor also signs off on independent study, leave of absence, and graduation clearance. All questions about the academic program should be addressed to the Professional Seminar instructor.
- **Independent Research Project (IRP)** — The instructor also provides step by step instruction for creating the IRP. He or she teaches how to choose a topic for research. The course also explores the fundamentals of research and research design, and presents guidelines for completing the IRP over the three terms. The seminar leader has responsibility for supervising and approving the IRP.

Program Coordinator Advising — Students in licensure/certification programs are responsible to seek additional advising from their program coordinator regarding program-specific issues and field placements.

Writing Assessment and Support

A writing assessment is conducted in the first professional seminar meeting. Results are communicated to the seminar leader, who refers students to writing courses and the Academic Support Center.

Federal and State Regulations

Legal status as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621. This applies to teacher, administrator, and counseling licensures.

State requirements prior to practicum/internship — Students seeking a field experience placement in schools, mental health, or public health programs and facilities are responsible for complying with all policies and procedures of the state and facility where they seek a practicum/internship placement, including:

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

State Regulations Regarding Licensure Programs — Licensure requirements are governed by each state. Cambridge College licensure programs are approved by the Massachusetts Department of Elementary and Secondary Education (MA DESE). Students are responsible for checking with the appropriate state licensure entity to determine whether Cambridge College programs are accepted for licensure in their state.

Licensure Practicum/Internship — Practicum/Internship students are guided and evaluated by a licensed/certified counselor in the classroom and by a licensed/certified Cambridge College supervisor. Practicum/Internship locations are subject to state regulations and are to be approved by the academic/program coordinator or regional center director. Prospective students are responsible for discussing options for licensure practicum/internship with academic/program coordinators or regional center directors prior to program enrollment.



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

The acceptability of a practicum, internship, or clinical site is determined by the program coordinator, the instructor, and the practicum/internship coordinator in accordance with current criteria.

Students are not allowed to register for a second internship course if they have an Incomplete grade in the prior term(s) of a practicum or internship.

Review of Progress and Practice

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

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

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

Guidelines for Students' Professional Behavior

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

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



Master of Education With Concentration and Program Options

Counseling Psychology

36 credits: Core program — Pre-licensure

42 credits: Trauma Studies — CTS

42 credits: Addiction Counseling — CADAC, LADC

51 credits: Addiction Counseling and Trauma Studies — CADAC, LADC, CTS

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

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

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

Professional Seminar & Research

credits

CCP691-693 Professional Seminar — 3 terms @ 2 credits6

CCP800 Independent Research Project — taken with Seminar III . . .3

Workshops (no courses may be substituted)

- *Core program:* CCP590 two workshops @ 1 credit2
- *Addictions option:* CCP590 one workshop1
- *Trauma option:* CCP590 one workshop1
- *Addictions and Trauma option* — none may be taken0

Counseling Psychology Courses

CCP501 Introduction to Counseling1

CCP540 Personality & Counseling Theory3

CCP550 Basic Counseling Skills: Rogerian Therapy3

CCP650 Group Dynamics/Group Counseling & Human Systems 3

Practicum & Internship

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

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

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

CCP520 Counseling Practicum/SAC Field Experience I3

CCP641 Counseling Internship/SAC Field Experience II3

Three Elective Courses — Core program only9

Two electives must be in Counseling Psychology, one may be in a related field.

PROGRAM OPTIONS

Core program modified as noted above, additional courses below, **and** choose Addictions or Trauma block, or both Addictions and Trauma:

credits

CCP615 Psychopathology **or**

CCP614 Child & Adolescent Psychopathology3

CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners3

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

CCP510 Ethics & Boundaries in Substance Abuse Counseling . . .1

CCP640 Addiction Disorders3

CCP606 Family Treatment of Substance Abuse.3

CCP720 Psychopharmacology in Addictions & Mental Health Counseling.3

Trauma — Professional training in crisis intervention and trauma treatment, education and prevention, leading to certification.

CCP607 Disaster Mental Health1

CCP724 Post Traumatic Stress Reactions.3

CCP727 Clinical Interventions for Combat Stress & Trauma **or**

CCP729 Trauma Intervention in School Settings3

CCP728 Trauma-specific Interventions3

Addictions and Trauma

Take both Addictions and Trauma blocks, above20

Cambridge College strives to cover academic requirements for:

- Certified Alcohol & Drug Abuse Counselor (CADAC) certification by MBSACC and Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- Certified Trauma Specialist (CTS), a credential from the Association of Traumatic Stress Specialists, International Certification Board (ATSS).

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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



Master of Education With Concentration and Program Options

Mental Health Counseling

62 credits: Core program — LMHC

62 credits: Addiction Counseling — LMHC, CADAC, LADC

62 credits: Trauma Studies — LMHC, CTS

72 credits: Addiction Counseling & Trauma Studies — LMHC, CADAC, LADC, CTS

MENTAL HEALTH COUNSELING provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society.

Learning Outcomes — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and

mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology, and conduct their own research project. They become familiar with state regulations applicable to mental health practice and licensure.

YEAR 1

| Professional Seminar & Research | credits |
|--|---------|
| CCP691-693 Professional Seminar — 3 terms @ 2 credits | 6 |
| CCP518 Research Design & Evaluation. | 3 |
| CCP800 Independent Research Project — taken with Seminar III . . . | 3 |

Workshops (no courses may be substituted)

- *Core program*: CCP590 one workshop 1
- *Addictions and/or Trauma options* — none may be taken 0

Counseling Practice Courses

| | |
|--|---|
| CCP501 Introduction to Counseling | 1 |
| CCP540 Personality & Counseling Theory. | 3 |
| CCP550 Basic Counseling Skills: Rogerian Therapy | 3 |
| CCP615 Psychopathology <i>or</i> | |
| CCP614 Child & Adolescent Psychopathology | 3 |
| CCP630 Human Development Across the Lifespan. | 3 |
| CCP650 Group Dynamics/Group Counseling & Human Systems | 3 |

Practicum & Internship

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

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

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

| | |
|---|---|
| CCP520 Counseling Practicum/SAC Field Experience I. | 3 |
| CCP641 Counseling Internship/SAC Field Experience II. | 3 |

YEAR 2

| Internship | credits |
|--|---------|
| CCP700 Internship Seminar/SAC Field Experience III | 3 |
| CCP701 Advanced Internship Seminar/SAC Field Experience IV . . . | 3 |

Professional Identity, Function & Ethics

| | |
|---|---|
| CCP730 The Practice of Mental Health Counseling | 3 |
| CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners | 3 |

| | |
|--|---|
| Social/Cultural | 3 |
| CCP754 Perspectives in Cross-Cultural Counseling | |

Assessment/Appraisal

| | |
|--|---|
| CCP626 Assmt/Appraisal Proc: Projective Testing. | 3 |
|--|---|

Special Treatment Issues — Core program only, choose one 3

| | |
|---|--|
| CCP616 Counseling in the Schools | |
| CCP617 School Adjustment Counseling/School Social Work | |
| CCP640 Addiction Disorders | |
| CCP670 Career Counseling | |
| CCP680 Human Sexuality | |
| CCP710 Marriage & Family Therapy: Basic Counseling Skills | |

Two Elective Courses — Core program only 6

One elective must be in counseling psychology, one may be in education or a mediation course in the graduate management curriculum.

PROGRAM OPTIONS

Core program Year 1-2 modified as noted above, *and* choose Addictions, Trauma, or both. See next page.

Continued → on next page



Continued

Mental Health Counseling

PROGRAM OPTIONS

Core program modified as noted above, **and** choose Addictions or Trauma block below, or both Addictions and Trauma:

Addictions (includes LMHC special treatment issues)

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

| | | |
|--------|--|---|
| CCP510 | Ethics & Boundaries in Substance Abuse Counseling | 1 |
| CCP640 | Addiction Disorders | 3 |
| CCP606 | Family Treatment of Substance Abuse. | 3 |
| CCP720 | Psychopharmacology in Addictions & Mental Health Counseling. | 3 |

Trauma (includes LMHC special treatment issues)

Professional training in crisis intervention and trauma treatment, education and prevention, leading to certification.

| | | |
|--------|---|---|
| CCP607 | Disaster Mental Health | 1 |
| CCP724 | Post Traumatic Stress Reactions. | 3 |
| CCP727 | Clinical Interventions for Combat Stress & Trauma | 3 |
| CCP728 | Trauma-specific Interventions | 3 |

Addictions and Trauma

Take both Addictions and Trauma blocks, above 20

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

- Licensed Mental Health Counselor (LMHC) licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master’s supervised clinical practice.
- Certified Alcohol & Drug Abuse Counselor (CADAC) certification by MBSACC and Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- Certified Trauma Specialist (CTS), a credential from the Association of Traumatic Stress Specialists, International Certification Board (ATSS).

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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



Master of Education With Concentration and Program Option

Marriage & Family Therapy

71 credits: Core program — MFT, LMHC

78 credits: with Addiction Counseling — MFT, LMHC, CADAC, LADC

MARRIAGE & FAMILY THERAPY provides graduate level professional training for marriage and family therapy and mental health counseling licensure. The program has a strong commitment to an evolving multicultural society. Students gain a systems-based perspective on working with traditional and non-traditional families and couples.

Learning Outcomes — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; and consultation to organizations and communities. They study hu-

man development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed at preventing such disorders. They survey research design and methodology, and conduct their own research project. They become familiar with state regulations applicable to mental health practice and licensure.

YEAR 1

| Professional Seminar & Research | credits |
|--|---------|
| CCP691-693 Professional Seminar — 3 terms @ 2 credits | 6 |
| CCP518 Research Design & Evaluation. | 3 |
| CCP800 Independent Research Project — taken with Seminar III . . . | 3 |

Workshops (no courses may be substituted)

- *Core program, Addictions option:* CCP590 one workshop 1

Counseling Practice Courses

| | |
|--|---|
| CCP501 Introduction to Counseling | 1 |
| CCP540 Personality & Counseling Theory. | 3 |
| CCP550 Basic Counseling Skills: Rogerian Therapy | 3 |
| CCP615 Psychopathology <i>or</i> | |
| CCP614 Child & Adolescent Psychopathology | 3 |
| CCP630 Human Development Across the Lifespan. | 3 |
| CCP650 Group Dynamics/Group Counseling & Human Systems | 3 |

Practicum & Internship

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

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

| | |
|---|---|
| CCP520 Counseling Practicum/SAC Field Experience I. | 3 |
| CCP641 Counseling Internship/SAC Field Experience II. | 3 |

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

YEAR 2

| Internship | credits |
|--|---------|
| CCP700 Internship Seminar/SAC Field Experience III | 3 |
| CCP701 Advanced Internship Seminar/SAC Field Experience IV . . . | 3 |

Professional Identity, Function & Ethics

| | |
|---|---|
| CCP730 The Practice of Mental Health Counseling | 3 |
| CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners | 3 |

| | |
|--|---|
| Social/Cultural | 3 |
| CCP754 Perspectives in Cross-Cultural Counseling | |

Assessment/Appraisal

| | |
|--|---|
| CCP626 Assmt/Appraisal Proc: Projective Testing. | 3 |
|--|---|

Marriage & Family (includes LMHC special treatment issues)

- *Core program:* choose six courses below 18
- *Addictions option:* choose five courses, not CCP606 15

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

PROGRAM OPTION

Core program modified as noted above, *and* choose Addictions (see next page).

Continued → on next page



Continued

Marriage & Family Therapy

PROGRAM OPTION (cont.)

Core program modified as noted above, **and** choose Addictions block below:

Addictions (includes LMHC special treatment issues)

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

| | | |
|--------|--|---|
| CCP510 | Ethics & Boundaries in Substance Abuse Counseling | 1 |
| CCP640 | Addiction Disorders | 3 |
| CCP606 | Family Treatment of Substance Abuse. | 3 |
| CCP720 | Psychopharmacology in Addictions & Mental Health Counseling. | 3 |

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

- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- LMFT licensure by the Mass. Board of Registration. Candidates must also pass another exam. The post-master's clinical practice must be structured to meet LMFT regulations. Students will be able to use their LMHC to apply to insurance companies as independent practitioners.
- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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



Master of Education With Concentration and Program Options

School Adjustment & Mental Health Counseling

65 credits: Core program — DESE, LMHC

75 credits: Addiction Counseling — DESE, LMHC, CADAC, LADC

71 credits: Trauma Studies — DESE, LMHC, CTS

SCHOOL ADJUSTMENT and MENTAL HEALTH COUNSELING trains mental health professionals to work within the school culture and in clinical settings, serving the mental health needs of PreK-12 students and their families. The use of evidence-based counseling strategies when working with children and adolescents in school settings is emphasized. Students are prepared to meet the licensing standards for the Board of Allied Mental Health Providers and the Massachusetts Department of Elementary and Secondary Education.

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

YEAR 1

Professional Seminar & Research credits

CCP691-693 Professional Seminar — 3 terms @ 2 credits
begin in first term 6

Includes clinical journal, assessments, professional growth plan.

Take Communication & Literacy test (MTEL) in term 1 or 2.

CCP518 Research Design & Evaluation. 3

CCP800 Independent Research Project — on a topic related to school adjustment counseling; taken with Seminar III . . 3

Workshops (no courses may be substituted)

- *Core program, Addictions option:* CCP590 one workshop. 1
- *Trauma option:* none may be taken 0

Counseling Practice Courses

CCP501 Introduction to Counseling 1

CCP540 Personality & Counseling Theory. 3

CCP550 Basic Counseling Skills: Rogerian Therapy 3

CCP614 Child & Adolescent Psychopathology 3

CCP617 School Adjustment Counseling/School Social Work . . . 3

CCP630 Human Development Across the Lifespan 3

CCP650 Group Dynamics/Group Counseling & Human Systems 3

Mental Health Practicum/Internship—see next page

CCP520 Counseling Practicum/SAC Field Experience I. 3

CCP641 Counseling Internship/SAC Field Experience II. 3

PROGRAM OPTIONS

Core program Year 1-2 modified as noted on this page **and** choose Addictions or Trauma. See next page.

YEAR 2

Professional Identity, Function & Ethics credits

CCP730 The Practice of Mental Health Counseling 3

CCP622 Ethics & Professional Issues for School Counselors
& Mental Health Practitioners 3

Social/Cultural

CCP754 Perspectives in Cross-Cultural Counseling 3

Assessment/Appraisal

CCP624 Assmt/Appraisal Proc: Intelligence & Achiev Testing . . . 3

CCP626 Assmt/Appraisal Proc: Projective Testing. 3

Working with Children, Families & Community — choose one . . . 3

CCP561 Counseling Techniques with Multi-Problem Families
in Changing Communities

CCP715 Multicultural Counseling: Children, Adolescents in Context

Special Treatment Issues — Core program only, choose one 3

CCP606 Family Treatment of Substance Abuse

CCP640 Addiction Disorders

CCP724 Post Traumatic Stress Reactions

School Adjustment Field Experience—see next page

Prerequisites

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

CCP700 Internship Seminar/SAC Field Experience III 3

CCP701 Advanced Internship Seminar/SAC Field Experience IV . 3

CCP708 School Adjustment Counseling Exit Portfolio 0

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Continued

School Adjustment & Mental Health Counseling

School Adjustment Field Experience / Mental Health Internship

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

The SAC supervising practitioner must have both clinical and DESE licensure, and be acting in an SAC role.

- 900 hours total (minimum); 225 hours in each of four terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520 and 641),
- SAC field experience recommended in second year (CCP700-701).
 - ▶ School placement must be approved by the SAC coordinator.
 - ▶ 450 hours (minimum), completed in two sequential terms.
 - ▶ In one school setting approved by the SAC coordinator and DESE.
 - ▶ Intern must work in SAC role with children, adolescents and families.

The SAC field experience is guided and evaluated by a licensed/certified clinical counselor in the classroom and by a licensed/certified Cambridge College site visiting supervisor. Practicum/field experience locations are subject to state regulations and are to be approved by the program coordinator or regional center director.

Prospective SAC students are responsible for:

- Checking with the appropriate state licensure entity to determine whether this program is accepted for licensure in their state.
- Discussing options for licensure practicum with the program coordinator or regional center director prior to enrollment.
- *Addictions option:* Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.
- *Trauma option:* Must include documented counseling experience related to trauma.

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

- School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Mass. Dept. of Elementary & Secondary Education as preparation for initial licensure.
- Mental health counseling licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.
- Certified Trauma Specialist (CTS), a credential from the Association of Traumatic Stress Specialists, International Certification Board (ATSS).

PROGRAM OPTIONS

Core program modified as noted above, **and** choose Addictions or Trauma block below:

Addictions (includes LMHC special treatment issues)

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

| | | |
|--------|--|---|
| CCP510 | Ethics & Boundaries in Substance Abuse Counseling | 1 |
| CCP640 | Addiction Disorders | 3 |
| CCP606 | Family Treatment of Substance Abuse. | 3 |
| CCP720 | Psychopharmacology in Addictions & Mental Health Counseling. | 3 |

Addictions—choose one elective 3

| | |
|--------|--|
| CCP627 | Family Assessment from a Multicultural Perspective |
| CCP631 | The Counselor in the Forensic Environment |
| CCP670 | Career Counseling |
| CCP695 | Counseling & Consulting Techniques Lab |
| CCP710 | Marriage & Family Therapy: Basic Counseling Skills |
| CCP716 | Cognitive Behavior Therapy: Theory & Practice |
| CCP724 | Post Traumatic Stress Reactions |
| CCP725 | Psychopharmacology |

Trauma (includes LMHC special treatment issues)

Professional training in crisis intervention and trauma treatment, education and prevention, leading to certification.

| | | |
|--------|--|---|
| CCP607 | Disaster Mental Health | 1 |
| CCP724 | Post Traumatic Stress Reactions. | 3 |
| CCP728 | Trauma-specific Interventions | 3 |
| CCP729 | Trauma Intervention in School Settings | 3 |

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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

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



Master of Education Leading to Massachusetts INITIAL LICENSURE

School Guidance Counseling

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

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

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

FALL or Term 1

| | | |
|--|--|---|
| CSG691 | Professional Seminar I: School Guidance Counseling & Graduate Research (Includes clinical journal, assessments, advisement, professional growth plan)* | 2 |
| Take state test(s) required for licensure. | | |
| CCP501 | Introduction to Counseling | 1 |
| CCP540 | Personality & Counseling Theory | 3 |
| CCP616 | Counseling in the Schools* | 3 |
| CSG695 | Counseling & Consulting Techniques Lab (practicum req.)* | 3 |
| Pre-Practicum — 75 hours of directed field-based training in conjunction with each of the five Term 1 courses (practicum req.) | | |
| .0 | | |

SPRING or Term 2

| | | |
|--------|--|---|
| CSG692 | Professional Seminar II* | 2 |
| CCP630 | Human Development Across the Lifespan | 3 |
| CCP650 | Group Dynamics/Group Counseling & Human Systems | 3 |
| CCP715 | Multicultural Counseling: Children, Adolescents in Context | 3 |
| CSG789 | Practicum Fieldwork & Seminar — 100 hours* | 2 |

SUMMER or Term 3

| | | |
|--------|---|---|
| CSG693 | Professional Seminar III* | 2 |
| CSG800 | Independent Research Project in Guidance — take with Seminar III* | 3 |
| CCP622 | Ethics & Professional Issues for School Counselors & Mental Health Practitioners | 3 |
| CCP624 | Assmt/Appraisal Proc: Intelligence & Achiev Testing | 3 |

Internship Prerequisites

- *Successful practicum evaluation* by practicum supervisor.
- *Positive recommendations* by practicum/internship coordinator and practicum supervisor.
- Pass all teacher tests required by your state for this license. Massachusetts: Communication & Literacy test (MTEL).
- Complete and pass all term 1, 2 & 3 courses & CSG800.

FALL, SPRING or Term 4

| | | |
|---|-------------------|---|
| CCP670 | Career Counseling | 3 |
| CSG790-791 Internship Fieldwork & Seminar* | | 3 |
| 2 terms @300 hours, 600 hours total, guided and evaluated by a licensed/certified guidance counselor in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to state regulations and are to be approved by the program coordinator or regional center director. | | |
| for PreK-8: register for CSG790 C and CSG791 C | | |
| for 5-12: register for CSG790 E and CSG791 E | | |

One-term 600-hour Internship option available for Massachusetts and Virginia students.

SPRING, FALL or Term 5

| | | |
|---|--|---|
| Counseling or Special Education Elective; CCP613 Counseling the College Bound Student (recommended for grades 5-12) | | |
|3 | | |
| CSG790-791 Internship Fieldwork & Seminar, continued* | | 3 |
| for PreK-8: register for CSG790 D and CSG791 D | | |
| for 5-12: register for CSG790 F and CSG791 F | | |

Completed Exit Portfolio required for internship credit.

* Core courses

Sequence may be modified to suit the needs of the cohort.

Prospective students are responsible for:

- Checking with the appropriate state licensure entity to determine whether this program is accepted for licensure in their state.
- Discussing options for licensure practicum with the program coordinator or regional center director prior to enrollment.

Admission requirements: Bachelor's degree and other general requirements.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Massachusetts State Standards & MEd Course Work

School Adjustment Counselor/School Social Worker

- a. Principles of therapeutic relationships CCP501, CCP520, CCP550, CCP641, CCP650, CCP691-693, CCP700-701
- b. Theories of normal and abnormal intellectual, social, and emotional development CCP540, CCP630, CCP614
- c. Learning disorders, including emotional issues affecting student achievement, and their treatment CCP614, CCP617, CCP624, CCP641, CCP700-701
- d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students CCP606, CCP640, CCP641, CCP724, CCP729
- e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. CCP624, CCP626
- f. Techniques for communicating and working with families and school and community personnel CCP520, CCP561, CCP617, CCP641, CCP700-701, CCP715, CCP754
- g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations CCP617
- h. Knowledge of medical conditions and medication related to physical disabilities learning disorders CCP614, CCP615, CCP725
- i. Federal and state laws and regulations addressing the legal rights of students and families. CCP510, CCP520, CCP617, CCP622, CCP715

School Guidance Counseling

- a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor. CCP616, CSG691, CSG790-791
- b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents CCP616, CCP624, CSG691, CSG789, CSG790-791
- c. Psychology of learning CCP614, CCP630, CSG790-791
- d. Understanding of the diagnosis and treatment of learning and behavior disorders CCP624, CSG790-791
- e. Theories of normal and abnormal intellectual, social, and emotional development CCP540, CCP614, CCP630, CSG790-791
- f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students CCP616, CSG790-791
- g. Philosophy, principles and practices in school guidance counseling CCP501, CCP616, CSG789, CSG790-791
- h. Career counseling CCP670, CSG790-791
- i. Federal, state, municipal, and school laws and regulations CCP622, CCP715, CSG789, CSG790-791
- j. Resources within the school system or the community for referral CCP616, CCP624, CCP715, CSG790-791
- k. Knowledge of statistics, research design, and research in guidance counseling CCP691-693, CSG800
- l. Group counseling and group leadership CCP650, CCP715, CSG790-791
- m. Development of skills for consultation with parents, teachers, and administrators CCP613, CCP715, CSG695, CSG790-791
 - i. College counseling and use of college and other post-secondary materials (gr. 5-12) CCP613, CSG790-791
 - ii. A practicum of 450 hours in an educational setting CCP501, CSG691-693, CSG790-791
 - iii. Passing score on the Communication and Literacy Skills Test. CCP501, CSG691-693, CSG790-791



Master of Education With Concentration

Psychological Studies

36 credits — Non-licensure

PSYCHOLOGICAL STUDIES is a non-licensure graduate program that introduces students to a broad range of psychological perspectives, with a strong commitment to an evolving multicultural society.

Careers — Graduates may be eligible for advancement in human service careers that do not require licensure.

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

Professional Seminar & Research **credits**

- CCP691-693 Professional Seminar — 3 terms @ 2 credits6
- CCP800 Independent Research Project — taken with Seminar III . . .3

Workshops (no courses may be substituted)

- CCP590 two workshops @ 1 credit.2

Counseling Psychology Courses

- CCP501 Introduction to Counseling 1
- CCP540 Personality & Counseling Theory.3
- CCP550 Basic Counseling Skills: Rogerian Therapy3
- CCP650 Group Dynamics/Group Counseling & Human Systems 3

Five 3-credit Elective Courses 15

Graduate level electives must be chosen with approval of faculty advisor/professional seminar leader. Four elective courses must be in Counseling Psychology; one may be in any field.



Graduate Certificate

Trauma Studies

16 credits • Certified Trauma Specialist • Certified Trauma Responder • Certified Trauma Service Specialist

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

Careers — Upon completion, students will be qualified to provide trauma-specific services and work in crisis and disaster response teams. They will be academically eligible for international certification.

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

| | credits |
|--|---------|
| CCP615 Psychopathology <i>or</i> | |
| CCP614 Child & Adolescent Psychopathology | 3 |
| CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners | 3 |
| Trauma | |
| CCP607 Disaster Mental Health (no courses may be substituted) . . . | 1 |
| CCP724 Post Traumatic Stress Reactions. | 3 |
| CCP727 Clinical Interventions for Combat Stress & Trauma <i>or</i> | |
| CCP729 Trauma Intervention in School Settings | 3 |
| CCP728 Trauma-specific Interventions | 3 |

Students who previously completed any of the listed courses shall consult with the program coordinator for substitute course work to meet the requirement of 16 credits.

Admission requirements

- Bachelor's degree and other general requirements.
- Interview with and approval of program director.

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

CERTIFICATION OPPORTUNITIES

Depending on the highest degree completed, students may apply for the following certifications:

Certified Trauma Specialist (CTS) — For counselors, clinicians and treatment specialists who provide individual, group, and/or family counseling, therapy, or support groups:

- Master's degree in counseling or related field.

Certified Trauma Responder (CTR) — For those who provide crisis intervention and management, crisis and peer counseling, and trauma response.

- Bachelor's degree and other general requirements (see Admission).
- 40 hours of documented experience on a crisis response team.

Certified Trauma Service Specialist (CTSS) — For those who provide crisis intervention, crisis support, advocacy, or victim assistance.

- Bachelor's degree or high school diploma/GED.
- At least one year of experience in crisis intervention.

Certification by ATSS — Cambridge College strives to offer the appropriate educational requirements for certification by the Association of Traumatic Stress Specialists, International Certification Board (ATSS). Additional ATSS requirements must be met in order to be certified. The levels of certification have differing requirements. Please refer to ATSS Info or the program guide for further information. Supervised clinical practice hours may be completed through the practicum/internship placements that are part of a Cambridge College degree program.

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



Graduate Certificate

Alcohol & Drug Counseling

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

ADDICTIONS COUNSELING is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

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

Courses

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

Practicum

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

| | | |
|--------|--|---|
| ADC521 | Practicum Seminar in Alcohol & Drug Counseling | 3 |
|--------|--|---|

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

Admission requirements

- High school diploma or bachelor's degree.
- Interview with and approval of program director.

Transfer credit — These graduate-level certificate courses may be evaluated for transfer into a Cambridge College degree program. Courses must meet current program requirements and credit limits at time of matriculation.

- Applicants with a bachelor's degree may request transfer into a master's degree program.
- Applicants without a bachelor's degree may request portfolio evaluation of these courses for transfer toward a bachelor's degree program.

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

- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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



Post-master's Certificate

School Adjustment Counseling for Mental Health Counselors

24 credits • 2 terms • School Social Worker/School Adjustment Counselor (DESE)

Counseling Practice Courses

| | | |
|--------|---|---|
| CCP614 | Child & Adolescent Psychopathology | 3 |
| CCP617 | School Adjustment Counseling/School Social Work | 3 |

Assessment/Appraisal

| | | |
|--------|---|---|
| CCP624 | Assmt/Appraisal Proc: Intelligence & Achiev Testing | 3 |
| CCP626 | Assmt/Appraisal Proc: Projective Testing. | 3 |

Working with Children, Families & Community — choose one 3

| | | |
|--------|---|--|
| CCP561 | Counseling Techniques with Multi-Problem Families in Changing Communities | |
| CCP715 | Multicultural Counseling: Children, Adolescents in Context | |

Prevention & Special Treatment Issues

(ESE requirement) — choose one 3

| | | |
|--------|--|--|
| CCP606 | Family Treatment of Substance Abuse | |
| CCP640 | Addiction Disorders | |
| CCP724 | Post Traumatic Stress Reactions | |
| CCP729 | Trauma Intervention in School Settings | |

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

School Adjustment Field Experience

Prerequisites

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

| | | |
|--------|---|---|
| CCP700 | Internship Seminar/SAC Field Experience III | 3 |
| CCP701 | Advanced Internship Seminar/SAC Field Experience IV | 3 |
| CCP708 | School Adjustment Counseling Exit Portfolio | 0 |

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

The SAC supervising practitioner must have both clinical and DESE licensure, and be acting in an SAC role.

- ▶ School placement must be approved by the SAC coordinator.
- ▶ 450 hours (minimum), 225 hours/term, completed in two sequential terms .
- ▶ Intern must work in SAC role with children, adolescents and families.

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

- School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Mass. Dept. of Elementary & Secondary Education as preparation for initial licensure.

Some licensure requirements will have been covered in the MEd in Mental Health Counseling. This program provides the remaining academic requirements.

- Licensed Mental Health Counselor (LMHC) — Candidates must also pass a competency exam and complete two years of post-master's clinical practice or be making progress toward that goal.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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

Admission requirements:

- Completion of current Cambridge College 62-credit M.Ed. in mental health counseling or equivalent program. (Students who took an earlier version of this program, or who earned their M.Ed. at another college, may need to take additional course work to meet SAC academic requirements.)
- Interview with and approval of School Adjustment coordinator.



Post-master's Certificate

Mental Health Counseling for School Guidance Counselors

24 credits • 4 terms • Licensed Mental Health Counselor (LMHC) • School Guidance PROFESSIONAL LICENSURE (DESE)

Counseling Practice Courses

| | | |
|--------|---|---|
| CCP550 | Basic Counseling Skills: Rogerian Therapy | 3 |
| CCP615 | Psychopathology or | |
| CCP614 | Child & Adolescent Psychopathology | 3 |

Assessment/Appraisal

| | | |
|--------|---|---|
| CCP626 | Assmt/Appraisal Proc: Projective Testing. | 3 |
|--------|---|---|

Social/Cultural

| | | |
|--------|---|---|
| CCP754 | Perspectives in Cross-Cultural Counseling | 3 |
|--------|---|---|

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

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

Practicum & Internship — 4 terms

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

| | | |
|--------|--|---|
| CCP520 | Counseling Practicum/SAC Field Experience I. | 3 |
| CCP641 | Counseling Internship/SAC Field Experience II. | 3 |
| CCP700 | Internship Seminar/SAC Field Experience III | 3 |
| CCP701 | Advanced Internship Seminar/SAC Field Experience IV . | 3 |

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

- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Some licensure requirements will have been covered in the MEd in School Guidance Counseling. This program provides the remaining academic requirements. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- School Guidance Counselor Professional Licensure. Students are expected to get their initial license once they have completed the M.Ed. in School Guidance Counseling. This further certificate will provide the academic requirements for professional licensure.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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

Admission requirements:

- Completion of current Cambridge College 48-credit M.Ed. in school guidance counseling or equivalent program; official transcript required if from another college.
- Initial license as a school guidance counselor (photocopy).
- Interview with and approval of School Guidance coordinator.



Post-master's Certificate

School Adjustment & Mental Health Counseling for School Guidance Counselors

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

Counseling Practice Courses

| | | |
|--------|---|---|
| CCP550 | Basic Counseling Skills: Rogerian Therapy | 3 |
| CCP614 | Child & Adolescent Psychopathology | 3 |
| CCP617 | School Adjustment Counseling/School Social Work | 3 |

Assessment/Appraisal

| | | |
|--------|---|---|
| CCP626 | Assmt/Appraisal Proc: Projective Testing. | 3 |
|--------|---|---|

Working with Children, Families & Community — choose one 3

| | | |
|--------|---|--|
| CCP561 | Counseling Techniques with Multi-Problem Families in Changing Communities | |
| CCP715 | Multicultural Counseling: Children, Adolescents in Context | |

If students completed the 48-credit M.Ed. in School Guidance Counseling at Cambridge College, this subject area has been covered and a course in this section is not required. Other students may need to take one of these courses depending upon transcript review by program coordinator.

Social/Cultural*

| | | |
|--------|---|---|
| CCP754 | Perspectives in Cross-Cultural Counseling | 3 |
|--------|---|---|

*Must also be taken if student has not completed CCP754 or equivalent. (Program will total 33 credits).

Special Treatment Issues — choose one 3

| | | |
|--------|--|--|
| CCP606 | Family Treatment of Substance Abuse | |
| CCP640 | Addiction Disorders | |
| CCP724 | Post Traumatic Stress Reactions | |
| CCP729 | Trauma Intervention in School Settings | |

Students who previously completed any of the listed courses shall consult with the program coordinator for substitute course work to meet the requirement of 30 credits.

Mental Health Practicum/Internship—terms 1-2—see below

| | | |
|--------|--|---|
| CCP520 | Counseling Practicum/SAC Field Experience I. | 3 |
| CCP641 | Counseling Internship/SAC Field Experience II. | 3 |

School Adjustment Field Experience—terms 3-4—see below

Prerequisites

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

| | | |
|--------|---|---|
| CCP700 | Internship Seminar/SAC Field Experience III | 3 |
| CCP701 | Advanced Internship Seminar/SAC Field Experience IV | 3 |
| CCP708 | School Adjustment Counseling Exit Portfolio | 0 |

School Adjustment Field Experience / Mental Health Internship

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

The SAC supervising practitioner must have both clinical and DESE licensure, and be acting in an SAC role.

- 900 hours total (minimum); 225 hours in each of four terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520 and 641),
- SAC field experience recommended in second year (CCP700-701).
 - ▶ School placement must be approved by the SAC coordinator.
 - ▶ 450 hours (minimum), completed in two sequential terms.
 - ▶ Intern must work in SAC role with children, adolescents and families.

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

- School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Mass. Dept. of Elementary & Secondary Education as preparation for initial licensure.
- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Some licensure requirements will have been covered in the MEd in School Guidance Counseling. This program provides the remaining academic requirements. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

Students are responsible for monitoring and understanding state requirements and regulations, for ensuring that their program of study complies with all requirements for licensure/certification, and for completing documentation needed for CCP708 Exit Portfolio.

Admission requirements:

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



Certificate of Advanced Graduate Studies with Program Options

CAGS in Mental Health Counseling

36 credits: Core program — LMHC, LMFT, DESE

43 credits: Trauma Studies — CTS

43 credits: Addiction Counseling — CADAC, LADC

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

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

Professional Seminar & Research credits

| | | |
|--------|--|---|
| CCA801 | Professional Seminar I: Foundations of Social Science Research | 3 |
| CCA802 | Professional Seminar II: Research Project | 3 |
| CCA804 | Advanced Research Project — taken with CCA802 | 3 |

Internship

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

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

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

| | | |
|--------|-------------------------------|---|
| CCA820 | Counseling Internship Seminar | 3 |
| CCA821 | Advanced Internship Seminar | 3 |

(If a third term is needed, CCA823, Counseling Internship Seminar III, may be taken as an elective.)

Course Work

CAGS-level, 3-credit courses must be chosen with approval of faculty advisor/professional seminar leader.

- Core program21
- Trauma or Addictions option18

To meet licensure requirements, please refer to M.Ed. program charts and take CAGS-level courses with the same title. If you have taken any of the courses at master's level, repetition *may* not be necessary.

PROGRAM OPTIONS 10 credits

Core program modified as noted above, **and** choose Addictions or Trauma block below:

Addictions — Certified Alcohol & Drug Abuse Counselor or Licensed Alcohol & Drug Counselor (CADAC/LADC).

| | | |
|----------|---|---|
| CCA(new) | Ethics & Boundaries in Substance Abuse Counseling | 1 |
| CCA768 | Addiction Disorders | 3 |
| CCA756 | Substance Abuse in the Family | 3 |
| CCA720 | Psychopharmacology in Addictions & Mental Health Counseling | 3 |

Trauma

| | | |
|--------|---|---|
| CCA703 | Disaster Mental Health | 1 |
| CCA724 | Post Traumatic Stress Reactions | 3 |
| CCA727 | Clinical Interventions for Combat Stress & Trauma or | |
| CCA729 | Trauma Intervention in School Settings | 3 |
| CCA728 | Trauma-specific Interventions | 3 |

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

- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.
- Certified Trauma Specialist (CTS), a credential from the Association of Traumatic Stress Specialists, International Certification Board (ATSS).

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program coordinators are available to advise students.

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

Admission requirements: Master's degree in counseling or closely related field, interview with program coordinator, and other general requirements; see Admission.

Course Descriptions — M.Ed.

Alcohol & Drug Counseling (ADC)

ADC505 Alcohol and Drugs in Society - 3 credits

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

ADC510 Ethics and Boundaries for Substance Abuse Professionals - 1 credit

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

ADC521 Practicum Seminar in Alcohol and Drug Counseling - 3 credits

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

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

This course introduces students to the role of the professional in alcohol and drug treatment. The historical development of treatment services and the various professionals associated with the field. The development of treatment modalities, the influence of the federal government and private facilities in developing standards and credentials for counselors and other professionals as well as certification, licensing standards, the institution of organizations and agencies designed to promote appropriate and evidence based treatment for alcohol and drug abuse/dependency will all be explored. The language and descriptors of treatment, The patient placement criteria of the American Society of Addiction Medicine and other instruments will be demonstrated. The "12 core functions" for substance abuse counselors, five domains and 46 global criteria of the international Certification Consortium will be presented and demonstrated. Levels of care and various settings of treatment programs will be explored.

ADC611 The Family Treatment of Substance Abuse - 3 credits

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

ADC625 Psychopharmacology in Addictions Treatment - 3 credits

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

ADC642 Addiction Counseling - 3 credits

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

Psychology & Counseling (CCP)

CCP501 Introduction to Counseling - 1 credit

This course introduces the field of counseling. It orients students to the field and enables them to make optimum use of practicum, internship requirements, and academic experiences. The course addresses counseling assessment, learning resources, cultural and racial factors, roles on the interdisciplinary team, elements of professional training, professional issues (including ethics and relevant laws), credentialing including levels in school counseling, state licensing tests, professional associations (ACA, ASCA), making the best use of supervision and consultation, supervisor and agency expectations of intern behavior, personal survival and growth, therapeutic relationships, and basic guidelines for documentation of casework. This is a content-rich survey course that exposes participants to the expectations, ground rules, resources and responsibilities which are associated with master's level training in counseling. The course presents an overview and resources for further reference. A deeper examination of the issues presented is found in later courses.

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

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. (ii.) a practicum of 450 hours in an educational setting. (Cambridge requires Practicum fieldwork of 100 contact hours and Internship fieldwork of 600 contact hours) and m. (iii.) a passing score on the Communication and Literacy Skills test, g. philosophy, principles and practices in school guidance counseling

CCP510 Ethics and Boundaries in Substance Abuse Counseling - 1 credit

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

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

CCP518 Research Design & Evaluation - 3 credits

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

CCP520 Counseling Practicum and SAC Field Experience I - 3 credits

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

(Enrollment limited to 10) This course is intended for students beginning their master's program fieldwork. Counselor trainees

become familiar with following: review the principles of therapeutic relationships and basic professional counseling skills and behaviors; developing techniques for communicating and working with families, agencies/systems, and school and community personnel.; the use of supervision; beginning diagnostic skills; and DSM-IV-TR. Participants complete case presentations, process notes, and treatment planning. Students take an active part in the didactic and demonstration parts of the class. This course will stress philosophy, principles, and practice of mental health/school adjustment counseling; therapeutic relationships; and federal, state, municipal and school laws. One contact hour of weekly supervision is required.

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

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

CCP540 Personality and Counseling Theory - 3 credits

This course explores personality theory and counseling theory, identifying strengths and weaknesses in each theory. Cultural elements are stressed as well. The theories are approached from an eclectic standpoint, exploring established counseling theories in depth, including normal and abnormal, social, intellectual, and emotional development. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling setting. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population.

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

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

CCP550 Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits

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

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

CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits

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

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

CCP590 Theory and Practice of Counseling - 1 credit each

These workshops represent an opportunity for students to gain either a new understanding or deeper understanding of current topics in the field of mental health. Offered in the fall and spring semester, faculty members present workshops on topics relevant to the clinician practitioner. A list of modules being offered is generated prior to the start of the semester and selected during the registration process. Please note that different programs have different requirements for the number of credits needed.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: varies according to workshops offered each term.

CCP600 Biopsychosocial Dimensions of Aging - 3 credits

Students explore the biology, psychology and sociology of aging. Topics include: physical changes with aging, major medical conditions, physical impairment, psychological changes, common psychiatric problems, and psychological impairment. Family dynamics are explored as well as the economic burdens of aging. Discrimination, abuse and neglect are confronted. Client management needs are identified. Ethical and legal issues associated with elder care are explored.

CCP606 Family Treatment of Substance Abuse - 3 credits

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

families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

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

CCP607 Disaster Mental Health - 1 credit

Open only to students in Trauma Studies (certificate or degree program option); other students require program coordinator's approval. The trauma counselor works in a variety of settings and under a wide range of circumstances. These settings may include crisis counseling of the disaster survivors, victims of mass violence or terrorist attacks, and the refugees. Issues such as psychological and physiological reactions to the large-scale disaster, psychological first aid, community resources, referral systems, cultural competencies and ethical dilemmas will be covered. The course presents the scope and limitations of disaster mental health services and identifies key questions agencies and counselors should consider when deciding whether to refer an individual to mental health treatment services. A practical discussion on a range of mental health interventions appropriate in the wake of a disaster helps effectively prepare to respond to a disaster.

CCP609 Counseling for Grief and Loss - 3 credits

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

CCP613 Counseling College Bound Students - 3 credits

This course will explore the college admissions process, with emphasis on current issues confronting school counselors, application and admissions criteria for various types of colleges and college counseling for special student populations. Students will gain an understanding of the consultation process and of the resources available to counselors in the college admissions process including print material, software, web sites and organizations. They will develop strategies to effectively work with students, parents, and college admissions personnel. Topics will include the college search process, understanding testing and financial aid, development of a classroom guidance curriculum, supporting parents and outreach to students of all backgrounds.

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

CCP614 Child and Adolescent Psychopathology - 3 credits

This course deals with the nature of normal and abnormal intellectual, social, and emotional development and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior, and ways in which adaptive

behavior becomes symptomatic. This course organizes disorders according to DSM IV. Learning disorders, including the emotional issues affecting student achievement and their treatments are explored. Case studies provide experience in classifying, diagnosing and categorizing various mental and emotional disorders common to children and adolescents. Attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, theories of normal and abnormal behavior and development, and current research findings that can assist the school counselor with consultation and developing a plan of action for referral and treatment.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: b: Learn and be able to apply theories of normal and abnormal intellectual, social and emotional development. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders.

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

CCP615 Psychopathology - 3 credits

This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior and ways in which adaptive behavior becomes symptomatic. This historical contexts in which psychopathology has been diagnosed and viewed historically from early medical concepts through the currently used Diagnostic Criteria, DSM-IV TR, are presented. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, and theories of abnormal behavior and development. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders. Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. This course utilizes films, tapes, case studies, class presentations, lectures, and group discussions.

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

CCP616 Counseling in the Schools - 3 credits

This course explores the world of the school counselor. . Topics include professional roles and practices, student counseling, group work, assessment, classroom guidance and a variety of traditional and developmental/ preventive guidance approaches. The course is presented in a manner which reflects individual and group counseling, plus consultative perspectives. There is a strong emphasis on developing skills which allow professionals to help children through intervening with important figures and organizations in their lives. A major part of the course will deal with consultation to teachers, parents and administrators. Another focus will explore liaison with important individuals from the non-school community, and the roles of peer group in children's and adolescents' lives. The course discusses

prevention and treatment of substance abuse, physical and sexual abuse of students, mental illness and school violence.

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

CCP617 School Adjustment Counseling/School Social Work - 3 credits

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

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

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

CCP622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits

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

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

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

CCP624 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits

Students learn about the administration, scoring and interpretation of the Wechsler Scales. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. Use of alternative, non-language-based tests to assess intelligence and state of the art diagnostic instruments are also discussed. Achievement testing and use of the WIAT (*Wechsler Individual Achievement Test*) as part of a test battery is utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or a 504. This class also explores the MCAS (*Massachusetts Comprehensive Assessment System*) or other state competency tests with regard to interpretation to students, teachers and parents, and discusses factors related to school achievement and state-approved curriculum frameworks. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/special education time lines is conveyed.

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

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

CCP625 Foundations of Couples Counseling - 3 credits

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

CCP626 Assessment/Appraisal Process: Projective Testing - 3 credits

Offered in the spring and fall only. This course focuses on reviewing projective testing techniques for individuals and group administration of tests for understanding personality development and pathology. Basic administration and diagnostic skill development is demonstrated in the use of such techniques as the TAT, MMPI, Rorschach and other state-of-the-art diagnostic instruments, which will be taught as viable adjuncts to special issue interviewing, understanding cognitive style and character development. Emphasis is on practice techniques, clinical integration of the testing materials, useful intervention strategies, and recommendations for the counselor, treatment team, and/or referral agent.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: e: Knowledge of state of the art diagnostic instruments; procedures for testing and interpreting results.

CCP627 Family Assessment from a Multicultural Perspective - 3 credits

This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences.

CCP630 Human Development Across the Lifespan - 3 credits

This course will address all aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Psychological, biological, familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, intellectual, learning, social, normal and abnormal development; plus cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied.

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

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

CCP631 The Counselor in the Forensic Environment - 3 credits

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

develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques.

CCP640 Addiction Disorders - 3 credits

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

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

CCP641 Counseling Internship/SAC Field Experience II - 3 credits

Prerequisite: CCP520. (Enrollment limited to 10). This course provides a real life experience of providing mental health counseling services to clients/students. A minimum of 200 hours of field placement (225 for SAC students in school placements) gives the student intern an opportunity to learn, apply and sharpen diagnostic, treatment planning, counseling and consultation skills under the supervision of a qualified on-site field supervisor and overseen by a Cambridge College internship facilitator. (Students in SAC placements are also visited three times over the course of 2 sequential semesters by the Cambridge College visiting site supervisor).

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

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

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A

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

CCP650 Group Dynamics/Group Counseling and Human Systems - 3 credits

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

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

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

CCP658 Expressive and Activity Therapies - 3 credits

Through demonstration, experience, lecture, and discussion, students explore creative approaches to counseling and effective education appropriate to clients, students, and trainees of all ages. Methods include the use of art materials, imagery, physical activity, group and paring games, music and play in counseling, school and training settings. Program design and applications are also explored in class. Students are expected to participate in experimentation with expressive and other active techniques, using their own life experiences as a base. Students are expected to develop an activity/expressive action plan to suit a particular client's, student's, family's or group's needs. The course has a strong orientation toward the utilization of family, group and cultural strengths in counseling and educational interventions. All sessions of this intermediate level course must be attended in order to receive credit.

CCP670 Career Counseling - 3 credits

This course provides an experiential approach to analyzing the stages responsible for successful career development. The course enables students to identify, assess, and act upon data pertinent to career fulfillment and success in group counseling settings. Topics examined include job values and interests, experiences and skills, specification of career targets, research and analysis of career targets, and developing a comprehensive plan of action. Students can apply such information to develop and assess career goals and to make use of

appropriate career resource materials. Course experiences include worksheets, sub-grouping, completion and study of interest inventories (including an examination of basic psychometric issues and discussion of strengths and weaknesses of standardized instruments), and discussion of computer resources which enhance the career guidance process. Students should have access to the book *What Color is Your Parachute? or How to Create a Picture of Your Ideal Job or Next Career*. The course stresses a practical approach to career development; underlying career development theory is discussed.

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

CCP680 Human Sexuality - 3 credits

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

CCP691 Professional Seminar I: Counseling Psychology - 2 credits

Professional Seminar I is the first of three required seminars focusing on student skills, abilities, interests and goals. Students collaborate with each other sharing experiences, thoughts and ideas, and working together as a cohort group to begin formulating their individual research projects. Students' perspectives are broadened as they integrate theory and practice with personal ideas—their own and their classmates'. Preparation for field placement in moving from the classroom to the clinic or school counseling setting is examined with a focus on necessary core counseling functions including assessment, record keeping and the establishment of goals and objectives in counseling as well as a review of the principles of therapeutic relationships. Throughout the three terms students discuss current trends in counseling, ethical considerations surrounding these trends, and presenting didactic information to their classmates. Specific agenda items are selected by identified student needs in collaboration with the seminar leader.

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

CCP692 Professional Seminar II: Counseling Psychology - 2 credits

Students must be continuously enrolled in the three-term Professional Seminar sequence through completion to continue to remain eligible for federal financial aid. This, the second term of Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP). These tools, along with the student's ideas, knowledge and skills, come together to form an independent research project. In addition, concepts and dilemmas regarding the principles of therapeutic relationships will be discussed.

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

CCP693 Professional Seminar III: Counseling Psychology - 2 credits

Students must be continuously enrolled in the three-term Professional Seminar sequence through completion to continue to remain eligible for federal financial aid. The final term of the Professional Seminar examines professional requirements in relation to individuals' career paths and goals. Students are encouraged to express challenges to current themes in order to strengthen and continue their growth in flexible thinking and tolerating differences. Class discussions include reflections on the experiences of the prior year, including the applications of the principles of therapeutic relationships, group dynamics, observations and assessments of students' learning experiences.

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

CCP700 Internship Seminar and SAC Field Experience III - 3 credits

This course is restricted to students who have completed and received credit for their Independent Research Project (IRP). Exceptions require approval of the Dean of the School of Psychology and Counseling.

Prerequisites: CCP520 and CCP641, (Enrollment limited to 10). This course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC track students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). (Supervisors of School Adjustment Counseling students in school sites must also have DESE licensure as a School Adjustment Counselor.) Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas, as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel.; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. This course may be combined with CCP701. The internship must conform to Massachusetts Regulations 262 CMR.

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

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

four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP701 Advanced Internship Seminar/SAC Field Experience IV - 3 credits

Prerequisites: CCP520, CCP641 and CCP700; (Enrollment limited to 10). The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC program students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). Supervisors of School Adjustment Counseling students in school sites must also have DESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of

learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating student's advancement through their program of study is required in this course. This course may be cross listed with CCP700.

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

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

CCP710 Marriage and Family Therapy: Basic Counseling Skills - 3 credits

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a

sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience.

CCP715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspectives, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child, exceptionality, techniques for communicating and working with families and school and community personnel, play/activity techniques, group work; Also: assessment; diagnosis; gathering and communicating information; relevant state, municipal and school laws and regulations; ethics; ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal development; communicating with children and adolescents of different ages.

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

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

CCP716 Cognitive Behavior Therapy: Theory and Practice - 3 credits

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

CCP720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical mod-

els of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Responsibility will be shared for presenting material throughout the class.

CCP721 Women in the Family: a Cross-Cultural Perspective - 3 credits

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

CCP722 The Life of the Family in Context - 3 credits

(Prerequisite: CCP710) This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered.

CCP723 Narrative and Collaborative Approaches to Therapy - 3 credits

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

CCP724 Post Traumatic Stress Reactions - 3 credits

This course focuses on theory, research and practice of trauma by addressing systemic and cultural aspects of diagnostic, assessment, dynamics, and trauma treatment issues; acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Various types of traumatization and special populations will be explored: child, substance, sexual and physical abuse; natural disasters; war; workplace violence and grief; individual and collective trauma; and trauma in adults, children and families. Other topics include sources of resilience, natural courses of coping; trans-generational issues and life span perspectives on trauma.

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

CCP725 Psychopharmacology - 3 credits

(Formerly CCP504) Because psychopharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications; antipsychotics, antidepressants, mood stabilizers and anti-anxiety agents. Medication related to physical disabilities and learning disorders will also be discussed. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

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

CCP727 Clinical Interventions for Combat Stress and Trauma - 3 credits

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

CCP728 Trauma Specific Interventions - 3 credits

Prerequisite: CCP724 or permission of program coordinator. The objective of the course is for students to learn about the most recent developments in trauma-specific treatments and counseling approaches. The students will gain knowledge of theory and practice of psychological first aid, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, newly emerging approaches. The acquired knowledge and skills can be applied in brief or long term interventions, counseling of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and others. The ethics of trauma work will be thoroughly covered.

CCP729 Trauma Intervention in Schools - 3 credits

This course is taught in the Spring Term only. Trauma, chronic fear and stress impact children's neurobiological development which affects critical brain functions (memory, language, problem-solving, higher order thinking, and executive function skills). The support a child/adolescent receives from those around them and the communities they inhabit heavily influences the trauma response and forward

growth. Schools are children's communities. This course will explore the impact of trauma on the child/adolescent's neurobiological development, relationships, behavior, learning and academic performance. Trauma sensitive approaches in schools are described, including prevention and treatment of physical, sexual and substance abuse, as well as clinical interventions related to stabilization and the development of coping and social skills.

School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed.

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

CCP730 The Practice of Mental Health Counseling - 3 credits

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

CCP740 Substance Abuse: Advanced Clinical Methods - 3 credits

Designed for counselors experienced in working with substance abusers, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors.

CCP754 Perspectives in Cross-Cultural Counseling - 3 credits

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

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

CCP800 Independent Research Project - 3 credits

Over a year's time, this course provides students with an overview of

approaches to research in their chosen program area. With consistent faculty instruction, advice and review, students develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts and finally complete a formal project document called the Independent Research Project. This thesis document describes their inquiry, critical thinking and conclusions.

School Guidance (CSG)

CSG691 Professional Seminar: School Guidance and Graduate Research I - 2 credits

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

This seminar focuses on the development of research skills, and on students' current abilities, interests and goals. Students are introduced to the Independent Research Structure (IRP), quantitative and qualitative analysis, research design, statistical analysis (descriptive statistics), and the construction of a research proposal. Students collaborate in a cohort with one another, sharing interests, completed work, and critical comments. The cohort also functions as a resource and support group, with open agenda time for discussion of members' current struggles in project development, academic courses, management of work and family issues, and the like. The implications of technology on school guidance counseling program development are also discussed. A final proposal is required that describes the complete IRP project in outline form. The advisory piece of this course discusses Practicum and Internship requirements, the teacher test for licensure, the Massachusetts State Testing System and the Massachusetts Curriculum Frameworks and their use in the advising responsibilities of the school guidance counselor.

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

CSG692 Professional Seminar: School Guidance and Graduate Research II - 2 credits

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

The second term of Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP). Students define their research into narrow topics that fit a quantitative or qualitative design. They study differential statistics and application to analyzing and reporting data. With assistance from the instructor, students are expected to complete their Review of Literature and Methodology sections in this term. Students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment.

Completion of the Review of Literature and Methodology sections are required. The advisory piece of this course discusses Practicum and Internship requirements, the teacher test for licensure, and presentations and discussion of school violence.

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

CSG693 Professional Seminar: School Guidance and Graduate Research III - 2 credits

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

The final term of Professional Seminar continues the emphasis on completion of the IRP. Students finalize the collection of their data or information and analyze it with the use of an appropriate statistical format. They then construct their Results, Conclusions and Recommendations sections, as well as the demographic pages of the IRP. In Professional Seminar III students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. The advisory piece includes discussion of Practicum and Internship requirements, and passing the state test for entrance into Internship, and a presentation and discussion on strategies for treatment for physical, substance, sexual abuse.

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

CSG695 Counseling and Consulting Techniques Laboratory - 3 credits

Counseling skills such as interviewing, open invitation to talk, reflection, summarization, concreteness, magic questioning, thinking out loud, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors. In addition, solution focused school counseling, reality therapy, and other models of counseling will be explored. The model of solution focused consultation will also be taught. The course will employ role playing, lecture, video, audio, presentations, readings and demonstrations.

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

CSG789 School Guidance Practicum and Seminar – 2 credits

Prerequisites: Pre Practicum, CSG695 and near completion of IRP.

Includes 100 clock hours of school-based fieldwork and attendance at a seminar. Fieldwork includes 40 hours of direct service providing individual, group, classroom developmental guidance, co-leading a

workshop or training seminar. The remaining 60 hours are considered indirect service and include observation and other on-site activities assigned by a counseling supervisor. Seminar will stress philosophy, principles, and practice of school guidance; federal, state, municipal and school laws; role taking, modeling, demonstration of basic counseling techniques; understanding and interpretation of the Massachusetts Comprehensive Assessment System (MCAS) and other test results to students, teachers, and parents; evaluation of audio and video tapes or presentations of case studies. One contact hour of weekly supervision is required. Practicum evaluation and a minimum passing score of 55/80, and completion of all prerequisites is required to move into the Internship phase of the school counseling program.

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

CSG790 School Guidance Fieldwork (600 clock hours) Prek-8 or 5-12 - 3 credits

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

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

This experience is for school guidance counselor interns engaged in the role of school counselor. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They engage in individual and group counseling; use technology in the counseling process; apply counseling principles to career, social, personal, and, academic development of students, and students with normal and abnormal behavior. They will work with special education teams in understanding diagnosis of learning and behavior disorders. Interns will be introduced to resources within the school district and community for referral. They will learn to develop plans for the prevention, treatment and referral for students engaged in legal or illegal substances, personal, physical, and sexual abuse, school violence, school crises and other situations. They also engage in consultation with parents, staff, and administration; community resources; developmental classroom guidance; and the special education referral process. They become familiar with MCAS administration and the State Curriculum frameworks. Students will share experiences with their internship seminar cohort.

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

CSG791 School Guidance Internship - 3 credits

Class preparation and assignments reflect levels Prek-8 and 5-12 depending on fieldwork level and license level sought. Students must pass required state tests before entry.

This is primarily a group supervision seminar taught by a licensed school counselor. Various issues are addressed that reflect but not

limited to the following: Curriculum frameworks and the advising responsibilities of the school counselor, MCAS and other test results, principles of learning, behavior disorders and learning, abnormal and normal behavior, substance, sexual, and physical abuse, mental illness, school violence, practices of school guidance counseling, career guidance, school laws and regulations, researching and school guidance, group work, using consultation skills and college planning. Students also address the process of developing a developmental guidance plan for classroom use.

This course touches on the all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

CSG800 Independent Research Project in School Guidance - 3 credits

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

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

Course Descriptions — CAGS

CCA(new) Ethics and Boundaries in Substance Abuse Counseling - 1 credit

This course is intended for the advanced student seeking education regarding ethical and legal issues in the field of addictions counseling. This course includes such topics as the role of the substance abuse professional, values, client's rights and responsibilities, ethics and cultural sensitivity, and professional competency training.

CCA(new) Research Design & Evaluation - 3 credits

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

CCA703 Disaster Mental Health - 1 credit

The trauma counselor works in a variety of settings and under a wide range of circumstances. These settings may include crisis counseling of the disaster survivors, victims of mass violence or terrorist attacks, and the refugees. Issues such as psychological and physiological reactions to the large-scale disaster, psychological first aid, community resources, referral systems, cultural competencies and ethical dilemmas will be covered. The course presents the scope and limitations of disaster mental health services and identifies key questions agencies and counselors should consider when deciding whether to refer an individual to mental health treatment services.

A practical discussion on a range of mental health interventions appropriate in the wake of a disaster helps effectively prepare to respond to a disaster.

CCA704 Psychopharmacology - 3 credits

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

CCA705 Human Sexuality - 3 credits

Basic understanding of sexual function, sexual dysfunction and appropriate intervention methods are reviewed, and this course goes beyond that point. Students are expected to develop expertise in relevant DSM IV categories and best practices in this very important aspect of counseling. Throughout the course students are directed to focus on relevant transference and counter-transference issues.

CCA708 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits

This course takes special notice of the diversity of those seeking counseling services and emphasizes approaches which honor the socio-economic, linguistic, and cultural differences which may affect families in working with a therapist. Techniques for communicating and working with families in school and community settings are

highlighted. The emphasis is on a systemic, strength-based model that the instructor and student can practice applying and further developing through classroom feedback. To this end, it is strongly recommended that students participate in practicum/internship while taking this course.

CCA709 Basic Counseling Skills: Rogerian - 3 credits

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

CCA710 Child and Adolescent Human Development - 3 credits

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

CCA715 Counseling Children and Adolescents in Context - 3 credits

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

CCA716 Child and Adolescent Psychopathology - 3 credits

This course assumes a basic understanding of the DSM-IV TR axes and the classification systems as they apply to children and adolescents. Learning disorders, including emotional issues affecting student achievement and their treatment are explored. This course will explore a wide range of problems across a range of developmental milestones and levels of severity. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and

learning disorders, and prevalent treatments. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other relevant ethical issues are considered throughout the course.

CCA720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits

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

CCA721 Women in the Family: a Cross-cultural Perspective - 3 credits

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

CCA723 Narrative and Collaborative Approaches to Therapy - 3 credits

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

CCA724 Post Traumatic Stress Reactions - 3 credits

This course focuses on advanced considerations and current findings and controversies in the theory, research and practice of trauma. It addresses systemic and cultural aspects of trauma in addition to diagnostic, assessment, dynamics, and treatment issues, acute stress disorder, post traumatic stress disorder and complex PTSD, and dual diagnoses. Various types of traumatization and special populations will be explored: child abuse, natural disasters, war, workplace violence and grief; individual and collective trauma; and trauma in adults, children and families. Other topics include sources of resilience, natural courses of coping; trans-generational issues and life span perspectives on trauma.

CCA727 Clinical Interventions for Combat Stress and Trauma - 3 credits

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

CCA728 Trauma-specific Interventions - 3 credits

Prerequisite: CCA724 or permission of program coordinator.

The objective of the course is for students to learn about the most recent developments in trauma counseling and trauma-specific treatments, and to become aware about the existing controversies. The students will gain knowledge of theory and practice of psychological first aid, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, newly emerging approaches. The acquired knowledge and skills can be applied in brief or long term interventions, counseling and therapy of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and others. The ethics of trauma work will be thoroughly covered.

CCA729 Trauma Interventions in Schools - 3 credits

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

CCA730 The Practice of Mental Health Counseling - 3 credits

This course focuses on the role of mental health counselors and their professional identity. That identity is explored regarding clients, agencies, and social systems. Other issues explored include practice standards, ethical issues, career and employment options, and managed health care organizations. The students are expected to contribute to the classroom discussion by looking at their roles as consultants or supervisors and to develop a relevant personal model for assessment and intervention in one or both of these roles.

CCA731 The Counselor in the Forensic Environment - 3 credits

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It also introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction,

jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques.

CCA746 Marriage & Family Therapy: Basic Counseling Skills - 3 credits

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

CCA754 Perspectives in Cross-Cultural Counseling - 3 credits

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

CCA756 Substance Abuse in the Family - 3 credits

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

CCA766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits

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

CCA768 Addiction Disorders - 3 credits

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

CCA771 Professional Issues and Ethics in Counseling and Family Therapy - 3 credits

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

CCA772 Psychopathology - 3 credits

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

CCA773 Group Dynamics/Group Counseling and Human Systems - 3 credits

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

CCA774 Biological Bases of Behavior - 3 credits

This course explores neurological, biological, chemical, developmental and disease-related phenomena which influence human behavior. The course includes the interactive effects of mental illness, coping skills and physical health as well as the effects of medication and other agents on human behavior.

CCA775 Substance Abuse: Advanced Clinical Methods - 3 credits

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

CCA776 Basic Techniques in Brief Therapy - 3 credits

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

CCA777 Cognitive Behavior Therapy - 3 credits

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

CCA778 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits

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

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when stu-

dents do not qualify for services. Knowledge of IEP/Special Education time lines is conveyed.

CCA779 Assessment/Appraisal Process: Projective Testing - 3 credits

This course requires the student to demonstrate an understanding of the theory behind and administration of a variety of state of the art projective tests. The tests concentrated on are the TAT (Thematic Apperception Test), MMPI (Minnesota Multiphasic Personality Inventory), and the Rorschach. The student will learn how to integrate this approach into clinical practice, how to frame a referral question, and how to write a report. Special emphasis will be placed on clarity of recommendations in that report and how to write for different audiences, e.g., courts, teachers, parents and other professionals.

CCA780 Foundations of Couples Counseling - 3 credits

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

CCA781 Foundations in HIV/AIDS Education and Counseling - 3 credits

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

CCA782 School Adjustment Counseling/School Social Work - 3 credits

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

CCA783 Career Counseling - 3 credits

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

CCA785 Human Psychological Development - 3 credits

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

CCA791 Ethics & Professional Issues for School Counselors /Mental Health Practitioners - 3 credits

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

CCA792 Counseling in the Schools - 3 credits

A major part of this course will focus on how to consult with teachers, parents, and administrators in a variety of school settings. There will also be a focus on how to liaison with important individuals from the non-school community. Students will also develop a thorough understanding of the role of school counselor and the functions of counseling in the school system.

CCA796 Personality and Counseling Theory - 3 credits

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

CCA801 Professional Seminar I: Foundations of Social Science Research - 3 credits

This seminar covers the basic concepts and methodology of qualitative and quantitative research in the social sciences, with particular emphasis on program evaluation, needs assessment, and the efficacy of intervention. Students learn the rationale for program evaluation and commonly used research designs. In addition, the ethics of social

intervention research are discussed. Students develop their individual research proposals in the first term, conduct their research in the second term, and complete their projects in the third term. Students present the results of their work at a department colloquium.

CCA802 Professional Seminar II: Research Project - 3 credits

This seminar covers the basic concepts and methodology of qualitative and quantitative research in the social sciences, with particular emphasis on program evaluation, needs assessment, and the efficacy of intervention. Students learn the rationale for program evaluation and commonly used research designs. In addition, the ethics of social intervention research are discussed. Students develop their individual research proposals in the first term, conduct their research in the second term, and complete their projects in the third term. Students present the results of their work at a department colloquium.

CCA804 Advanced Research Project - 3 credits

(Replaces CCA803). (Prerequisite: CCA801, Co-requisite: CCA802) Over two terms time, this course provides students with an overview of approaches to research in counseling and psychology at the CAGS level. Based on American Psychological Association standards and with consistent faculty instructions, advice, and review, students will develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts, and finally complete a formal piece of publishable research based on a topic relevant to mental health and an area of interest specific to the student. This thesis document will be evaluated by the instructor and presented to colleagues in a final CCA802 Professional Seminar session. Students must register for CCA804 in the same term they register for CCA802.

CCA820 Counseling Internship Seminar - 3 credits**CCA821 Advanced Internship Seminar - 3 credits**

Students' current practice is in mental health counseling (or School Adjustment Counseling). Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure. A review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; the use of supervision will be explored.

CCA823 Counseling Internship Seminar III - 3 credits

Prerequisites: CCA820-821. This is a third term of Advanced Internship available to students in the CAGS program, needing to complete the hours required for licensure or for students seeking to gain additional licensure hours that may be required for other states. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure in the state of Massachusetts, divided into 100 hours of practicum experience and 600 hours of internship experience.