

# COUNSELING HUMAN DEVELOPMENT (CHD)

## **CHD 602 Research Methods/Prog Eval 3 sem. hrs.**

This course is designed to provide students with the knowledge and skills necessary to interpret and synthesize empirical research and apply common research methods to evaluate the effectiveness of counseling programs and techniques. This course introduces research problems and questions, research methods and designs, sampling procedures, types of variables, reliability and validity measures, threats to internal and external validity, simple statistics, and statistical tests commonly used to address counseling research problems and evaluate counseling program effectiveness. The course will cover needs assessments, counseling outcome measures, evidence-based practices in counseling, and the ethical, legal, and cultural considerations regarding counseling research and program evaluation.

## **CHD 603 Assessment in Counseling 3 sem. hrs.**

This course provides an overview of psychological assessment instruments used in counseling. This course also introduces basic statistical methods for interpreting scores and evaluating various psychological instruments. Students will acquire knowledge in analyzing client/student data generated via standardized and non-standardized (interviews, biopsychosocial evaluation) assessment methods. Types of psychological instruments reviewed will include intelligence, personality, symptom checklists, aptitude, achievement, and vocational instruments. Furthermore, the course provides an overview of the history and current context of psychometric assessment, including ethical, legal, social, and cultural perspectives. Students will practice introductory test and assessment administration, interpretation, and counseling assessment report writing.

## **CHD 610 Prin/Tech/Theories of Coun/Dev 3 sem. hrs.**

This course provides an exploration of selected theories of counseling and their corresponding techniques. Students will explore the nature and process of counseling and learn the critical role theories play in case conceptualization and treatment planning. In addition to theoretical knowledge, students will learn to apply theory using case conceptualization techniques, selecting interventions, and consultation. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

## **CHD 612 Lifespan Development 3 sem. hrs.**

Overview of human development processes and stages. Analysis of predictable conflicts and crises associated with progression throughout lifespan, as well as the impact of cultural and environmental factors upon development. Overview of developmental theories (physical, psychosexual, cognitive, emotional, and social development) that describe development from conception to death. Concentration upon applying theoretical concepts to counseling various populations across lifespan.

## **CHD 620 Found/Organ of School Counsel 3 sem. hrs.**

Introduction to School Counseling is a foundational course designed to introduce students to the school counseling profession. This course explores the history of the school counseling profession; the roles, functions, and professional identity of the school counselor; and the current models of school counseling programs such as the American School Counselor Association (ASCA) national model. Students will develop knowledge of the current issues and directions for the profession, and the requirements and challenges of being a professional school counselor. Prerequisites: BSC 560, CHD 602, 603, 610, 624, 730, 740

## **CHD 624 Career Counseling 3 sem. hrs.**

This course examines historical and current theories, principles, and practices of vocational and career counseling over a lifespan. The course addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural and lifestyle issues on career is considered. Strategies for assessing abilities, interests, values, personality and other factors are explored. Students explore their own career development and how it aligns with their counseling identity.

## **CHD 626 Group Process 3 sem. hrs.**

This course is designed to provide students with a comprehensive overview of the various group counseling theories and link various theoretical perspectives in group dynamics to their practice in therapeutic settings. In addition students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process, and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems.

## **CHD 633 Marriage/Family Counseling 3 sem. hrs.**

This course provides an overview of theories and treatment strategies in marriage and family counseling. The course highlights the application of systems theory to the understanding and treatment of human problems. Students will also consider development, cultural, and gender issues in the practice of family and couples counseling. Students will practice creating genograms and other forms of family assessment and applying theory and approaches to case studies.

## **CHD 635 Addictions 3 sem. hrs.**

Provides an overview of addictive disorders and addictions counseling. Discusses the neurobiological, genetic, psychological, developmental, behavioral, and sociocultural perspectives on the etiology, development and recovery processes associated with substance use disorders. Explores assessment, diagnosis, intervention strategies, determination of appropriate level of care, and specific treatment modalities and counseling approaches for substance use disorders listed in the DSM-5. Discusses the impact of addictions on families, the self-help movement, relapse prevention approaches and the prevention of addictive disorders. Considers treatment issues with diverse cultural groups. Provides an overview of special ethical issues involved in addictions counseling.

## **CHD 637 Consult,Collabor & Leadership 3 sem. hrs.**

This course is designed to provide an overview of the major consultation and leadership theories and techniques and to help students develop consultation, collaboration, and leadership skills which may be applied in higher education, K-12, community agencies, or other settings. The School Counseling and SAHE students will explore consultant and leadership characteristics, sociocultural factors, and legal and ethical considerations as it applies to their respective specialties. Students will also learn about the qualities, principles, skills, and styles of effective leaders and consultants. Next offering TBA.

**CHD 642 Theo & Prac of Add Counseling 3 sem. hrs.**

Theories and practice of addiction focuses on knowledge and skills needed for the development and implementation of theories of addiction counseling, treatment approaches, and procedures, prevention, and recovery maintenance in the addictions field. Emphasis is placed on selection and utilization of evidence-based practices. Prerequisite: CHD 635

**CHD 643 Assess/Treat Plan Addict Couns 3 sem. hrs.**

This course focuses on the conceptual framework for the use of assessment tools as they relate to the assessment and development of treatment planning for substance use and other addiction disorders. Signs, symptoms, and patterns of use will be examined, as well as psych-social and family dynamics. This course will assist clinicians in identifying strategies for screening and assessing clients and development of effective treatment plans. Prerequisite: CHD 642

**CHD 644 Evid Based Pract Addict Counsl 3 sem. hrs.**

This course focuses on advanced theories and techniques in family, relationship and group counseling specific to psychoactive substance abuse and addiction, assessments, dysfunctional relationships, family systems, effects of growth and development, group dynamics, diversity ad facilitation, pharmacology of both drugs of abuse as well as detoxification and treatment of addiction and mental/emotional disorders, drug tolerance, sensation/perception and legal/ethical issues in pharmacology. Prerequisite: CHD 643

**CHD 650 Develop Inf Tram, Cris, Gr Int 3 sem. hrs.**

Students will develop an understanding of counseling clients/students during crisis, disaster, and other trauma/grief causing events. This course will examine theories, models, assessment techniques, and intervention strategies. The counselor's collaborative role in crisis preparedness and response is examined, including self-care strategies. The differences in responses to trauma/grief will be explored, along with counseling strategies to facilitate a healthy recovery. Counseling approaches for clients/students and families experiencing the trauma/loss such as suicide, death of a child/sibling, homicide, and unexpected death will be included. Prerequisite: CHD 612

**CHD 655 Couns Children & Adolesc 3 sem. hrs.**

The course covers the clinical management of common problems with children/adolescents. The importance of family and parent training is emphasized, as well as the critical need to intervene with children using play as the language of the child. Issues such as academic achievement, mood and anxiety, behavioral management, oppositional and defiant behavior, sexuality, substance use and abuse, self-harm and suicide are explored from a developmental perspective. Assessment, service planning and building a community-based system of care will be described based on current research literature. Creative interventions, including symbolic and art techniques, will also be explored. This course will be delivered in a hybrid format.

**CHD 657 Dvlp Iss & Dis in Child & Adol 3 sem. hrs.**

An overview of the range of childhood/adolescent behaviors in childhood/adolescent psychiatric disorders, addictions/substance use disorders, and developmental issues that may arise. Disorders/issues are viewed from various etiological perspectives, including neurobiological, psychodynamic, humanistic/existential, family systems, and cognitive-behavioral. Review of current research regarding etiology and treatment across behaviors/disorders. Delineation of symptoms, etiology, developmental course of the disorders, commonly accepted treatment modalities and prognosis across culturally diverse populations. Review of psychotropic medications, including their drug actions, common side effects and their use in the treatment of specific disorders/issues. Consideration of the prevention of behaviors and issues related specifically to children/adolescents from socially diverse groups. This course will be delivered in a hybrid format.

**CHD 665 CMHC:Foundations for Practice 3 sem. hrs.**

This course provides an orientation to the professional specialty of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues (such as managed care), credentialing, and clinical supervision, models, and processes. The course explores models and programs used in the prevention and treatment of mental health across diverse populations, and the design of mental health service delivery systems across levels of care. The course investigates the organizational (including emergency management systems), financing, public policy and regulatory processes of mental health service delivery systems. Advocacy for mental health service needs across diverse populations and for the advancement of the profession will be considered.

Prerequisites: BSC 560, CHD 602, CHD 603, CHD 610, CHD 624, CHD 730, CHD 740.

**CHD 680 Issues in School Counseling 3 sem. hrs.**

This course is designed to provide an overview of current issues in school counseling, such as achievement gap, academic success, preventing school dropout, at-risk youth, exceptional abilities, homelessness, etc. This course emphasizes developmentally appropriate prevention, intervention, and responsive counseling services for working with the diverse populations within the school setting. Included topics are program planning, implementation and evaluation, use of data and accountability, advocacy, and ethical and legal practices in the context of the school environment.

Prerequisite: CHD 620.

**CHD 730 Soc/Cult Diversity in Coun 3 sem. hrs.**

This course provides an exploration of social and cultural diversity in counseling, including diverse racial, ethnic, religious, and cultural heritages and sexual identities and socioeconomic statuses. It includes a study of historical and current issues of equality as applied to socially marginalized groups; personal reflection on the impact of one's own attitudes, beliefs, worldview, and racial and cultural identity on the counseling process; strategies for employing culturally competent counseling in individual, group, and family modalities, including specific behavioral skills and application of various theories of racial and cultural identity development; the role of the counselor as an advocate for members of marginalized groups and for the pursuit of social justice; and ethical and legal obligations of counselors in dealing with social and cultural diversity.

**CHD 740 Ethics/Issues in Counseling 3 sem. hrs.**

This course introduces students to concepts regarding ethical and legal issues encountered by licensed professional counselors and school counselors. Students are asked to identify and apply ethical principles and professional codes of ethics to a variety of ethical dilemmas in using the Ethical Decision-Making model. Current legal issues facing professional and school counselors are identified and discussed.

**CHD 752 Trauma Assessment/Treatment 3 sem. hrs.**

This course is an introduction to current theory and practice models related to trauma and crisis intervention. Trauma-related issues including suicide risk/ideation, PTSD, domestic violence, sexual assault, grief, and crises in schools are introduced and addressed. Emphasis is given to treatment approaches that are caring and socially responsible in working with diverse individuals and families. This course is taught from a strengths-based/wellness perspective. ?

**CHD 756 Creative Coun Interv Acr Lifes 3 sem. hrs.**

This course provides students with the foundational knowledge and practical skills needed to integrate creative counseling interventions into counseling practice across the lifespan. By exploring art therapy, play therapy, bibliotherapy, storytelling, games, and the use of materials like toy brick building, students will learn to tailor interventions to meet the developmental and cultural needs of clients. Emphasis will be placed on the therapeutic power of creativity to enhance emotional expression, foster connection, and promote healing. Through a combination of live sessions, hands-on activities, case studies, and reflective discussions, students will develop a diverse repertoire of techniques to engage clients of all ages. The course also focuses on the importance of self-reflection for counselors, encouraging them to use their own creativity as a tool for growth and professional development.

**CHD 772 Advanced Abnormal Behavior 3 sem. hrs.**

Survey of all forms of abnormal behavior within each group of psychiatric disorders, viewed from various theoretical perspectives, including psychodynamic, humanistic/existential, and cognitive-behavioral. Delineation of symptoms, etiology, developmental course of the disorders, treatment modalities, and prognosis. Introduction to the basic principles and tools of psychiatric diagnosis. Application of counseling strategies for effectively initiating, maintaining, and terminating the counseling relationship. Orientation to the use of psychotropic medications in the treatment of abnormal behavior. Considers the historical development of treatment services for mental illness and the role of the mental health counselor. Prevention of abnormal behavior and issues related specifically to abnormal behavior among racial, ethnic, and socially diverse groups. .

Prerequisites: BSC 560; CHD 602, 603, 610, 612, 635 (CHD 635 may be taken concurrently).

**CHD 775 Diag Mental/Emot Disorders 3 sem. hrs.**

An overview of the historical and ethical issues, conceptual principles, and current research regarding diagnostic systems used in classifying mental and emotional disorders with special reference to the DSM system. Focus on practice in making differential diagnostic formulations which include consideration of co-occurring/substance use disorders and precipitating crisis situations, recognizing signs and symptoms related to diagnostic systems (including the use of the Mental Status Exam), using current DSM and ICD nomenclature, provisional diagnoses and rule/outs. Practice in articulating the relationship of biopsychosocial case conceptualization to diagnostic processes. Practice in evaluating the impact of medical issues and substance use on diagnosis. Consideration of the racial, ethnic and cultural heritage, and social diversity in diagnostic processes, and the appropriate use of diagnostic processes during crisis and disaster events.

Prerequisites: CHD 772 and its prerequisites.

**CHD 777 Treat Mental/Emot Disorders 3 sem. hrs.**

This course explores the delivery of mental health services through empirically supported treatments, and integrative, theory-related, individualized case conceptualization, and comprehensive treatment planning for individuals from diverse social groups. This course also looks at the use of commonly accepted biopsychosocial case conceptualizations, treatment planning, and case documentation systems with specific case materials. As sometimes part of treatment of mental and emotional disorders, this course explores the consideration of lethality and crisis assessment and intervention strategies based on developmental stage, context, strengths, and vulnerabilities. The course reviews strategies for delivery of crisis, brief, and outpatient/long-term mental health services across a continuum of care, including consideration of family and social networks. This course also explores appropriate delivery and interventions for disaster, crisis, and trauma-causing events among socially diverse populations.

Prerequisite: CHD 775 and its prerequisites.

**CHD 780 Personality Assessment 3 sem. hrs.**

This course provides an in-depth consideration of the integrated use of standardized psychometric assessment instruments (including their limitations), biopsychosocial evaluation (diagnostic interviewing), and the use of the Mental Status Examination in the clinical evaluation and treatment of individuals. Focus is placed on the importance of considering personality style, and social and cultural diversity in clinical assessment, case conceptualization and treatment planning processes. Students will practice using various assessment batteries including assessment administration, scoring and interpretation, and the application of assessment results to the clinical evaluation of individuals, and the development of comprehensive counseling assessment reports, case conceptualizations, and treatment plans. Prerequisites: CHD 777 and its prerequisites (CHD 790 may be taken concurrently)

**CHD 790 Practicum: Counseling Tech 3 sem. hrs.**

This course involves a supervised experience of professional counseling at an approved clinical or school site. Students will receive both individual and group supervision during the Practicum course. Students are required to complete 100 logged hours of counseling related services, 40 of which are direct client or student contact hours. During this course, students will develop and enhance counseling-related skills and competencies. Students will also practice applying ethical and professional principles to the work environment. Case conceptualization that utilizes the biopsychosocial cultural and spiritual model is a critical part of this course and students are required to process both client/student cases and professional identity with the instructor and course peers. Clinical Mental Health Prerequisite: CHD 777 School Counseling Prerequisites: CHD 620 CHD 626, CHD 655 and their prerequisites

**CHD 792 Addictions Counseling Intern 3 sem. hrs.**

Designed as the capstone of addictions counseling training, this is a performance-based course in which students must demonstrate their competence in diagnosis and treatment planning in an approved addictions/clinical setting (clinic, private practice, hospital, etc.). Emphasis is on the application of academic training and skills with clients. Evaluation of demonstrated skills is made through close supervision by an on-site supervisor and the instructor. Prerequisites: CHD 642, CHD 643, and CHD 644.

**CHD 795 Internship: School Counseling 3 sem. hrs.**

Internship in School Counseling is a supervised field assignment in the application of counseling theories to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Ohio Department of Education School Counseling requirements call for a 600-hour internship experience with a minimum of 240 clock hours in direct service to students which includes the following: individual counseling, group counseling, developmental classroom guidance, and consultation (CACREP Standard 3.J & K). Counselor-trainees work under the supervision of a school counselor who has been licensed/certified for a minimum of 2 years (CACREP Section 3, Standard P). A complete description of internship and its specific requirements is in the Internship Guidelines. Students are required to retain liability insurance while enrolled in internship. Prerequisite: CHD 790, Practicum.

**CHD 795I Internship Sch Counsel I 3 sem. hrs.**

Internship in School Counseling serves as the culminating experience for the school counselor-in-training. Counseling interns will complete 600-hours of internship experience at a school site over two semesters (CHD 795I and CHD 795II), with a minimum of 240 clock hours in direct service to students (CACREP 2024 section 4). The basic purpose of the internship is to provide each intern with a ?eld experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the supervising school counselor and the instructor. Counselor-trainees work under the supervision of a school counselor who has been licensed/certi?ed for a minimum of 2 years (CACREP 2024 Section 4). A complete description of internship and its speci? c requirements is in the Field Experience Manual, distributed at Field Experience Orientation. Students are required to retain liability insurance while enrolled in internship. Prerequisite for CHD 795I: CHD 790

**CHD 795II Internship Sch Counsel II 3 sem. hrs.**

Internship in School Counseling serves as the culminating experience for the school counselor-in-training. Counseling interns will complete 600-hours of internship experience at a school site over two semesters (CHD 795I and CHD 795II), with a minimum of 240 clock hours in direct service to students (CACREP 2024 section 4). The basic purpose of the internship is to provide each intern with a ?eld experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the supervising school counselor and the instructor. Counselor-trainees work under the supervision of a school counselor who has been licensed/certi?ed for a minimum of 2 years (CACREP 2024 Section 4). A complete description of internship and its speci? c requirements is in the Field Experience Manual, distributed at Field Experience Orientation. Students are required to retain liability insurance while enrolled in internship. Prerequisite: CHD 795I

**CHD 796I Internship in MH Counsel I 3 sem. hrs.**

Internship I and II in Clinical Mental Health Counseling is a supervised field experience designed as the capstone of clinical training. The two 16-week courses are focused on further development of clinical skills and competencies as well as counselor identity. Combined course requirements call for a 600-hour internship experience with a minimum of 240 clock hours in direct service to clients in an approved clinical setting (clinic, agency, private practice, hospital, etc.). Within the two semesters, students must refine and demonstrate their competence in diagnosis and treatment planning as well as, integrate counseling theories to clinical practice with individuals, groups, families, children, and/or adolescents in a setting appropriate to the learner's course of study. Students will continue to advance their case conceptualization skills utilizing the biopsychosocial cultural and spiritual model and must maintain ethical decision-making. Throughout the internship experience, students are required to process both client/ student cases and professional identity with the instructor and course peers. Prerequisite: CHD 790

**CHD 796II Internship in MH Counsel II 3 sem. hrs.**

Internship I and II in Clinical Mental Health Counseling is a supervised field experience designed as the capstone of clinical training. The two 16-week courses are focused on further development of clinical skills and competencies as well as counselor identity. Combined course requirements call for a 600-hour internship experience with a minimum of 240 clock hours in direct service to clients in an approved clinical setting (clinic, agency, private practice, hospital, etc.). Within the two semesters, students must refine and demonstrate their competence in diagnosis and treatment planning as well as, integrate counseling theories to clinical practice with individuals, groups, families, children, and/or adolescents in a setting appropriate to the learner's course of study. Students will continue to advance their case conceptualization skills utilizing the biopsychosocial cultural and spiritual model and must maintain ethical decision-making. Throughout the internship experience, students are required to process both client/ student cases and professional identity with the instructor and course peers. Prerequisite: CHD 796I