

DIRECTOR, MENTAL HEALTH COUNSELING PROGRAM

James Regan, Ph.D.

(845) 575-3000, ext. 2754

james.regan@marist.edu

M.A., MENTAL HEALTH COUNSELING

MISSION AND OBJECTIVES

The Master of Arts in Mental Health Counseling is designed to provide students with a thorough understanding of counseling theory and skills. Incorporating a community systems approach, students obtain professional knowledge and skills within the context of both multicultural and ethical considerations.

The integration of counseling and community psychology is a perspective needed to prepare psychologists for the challenges of the 21st century. It combines the effectiveness of the interpersonal therapeutic relationship and the efficiency of system-level preventive interventions. With these orientations, professionals not only help individuals in need, but also work to remedy community problems, serving to keep future generations healthy.

Marist's program is approved by the New York State Education Department and graduates will have fulfilled the academic requirements for the license in Mental Health Counseling.

The objectives of the Master of Arts (MA) in Mental Health Counseling are to provide students with:

- relevant theory, skills, and practical experience which will enable them to perform competently in assessing individual differences, in counseling, and in planning and implementing effective individual, group, and system-level intervention;
- a strong research framework which provides the foundation for proactive application of counseling courses.
- a comprehensive externship experience in a clinical setting with professional supervision.
- a strong professional and ethical approach to Mental Health Counseling.

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for admission to the master's program in Mental Health Counseling are accepted for all semesters (although ideally most full-time students start in the Fall) and are available through the School of Graduate and Continuing Education or online at www.marist.edu/graduate. In addition to an application, official undergraduate and graduate transcripts, and a \$50 non-refundable fee, applicants to this program must:

- provide evidence of completion of undergraduate courses in general psychology, statistics, and psychological research methods. Recommended, but not required, is a course in psychological testing. Students who have not taken a course in testing will be asked to read introductory material on psychological testing and to pass a competency exam before taking graduate-level assessment courses.
- achieve a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which a 4.0 is equivalent to an A grade.
- submit acceptable official Graduate Record Examination (GRE) General Aptitude Test scores. Applicants who can demonstrate the successful completion of graduate work elsewhere may be exempted from the GRE.
- complete a written personal statement of at least 500 words describing your background, experiences, and goals and how these factors relate to your vocational interest.
- provide three letters of recommendation from former faculty members or employment supervisors.
- meet with the Program Director for an on-campus or telephone interview.

DEGREE REQUIREMENTS

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

- complete all requirements not later than five years after matriculation;
- complete a total of 60 credit hours in courses and externship;
- maintain a 3.0 cumulative GPA in graduate courses;
- achieve a grade of “P” for the externship.

TRANSFER CREDIT

Transfer credits may be accepted pending review by the Program Director. Credits must be from a regionally accredited graduate program. The student must have a letter grade of B or better and the criterion for transfer is comparability between courses. Requests for transfer credit should be made to the Director of the Program.

EXTERNSHIP OPTION

The department has an extensive list of placements covering all populations and providing clinical and/or research experience and supervision. The graduate externship typically occurs in the last two semesters. It consists of 300 hours of experience each semester in a professional setting with a licensed supervisor. A contract is drawn between the student and the professional supervising the externship insuring an educational experience. A full-time faculty member is assigned to coordinate each student's externship.

PROBATION AND DISMISSAL

A minimum GPA of 3.0 in graduate courses is a requirement for graduation from all graduate programs. If at any time a student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student is allowed 12 credit hours of graduate work to raise his or her GPA to or above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to a 3.0, the student will be dismissed from the program.

Probation/dismissal can also occur for non-academic reasons. The MA in Mental Health Counseling educates and trains practitioners, and in this regard has responsibility to safeguard the welfare of the public. Many graduates of this program will take positions as counselors in the community, necessitating the highest level of ethical functioning, professional behavior, and personal adjustment. In order to help ensure the community well being, the department reserves the right to place on probation or dismiss from the program any student it judges to be ethically or psychologically unfit to function as a Mental Health Counselor. Such judgments can be made at any time during the program, but students will be advised as soon as faculty are aware of potential problems.

SCHEDULE

The graduate program in psychology is designed to be completed in six semesters of full-time study. Students attend classes four evenings per week and take twelve credits in the fall and spring and two summer semesters with a six-credit workload.

OUTCOME ASSESSMENT

To provide prospective and current students with accurate information regarding career and doctoral prospects, recent graduates were surveyed regarding their experience. Of those responding, over 90% were working in a field related to psychology. Most were working in areas such as mental health/illness, developmental disabilities, substance abuse, and education. Their job titles included MA psychologist, counselor, behavior therapist, family specialist, neuro-psychology associate, psychiatric emergency screener, quality assurance assessor, and program director. Approximately one-third were offered positions at their externship site.

Of those who applied to doctoral programs, 58% were accepted. Among those continuing their education, 80% reported that the training they received at Marist was better than the training others in their doctoral program had received.

It is anticipated that as students complete the requirements for the Licensed Mental Health Counselor (L.M.H.C.) license, positions will be available for this new profession.

ADVISEMENT

Each student is advised by the Program Director. Students are urged to meet with the Director prior to registration.

GRADUATE STUDENT ASSOCIATION

Academic and social functions are arranged throughout the academic year for graduate students. The Association has a budget to sponsor talks, symposia, and workshops of interest to students, faculty, and the community. Association officers have been successful in obtaining a diverse array of speakers to address students.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. Most recently students have presented at the annual meeting of the American Psychological Association and the Association for Psychological Science meetings. Funds are available to support student research and presentations. For further details, contact the Director of the Graduate Psychology Program.

THE MASTER OF ARTS, MENTAL HEALTH COUNSELING**Curriculum Sequence (Full Time – 60 Credits)****Fall I**

PSYG 605	Research I
PSYG 613	Assessment I
PSYG 701	Counseling I
PSYG 607	Psychopathology

Spring I

PSYG 606	Research II
PSYG 614	Assessment II
PSYG 702	Counseling II
PSYG 620	Lifespan Development

Summer I

PSYG 511	Personality Elective
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Fall II

PSYG 550	Multicultural Counseling
PSYG 711	Counseling III
PSYG 708	Externship I Elective

Spring II

PSYG 520	Community Psychology
PSYG 712	Counseling IV
PSYG 650	Professional Orientation + Ethics
PSYG 709	Externship II

Summer II

PSYG 531	Career Development + Counseling Elective
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Graduate Courses in Psychology

PSYG 507

Rehabilitation of the Neurologically Impaired Individual

3 Credits

This course includes lecture, discussion, and readings which broadly address state-of-the-art rehabilitation medicine, rehabilitation psychology, and neuropsychology. Emphasis is placed on the rehabilitation needs of a neurologically impaired population having principal diagnoses of stroke, head injury, and spinal cord injury. Theories of psychological adjustment to neurological and physical disability are examined and integrated within a framework for assessment and treatment delivered on a rehabilitation unit as well as through outpatient services. Exploration of assessment and treatment techniques focus on the patient's cognitive, emotional, behavioral, environmental, and vocational status following onset of disability. **Prerequisite:** 6 Graduate Credits.

PSYG 508

Psychopharmacology

3 Credits

This course introduces students to the biochemical basis of behavior as a foundation for understanding the effects and side effects of major classes of psychotic drugs. This course analyses the use of these drugs with special populations and from a historical perspective.

PSYG 511

Personality

3 Credits

This course provides an examination of human personality from three broad perspectives: psychoanalytic, learning-theory, and humanistic-existential. Primary and secondary sources are used. Implications for psychotherapy are explored.

PSYG 520

Community Psychology

3 Credits

This course focuses on the quality of the person/environment fit and how this ecological

perspective influences an individual's mental health. This course explores the effectiveness of group and systems-level interventions in the prevention of mental illness. Issues such as crisis management and problem-solving skills training, support and self-help groups, political aspects of change, and the ethics of community research are discussed.

PSYG 521

Community Change

3 Credits

This course identifies psychological theories and findings that may contribute to community change and considers facilitating and impeding factors to community change. It emphasizes strategies for change for emerging social problems and reviews ethical issues involved in community change.

PSYG 522

Community Public Health

3 Credits

This course approaches the study and analysis of the community from the public-health model. Strong emphasis is placed on a disease-prevention orientation and strategic planning. The empirical component is composed of reviews and discussions of epidemiology research studies. The administration and organization components are viewed from the county level of government.

PSYG 523

Community Human Services Systems

3 Credits

This course traces the rapid and diversified expansion of government-sponsored social-welfare services (health, housing, and education). Theoretically, it considers the tensions between government control and power and individual privacy and liberty. Practically, it considers the problems of organization and administration of human-service programs. Judicial decisions are included for illustrative purposes.

PSYG 524 and 525**Community Problems I & II**

3 Credits Each

This course provides an in-depth treatment of a particular community problem. The instructor selects a particular topic from the areas of health, education, or welfare.

PSYG 526**Community and the Aged**

3 Credits

This course focuses on the relationship between policy making and the operation of programs for the aged. Lectures and discussions focus on a re-appraisal of the federal role in the allotment of financial resources and the network of delivery systems. Autonomy and responsibility within the system are examined with an eye to training administrative skills. Program development and future planning discussions focus on such problems as health care, housing, income maintenance, legal services, transportation, and meaningful communications.

PSYG 527**Multimodal Psychology:
Applications in the Community**

3 Credits

This course focuses on the principles and techniques of Multimodal Therapy and are applied to the problems encountered in a variety of settings: social-service agencies, schools, corporations, etc. Applications beyond individual therapy are also explored including: self-help groups, self-management courses, and addiction problems. Students are encouraged to develop their own creative applications in a term project.

PSYG 530**Managed Care**

3 Credits

This course recognizes the altered ways of providing services in psychology and medicine. Discussion includes clinicians and agencies frequent need to obtain pre-approval for therapeutic services rendered and provide services using a short-term therapy model. Essentials for working in managed-care environments are addressed

in this course. Using a seminar model, students investigate cutting-edge developments in the managed-care systems and learn how to use these in enriching their own professional development.

PSYG 531**Career Development/Counseling**

3 Credits

This is a broad-based survey course of career development across the life span. The course emphasizes the theoretical perspectives, assessment, counseling process, and program development.

PSYG 540**Cognitive and Psychiatric Rehabilitation
of Schizophrenia**

3 Credits

This course focuses on schizophrenia and is taught by psychologists who provide clinical services to, and conduct research with, this population. Students are provided with a comprehensive introduction to schizophrenia that examines phenomenology, diagnosis, etiology, and biology of the disorder. Special emphasis is placed on developing and understanding the neuropsychology of schizophrenia. Psychiatric rehabilitation, a specific psychosocial intervention approach that has been found to be very helpful for this population, is discussed in detail.

PSYG 545**Psychology of Communication**

3 Credits

This course covers the principles of effective interpersonal communication in dyads, small groups, and community settings. In addition to readings and discussion of theory and techniques of communicating, students practice skills of self-disclosure, active listening, confrontation, and empathic communication. Since communication also involves self-awareness, students may also participate in value clarification workshops, role-play simulations, and other small-group experiences. Opportunities for students to investigate related topics such as non-verbal communication, transactional analysis, communicating through the mass media,

and constructive patterns of communications in work groups, families, couples, and other social systems are provided.

PSYG 548

Multimodal Therapy: Assessment and Treatment

3 Credits

This course covers holistic assessment and treatment of human problems as exemplified by the multimodal therapy of Arnold Lazarus. Particular attention is given to the application of the multimodal model to the development of self-management in students as part of an effective education program.

PSYG 550

Multicultural Perspectives in Counseling

3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, worldviews, and within-group differences of several racial/ethnic minority populations, the course provides an overview of the sociopolitical nature of counseling approaches, and the way counseling has historically failed the culturally different.

PSYG 605

Research I

3 Credits

Basic social science research designs and statistical analyses used in studying treatment efficacy of intervention, including evaluation of organizational and counselor effectiveness. Introduction to concepts of evidence-based practice and program evaluation, review and critical analysis of professional literature, and research ethics. May include projects such as design of survey instruments, or analysis of research literature on a specific therapy method.

PSYG 606

Research II

3 Credits

Continues topics begun in Research I. Intermediate level research designs and statistical analyses used in studying treatment efficacy for interventions. In-depth investigation of methods and concepts used in program evaluation. May include projects such as review of research literature, or writing a proposal for a program evaluation study.
Prerequisite: PSYG 605

PSYG 607

Psychopathology

3 Credits

The course considers abnormal behavior from a historic perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored.

PSYG 611

Developmental Psychology I

3 Credits

This course focuses on the study of changes in human behavior with increased age through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations, which constitute contemporary developmental psychology. This course provides a life-span perspective on development with particular emphasis on adolescence as a period in which the foundations of adult decision making are set down. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur. Fall semester.

PSYG 612**Developmental Psychology II***3 Credits*

This course focuses on life-span development with emphasis on adulthood and aging. Course material deals with the transition from adolescence to young adulthood and subsequent physical and personality changes as one proceeds through the adult years. Attention is given to non-normative, as well as normative, events, which have been demonstrated to affect adult development. Current empirical evidence on changes in sensation, perception, learning, memory, and motivation, generally associated with increasing age, are considered. Social factors, such as changes in the family, educational, economic, and social support systems are examined with reference to their impact on varying cohorts. It is expected that greater knowledge of normal adult development will provide students with a framework within which to make better judgments with reference to abnormal adult development. **Prerequisite:** PSYG 611 or permission of the instructor.

PSYG 613**Assessment I:
Intelligence/Cognitive Assessment***3 Credits*

This course focuses on the foundation of psychological assessment by integrating theory, treatment, and assessment via a “holistic” model of human functioning. A review of the basic principles of test construction, analysis, and interpretation provides for the use of formal psychometric measures, as well as clinical judgment. Particular emphasis is placed on cognitive functioning through the use of the Wechsler, Binet, and McCarthy Scales. Aptitude, achievement, and interest inventories are included, in addition to self-rating scales of cognitive style. Practical experience and report writing are emphasized, as is life-span assessment.

PSYG 614**Assessment II: Personality Assessment***3 Credits*

This course serves as the logical extension of the “holistic” approach developed in

Assessment I. Psychometric and clinical assessment across behavioral, affective, sensory, imaginal, and interpersonal modalities is detailed throughout the entire life span. Practical experience with traditional projective tests (Rorschach, TAT, CAT, Drawings, etc.) and personality inventories and rating scales are included, in addition to the use of functional analysis, self-observation, and imaginal techniques. Comprehensive report writing is required.

PSYG 620**Lifespan Development***3 Credits*

This course will compare and contrast major methods of conducting developmental research including naturalistic, case study, cross-sectional, longitudinal, survey, and correlational methods. It will evaluate the cultural differences on human development as well as compare and contrast the major theories of Human Development. It will analyze changes within behavioral, physical, cognitive, emotional, moral, personality, and social developmental areas throughout life.

PSYG 625**Learning: A Community Systems Approach***3 Credits*

This course utilizes a social system and cultural pluralistic approach to investigate “Why can’t Johnny learn?” The class will consider factors at the individual, family, classroom, school, and community levels, and their interactive effects on learning. In addition, students will learn the strategies for intervening in the schools to promote systematic changes that will enhance learning. At the end of the course, students will propose a specific intervention, which could be attempted in local schools. (Dual Listed as EPSY 701.)

PSYG 650**Professional Orientation and Ethics***3 Credits*

Students will review the ethical theories of major philosophers and utilize the tools of generative dialogue to gain a greater understanding of the theorists. The histori-

cal origins of counseling psychology will be reviewed. The course will cover the tasks required to become an effective and licensed mental health counselor. A review of the professional organizations in the counseling field, their ethical standards, and their purpose will be covered.

PSYG 701

Counseling I: Counseling Theory and Practice

3 Credits

This course will review various counseling theories and approaches that have historically and currently impacted the fields of counseling and psychotherapy. It will include techniques and strategies associated with the major counseling fields and provide an understanding of clinical phenomena relevant to counseling. Included is an awareness of the professional, ethical, and legal considerations related to the counseling profession.

PSYG 702

Counseling II: Microskills Counseling

3 Credits

Knowledge of basic relationship-building and counseling skills associated with both the Human Relations counseling model (Rogers, Egan, Ivey, etc.) and the Cognitive-Behavioral counseling theorists (Lazarus, Beck, Ellis, etc.) will be reviewed. In addition, an understanding of the various stages of the counseling process from initial contact to termination for the above-mentioned and other theorists would be covered. An awareness of the professional, ethical, and legal considerations related to the application of these skills and interventions will be covered.

PSYG 703

Externship

6 Credits

The externship is a semester-long, culminating experience for five-year program students. The student is required to build on the undergraduate internship experience by working two days per week in his/her final semester of graduate study under profes-

sional supervision.

PSYG 705

Thesis

6 Credits

The thesis involves the empirical study of a topic significant to counseling or community psychology. The final draft of the thesis must be submitted by the middle of April for May graduation. See academic calendar for precise date.

PSYG 708 and 709

Externship I & II

3 Credits Each

The externship is a two-semester, culminating, applied experience. The student selects the work setting and is under professional supervision by a licensed professional for a total of 600 hours of experience. The student may extern after the majority of course work is completed and with permission from the program director.

PSYG 711

Counseling III: Group Counseling

3 Credits

This course provides an awareness of the history of the development of group therapy with an understanding of the therapeutic factors operative in groups. It provides historical perspectives, various theoretical perspectives, and specific group therapy techniques and strategies. An awareness of the professional, ethical, and legal considerations particular to group counseling will be covered.

Prerequisites: PSYG 701 and 702.

PSYG 712

Counseling IV: Families and Couples Counseling

3 Credits

This course covers an awareness of the historical roots and contributors to the development of family and couples counseling. Included is a review of family and couples dynamics from a systems theory perspective. In addition, an understanding of the theoretical underpinnings of the major schools of family and couples counseling (Structural,

Communications, Transgenerational, Strategic, Social Learning, Solution Focused, etc.) will be reviewed. An awareness of the professional, ethical, and legal considerations particular to family and couples counseling will be covered.

Prerequisites: PSYG 701 and 702.

PSYG 720

Chemical Dependency Counseling

3 Credits

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

PSYG 725

Biopsychology

3 Credits

This course reviews the biological influences on behavior. It covers neurological mechanisms and provides a review of the effects of medication on behavior.