

COUNSELING, LEADERSHIP, AND EXPRESSIVE ARTS

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The Department of Counseling, Leadership, and Expressive Arts programs consist of interdisciplinary graduate programs and Certificates that include Counseling Specialization in Clinical Rehabilitation Counseling, Holistic Clinical Mental Health Counseling, Rehabilitation Counseling, Leadership Dynamics and Practice, and the Application of the Expressive & Creative Arts. Several allied certificate programs are also included. The departmental programs provide a firm foundation in counselor education, professional leadership studies, and the expressive and creative arts. Each provides career path options designed to meet program goals and student needs.

In keeping with the University's mission, our programs prepare students to work for a world that is harmonious, just, and merciful by expanding knowledge and understanding in their chosen field.

In alignment with the Salve Regina mission, strategic compass, and department philosophy, we welcome students from diverse personal and professional backgrounds. Our courses provide a strong base for understanding and respecting the various views and cultures within professional environments and the client populations we serve. As a demonstration of our mission and vision, our graduates are prepared to work in a variety of settings, including (but not limited to): clinical mental health counseling centers, clinical rehabilitation counseling and community rehabilitation programs, education and healthcare institutions, government service, leadership projects, profit and not-for-profit sectors, substance use disorders programs, facilities housing individuals who have been incarcerated, military sites, and other allied professional programs.

Classes are offered at our Newport campus and online.

Program requirements will be revised and/or updated as licensing requirements change.

Overview of the Department Programs Counselor Education M.A.

The department currently offers two master's-level Counselor Education Programs. The 60-credit Clinical Counseling Program with specializations

in (1) Clinical Rehabilitation Counseling (CRBC) and (2) Holistic Clinical Mental Health Counseling (HCMHC), and the 48-credit Rehabilitation Counseling Program. More information on the programs can be found under the designated programs. Students who enroll in the 60-credit Clinical Counseling Program specializing in CRBC or HCMHC will be eligible to apply for licensure in Mental Health Counseling in R.I. and many other states. Students who choose to enroll in the 48-credit Rehabilitation Program will need an additional 12 credits of academic and clinical courses before they can consider applying for Mental Health Counseling licensure or to be a Certified Rehabilitation Counselor (please see our CAGS certificates for more information).

Salve Regina University's Holistic Counseling program was established in 1987 and was one of the first programs of its kind. The program has expanded through the years to offer a 48-credit program, a 60-credit program, and a Certificate of Advanced Graduate Studies (CAGS) in Mental Health Counseling: Concentration in Holistic Counseling. The 60-credit program was launched in 2017 to align with best practices and changes in state standards for licensure.

The Salve Regina University, Rehabilitation Counseling program was established in 2004 as a 48-credit program and was nationally accredited in 2005 by the Council on Rehabilitation Education (CORE). In 2017, with the accreditation merger of CORE and the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the 48-credit program will be accredited until 2025.

As the 60-credit Holistic Clinical Mental Health Counseling Program and the 60-credit Clinical Rehabilitation Counseling programs grew in their counseling identity, they became one Counselor Education program in the Fall of 2023, offering a 60-credit Master's degree in Clinical Counseling, with specializations in Clinical Rehabilitation Counseling and Holistic Clinical Mental Health Counseling.

As of 2023, the state of Rhode Island offers a two-tiered Mental Health Counseling licensure. Students can apply to become a Licensed Mental Health Counseling-Associate directly after graduation and subsequently sit for their full License of Mental Health Counseling (LMHC) after an additional 2000 post-Masters client hours.

*Students interested in obtaining a license as a Mental Health Counselor and/or a certificate in Rehabilitation Counseling should review state and/or national requirements eligibility can vary.

Master of Arts in Leadership Dynamics and Practice

The Department offers a 30 credit Master of Arts Program in professional leadership studies entitled: Leadership Dynamics and Practice. This integrative leadership program prepares students to learn transferrable skills for most settings, identify personal leadership potentials, apply state-of-the-art material to current and future career opportunities, and contribute to social, and organizational, and global change. A student may also opt to take two stand-alone 12-credit certificate options and then combine them with two additional courses to qualify for the Master of Arts degree.

Expressive and Creative Arts: Professional Applications

Our program provides experiential training in Expressive Arts therapies and facilitation, which integrates the transformative power of the arts into the helping professions. With a multimodal approach to the arts, this experiential training program can be utilized in various professional settings.

Counselor Education Programs

The department currently offers two master's-level Counselor Education Programs:

- Clinical Counseling: Specialization in Clinical Rehabilitation Counseling or Holistic Clinical Mental Health Counseling (60 credits)
- Rehabilitation Counseling (48 credits, CACREP)

Holistic Clinical Mental Health Counseling Specialization Overview

The Holistic Counseling specialization strives to integrate concepts of holism and systemic thinking, the American Counseling Association's (ACA) definition of an ethical professional counselor, the Sisters of Mercy Critical Concerns (Anti-racism, nonviolence, immigration, women, and the Earth), the Multicultural and Social Justice Competencies (Ratts, et al., 2015), real-world experience, and internal and external exploration to create a professional program for future Holistic Mental Health Counselors. The programs prepare students to sit for the Mental Health Counseling Licensure exam.

The mission of the Holistic Counseling specialization is to prepare master's degree students to serve as professional and ethical counselors who undertake their role as mental health counselors from a holistic, systemic, ever-evolving, culturally competent perspective.

Holistic Mental Health Counselors draw on knowledge from the mental health counseling field, neuroscience, holistic, multicultural studies, gender studies, queer studies, psychology, social work, anti-racist pedagogy, transformative learning, and experiential learning theories. The program trains students to be clinically skilled, knowledgeable mental health counselors focusing on understanding a whole person/whole system perspective. We ask students to integrate self-awareness around issues of intersectionality, privilege, and oppression in all counseling courses to help students understand their impact on clients and the larger system. Students receive training and work in various clinical settings, incrementally increasing their ability to serve individuals, groups, and larger systems. Students are trained to better understand clients and their various systems with respect to multicultural factors, including ethnicity, race, nationality, religion, sexual and affectional orientation, gender, disability, socioeconomic, and body size.

The Holistic Counseling Specialization offers a curriculum that aligns with the eight (8) core areas of CACREP accreditation in addition to the Mental Health Counseling specialization. Students receive training in professional counseling skills, theories, systems perspectives, professional orientation, holistic foundations, mind/body integration, clinical assessments, appraisal and diagnosis, and trauma-informed counseling. Students complete a 100 hour in-the-field clinical practicum and two 300 hour in-the-field clinical internships.

Students can also obtain a Certificate of Advanced Graduate Students (CAGS) in Clinical Mental Health Counseling: Concentration in Holistic Counseling if they have a masters degree in a mental health field that is not 60 credits. Please see the specific CAGS page for more information.

Rehabilitation Counseling 48-credit Program and Clinical Rehabilitation Specialization Overview

Consistent with the mission of Salve Regina University, the graduate programs in rehabilitation counseling are committed to offering a professional program that encourages students to seek wisdom through study and service and to promote universal justice. Our program embodies the five Critical Concerns of the University. The program

actively supports social justice, anti-racism, and the value of all human beings through our community-based clinical work and client advocacy.

The mission of the Rehabilitation Counseling Programs is to prepare master's degree students to perform a vital role as counselors with specialized knowledge and skills for rehabilitation counseling and mental health service delivery to clients with mental health issues and co-occurring disabilities.

To prepare clinically skilled, knowledgeable, and committed rehabilitation counseling professionals, rehabilitation counselors draw on knowledge from many disciplines, including counseling, psychology, medicine, neuropsychology, psychiatry, sociology, social work, education, and law. The program and specialization emphasize the successful functioning of the *whole person*, not just dealing with a diagnosis or disability. Students develop the ability to serve persons with a wide array of disability-related and/or mental health concerns impacting the individual, the family, and society. They receive their training and work in various clinical settings to develop their clinical and cultural competencies and better understand the influences of multicultural factors.

Students can earn a 48-credit Masters degree in Rehabilitation Counseling. In order to sit for Mental Health Counseling licensure or to become a Certified Rehabilitation Counseling (CRC), students will need to take an additional 12 credits of academic and clinical coursework. The program offers a Certificate of Advanced Graduate Studies (CAGS) in Rehabilitation Counseling (Certificate of Advanced Graduate Studies in Mental Health: Rehabilitation Counseling Concentration). Students should review state requirements, as not all states will allow students to become licensed (ie: Massachusetts) with a 48 credit masters degree + CAGS.

The programs are designed to align with elements related to the eight (8) core areas of CACREP accreditation and the Rehabilitation Counseling specialization. Students receive specialized training in motivational interviewing, medical and psychosocial aspects of disability, professional orientation, clinical assessments, appraisal and diagnosis, and trauma-informed counseling. Students complete a 100 hour in-the-field clinical practicum and two 300 hour in-the-field clinical internships.

Since requirements for licensure vary from state to state, students are encouraged to research the individual state licensure laws for the most current requirements for the state in which they want to practice. There are states where additional elements are required. Students who graduate (60 credits) with a Specialization in Clinical Rehabilitation Counseling are eligible to sit for the national Certified Rehabilitation Counseling exam. It is the only disability specialist certification globally, with 15,000 certified counselors worldwide. It is a highly desired certification by employers and the only certification demonstrating competency in working with individuals with disabilities. The Commission on Rehabilitation Counseling (CRCC) sets the standards of practice for quality rehabilitation counseling services through its internationally recognized certification program. Our students who take the exam consistently exceed the national passing rates by over 25 percent. Continuing Education is required for both state Mental Health Licensure and the CRC.

Institutes

Leadership Communities of Practice and Special Learning Opportunities

The Professional Leadership Studies Program offers innovative communities of practice learning opportunities as part of its Leadership

Dynamics and Practice Programs. These programs are offered periodically as continuing education and/or professional development opportunities through the Office of Graduate and Professional Studies at Salve Regina University. Master's level students and interested professionals from diverse fields, disciplines, and careers are exposed to cutting-edge leadership principles and practices. The special learning opportunities offer interdisciplinary and integrative approaches to leading self, individuals, groups, and larger organized systems. Lectures and discussions are combined with hands-on experiential activities.

Acceptance into the program is competitive and requires a formal application, which includes a one-page letter of intent stating how the applicant wishes to utilize the training professionally, along with an explanation of the individual's qualifications to do so, and a professional resume. Accepted applicants may enroll in the Integrated Leadership Institute as one professional development experience and, upon successfully completing the program and/or workshop will receive a certificate of completion and continuing education units.

The Expressive Arts Institute

The Expressive Arts Institute foundation courses are offerings of the part of the Expressive & Creative Arts program, as part of the Holistic Graduate Programs, and the Office of Graduate and Professional Studies at Salve Regina University. The summer professional development courses have been designed to provide educators, artists, medical caregivers, counselors, and those in related fields with basic training in the expressive and creative arts to facilitate transformation, self-discovery, healing, and the evolution of consciousness when working with groups or individuals.

These introductory courses will focus on using a multi-modal approach to the expressive and creative arts, concentrating specifically on integrating the visual arts with movement, sound, and expressive writing. Class lectures and discussions on the applications of the expressive and creative arts and research supporting its efficacy will be combined with hands-on experiential exercises. The ability to participate in the experiential portion of this work is an essential aspect of the program.

Note: Enrolling in the Expressive Arts Institute foundation courses also serves as an introduction to the 15-credit CGS or CAGS in the professional applications of the expressive and creative arts, offered at Salve Regina as part of the holistic graduate programs. The Expressive Arts Institute foundation is one pathway to cover the prerequisite foundational content, before enrolling in the full Certificate of Graduate / Advanced Graduate Studies training program.

Acceptance into the Expressive Arts Institute is competitive and requires a formal application, which includes a one-page letter of intent stating how the applicant wishes to utilize the training professionally, along with an explanation of the individual's qualifications to do so; a professional resume; two letters of recommendation; and a personal telephone interview. Each application will be reviewed and approved by the Expressive and Creative Arts program coordinator.

Along with the minimum requirement of a bachelor's degree, students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the expressive arts faculty. To complete the courses, a student must attend all classes from start to finish, actively participate in, and contribute to all aspects of the program and complete all outside work assignments to the satisfaction of the faculty.

For more information go to: <https://salve.edu/expressive-arts-institute> (<https://salve.edu/expressive-arts-institute/>) or call (401) 341-3122.

Master of Arts Holistic Counseling

At the completion of the program, students will be able to:

- (1.a.) Describe their counseling identity and discusses the benefits of membership in professional organizations.
 - (1.b.) Demonstrate knowledge of ethical standards and applications of ethical and legal considerations in professional counseling by applying this knowledge to case studies.
- (2) Evaluate cultural identity development, advocacy, and social justice. In addition, students explore the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- (3) Demonstrate knowledge of human growth and development by analyzing the biological, neurological, and physiological factors that affect human development, functioning, and behavior.
- (4.a.) Demonstrate understanding of the theories, assessments and models of career development, counseling, decision making and impact of work environments on client's life by applying this knowledge to their career map.
 - (4.b.) Explain and apply approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - (4.c.) Use a variety of assessment tools to assess abilities, interests, values, personality and other factors to facilitate client skill development for career, educational, and life-work planning, career decision-making and career management
- (5.a.) Understand major evidence-based theories and models of counseling, and integrate that knowledge into a systems view of conceptualizing clients.
 - (5.b.) Implement the use of counseling theories and tasks such as interviewing and case conceptualization, and utilize appropriate intervention strategies and techniques.
- (6) Demonstrate an understanding of theoretical foundations of group counseling and group work and exhibit characteristics of effective group leadership through direct experiences of group facilitation.
- (7) Demonstrate understanding of the importance of research and critically evaluating research to inform clinical practice and future research.

(Source: 2022 Assessment Report)

Master of Arts Clinical Counseling – Clinical Rehabilitation Counseling Specialization

1. Students will demonstrate the knowledge of the philosophy, principles, professional ethics, and scope of practice of the clinical rehabilitation counseling profession.
2. Students will identify and provide clinical rehabilitation counseling services in a manner that reflects an understanding of research findings, psychosocial influences, cultural beliefs and values, sexual orientation, gender, and diversity differences across the lifespan that may affect the clinical rehabilitation counseling process, opportunities for employment, and independent living for persons with disabilities.
3. Students will educate and assist employers, people with disabilities, families, and other rehabilitation professionals in identifying,

modifying, or eliminating architectural, procedural, and/or attitudinal barriers to obtain and maintain successful employment and independent living.

- Students will administer and utilize mental health, SUD, disability and vocational instruments as an ongoing process in establishing individual rapport, whole-person assessment of client needs, clinical rehabilitation service planning, evaluation of independent living skills, and vocational and transferable skills for persons with disabilities.
- Students will develop culturally competent strategies to identify and eliminate barriers, prejudices, and processes of intentional or unintentional oppression and discrimination when working with diverse clients.

Master of Arts Clinical Counseling – Holistic Clinical Mental Health Counseling Specialization

- Students will understand, embody, and be able to articulate their professional HCMHC counseling identity.
- Students will have knowledge of Human Growth and Development in order to understand the nature and needs of individuals at all developmental levels and in multicultural contexts.
- Students will be able to articulate knowledge of social and cultural foundational understanding related to counseling skills currently needed in working with various client populations.
- Students will be able to articulate knowledge and skills in the counseling and consultation processes.
- Students will be able to articulate knowledge and skills related to group development, dynamics, counseling theory, group counseling methods, and group work approaches.
- Students will be knowledgeable and understand career development and related factors.
- Students will be able to articulate knowledge about individual and group approaches to assessment and evaluation.
- Students will exhibit knowledge about various research methods, statistical analysis, needs assessments, and program evaluation.
- Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards, and credentialing.
- Students will demonstrate a disposition that aligns with best practice counseling competencies.

Master of Arts Rehabilitation Counseling Student Learning Outcomes

At the completion of the program, students will be able to:

- Demonstrate the knowledge of the philosophy, principles, professional ethics, and scope of practice of the clinical rehabilitation counseling profession.
- Provide and identify clinical rehabilitation counseling services in a manner that reflects an understanding of research findings, psychosocial influences, cultural beliefs and values, sexual orientation, gender, and diversity differences across the lifespan that may affect the clinical rehabilitation counseling process, opportunities for employment, and independent living for persons with disabilities.
- Educate and assist employers, people with disabilities, families, and other rehabilitation professionals in identifying, modifying, or

eliminating architectural, procedural, and/or attitudinal barriers to obtain and maintain successful employment and independent living.

- Administer and utilize mental health, SUD, disability and vocational instruments as an ongoing process in establishing individual rapport, whole-person assessment of client needs, clinical rehabilitation service planning, evaluation of independent living skills, vocational, and transferable skills for persons with disabilities.
- Develop culturally competent strategies to identify and eliminate barriers, prejudices, and processes of intentional/unintentional oppression and discrimination when working with diverse clients.

(Source: 2022 Assessment Report)

Leadership Dynamics and Practice (M.A.) Student Learning Outcomes

At the completion of the program, students will be able to:

- Demonstrate mastery of theoretical material related to leadership principles, theoretical perspectives, and/or transformative process for change.
- Demonstrate ability to lead effectively through personal and individual development.
- Demonstrate ability to lead effectively with diverse, multicultural, and/or differently abled individuals and groups.
- Demonstrate understanding and competency in working with whole systems.
- Demonstrate understanding of an integrative approach that is foundational for effective leadership within complex systems.

(Source: 2022 Assessment Report)

Expressive and Creative Arts Professional Applications

At the completion of the program, students will be able to:

- Demonstrate knowledge of principles, theoretical perspectives and research in the Expressive Arts as transformative process.
- Demonstrate understanding of integrating holistic, multi-modal paradigms within the expressive arts.
- Demonstrate proficiency of skills in experientially utilizing arts-based approaches in one's personal development.
- Demonstrate proficiency of skills in guiding others as a facilitator of Expressive Arts in their area of work.
- Demonstrate competencies to work effectively with a diverse range of individuals and groups in community contexts.

(Source: 2022 Assessment Report)

Master's

- Clinical Counseling (M.A.) (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/clinical-counseling-ma/>)
- Leadership Dynamics and Practice (M.A.) (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/leadership-dynamics-practice-ma/>)

- Rehabilitation Counseling Master of Art (M.A.) (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/rehabilitation-counseling-ma/>)

Certificates

- Clinical Mental Health; Concentration in Holistic Counseling Certificate of Advanced Graduate Studies (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/clinical-mental-health-concentration-holistic-counseling-certificate-advanced-graduate-studies/>)
- Mental Health: Rehabilitation Counseling Concentration Certificate of Advanced Graduate Studies (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/mental-health-rehabilitation-counseling-concentration-certificate-advanced-graduate-studies/>)
- Professional Applications of the Expressive and Creative Arts Certificate of Advanced Graduate Studies (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/professional-applications-expressive-creative-arts-certificate-advanced-graduate-studies/>)
- Professional Applications of the Expressive and Creative Arts Certificate of Graduate Studies (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/professional-applications-expressive-creative-arts-certificate-graduate-studies/>)
- Professional Leadership Certificate of Graduate Studies (<https://catalog.salve.edu/graduate/academic-programs/counseling-leadership-expressive-arts/professional-leadership-certificate-graduate-studies/>)

Counseling (COU)

COU-500: Professional Orientation and Ethics (3 Credits)

This course is an introduction to the profession of counseling including professional identity, history, accreditation, licensure, organizational structure, advocacy and use of technology. The class also focuses on cultural considerations and the ethical problems in counseling with specific attention given to the American Counseling Association Code of Ethics. This course should be taken in the beginning portion of the students program of study. Non-matriculating students are permitted to take this course.

COU-501: Human Growth and Development (3 Credits)

The course is designed to address the understanding of human growth and development across the life span. The course emphasizes the interwoven nature of development domains (physical, cognitive, social, spiritual, and emotional) and the contextual factors influencing each. The critical nature of cultural implications within human development are explored. Theoretical, practical, and research perspectives will be examined as they apply to the counseling professions. This course should be taken in the beginning portion of the students' program of study. Non-matriculating students are permitted to take this course.

COU-502: Cultural Equity in Counseling (3 Credits)

This course should be taken towards the beginning portion of students' program. It explores a wide variety of issues within counseling from an intrapersonal to a systemic level and asks students to examine the lens through which they see themselves and others, especially when working in a counseling environment. The class investigates how human intersectionality, privilege, and oppression impact the counselor/client relationship. This course focuses on counselor-in-training awareness and understanding around cultural elements, the importance of meeting clients where they are, gaining skills in working with a variety of clients, and understanding the role of a professional counselor.

COU-503: Theories of Counseling (3 Credits)

This course includes the conceptual study of the theoretical underpinnings of selected historical and modern counseling theories. These theories will be explored related to personality development, cultural relevance, client maturation, and the change process. Specific theoretical interventions within various theories will be explored. Students will begin to conceptualize how theory, personhood, and cultural development are intimately connected in an effort to identify the theory(ies) that resonate with their counseling style.

COU-505: Trauma Informed Counseling (3 Credits)

This course discusses the foundations and importance of trauma-informed methodology in the counseling profession. Students learn how neurobiological, environmental, biological predispositions, and psychological stressors contribute to the experience of trauma and how trauma impacts various processes, such as grief. The class will also discuss cultural considerations; accessing community support; and self-care for clinicians who treat these populations.

COU-506: Research Methods (3 Credits)

Using a culturally competent approach to research, students explore various research techniques and apply that knowledge to an analysis of existing research in order to design and implement their research projects. The course includes preparing appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical and cultural issues are explored in some depth.

COU-513: Working with Intimate Relationships in Counseling (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. HLC-504 or RHB-504 or RHB-520 are required.

This course focuses on the culture of intimate relationships, such as couples and families. It discusses theoretical frameworks, the structure and process, the systemic life cycle, and the relationship and dynamics between individuals in intimate systems. The impact of culture and society is discussed throughout the course. Students will gain an understanding of how the family system impacts the individual as well as larger systems. Ethnicity, gender, socioeconomic status, and varying definitions of family are discussed

COU-515: Diagnosis and Treatment Planning (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. HLC-504 or RHB-504 or RHB-520 are required.

Students learn about clinical interviewing methods, clinical diagnosing, clinical language, and treatment planning. Through reading, class discussion, and discussing case studies, Students learn how to set goals and make plans that integrate clinical and holistic models that address symptoms, support the whole person, and promote optimal functioning and well-being. This course introduces psychometrics and common assessment formats to enable a student to arrive at a OSM-5 diagnosis. This course increases clinical decision making through traditional evidence-based theories, body-centered psychotherapies, and process-oriented models for treatment.

COU-518: Assessment and Appraisal (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. HLC-504 or RHB-504 or RHB-520 are required.

This class explores the theoretical basis for assessment from a historical foundation and culturally aware perspectives. Students practice identifying and assessing the psychological, cultural, psychosocial, and behavioral factors that cause disruptions to mental health wellness. Specifically, this course will explore validity and reliability, psychometric statistics, and test construction. In addition, how tests are used to assess personality, behaviors, types of intelligence, aptitudes, achievement, and career choices will be explored. Students learn how to choose and implement appropriate assessments for individuals, couples, and families. This course will also address crisis intervention and how to use assessments to evaluate risk and implement clinical skills and resources.

COU-526: Group Process (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. HLC-504 or RHB-504 or RHB-520 are required.

This course will provide a framework to view group development as it applies to the field of mental health counseling. The course will provide practical experiences in group process, group interventions, and group facilitation. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students will explore the various implications culture and society has on group development. Students will practice leading a group under supervision in the classroom.

COU-527: Career Counseling (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. HLC-504 or RHB-504 or RHB-520 are required.

This course will provide students with the knowledge and skills necessary to conduct career counseling to provide insight and direction to clients' vocational goals. Students will examine career development theories, sources of occupational and educational information, life-style and career decision-making processes, and assessment instruments.

COU-535: Substance Use in Counseling (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-513 or RHB-510. COU-503 or HLC-509 or RHB-509. COU-513 or RHB-513 or HLC-513. HLC-504 or RHB-504 or RHB-520 and RHB-540 are required.

Students will be provided with a foundational understanding of substance use disorder counseling and will engage with the historical and systemic dynamics that contribute to substance use disorders. Theories and etiologies of substance abuse are reviewed, along with pertinent information regarding commonly abused substances. Effective, evidence-based substance use disorder assessments, treatment modalities, and treatment settings are reviewed as a relevant part of the treatment continuum. Students will challenge commonly held biases and beliefs regarding substance use and abuse, and apply an equitable, wellness-based, and socially just approach to substance use counseling. There will also be discussions of commonly used psychopharmacological drugs within mental health and rehabilitation counseling.

COU-541: Capstone: Integrating Meaning Through Action and Advocacy (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. RHB-504 or HLC-505 and RHB-540. COU-506 or HLC-500 or RHB-500. COU-513 or HLC-513 or RHB-513. COU-515 or HLC-515 or RHB-515. COU-518 or HLC-518 or RHB-518. COU-526 or HLC-516 or RHB-516 are required.

Pre/Co-requisite(s): COU-505 and COU-535 or RHB-527 are required. This is the capstone course for the Counselor Education Program and students in both specializations will take this course. The focus of the course is integrating concepts and skills from previous courses related to one's identity as a counselor and the integration of meaning in the work of counseling professionals. Students will incorporate awareness, meaning-making, assessment, knowledge, and skills from a holistic, systemic, developmental, accessible, and wellness perspectives into counseling practice.

Holistic Counseling (HLC)

HLC-500: Research Methods (3 Credits)

Using a culturally competent approach to research, students explore various research techniques and apply that knowledge to an analysis of existing research in order to design and implement their research projects. The course includes preparing appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical and cultural issues are explored in some depth.

Cross-listed with: RHB-500.

HLC-504: Holistic Foundations (3 Credits)

The course focuses on the emergence of an integrative perspective as it applies to the development of western science and philosophy within counseling and leadership as distinct disciplines. It examines how attitudes, beliefs, and epistemological have influenced professional practice in counseling and leadership. The course further traces how recent changes in scientific assumptions have affected a shift in both research and professional practice and considers the implications of this shift. Ethics and a holistic or integrative orientation related to these professions are introduced.

HLC-505: Interpersonal Helping Skills (3 Credits)

The course experience provides the opportunity to explore one's basic communication style of interacting with others both verbally and non-verbally. Through practice in dyads and/or the whole class, students learn and apply basic interpersonal helping skills such as listening, primary accurate empathy, immediacy, the art of challenging, and appropriate self-disclosure - effective professional skills in the helping professions.

HLC-506: Professional Orientation and Ethics (3 Credits)

This course is an introduction to the profession of counseling including: professional identity, history, accreditation, licensure, organizational structure, advocacy and use of technology. The class also focuses on cultural considerations and the ethical problems in counseling with specific attention given to the American Counseling Association Code of Ethics. This course should be taken in the beginning portion of the students' program of study.

Cross-listed with: RHB-506.

HLC-507: The Body Mind Connection (3 Credits)

This course will focus on defining, experiencing, and working with the body-mind connection. Current research findings in neuroscience, modalities, and techniques that affect the body-mind connection and somatic therapeutic processes will be explored. This course is essential for holistic clinical mental health counselors and holistic leaders to integrate the mind-body perspective into their work.

HLC-508: Human Growth and Development (3 Credits)

The course is designed to address the understanding of human growth and development across the life span. The course emphasizes the interwoven nature of development domains (physical, cognitive, social, spiritual, and emotional) and the contextual factors influencing each. The critical nature of cultural implications within human development are explored. Theoretical, practical, and research perspectives will be examined as they apply to the counseling professions. This course should be taken in the beginning portion of the students' program of study.

Cross-listed with: RHB-508.

HLC-509: Theories of Counseling (3 Credits)

Pre-requisite(s): HLC-504 and HLC-505 or permission of program director are required.

This course includes the conceptual study of the theoretical underpinnings of selected historical and modern counseling theories. These theories will be explored related to personality development, cultural relevance, client maturation, and the change process. Specific theoretical interventions within various theories will be explored. Students will begin to conceptualize how theory, personhood, and cultural development are intimately connected in an effort to identify the theory(ies) that resonate with their counseling style.

Cross-listed with: RHB-509.

HLC-510: Cultural Awareness in Counseling (3 Credits)

Pre/Co-requisite(s): HLC-508 is required.

This course explores a wide variety of issues within counseling from an intrapersonal to a systemic level and asks students to examine the lens through which they see themselves and others, especially when working in a counseling environment. The class investigates how human intersectionality, privilege, and oppression impact the counselor/client relationship. This course focuses on counselor-in-training awareness and understanding around cultural elements, the importance of meeting clients where they are, gaining skills in working with a variety of clients, and understanding the role of a professional counselor.

Cross-listed with: RHB-510.

HLC-513: Couple and Family Counseling (3 Credits)

Pre-requisite(s): HLC-504, HLC-505, and HLC-508 are required. Holistic Counseling students are strongly encouraged to take HLC-509 prior to HLC-513.

This course focuses on couple and family culture, structure and process, the systemic life cycle, and the relationship between the family unit and its environment. The impact of culture and society are discussed throughout the course. Students will gain an understanding of how the family system impacts the individual as well as larger systems. Ethnicity, gender, socioeconomic status, and varying definitions of family are discussed.

Cross-listed with: RHB-513.

HLC-515: Assessment and Treatment Planning (3 Credits)

Pre-requisite(s): HLC-504, HLC-505, and HLC-507 are required.

Pre/Co-requisite(s): HLC-509 is required.

Students learn foundational concepts of assessment, treatment planning, and clinical interviewing methods. Through reading, class discussion, and solving case studies, students practice identifying and assessing the psychological, cultural, psychosocial, and behavioral factors that cause dysfunction in individuals and family systems. Students learn how to set goals and make plans that integrate clinical and holistic models that address symptoms, support the whole person, and promote optimal functioning and well-being. This course introduces psychometrics and common assessment formats to enable a student to arrive at a DSM-5 diagnosis. This course increases clinical decision making through traditional evidence-based theories, body-centered psychotherapies, and process-oriented models for treatment.

Cross-listed with: RHB-515.

HLC-516: Group Counseling and Group Work (3 Credits)

Pre-requisite(s): HLC-504, HLC-505, HLC-507 and HLC-509 or permission of program director are required.

This course will provide a framework to view group development as it applies to the field of mental health counseling. The course will provide practical experiences in group process, group interventions, and group facilitation. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students will explore the various implications culture and society has on group development. Students will practice leading a group under supervision in the classroom.

Cross-listed with: RHB-516.

HLC-517: Career Counseling (3 Credits)

Pre-requisite(s): HLC-508 is required.

This course will provide students with the knowledge and skills necessary to conduct career counseling to provide insight and direction to clients' vocational goals. Students will examine career development theories, sources of occupational and educational information, life-style and career decision-making processes, and assessment instruments.

Cross-listed with: RHB-517.

HLC-518: Appraisal (3 Credits)

Pre-requisite(s): HLC-508, HLC-509, HLC-515 and HLC-510 are required. This class explores the theoretical basis for assessment and counseling techniques from a historical foundation perspective. It explores legal, ethical, and diversity issues. Specifically, this course will explore validity and reliability, psychometric statistics, and test construction. In addition, how tests are used to assess personality, behaviors, types of intelligence, aptitudes, achievement and career choices will be explored. Students learn how to choose and implement appropriate assessments for individuals, couples, and families. This course will also address crisis intervention and how to use assessments to evaluate risk and implement clinical skills and resources.

Cross-listed with: RHB-518.

HLC-523: Understanding Substance Use Disorders: The Science and Application (3 Credits)

This course addresses substance use disorders, substance abuse, and addictions throughout the human lifespan. Theories and etiologies of substance abuse are reviewed, along with pertinent information regarding commonly abused substances. Effective, evidence-based substance use disorder assessments, treatment modalities, and treatment settings are reviewed as a relevant part of treatment continuum. Students will be provided with a foundational understanding of substance use disorder counseling and will engage with the historical and systemic dynamics that contribute to substance use disorders. Students will challenge commonly held biases and beliefs regarding substance use and abuse, and apply an equitable, wellness-based, and socially just approach substance abuse counseling.

HLC-524: Identification of Special Populations within the Context of Substance Use Disorders (3 Credits)

This course will explore ways in which to identify, understand, and serve the needs of diverse populations when working with those diagnosed with or suspected to have a substance use disorder. Students will learn how to apply the knowledge gained in the Substance Use Disorders Counseling Certificate program to actual populations.

HLC-528: Understanding Trauma in Counseling (1 Credits)

Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510 and HLC-515 are required.

Students learn how neurobiological, environmental, biological predispositions, and psychological stressors contribute to the experience of trauma. This course presents the latest research in traditional and body-centered counseling modalities, cultural consideration; accessing community support; and self-care for clinicians who treat this population.

HLC-535: Introduction to Expressive Sound and Music (1 Credits)

This foundation course serves as an introduction to the uses of Expressive Sound and Music as a vehicle for growth and transformation. Through exercises and discussion, the course will explore how Expressive Sound can be utilized to help release tensions, express emotions, and calm the nervous system. The in-class experiences will draw upon various sound-based modalities, including: breathing practices, vocal toning, deep listening, rhythm explorations, and improvisation as part of an intermodal expressive arts approach. This course also introduces ways to begin to adapt and utilize these practices with others in a variety of professional settings, including counseling, psychotherapy, education, healthcare, the arts, and the corporate environment. This course is one of the three prerequisite foundation courses for the CAGS/CGS in the professional application of the expressive and creative arts, along with HLC-582 and HLC-584.

HLC-540: Integrating Meaning (3 Credits)

Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510, HLC-550, HLC-551, HLL-519, HLL-520, HLL-524, HLL-527, HLL-528 and HLL-529 or permission of program director is required. This course is predicated on research indicating a direct correlation between physical and mental health and one's sense of personal meaning and connectedness to a larger purpose. Students gain awareness of how various world views, cultures, backgrounds, and personal perspectives define meaning and purpose and of how to respectfully practice culturally competent skills for work with clients and/or within a family or place of employment. The course also provides practical tools and techniques with which to assist others to explore similar questions of meaning in their lives, work, organizations, communities, and world-wide. This course is to be taken in the final semester for students in the Holistic Clinical Mental Health Counseling Program and Leadership Dynamic and Practice Program.

HLC-542: Spirituality and Religion in Counseling (3 Credits)

Pre-requisite(s): COU-500, COU-501 and COU-502 are required.

This course is an elective and explores best practices for counselors when clients discuss their spiritual and religious identities. Students will develop awareness of the impact of their own values, gain knowledge in the foundational concepts of spirituality and religion in counseling, and will learn skills to help clients process their spiritual and religious experiences and values. Further, students will understand the boundaries of a counselor's role in this realm and be able to help clients process spiritual and religious content in a way that promotes optimal wellbeing for a culturally diverse clientele. The most up-to-date ethical codes, professional guidelines, equity-based frameworks, and best practices of the counseling profession will be used to engage with this course.

HLC-550: Advanced Helping Skills (3 Credits)

Pre-requisite(s): HLC-504, COU-500 or HLC-506, COU-502 or HLC 510, COU-501 or HLC-508, COU-503 or HLC-509, COU-513 or HLC-513, COU-515 or HLC-515 are required.

This course is an elective. The course will provide students more advanced skill training with specific focus on theory integration, skill development, clinical language, and assessment. Students will gain practice refining their counseling skills, providing feedback, and conceptualizing more client cases. Increasing attention is paid to the student's self-awareness and emotional responses. This course should not be taken before Interpersonal Skills in the HCMHC specialization or Motivational Interviewing in the CRBC specialization.

HLC-551: Practicum in Counseling (3 Credits)

Pre-requisite(s): HLC-504, HLC-505, COU-500 or HLC-506, COU-502 or HLC-510, COU-501 or HLC-508, HLC-507, COU-503 or HLC-509, COU-515 or HLC-515 and HLC-550 are required.

Practicum is the student's first clinical field experience. The requirements for this course are fulfilled in a community-based counseling facility and a weekly university seminar. Students begin to develop and apply their counseling skills and abilities in clinical settings. The in-the-field experience consists of approximately 10 hours a week of direct and indirect field experience for a total of 100 clinical-hours and a weekly seminar class. The clinical placement site must be approved by the program. Students will work with a qualified on-site supervisor who will provide site supervision and evaluate the student's counseling skills, preparation, and professionalism in the field. The course instructor will provide a weekly seminar, supervision, assessment, and support. The primary supervision will come from the on-site supervisor. Qualifications for appropriate Site Supervisors are found within the Practicum Agreement. Students are expected to participate in the program's pre-requirements before starting practicum.

HLC-575: Healing and Transformation (2 Credits)

Pre-requisite(s): COU-500 or HLC-506 is required.

This course emphasizes the potential for every human being to heal and change. The course will examine scientific and anthropologic writings on healing as well as how professionals can act as supportive agents in the change process.

HLC-578: Body and Personal Myth: A Jungian Perspective (3 Credits)

Pre-requisite(s): COU-500 or HLC-506 is required.

This course will explore the relationship between archetypal images, the body and personal myth. Based on the work of Carl G. Jung, the course will introduce and expose students to a basic understanding of depth psychology through the use of myth and metaphor.

HLC-579: Grief Counseling (2 Credits)

Pre-requisite(s): COU-500 or HLC-506 is required.

This course is an elective and discusses current information, skills, and strategies for counseling interventions specific to various aspects of the grief process. This will include acute, sustained, and ambiguous grief.

HLC-581: Special Topics (1-3 Credits)

Special topics course offered periodically during the academic year.

HLC-582: Introduction to the Expressive and Creative Arts As Transformation (3 Credits)

This foundation course explores the use of the expressive and creative arts as a therapeutic and educational tool for transformation, self-discovery, physical healing, and the evolution of consciousness. Using the body-mind's inner language of imagery, students will learn how to access, release and transform nonverbal sensate impressions of feelings and emotions through a variety of integrative arts processes, including drawing, image-making, and collage. As students experience the energetic shifts that occur in the body-mind when imagery is used to express inner states of awareness, they will begin to understand how thoughts, feelings and emotions can affect the body/mind/spirit. Through hands-on exercises, students will begin to recognize how the expressive arts can help support intra-personal and inter-personal development on many levels. This course also introduces ways to begin to utilize the transformative process with others in a variety of professional settings including, counseling, psychotherapy, education, medical caregiving, the arts, and the corporate environment. This course is one of the three prerequisite foundation courses for the CAGS/CGS in the expressive and creative arts, along with HLC-535 and HLC-584.

HLC-584: Movement, Creativity Consciousness: An Introduction (2 Credits)

This two-credit course will introduce a variety of experiences to help students to develop a clearer understanding of the body/mind/spirit connection; to increase awareness of the creative, psychological and spiritual potential as revealed through the body; and to begin to develop an understanding of each person's unique resources and responsiveness through movement. Movement as an expression of a path toward increased somatic awareness will be explored as part of an intermodal expressive arts approach. Students will also begin to explore ways of working with others in the fields of counseling, education, psychotherapy, and other helping professions to help individuals and groups integrate more embodied modalities into their work. This course is one of the three prerequisite foundation courses for the CAGS/CGS program in the professional applications of the expressive and creative arts, along with HLC-535 and HLC-582.

HLC-587: Gender and Human Sexuality in Counseling (3 Credits)

Pre-requisite(s): COU-500 or HLC-506, COU-501 or HLC-508 and COU-502 or HLC-510 are required.

This course is designed to provide students with an opportunity to develop a knowledge base regarding the theories and research about gender, biological sex, affection, and sexuality and how that impacts the work of counselors. Biological, cognitive, psychological, spiritual, and emotional components related to gender, sex, and sexual and affectional orientation will be explored. Historical and cultural contexts will also be examined. The course is offered periodically at the program's discretion.

HLC-588: Working With Young People (3 Credits)

Pre-requisite(s): COU-500 or HLC-506, COU-501 or HLC-508 and COU-502 or HLC-510 are required.

This course utilizes counseling and developmental theories, creativity, and research to cultivate therapeutic skills in assessing and treating young people. In doing so, the course discusses cultural and systemic factors that impact child development and growth. The course is offered periodically at the program's discretion.

HLC-590: Internship and Seminar I (3 Credits)

Pre/Co-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510, HLC-513, HLC-515, HLC-516, HLC-517, HLC-581, HLC-550 and HLC-551 are required.

Student interns will practice clinical counseling skills in clinical field placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based mental health counseling facility. Students begin to develop and apply their counseling skills and abilities in clinical settings. This class is the first part of a two-semester clinically supervised experience. This class requires 300 direct and indirect field hours and an on-campus weekly seminar. Students are required to obtain professional liability insurance coverage to participate in this course. Requirements for this class are subject to change based on RI LMHC licensure requirements.

HLC-591: Internship and Seminar II (3 Credits)

Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510, HLC-513, HLC-515, HLC-516, HLC-517, HLC-581, HLC-550, HLC-551 and HLC-590 are required.

In the second semester of clinical internship, student interns will practice clinical counseling skills in clinical placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based mental health counseling facility. At this level of training, students work on the more advanced and nuanced skills and various professional responsibilities in their clinical field placement settings. This class requires 300 direct and indirect field hours and an on-campus weekly seminar. Students are required to obtain professional liability insurance coverage to participate in this course. Requirements for this class are subject to change based on RI LMHC licensure requirements.

HLC-592: Arts, Nature and Eco-Consciousness (1 Credits)

The Arts, Nature and Eco-Consciousness is an integrative learning course, presented in an experiential-learning, workshop format. The class presents foundational material on Deep Ecology, Eco-Psychology, and the role of the creative process in renewing our connection with the environment. The class will emphasize a holistic approach to embodied creative arts processes that reflect the interconnectedness of all life within the earth's community. It will also encourage self-exploration through image making and creative expression (visual arts, sound, movement & theatre arts). The class also presents foundational material on the philosophies of important visionaries in the field of human-nature relationships. Through a hands-on approach to self-expression and reverential ecology, participants will be able to apply the concepts presented in their personal and professional life, in a variety of settings including counseling, education, coaching and community organizations. Permission of program director is required.

HLC-600: Career Counseling (3 Credits)

This course will provide students with the knowledge and skills necessary to conduct career counseling aimed at providing insight and direction to clients' vocational goals. Students will examine theories of career development, sources of occupational and educational information, life-style and career decision-making processes, and assessment instruments. This course challenges the popular conception that what one does to earn money must remain separate from one's personal goals and values and focuses on the successful integration of life and career. This is a required course for the CAGS in mental health.

HLC-601: Cultural Awareness in Counseling (3 Credits)

This course explores a rich variety of issues in counseling that are important in understanding persons of a race, ethnicity, nationality, gender, sexual orientation, socioeconomic status, age or ability different from that of the counselor. Consonant with the overall orientation of the program, students are invited to explore both the diversity among experiences and common experiences that unite all peoples. Assumptions of the dominant culture about healthy functioning individuals and families are examined in the light of the great cultural variety found throughout the world. This course invites students to examine their own lens through which they see others, especially when they are working in a counseling environment. This is a required course for the CAGS in clinical mental health.

HLC-604: Self Discovery Through the Expressive and Creative Arts (3 Credits)

Pre-requisite(s): HLC-582 or completion of Expressive Arts Institute is required.

This course is designed to provide students with experiential opportunities for creative self-discovery using various integrated expressive arts modalities, focusing primarily on image-making and visual arts. In addition, it offers discussion segments that explore the importance for our time and culture of engaging our connection to our own individual creativity and inner wisdom, and the effect doing this can have on the growth of personal as well as collective consciousness. One key premise of the course is that each of us is born creative and that being creative is the nature of being alive. Another key premise is that, in order to be effective in integrating the use of art, creativity and image-making in any educational, therapeutic, business or other professional settings, it is critical to explore one's creative process, development, and style. Accordingly, the principal emphasis of the course is on individual work using personal process, in-class discussions, outside assignments and an independently designed project to develop a self-discovery creative/visual journal. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-610: Expressive Theater Arts and Movement: A Multi-Modal Approach to Creativity and Transformation (3 Credits)

Pre-requisite(s): HLC-582, HLC-584, and HLC-535 are required.

In this course, students have an opportunity to do hands-on experiential work in the expressive and creative arts as applied to a variety of fields including counseling, education, healthcare, and other helping professions. The emphasis will be on the modalities of expressive movement and theater arts, with the integration of visual arts and writing interwoven as part of the multi-modal approach. A fundamental premise of this course is that the embodied practices of movement and theater arts provide a vital avenue of expression for the inner self. In addition, the multi-modal approach will create opportunities to reflect upon the ways that one mode of expression informs another, so a deeper understanding of the interplay of modalities, as an intermodal process, will be another area of learning. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-611: Group and Individual Applications of the Expressive and Creative Arts (3 Credits)

Pre-requisite(s): HLC-582, HLC-584, and HLC-535 are required.

This course will explore central concepts and approaches to using the expressive and creative arts with groups and individuals along with the integration and application of this work, applied to a variety of fields including counseling, education, healthcare, and other helping professions. Participants will have the opportunity to learn about the application of experiences with the expressive and creative arts in various settings, and will consider applications for a variety of group, individual and community levels. Students will learn how to design and implement a program with appropriate uses of various arts modalities, as part of an intermodal arts approach, including movement, sound, writing and the visual arts. In a specific area of professional interest, students will develop a proposal for a program demonstrating the benefits to a specific group or community. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This is designed to be one of the final required courses in the CAGS/CGS program and it is advised to have completed at least several other 600-level courses in the Expressive and Creative Arts. To register for this expressive and creative arts CAGS/CGS course requires permission of the Program Coordinator.

HLC-613: Expressive Writing for Personal Growth And Transformation (3 Credits)

Pre-requisite(s): HLC-582 is required.

This course is designed to provide students with a comprehensive understanding of the principles and applications of expressive writing as a transformational tool that can facilitate emotional, physical and spiritual healing as well as self-discovery, personal growth and conflict resolution. The course will focus on how expressive writing can be used with others in counseling, psychotherapy, healthcare, the arts, education, and the corporate environment. In this course, students will learn how to adapt and integrate expressive writing into their own professional areas of specialization through class discussions and in-class writing exercises that emphasize an intermodal expressive and creative arts approach to writing. This course is offered in a hybrid format involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the Professional Applications of the Expressive and Creative Arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS Expressive and Creative Arts Program would need specific permission of the program coordinator.

HLC-615: Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing (3 Credits)

Pre-requisite(s): HLC-535 is required.

This expressive arts course will deepen one's understanding of the realms of expressive sound, music and rhythm as a means of personal growth, community-building and healing. The specific focal points for the course will include: vocal explorations and toning, elements of music for self-discovery and community-building, creativity and music, and recreational music making. We will also incorporate the practice of deep listening and mindfulness as a touchstone for the explorations. The course combines theory with practical exercises that demonstrate how to integrate them into programs for healing and education, as utilized in a variety of settings. Students will learn how to adapt and integrate elements of expressive sound and music into their professional areas of specialization, including counseling, psychotherapy, medical caregiving, the arts, education, and the corporate environment, through discussions and the utilization of sound and music-based exercises that emphasize an intermodal arts approach. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-621: Ethics and Confidentiality in Substance Use Disorders (3 Credits)

Pre-requisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC-509, HLC-515, HLC/RHB-516 or the equivalent courses from an accredited institution or by permission of the program director is required.

This course will allow students to explore ethical questions in areas such as boundary issues, general communication rules and regulations, utilization of electronic communications, cultural competence, professional competence, risk management, and other ethical and confidentiality considerations related to working with those who have substance use disorders.

Leadership Dynamics and Practice (HLL)**HLL-519: Introducing Dynamic Leadership Perspectives (3 Credits)**

A new type of leader with different skill sets is needed everywhere at all levels: personal, professional, local, national, cross-national, global and planetary. Students will be introduced to diverse leadership models, will learn to identify and apply multiple perspectives to complex issues. They will become familiar with a pluralistic conceptual framework that can be applied to most organized settings: personal, family, small group, private, not-for-profit, profit, education, health, military, criminal justice, community, national and global systems. Emphasis in this course will be upon: leading self, personal and interpersonal mastery, and learning how our mental models, assumptions, beliefs and unconscious thinking patterns affect leadership action. HLL-519 and HLL-520 are required courses for the Master of Arts in Leadership Dynamics and Practice and Dynamics of Contemporary Leadership Certificate programs. HLL-519 is a stand-alone elective for students in other Salve Regina University graduate programs, and for other non-matriculating eligible professionals.

HLL-520: Leading Holistically: Developing Cross- Cultural Awareness (3 Credits)

Leaders with new skill sets are urgently needed in all aspects of our collective lives-personally, locally, and globally. Leading holistically looks at leadership as an integrative and interdisciplinary field of study. The course will address complex leadership topics such as: equity, diversity, cross-cultural competence, and ethics of both leaders and followers. It will explore leadership models that intersect academic disciplines, provide practical tools to bridge the differences that create conflict and that divide us personally, within organized systems and on the planet. This course views leadership through a combined examination of western-based theoretical models and non-western based multicultural leadership principles and approaches. Students will apply theories to practice, discover personal leadership abilities, develop cultural competencies and integrate learning within their own areas of interest. HLL-520 and HLL-519 are required courses in the Master of Arts in Leadership Dynamics and Practice and introductory courses in the Dynamics of Contemporary Leadership Certificate program. HLL-520 is a stand-alone elective for students in other Salve Regina University graduate programs, and for other non-matriculating eligible professionals.

HLL-524: Leading Group Dynamics (3 Credits)

This course will provide a framework to view the dynamics of group development. The course will provide practical experiences in group dynamics, as well as the art of creating and leading groups and teams. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues in leading groups. One essential component of leadership and leading within groups is the ability to observe how people interact and to know how or when to intervene within an emergent group situation. Students will explore the various implications that an organization, culture, society, and/or community have on group development. Students will practice leading a group under supervision in the classroom. HLL-524 is a required course in the Master of Arts Leadership Dynamics and Practice Program and the Practice of Integrated Leadership Certificate program. HLL-524 is a stand-alone elective for students in other Salve Regina University graduate programs, and for other non-matriculating eligible professionals.

HLL-525: Enhancing Dynamic Leadership Skills (3 Credits)

Professionals across most fields and disciplines are challenged to lead, work with, and intervene in a variety of unusual situations. Therefore, leaders from all sectors, are needed who can develop the leadership skills to facilitate interdependent, cooperative action. This course will provide the opportunity for course participants to develop their unique leadership identity and personal leadership approach. This course will provide basic introductory leadership material. HLL-525 is a required course for the Master of Arts and the Dynamics of Contemporary Leadership Certificate programs and the Health Care Leadership Certificate Program. HLL-525 is a stand-alone elective for students in other Salve Regina University graduate programs, and for other non-matriculating eligible professionals.

HLL-527: Leading System Change and Transformation (3 Credits)

Leading change and transformation is a constant challenge in an era of continuous flux. Visionary, trans-disciplinary thinking is needed to facilitate human and planetary change and to enhance interdependent cooperative action. HLL-527 analyzes change leadership, system-age thinking, transformation dynamics, and strategies for collaborative change interventions. It will provide specific theoretical frameworks to help organize thinking, explore assumptions, and augment practice. Students will be offered a useful daily practice in systems thinking; leadership strategies for change; and will practice change interventions. Students will develop and implement a collaborative Change Project; and apply course material to real world issues, situations, and workplace challenges. . HLL-527 is a required course in the Master of Arts and the Dynamics of Contemporary Leadership Certificate Program. It is a stand-alone elective for students in other Salve Regina University graduate programs, and with permission of program director, for other non-matriculating eligible professionals.

HLL-528: Leading With Awareness and Skilled Attention (3 Credits)

The course will focus on skills needed to become an effective leader/facilitator. By weaving theory and practice, the course will examine proven leadership skill-based concepts such as: personal understanding, and developing presence, and will analyze how our hidden blind spots and mental models hinder effective action. New concepts in the neuroscience of leadership will be introduced. Specifically, the course reviews how the integration of body/mind/spirit plays a part in our leadership effectiveness and how focused awareness, presence, and mindfulness enhance leadership abilities and inform effective action. This course will provide practice with several associated tools that support skill development. HLL-528 is a required course for the Master of Arts Leadership Program and the Practice of Integrated Leadership Certificate program. It is a stand-alone elective for students in other Salve Regina University graduate programs, and for other non-matriculating eligible professionals.

HLL-529: Resilient Leadership: Navigating Challenges (3 Credits)

This course will develop an understanding of resilience and adaptive skills needed to meet the opportunities, challenges, exigencies, and complexities of life today. In this course, students apply and integrate resiliency models, learn to design and apply appropriate feedback and navigate the multiple perspectives involved in leading self and others. HLL-529 is a required course for the Master of Arts Leadership Program and the Practice of Integrated Leadership Certificate programs. It is a stand-alone elective for students in other Salve Regina University graduate programs, and for other non-matriculating eligible professionals.

Rehabilitation Counseling (RHB)

RHB-500: Research Methods (3 Credits)

In this interdisciplinary course students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. Students from several different social science disciplines develop and share their projects from an interdisciplinary perspective. The course includes preparation of appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical issues in research are explored in depth. Recommended to be taken in the third or fourth semester in the program.

RHB-504: Motivational Interviewing (3 Credits)

Students in this course will be focused on developing competency in Motivational Interviewing (MI). Emphasis is placed on the development of basic listening and reflecting skills. The impact of age, gender, disability and ethnic diversity on the counseling process is explored. MI is a directive, client-centered counseling style for eliciting behavior change. Students learn how to help clients examine and resolve their ambivalence to make change. Through dyadic and triadic work students learn and practice the techniques of MI and adopt its spirit as a facilitative style for developing interpersonal relationships. Motivational Interviewing is recognized by the Substance Abuse and Mental Health Services Administration as an evidence-based practice. It is a method of guided conversation designed to enhance motivation for positive change. Upon successful completion of the course, students will be deemed competent in a SAMHSA evidence-based practice.

RHB-505: Foundations of Rehabilitation and Mental Health Counseling (3 Credits)

This foundation course provides an understanding of the historical, legislative and philosophical roots for the treatment of people with disabilities as well as knowledge of the rehabilitation and mental health delivery system. The role and function of mental health counselors is explored, including the role of the rehabilitation counselor as an advocate for people with disabilities and the role of other professions. This knowledge is essential for effective practice consistent with the intent of the profession which is to assist individuals with mental health issues and co-occurring disabilities to achieve work, independent living and inclusion in society. This course acquaints students with the standards of practice and the ethical guidelines for mental health rehabilitation counseling. Opportunity is provided for students to examine attitudes and values related to mental health treatment, disability issues and the role of public policy.

RHB-506: Professional Orientation and Ethics (3 Credits)

Introduction to the profession of counseling: history, accreditation, licensure, organizational structure, advocacy and use of technology. Ethics problems in counseling with specific attention given to the American Counseling Association Code of Ethics and the Council on Certification of Rehabilitation Counseling Code of Ethics.
Cross-listed with: HLC-506.

RHB-508: Human Growth and Development (3 Credits)

The course is designed to broaden understanding of human growth and development across the life span with emphasis on the interwoven domains of development (physical, cognitive, social, spiritual, and emotional) and the contextual factors influencing each. Issues related to disability, gender and culture are considered. Particular attention is paid to the effect of the individual's overall level of development in the counseling process and the distinction between pathology and developmental crises. To understand better their clients and themselves, students are encouraged to explore their own growth process, transitions and critical developmental moments.
Cross-listed with: HLC-508.

RHB-509: Counseling and Personality Theory (3 Credits)

Building on the basic interviewing and assessment skills, the student will study the major counseling theories and the related theories of personality development. This course provides the opportunity to examine the following theoretical perspectives to human development: psychodynamic, developmental, existential, person-centered, behavioral, rational-emotive, cognitive-behavioral, reality based, gestalt, systems theories and post-modern approaches. Emphasis is placed on exploring both counselor and client characteristics that may influence the helping process such as gender, age and ethnicity. Relevant research and application of the theories are explored.

Cross-listed with: HLC-509.

RHB-510: Cross-Cultural Counseling (3 Credits)

Pre-requisite(s): RHB-508, RHB-509 and RHB-513 are required.

This course explores a rich variety of issues in counseling to understanding human intersectionality and assumptions of the dominant culture, persons of a race, ethnicity, nationality, gender, sexual orientation, socioeconomic status, age or ability different from that of the counselor. Students are invited to explore both the differences and commonalities among human experiences. This course asks students to examine the lens through which they see others, especially when they are working in a counseling environment.

Cross-listed with: HLC-510.

RHB-513: Couples and Family Counseling (3 Credits)

Pre-requisite(s): RHB-508 and RHB-509 are required.

The course traces the history of systems theory as it evolved within several disciplines and how it is applied to the treatment of couples and families. Students explore multiple theories that frame the foundation for practice with families including general systems theory. Students focus on family culture, family structure and process, the family life cycle, and the relationship between the family and its environment. Issues of ethnicity, gender, socioeconomic status, and varying family forms are discussed.

Cross-listed with: HLC-513.

RHB-515: Assessment and Treatment Planning (3 Credits)

Students learn foundational concepts of assessment, treatment planning, and clinical interviewing methods. Through reading, class discussion, and solving case studies, students practice how to identify and assess the psychological, cultural, psychosocial, and behavioral factors that cause dysfunction in individuals and family systems. Students learn how to set goals and make plans that integrate clinical and holistic models that address symptoms, support the whole person, and promote optimal functioning and well-being. This course introduces psychometrics and common assessment formats to enable a student to arrive at a DSM-5 diagnosis. This course increases clinical decision making through traditional evidence-based theories, body-centered psychotherapies, and process-oriented models for treatment.

Cross-listed with: HLC-515

RHB-516: Group Counseling and Group Work (3 Credits)

Pre-requisite(s): RHB-508, RHB-509, and RHB-510 are required.

The study of small groups is multi-faceted and cuts across many social science disciplines. This course provides a framework through which to view group development as it applies to the helping professions. The course will provide practical experiences in group process, group interventions, and group facilitation. Students learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students practice leading a group under supervision in the classroom, also.

Cross-listed with: HLC-516.

RHB-517: Career Counseling (3 Credits)

Pre-requisite(s): RHB-508 or HLC-508, RHB-509 or HLC-509, and RHB-510 or HLC-510 are required.

Students study the major career development theories and decision-making models and discuss the implications of these theories and models toward understanding functional capacity. Students learn the importance of the concept of a career ladder as it fits into job placement and career interests of the individual. Career assessment tools and techniques are explored including the impact of gender, disability and culture in using such tools. Students develop knowledge of labor market information and multimedia and other electronic resources for career counseling. Topics for discussion include reasonable accommodations, informed choice, assistive technology, functional capacity, benefits analysis and work incentives. Students identify other significant life components that may impact career counseling outcomes including work environment, family, multicultural, gender, and health issues.

Cross-listed with: HLC-517.

RHB-518: Appraisal (3 Credits)

Pre-requisite(s): RHB-508 or HLC-508, RHB-509 or HLC-509, RHB-510 or HLC-510, and RHB-540 are required.

Specific evaluative tools are examined including intelligence, ability, achievement, interests, attitudinal, and personality. Specific evaluative tools are examined including intelligence, ability, achievement, interests, attitudinal, and personality instruments along with situational assessment and observation procedures. Students develop an understanding of psychometric statistics including reliability and validity. Students approach evaluation from a holistic assessment of the individual. Ethical, cultural and social factors are considered with emphasis on a comprehensive understanding of the functional capacity of the individual. Students develop the capacity to evaluate, select, administer, and interpret appropriate assessment instruments to use in the context of a counseling relationship.

Cross-listed with: HLC-518.

RHB-520: Practicum I and Seminar: Motivational Interviewing (3 Credits)

Students participate in a seminar focused on developing competency in Motivational Interviewing (MI). Emphasis is placed on the development of basic listening and reflecting skills. The impact of age, gender, disability and ethnic diversity on the counseling process is explored. MI is a directive, client-centered counseling style for eliciting behavior change. Students learn how to help clients examine and resolve their ambivalence to make change. Through dyadic and triadic work students learn and practice the techniques of MI and adopt its spirit as a facilitative style for developing interpersonal relationships. Motivational Interviewing is recognized by the Substance Abuse and Mental Health Services Administration as an evidence-based practice. It is a method of guided conversation designed to enhance motivation for positive change. Upon successful completion of the course, students will be deemed competent in a SAMHSA evidence-based practice.

RHB-521: Practicum II and Seminar (3 Credits)

Pre-requisite(s): RHB-508, RHB-509, RHB-520, RHB-540, and RHB-542 are required.

This is the first of several CACREP required clinical classes. The counseling practicum fosters professional growth, knowledge and skills development along with an awareness of the counseling process and issues that affect service delivery for clients. It is the student's first immersion experience in a clinical setting. Students are expected to complete a minimum of 20 hours per week (300 hours for the semester) in the field as a counselor intern, supervised by an on-site counselor approved by the University. Students participate in a required weekly seminar, present clinical cases, submit tapes for review and journals reflecting their experiences. Students develop skills related to case conceptualization, case documentation, case management and case referral and services.

RHB-522: Practicum and Seminar (3 Credits)

Pre-requisite(s): COU-500 COU-502 COU-501 COU-503 COU-506 RHB-504 RHB-540 COU-513 COU-515 COU-518 COU-526 COU-527 RHB-550 COU-541 are required.

Pre/Co-requisite(s): COU-505 and COU-535 must be taken previously or at the same time.

The counseling practicum in Clinical Rehabilitation Counseling fosters professional growth, knowledge, and skills development along with an awareness of the counseling process and issues that affect service delivery for clients. It is the student's first immersion experience in a clinical setting. Students are expected to complete an average of 10+ hours per week in the field as a clinical counselor in training, supervised by an on-site counselor approved by the University. Students are required to complete 100 hours by the end of the semester. There is a seminar class that accompanies the clinical component where students will also participate in a class presenting clinical cases, submitting recordings for review, and journals reflecting their experiences. Evaluations that indicate a student is not at skill competency in this course will require the student complete a Professional Development Plan. This is to provide additional direction and assistance in gaining skill competency. For CRBC students, this replaces RHB 521: Practicum II and Seminar.

RHB-527: Substance Use Disorders Counseling and Treatment (3 Credits)

Differing types of substances are explored along with the treatments used to assist clients in achieving their recovery, improve their wellness and maintain their commitment to sobriety. Students examine the effectiveness of the structures and systems for substance use treatment. Students become more informed with issues related to co-dependency. The application of relevant counseling theories is explored. Discussions occur evaluating the implications of substance use and employment, independent living and inclusion. Substance use as part of co-occurring disorders is examined.

RHB-536: CBT and DBT Skills (3 Credits)

Pre-requisite(s): COU-500, COU-501, COU-502, COU-503, RHB-504, RHB-540, COU-506, COU-513, COU-526, COU-515 and COU-518 are required.

This course provides a comprehensive overview of past and current psychotherapeutic approaches with the primary focus being placed on the cognitive behavioral, evidence-based therapeutic intervention, Cognitive Behavioral Therapy (CBT) and Dialectical Therapy (DBT) used for the treatment of people with Borderline Personality Disorder (BPD) as well as other mental health related issues. Students gain insight into the practical application of this intervention through discourse and subsequent practice with fieldwork application in their clinical courses. Additionally, this seminar addresses principles of crisis intervention for people with mental health disabilities during crises, disasters, and trauma-causing events. Students learn to implement effective crisis assessment tools for clients that are in overwhelming emotional turmoil and recommend the appropriate clinical intervention(s) based on the aforementioned.

RHB-540: Medical and Psychosocial Aspects of Chronic Illness and Disability (3 Credits)

Pre-requisite(s): COU-500, COU-502, COU-501, COU-503 and RHB-504 are required.

Counselors need expertise concerning the medical aspects of disabilities when working with clients with mental health issues. Clients typically experience a variety of co-occurring medical and functional issues that impact their ability to achieve wellness, independence and have a good quality of life. Major types of disabilities are examined and explored in relationship to the psychosocial impacts of a disability for the clients. The implications of chronic illnesses on clients' functioning in their personal, social, occupational and independent living are examined. Students acquire working knowledge of the use of community resources and the medical knowledge to work with interdisciplinary teams to assist in the development of appropriate individualized rehabilitation treatment plans. Students develop an understanding of the basis for the diagnostic and prognostic judgments in assessing a client's functional capacity.

RHB-550: Foundations of Rehabilitation Counseling (3 Credits)

Pre-requisite(s): COU-500, COU-501, COU-502, COU-503, RHB-504, RHB-540, COU-513 and COU-515 are required.

Pre/Co-requisite(s): COU-518 is required either previously or concurrently.

Rehabilitation counseling is a growing profession that views clients from a holistic perspective while assessing their mental health, developmental, cognitive, emotional and physical disabilities. Rehabilitation counselors have specialized knowledge and expertise related to disability that differentiates the profession from other counselors. It enables counselors to provide integrated care that addresses all aspects of the clients' lives. Students develop the skills for building rapport with clients to support the development of their individual rehabilitation/treatment or employment plans. Students examine societal trends and attitudes toward people with disabilities and developments in rehabilitation counseling on a national and international level. Topics of study for this course include caseload management, case referral, service coordination, advocacy, team participation, managed care, cost containment and ethical principles in the context of providing rehabilitation counseling services.

RHB-570: Internship I and Seminar (3 Credits)

Pre-requisite(s): RHB-508, RHB-509, RHB-513, RHB-518, RHB-521, RHB-540, RHB-550 and RHB-510 are required.

This class is part one of two clinical classes that fulfill the CACREP requirements for internship. Students work for 300 hours in community organizations in the role of rehabilitation counselor interns and attend a weekly seminar to discuss and process experiences, examine ethical practice, and further develop the counseling skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation and mental health counseling services for 10-15 clients. The experience should include group work as well as individual one to one counseling services. The internship must be supervised for an average of one hour per week by a MA level counselor who meets the University requirements for a supervisor. Students are expected to actively participate in the seminar through discussion, review of audio tapes of counseling sessions with the instructor, writing in their reflective journals about their experiences, and reading research and applying research to improve clinical practice.

RHB-571: Internship II & Seminar (3 Credits)

Pre-requisite(s): RHB-508, RHB-509, RHB-510, RHB-513, RHB-518, RHB-521, RHB-540, RHB-550 and RHB-570 are required.

This class is part two of two clinical classes that fulfill the CACREP requirements for internship. The class further develops the students' clinical competencies in trauma informed care, working with families, career counseling clinical assessments and treatment planning. The students work in the field for 300 hours in community organizations in the role of a rehabilitation counselor intern and attend a weekly seminar to discuss experiences, examine ethical practice, and further develop their counseling skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation and mental health counseling services for a caseload of 15 or more clients. The experience should include group work as well as individual counseling services. The internship must be supervised for an average of one hour per week by a MA level counselor who meets the University requirements for a supervisor. Students are expected to actively participate in the seminar through discussion, review of audio tapes of counseling sessions with the instructor, writing in their reflective journals about their experiences, and reading of research and applying research to improve clinical practice.

RHB-581: Special Topics (3 Credits)

Special topics courses related to rehabilitation and addictions counseling content are offered on an annual basis.

RHB-603: Psychopharmacology Mental Health (3 Credits)

Pre-requisite(s): RHB-570 is required.

This course will examine the fundamentals of drug pharmacology and drug interactions. Lectures will review current psychotropic medication protocols as well as herbal and nutraceutical complements to psychotherapy and therapeutic interventions.

RHB-608: Advanced Internship I and Seminar: Cognitive Behavioral Therapy (3 Credits)

Pre-requisite(s): RHB-515 and RHB-570 are required.

This seminar provides a comprehensive overview of past and current psychotherapeutic approaches with the primary focus being placed on the cognitive behavioral, evidence-based therapeutic intervention, Dialectic Behavioral Therapy (DBT) that is used for treatment of Borderline Personality Disorder (BPD) as well as other mental health related issues. Students gain familiarity and insight into the practical application of this intervention through discourse and subsequent practice with fieldwork application. Additionally, this seminar addresses principles of crisis intervention for people with mental health disabilities during crises, disasters and trauma-causing events. Students learn to implement effective crisis assessment tools for clients that are in overwhelming emotional turmoil and recommend the appropriate clinical intervention(s) based upon the aforementioned tools. Students are required to complete a minimum of 500 hours over a four month period as a clinical rehabilitation and mental health counselor intern. Students must be supervised one hour per week under the supervision of a MA level licensed on-site counselor approved by the University.

RHB-609: Advanced Internship II & Seminar: Trauma Informed Care (3 Credits)

Pre-requisite(s): RHB-515 and RHB-570 are required.

This course is a second four month period of advanced internship. Students continue to work as a clinical rehabilitation and mental health counselor-intern for a minimum of an additional 300 hours. Students must be supervised one hour per week under the supervision of a MA level licensed on-site counselor approved by the University. This seminar provides students with a comprehensive overview of treating traumatic stress disorders to include discussion of etiology and conceptualization as well as familiarization of relevant assessment measures and appropriate therapeutic interventions for clinicians to apply in individual or community-based practice. Select trauma impacted populations which are discussed in detail include: survivors of sexual/emotional/physical abuse, combat, natural disasters, terrorism, serious mental illness and unexpected loss and bereavement. Students develop a case formulation and treatment plan specifically applicable for a trauma survivor population that can be used to serve as a practical template to be adopted for subsequent use. Students formally present this formulation and plan to their peers during a class presentation.