**PSYC 600: Introduction to Measurement and Statistics (3)-**An introduction to measurement and statistical tools used in conducting research. Specific topics include: reliability and validity; research methods and statistical analysis; quantitative and qualitative methods; needs assessment and program evaluation; use of technology; and legal and ethical issues of research.

**PSYC 601: Mindfulness in K-12 Settings (3)-**This innovative graduate-credit course, which provides both online and on campus experiences, addresses foundational components of school-based mindfulness interventions for grades K-12. Class time will typically involve a short practice, a review of readings and comments, introduction of new material, and ideas for intervention and application.

**PSYC 607: Assessment Procedures in Counseling (3)-**A study of individual and group approaches to assessment and evaluation. Activities include administering, scoring, and interpreting tests of ability, interest, personality, and achievement for both children and adults. Students also assess case studies, perform a self-analysis, and review selected assessment procedures. Computer-assisted assessment and ethical issues are addressed.

**PSYC 660: Counseling Theories (3)-**A study of the philosophy and principles of various schools of counseling, and the techniques employed in the counseling process by practitioners in each of these schools.

**PSYC 661: Counseling Techniques (3)-**An opportunity to learn fundamental counseling skills that form the foundations of successful counseling practice. Students develop these skills through experiential learning activities, directed reading assignments, discussions and lectures, practice in small groups, and participation in critiques of videotaped microcounseling sessions

**PSYC 614: Advanced Developmental Psychology (3)-**An overview of the theories, and applications relevant to development of behavior and mental processes throughout the life span.

**PSYC 640: School Counseling (3)-**An introduction to the history, theory, philosophy, principles, organization, and personnel practices of school counseling. Specific topics include: developing and evaluating programs; intervening with individuals, groups, parents and schools; dealing with diverse students; and addressing legal, ethical and professional identity issues.

**PSYC 669: Career Development (3)-**The impact of career choice throughout the life span is explored. Vocational theories and a variety of approaches to career decision-making will be introduced. Several career-related assessment instruments will be used to help students develop skills in administration and interpretation.

**PSYC 663: Substance Abuse Counseling (3)-**A study of substance abuse to include related personal, social and physiological factors, and methods of rehabilitation and counseling for the chemically dependent.

**PSYC 664: Counseling Process (3)-**An experiential study of the relationship between counselor and client. Explores the phases of relationship from initiation to termination, including predictable crises and issues which normally arise. Analysis of resistance, transference and counter transference, dependency, and termination issues will be discussed. Attention will also be given to gender and diversity issues

**PSYC 665: Group Counseling (3)-**A study of the theories, techniques, dynamics, process and practice of group counseling. Students become members of a laboratory group and also conduct research into issues of group counseling. Each student pairs with a partner, creates an intervention plan, and facilitates the group process.

**PSYC 685: Psychopathology: Diagnosis and Intervention Planning (3)-**Training and practice in the following: making reliable and valid diagnoses of mental disorders; appropriately addressing the ethical and cultural issues involved; performing collaborative diagnostic interviews; participating in effective case conferences; and planning interventions to achieve therapeutic goals.

**PSYC 695: Practicum (3)-**The purpose of the School Counseling Practicum is to introduce students to the role and function of a professional school counselor and assist them in becoming familiar with the school as a work setting. Students will serve as "apprentices" in a local school under the guidance of a Virginia Department of Education licensed school counselor and will participate in a variety of activities including providing individual and group counseling, classroom guidance lessons, consultation and collaboration, and coordination of services.

**PSYC 710: Counseling Strategies: Brief Counseling and Crisis Intervention (3)-** This course is an introduction to the models and techniques of time-limited counseling and crisis intervention. Students learn the principles involved in helping clients toward resolution of their concerns, and practice the micro-skills involved in goal-oriented efficient brief counseling Using these skills, they then develop resolution-focused, immediate crisis intervention strategies. Specific crisis intervention practices include suicide prevention, outreach approaches, and disaster intervention.

**PSYC 749: Multicultural Perspectives of Intervention (3)-**Offers a cognitive and experiential study of sociological and psychological variables, such as race, gender and socioeconomic status, that influence the professional helping relationship. Culturally relevant models of counseling theory and practice are presented.

**PSYC 790: Internship in School Counseling (3)-**The school counseling internship provides an opportunity for students to implement and practice skills learned during academic coursework, while obtaining close supervision on and off site.  Students will read current literature in the school counseling field and also will implement skills such as consultation, peer supervision, and program implementation/evaluation as outlined by ASCA.  The internship requires a minimum of 300 clock hours each semester with a minimum of 120 clock hours of direct service work.

**PSYC 790B: Internship in School Counseling (3)-**The school counseling internship provides an opportunity for students to implement and practice skills learned during academic coursework, while obtaining close supervision on and off site.  Students will read current literature in the school counseling field and also will implement skills such as consultation, peer supervision, and program implementation/evaluation as outlined by ASCA.  The internship requires a minimum of 300 clock hours each semester with a minimum of 120 clock hours of direct service work.

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