

Courses

COUNSELING (COU)

COU 695 Special Topics (1-3)

Grading System: letter grades only.

COU 701 Seminar on Loss: Death, Dying, and Living (3)

This course is intended to better understand LIFE, particularly as it is affected by serious loss -- that is, loss related to life-threatening illness, loss related to disability, and the ultimate loss caused by death. It is the intent of the professor that the course provide a solid theoretical and practical knowledge base about the topic of serious loss. More importantly, this course will provide an opportunity for hearing and deaf people to discuss issues of loss as they are related to our professional responsibilities. Topics of loss and thanatology are multidisciplinary; therefore, the course will be designed for professionals from a variety of fields, including education, counseling, social work, psychology, audiology, and administration.

COU 702 Play Therapy (3)

This course is designed to give the candidate exposure to the various play therapies: play room, sand tray, art, movement and psychodrama. Through reading, lecture, class discussion, case presentations, and role play simulations, candidates will become familiar with various techniques used with children in therapy and counseling. Candidates will discuss the applicability of these theories in working with deaf and hard of hearing children and youth; as well as in working with children and youth with differing cultural and ethnic backgrounds.

COU 703 Substance Prevention For Children and Youth (3)

This course will review current practice in the area of substance abuse prevention for children and youth, and will focus on current research in this area. Through readings, lectures, class discussions, class projects and presentations and role play simulations, candidates will become familiar with different methods and programs to use with children and youth of different ages.

COU 709 Psychosocial Aspects of Deafness (3)

An investigation of psychological and sociological aspects of growth and development among major disability groups. Includes an in-depth analysis of adaptive and maladaptive behaviors of deaf individuals and implications of these behaviors for mental health. Areas of adjustment include family, school, social, vocational, leisure, sexual, marital, old age, and interpersonal relations contexts. Emphasis is given to compensatory techniques and intervening measures used in achieving adjustment.

COU 710 Orientation to the Profession of Mental Health Counseling (3)

The course provides an orientation to basic mental health counseling principles, processes, counselor roles and functions, professional ethics, issues, organizations, and publications. Specific emphasis will be placed on mental health counseling with deaf individuals and deaf people with multiple disabilities, networking with other agencies, advocacy, and professional responsibilities.

COU 712 Orientation to the Profession of School Guidance Counseling (3)

Overview of the issues and techniques involved in providing guidance and counseling services to children and young adults in elementary, secondary, and postsecondary educational settings. Includes an introduction to the profession of school counseling, theories, and organizations and publications related to the field. Emphasis will be placed on identifying the roles and functions of school counselors who serve deaf and hard of hearing children.

COU 714 Adult Psychopathology (3)

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV, will be discussed. Treatment implications of various diagnostic categories will be included.

Prerequisite: COU 732.

COU 715 Family Therapy (3)

This course is designed to examine the major contemporary theories and approaches in couples, marital and family therapy. From this framework, candidates will also consider the applicability of these theories in working with deaf children, adolescents, adults and families with deaf members. Examined will be major concepts of family dynamics and the family life cycle, with additional emphasis on families with deaf members. Candidates will be introduced to key concepts involving 1) the understanding of functional and dysfunctional relationships which often occur within couples and families and which also may occur between the client/family and therapist or other professionals involved with deaf persons, 2) the formulation and implementation of clinical intervention techniques to modify dysfunctional individuals, couples or families and larger than family dynamics. Activities will include lecture, class discussion, case presentations, and role playing simulation sessions with post-session discussions. A major emphasis is placed on the development and becoming of the couples, marital and family therapist.

Prerequisite: COU 732.

COU 716 Psychopharmacology for Counselors (1)

This is an introduction to current psychoactive medications used most often in schools and counseling/psychiatric settings today. The course will explore the conditions which respond best to psychoactive drugs, the specific drugs used to treat specific conditions, and the typical dosages used. In addition, it will explore when it is appropriate to suggest medication and also alternative medication, side effects to be aware of, and the benefits gained from the use of psychoactive drugs.

Prerequisites: Graduate level standing.

COU 717 Lifespan Development (3)

This course is designed to review theories and principles of human development across the lifespan, and to familiarize students with current knowledge and research in the field. This course also covers areas of childhood disabilities, as well as current issues regarding deafness and human development. Developmental issues across the life span related to culture, gender, heredity and environment will also be included.

Prerequisites: Undergraduate course in child/adolescent development and an undergraduate course in abnormal psychology.

COU 721 Foundations in Helping Skills I (3)

This is an introductory course focusing on basic human

relations skills necessary to be an effective helper. Activities will include lecture and discussion of components of positive interpersonal skills related to helping as well as role playing and videotaping of helping relationships. A specific interpersonal relations model for the purpose of helping will be presented, demonstrated, and analyzed. The course will discuss multicultural issues. Emphasis will be placed on developing human relations skills needed to provide services to deaf and hard of hearing individuals.

COU 723 Counseling Deaf Students with Special Needs (3)

This course is designed to expose school counseling majors to the deaf child with special needs and low incidence disabilities in the school program. During the semester, school counseling graduate students will study the various medical and psychosocial issues of deaf students who have multiple disabilities. Additionally, the graduate student will discuss various approaches to providing both preventative and remedial mental health services to deaf students with special needs, and consultation services to parents, families, teachers, and staff members when appropriate. Specific instruction in developing the social/emotional component of the IEP, developing behavior plans, and providing consultation in behavior management, social skills development, independent living skills training, and transition planning will also be discussed.

Prerequisites: COU 717, 721, 732.

COU 728 The Cycle of Substance Abuse (3)

The goal of this course is to help professionals working with deaf and hard of hearing people understand the impact of drug and alcohol abuse throughout the individual's life span as well as within family and social systems. The course will examine current trends in alcohol and drug abuse; legal implications; street names and drug symptom identifiers for counselors; the medical implications for prescription and non-prescription drug abuse; substance abuse terminology; the historical context of substance abuse in American society; community responses to substance abuse; essentials of substance abuse prevention; deafness, family dynamics, and substance abuse; and substance abuse treatment strategies and service accessibility.

Prerequisites: Graduate level standing.

COU 730 Law and Ethics Seminar (3)

This course is designed to give students an academic orientation to the U.S. legal system and important topics intersecting legal and ethical issues in the field of counseling. The course includes legal aspects of client

confidentiality, civil and criminal liability, privacy rights, as well as legal and ethical developments involving special education students and disabled Americans. Particular attention will be given to these topics as they apply to deaf and hard of hearing individuals.

COU 732 Theories and Approaches in Counseling and Psychotherapy (3)

This course is a general introduction to the major philosophical systems and theoretical viewpoints used in counseling and psychotherapy. The key facets of various theories such as phenomenology, behaviorism, psychoanalysis, Gestalt, person-centered, and existentialism are discussed, and each theory is evaluated as to its applicability with deaf clients.

Prerequisites: COU 710, 712.

COU 734 Lifestyles and Career Development (3)

This course is designed to provide students with knowledge of theories, materials, programs, and practices in the career development area. It specifically seeks to identify practices used with or potentially useful with deaf people. A central theme is the recognition of the role of career and work with the integration of personality. The course will discuss multicultural issues. Emphasis will be placed on discussing the career needs of deaf and hard of hearing people.

Prerequisite: COU 710.

COU 736 Organization and Administration of Human Service Programs (3)

This course focuses on the principles and procedures for establishing and maintaining guidance and counseling services in a variety of educational settings. Special emphasis is given to the systems approach and to the process of needs assessment, program development, and program evaluation.

COU 737 Organization and Administration of School Guidance Programs (3)

This course focuses on the principles and procedures for establishing and maintaining counseling services in a variety of school settings. Special emphasis is given to the systems approach, needs assessment, program development, and program evaluation of effective guidance programs in schools.

Prerequisite: COU 712.

COU 740 Practicum in Counseling Deaf People (3-4)

Under close supervision, students perform intake interviews, counsel with clients, prepare reports, and work

directly with experienced counselors in the school and agency setting. Emphasis is placed on developing counseling skills in one-to-one situations and in small groups.

Prerequisites: COU 710, 712, 721, 732.

COU 748 Principles of Assessment in Counseling (3)

Introduction to the purposes, concepts, and techniques of psychological, vocational, and educational assessment and how assessment information is used in counseling. Includes a review of fundamental statistical concepts, an overview of assessment procedures, ethics, and legal implications. Emphasis will be placed on describing assessment techniques including a variety of psychological tests used widely with deaf and hard of hearing people.

Prerequisite: Permission of the instructor.

COU 751 Group Counseling with Deaf Students in Schools (4)

This course includes the theory and application of group counseling as related to the problems of individuals who are deaf and hard of hearing. The experience of conducting an ongoing group in a school setting is required.

COU 752 Counseling Individuals with Multiple Disabilities (3)

This course addresses the counseling needs of deaf/hoh individuals with chronic illness and disabilities. These include persons who are Deaf-Blind and those with developmental disabilities, ADD, AIDS, chronic pain, cancer and other life-threatening illness, neurological problems, and orthopedic problems. Emphasis will be placed on understanding the counseling needs and available resources for these individuals and their families. Issues of advocacy, self-help, and accessibility will also be addressed.

Prerequisites: 9 credits of undergraduate psychology.

COU 753 Group Psychotherapy (3)

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Prerequisites: COU 710, 732.

COU 758 Counseling Deaf Students with Additional Special Needs (3)

This course is designed to expose school counseling

majors to the deaf child with special needs and low incidence disabilities in the school program. During the semester, school counseling graduate students will study the various medical and psychosocial issues of deaf students who have multiple disabilities. Additionally, the graduate student will discuss various approaches to provide both preventative and remedial mental health services to deaf students with special needs, and consultation services to parents, families, teachers, and staff members when appropriate. Specific instruction in developing the social/emotional component of the IEP, developing behavior plans, and providing consultation in behavior management, social skills development, independent living skills training, and transition planning will also be discussed.

Prerequisites: COU 717, 721, 732.

COU 768 Techniques and Skills in Psychotherapy (3)

This is an advanced course in techniques and skills in psychotherapy, designed expressly for second year or advanced students in mental health counseling and related disciplines. Emphasis will be on the application of selected theoretical constructs in working with clients in general and with deaf and hard of hearing clients in particular. An important aspect of the course is on therapist attitude, techniques, and skills essential in effective treatment of clients with specific psychological problems and disorders. Psychotherapy approaches with difficult clients or those resistant to treatment will be an integral aspect of the course. It is a student therapist-centered course, attentive to his or her development and growth as a therapist. The method of instruction is primarily hands-on experiential activities and will include supervised simulated therapy sessions, role play, student-therapist videotape replay and feedback, videotapes of actual therapy sessions featuring real clients and master therapists, psychotherapy case presentations, demonstrations, and live observations. The didactic aspect will include reviewing and analyzing psychotherapy research.

COU 770 Diversity Foundations 1 (3)

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues and agencies. This class offers the opportunity to study cultural identity and its implications from theoretical, experiential and personal perspectives. It addresses impacts and interactions of multiple cultures on individuals and groups. It examines power in relation to cultures. It takes a meta-model approach to identity, and views people as being multifaceted,

potentially members of multiple cultural/language groups, including racial, ethnic, regional, deaf, gay, transgender and more.

Prerequisite: Acceptance to Program.

COU 771 Diversity Foundations 2 (3)

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues, agencies and systems. Successful completion of this course requires that the student have awareness, knowledge, and skills for understanding and addressing the impact of culture and power on organizations and systems. This class builds on the prerequisite course entitled Diversity Foundations 1 by addressing issues of inter-cultural relationships, and the interactions of culture and power structures, and the impact of culture on organizations and systems. In addition to readings and didactic teaching, course methodology incorporates experiential and simulation learning activities including, field trips, guest presentations, and use of media.

Prerequisite: Acceptance to Program.

COU 772 Cultural Diversity Encounter (3)

Over the course of a semester period (15 weeks) in their home communities, students will engage in an interactive cultural diversity experience (through combined observation and actual interactions) with a cultural group/community different from their own. The design and approval for this study will take place during Diversity Foundations 2 in the summer prior to the fall semester in which this practicum experience begins. The objectives of the practicum are to develop deeper awareness, knowledge and appreciation for another cultural group. Students will notice the skills that they have/need to develop in order to work effectively with culturally different groups. They will continue to reflect on themselves as cultural beings and how their own identities and worldviews impact the way in which they perceive, understand and interact with people who are culturally different from themselves.

Prerequisites: COU 770, 771.

COU 773 Multicultural Interviewing and Assessment (3)

This class provides an understanding of the importance, history and ethical/legal issues related to culturally/linguistically competent assessment. Its focus is on ethnic/racial diversity; however, deafness issues are woven into the discussion. The class will provide frameworks, approaches, considerations and strategies for engaging diverse clients,

conducting culturally appropriate intakes and clinical interviews, and gathering assessment information through a variety of means. We will explore strategies for helping the client/family understand the purpose of our questions. We will look at establishing allies in the cultural communities who can help interpret culturally and linguistically. We will review the major assessment tools and tests used with standard, culturally diverse and special need populations, focusing on understanding the appropriateness and usefulness of the instruments relative to the backgrounds of the clients, the protocols utilized, potential biases and how validity might be affected. We will examine use of the results, including feedback to the client and family, recommendations and referrals.

Prerequisites: COU 770, 771, 772.

COU 774 Multicultural Strategies and Interventions (3)

Utilizing learning from the previous certificate program classes, this fifth and final course explores a range of culturally appropriate intervention strategies at the levels of client, agency and colleagues, community and systems. Some approaches include: non-western and indigenous approaches, and culture-specific strategies. Since no one can know it all, we'll explore how to create culturally relevant resources, and build collateral, collaborative relationships with community cultural agencies and experts.

Prerequisites: COU 770, 771, 772, COU 773.

COU 790 Internship in Counseling Deaf People (8-12)

Advanced fieldwork experience in an approved setting. Supervised work in diagnosis, individual and group counseling, program planning, and case study. The major goal of this course is to provide practical application for the training that has preceded the internship.

Prerequisite: COU 740.

COU 795 Special Topics (1-3)

Grading System: letter grades only.

COU 799 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.