COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Courses offered specifically for education students are listed in the Department of Education section of the bulletin; however, some counseling psychology courses are cross-referenced with education.

200. Psychology of Interpersonal Communications
The foundation course for all CPSY programs, this course provides a laboratory setting in which students master basic skill sets that are fundamental for effective communication, advanced counseling and therapy. Among the basic skills essential to counseling psychology are the cultivation of attention, learning to ask questions, paraphrasing and encouraging, reflecting feeling and meaning, confrontation and empathy. The course allows students the opportunity to create, discover and/or examine and expand their personal counseling style through deep investigation of both self and the professional literature. A primary focus is on being more conscious and intentional in interpersonal communication and subsequently in the counseling process. Prerequisite: None (3 units)

205. Community Based Learning
This course is designed on a community based learning model and is intended to expose students to a variety of social issues that affect individuals and families of low socio-economic status: poverty, deprivation, inadequate housing, access to health care, access to education, and other salient issues. A variety of sites, schools, community pantries, homeless shelters, soup kitchens, etc. are available for the student to choose. The student is expected to assist in these sites as they are asked. This is not a therapy based practicum and students do not provide any counseling services. Students are expected to participate in their site for 4 hours per week and attend a 90-minute weekly reflection period. Prerequisite: None (3 units)

211. Human Sexuality
This course provides information and perspective to future therapists regarding biological, developmental, behavioral, emotional, and cultural aspects of human sexuality. It is principally clinical in focus: reading materials, classroom experiences and discussions are used to augment students’ knowledge of human sexual functioning, both potential and problematic, and to expand students’ comfort with their future role as therapists to couples and individuals. Prerequisite: 212 or 216. (3 units)

211A. Sex Addiction
This class will provide participants with information to understand and diagnose sexual addiction and sexual anorexia, knowledge of assessment tools, as well as the ability to develop treatment plans that provide interventions in all phases of recovery. Case illustrations, formal presentations, and interactive exercises will be used to illuminate issues pertaining to the etiology and treatment of problematic sexual attitudes and behaviors. Prerequisite: 200, 212 or 216. (1.5 units)

212. Psychology of Relationships
The focus of this course is relationships: how human beings develop as relational beings; how they orient toward themselves and toward others in relationship; how they orient in the therapeutic relationship; how their relational templates may be the focus of therapeutic intervention. Study is focused on the formation and dynamics of interpersonal relationships in the individual, family, and couples. Study also includes traditional and nontraditional relationships. Prerequisite: 200 or 216. (3 units)

215. Psychology of Childhood
Explores the psychological world of the child from infancy through adolescence from a developmental perspective with a particular focus on attachment/object relations theory. Examines processes associated with healthy psychosocial adjustment, case conceptualization and treatment approaches. Prerequisite: 200. (3 units)

216. Psychology of Human Development
A developmental approach to the entire human life cycle from childhood through old age, with focus on significant transitions and passages. Includes coping with change in the personal, social, and transpersonal domains and how it has an impact on human growth and development. Prerequisite: None (3 units)

218. Foundations of Psychotherapy and Personality
A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements, concepts, and techniques associated with major theories of counseling are examined; identifying the strengths and limitations of each of the major theories, as well as commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Humanistic, Cognitive, Behavioral, Systems and multi-cultural theory and technique are among the course foci. Prerequisite: None (3 units)

219. Psychology of Group Counseling
Introduction to small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership are examined. Primary focus is on process-oriented, especially closed-ended groups. Lab group required concurrently or prior. Prerequisites: 200 and 218; 220 is strongly recommended. 219A or 221 are pre- or co-requisite. (3 units)

219A. Psychology of Group Counseling Lab Group
This lab is an experiential application of the theories and principles learned in 219. Must be taken prior to or concurrently with 219; Prerequisites: 200 and 218; 220 strongly recommended. NOTE: This course will be discontinued after Fall 2014. (0 units)

220. Research Methods
Fundamentals of research and statistics in analyzing research in counseling and psychotherapy. Emphasis on the review, evaluation and interpretation of research literature, particularly in the areas of child development and counseling, and marital and family therapy. Discussion of formulations of research proposals and theses. Prerequisite: None (3 units)

221. Group Counseling Lab
This lab is an experiential application of the theories and principles learned in 219. This lab is taken prior to or concurrently with 219. Prerequisites: 200 and 218; 220 strongly recommended. Note: 78 Unit LPCC and LPCC/MFT combined track students. (1.5 units)

222. Advanced Group Counseling Seminar
This seminar is for students who completed 219A and are seeking to supplement their understanding and knowledge of group therapy. Prerequisites: 219A. Requirements: 78 Unit LPCC and MFT/LPCC combined Track students only. NOTE: This seminar will only be offered 1 time in 2012 and 2013 and then be discontinued. (1.5 units)

224. Evidence Based Treatments I: Research and Method
This course focuses on literature review, analysis, and synthesis of research on the efficacy and outcomes of psychotherapy interventions. Students gain an understanding of how research can inform what techniques to practice in the therapy encounter and how those techniques should be implemented. The course involves constructing a review of the literature paper focused on the efficacy of particular treatments.

NOTE: Students in the 90 unit MFT, LPCC and MPT/LPCC combined tracks must enroll in this course and CPSY 225 in the same quarter. Prerequisites: None. (1.5 units)

225. Evidence Based Treatments II: Technique and Application
This course builds on the knowledge base established in CPSY224 and focuses on the application of evidence-based therapy techniques. Instruction focuses on evidence-based techniques from a variety of theoretical perspectives, including: cognitive, behavioral, person-centered, and psychodynamic. Students learn how to apply these techniques in treating clients with a variety of disorders and psychosocial issues. Prerequisites: Students in the 90-unit MFT, LPCC, and MFT/LPCC combined tracks must enroll in this course and 224 in the same quarter with same instructor. (1.5 units)

227. Counseling Process and Skills
Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. Prerequisites: 200 and 218. (3 units)

228. Advanced Counseling Process and Skills
Advanced skill building. Topics include responding to resistance and conflicted emotions; transference and counter transference; self-esteem in clinical practice; training in advanced individual therapy skills, drawing from experiential, time-limited, dynamic, and interpersonal psychotherapy theory and techniques; extensive experiences as a counselor. Prerequisite: 200, 218 and 227. (3 units)

231. Multicultural Counseling
This class addresses the evaluation of the various models of psychotherapy as they relate to diverse populations and the influence of the mores and values of various ethnically and culturally diverse populations upon the counseling process. Within-group differences associated with culture, acculturation, and identity development are explored in depth. Self-exploration of racial/ethnic perceptions, attitudes, and experiences, as well as perceptions of gender, privilege, SES, class, and other issues. Review and evaluation of contemporary examples of multicultural research. Prerequisites: 200 and 218. (3 units)

243. Delinquent, At-Risk, and Nonconventional Youth: Trauma and Effects
Concepts and characteristics of child and adolescent delinquency, including the effects of trauma, violence and abuse; gangs; substance abuse; teenage parenthood; and dropout, anti-social, and nonconventional behavior. Introduction to the treatment of these issues, including correctional education, special education, juvenile justice, and social welfare systems as well as effective practices for counselors, including crisis, safety, and weapons management among others. Prerequisite: None (3 units)

244. Correctional Psychology
Principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of pro-social development and skills, functional assessment and curriculum, correctional psychology, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and treatment planning. Examination of therapeutic approaches and model programs. Prerequisite: None (3 units)

245. Transitional Treatment and Vocational Planning
Program planning, treatment planning, effective transitions, and vocational planning for delinquent, at-risk, and nonconventional youth. Coordinating planning, existing processes (IEP, IFSP, ILP, ITP), and promoting future success. Functional assessment and intervention, program identification, placement, and support. Vocational education programs, training options, assessment, and instruments, Job development, recruiting, placement, and support. Impact of disability, criminality, lifestyle, and cognitive distortion. Thinking processes, distortions, and retraining. Prerequisite: None (3 units)

246. Applied Behavior Analysis in Correctional Psychology
Principles and procedures of applied behavior analysis with applications to the correctional setting. Strategies for managing behavior problems. Assessment, documentation, and intervention for disruptive, aggressive, antisocial, and self-injurious behaviors. Primary emphasis on behavioral therapies with antisocial persons. Prerequisite: None (3 units)

264. Object-Relations Therapy
An introduction to the central ideas and processes involved in the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. are explored and practiced. Readings from the British school (Klein, Winnicott) and American (Ogden) are blended with clinical practice and discussion. Prerequisites: 212, 216, and 218. (3 units)

265. Cognitive Behavior Therapy
This course provides a “hands-on” approach to understanding the basic tenets of cognitive behavioral therapy (CBT). Beginning with a comprehensive review of the fundamental concepts and research supporting CBT, students will learn about and practice cognitive behavioral therapy through didactic lectures, experiential learning, readings, group discussion, videos, and role plays. A primary focus in this class is practical applications of CBT, including relaxation training, activity scheduling, and development of treatment plans for diverse populations. Prerequisites: 200 and 218; 224/225 recommended. (3 units)

266. Counseling the Adolescent
The adolescent as studied from developmental, sociological, and psychological perspectives, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age. Prerequisite: 200. (3 units)

275. Ethical and Legal Issues in Counseling
Study of professional, legal, and ethical issues that emerge in marriage and family counseling, psychotherapy, and private practice; understanding values as a method of critical thinking and behavioral analysis. Students confront such issues as confidentiality, clients' rights, mediation, as well as child, spousal/partner, and elder abuse. Prerequisites: 200 and 218. (3 units)

276. Professional Orientation, Ethics, and Law in Counseling
Study of licensing law and process, regulatory laws that delineate the profession's scope of practice, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Prerequisites: 275. (1.5 units).

280. Psychology of Aging and the Family
An overview of the research on adult development, with an emphasis on large-sample longitudinal studies. Concepts and definitions of adulthood are explored. Primary emphasis is on the clinical utility and integration of stages of adulthood and both their empirical parameters and those presented in the world's great mythologies and contemplative traditions. Focus on identification and assistance with the transitional challenges of middle and late adulthood. Finally, theories of aging and issues that concern the elderly; dynamics and complexity of intergenerational families; social responses to aging and concerns of the extended family are integrated into practical counseling models for individual, family, and group therapy. Prerequisite: 200 and 216. (3 units)

282. Gestalt Therapy for Individuals and Couples
The theory and techniques of Fritz Perls and the Gestalt school. Emphasis on applications to family, individual, and couple counseling. Prerequisites: 200 and 218. (3 units)

283. Theory and Practice of Jungian Psychotherapy
Jung's classical model of the psyche is employed as the organizing focus for study of the basic theoretical concepts of complex theory, ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and the process of individuation. All classes are built
288. Existential Psychotherapy
Among the major theories of psychotherapy, Existential Psychotherapy holds a place that both blends with other approaches and stands distinctly apart. Focused on the personal experience of meaning, this form of psychotherapy explores the inner world as the client creates it. Beginning with the thinking of Viktor Frankl, the course focuses primarily on the American approaches to existential therapy. Constructs employed include the centrality of choice, the tension between the fear of the unknown (freedom) and the stagnation of the status quo (security), the salience of the here-and-now experience of self and the therapist use of self. Although a theory class, significant portions of the class are clinical and pragmatic; exploring existential psychotherapy in film, demonstration and experimentation. Prerequisites: 15 units including CPSY 227. (3 units)

291. Counseling for Grief, Loss and Trauma
Explores psychological issues and skills in counseling people coping with loss, grief, and life-threatening illness, and other traumatic circumstances. Topics include: current theory and research on coping with and resilience to grief, loss, and trauma; assessment and therapeutic interventions with individuals and families; cultural and spiritual dimensions; the evolving philosophy and practice of hospice and palliative care; stress management for the therapist. The applicability of these concepts and skills to everyday psychotherapy practice is emphasized. Prerequisite: 200. (3 units)

298. Psychology and Spirituality
A comparative study of various Eastern and Western themes and schools of spirituality. In-depth exploration of the implications and relationship of these views to counseling psychology. The nature of the human person and criteria for assessing a person’s spiritual-psychological health and growth; stages of development; teachings on how to guide or work with another; and views on such themes as authentic love, humility, guilt, and discernment. Prerequisite: 200. (3 units)

300. Career Development and Life Planning
Overview of the career development field, focusing on current career development and decision theory. Applications of theory across various settings (industry, clinics, schools, rehabilitation, etc.). Exploration of changing concepts of work and career. Examination of the meaning and spirituality of work, and of “calling,” conscious life planning and lifestyle choices. Prerequisite: None (3 units)

302. Formal & Informal Assessment in Career Development
Familiarity with, and use of, current career assessment instrumentation. Evaluation of leading instruments; selection criteria governing use of instruments according to client needs. Interpretation of individual and group assessment data. Practice in completing the career counseling interview, including appropriate assessment and interpretation. Course includes an approved, individualized, formal career assessment to be completed either prior to or concurrent with 302. Prerequisite: 300. Recommended: 318. (3 units)

Note: Required for 90 unit LPCC or LPCC/MFT Track only.

307. Career Counseling Seminar
This course examines special issues in career counseling with special attention on working with multicultural population, disabled populations, and the Americans with Disability Act. Requirements: 78 Unit LPCC Track students only; Prerequisites: 300. (1.5 units)

308. Multidisciplinary responses to crises, emergencies, and disasters.
This course focuses on trauma and the counselor’s role in both immediate response and longer term recovery. Particular emphasis is placed on the clients’ community and coordination of resources.

310. Independent Study
Supervised course of study initiated by the student. A written proposal and course syllabus must be submitted to the Graduate Services Office by the end of the first week of the term in which the course will be conducted. The proposal must be approved with signatures from the faculty member of record and the Department Chair.

NOTE: Only Full-time faculty members may direct an independent study. (1-6 units)

311. Psychology of Marriage Counseling
Introduction to methods, theories, and techniques of premarital, marital, sexual, and divorce counseling. Initial focus is on normal relational development, followed by characteristic methods of intervention with relationship difficulties in a primary dyadic relationship. Couple relationships within the cultures most common in California are explored and integrated with the more generic foci. This class includes considerable media and experiential components. Prerequisites: 212 and 227. (3 units)

312. Counseling for Contemporary Problems I
Research, assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, domestic violence, substance abuse and addiction. Provides an overview of the psychosocial factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions and related considerations used in dealing with clients, their families, and involved community agencies and resources. Prerequisites: 227. (3 units)

NOTE: This course will be discontinued after Winter quarter 2014.

312A. Counseling for Contemporary Problems
This is an all day workshop that is required as an addendum to 312. Prerequisites: 200, 218, and 227; 312: pre-, co-, or post-requisite. (0 units)

NOTE: This course will be offered once during AY 2012-2013 and then be discontinued.

313. Contemporary Issues in Psychotherapy II
This course examines special issues related to psychotherapy, including diagnosing and reporting child abuse, spousal abuse, elder abuse, and abuse of the disabled, as well as crises and trauma management and interventions. Prerequisites: 227. (3 units)

NOTE: 78 unit degree: LPCC and MFT/LPCC combined Track students only. 90 unit degree: All students. Students taking this course are exempt from 312A, but must take 15 hour. of CEU’s in Substance Abuse though CPD. This course will be discontinued after Spring quarter 2014.

315. Family Therapy
Introduction to systems theory (e.g., Structural, Bowenian, Strategic) and procedures appropriate to working with families. Opportunity to practice counseling with simulated families. Prerequisites: 212 and 227. (3 units)

317. Therapeutic Interventions with Children
A broad range of therapeutic interventions with children and families are presented, with a particular focus on play therapy. Case conceptualization, diagnostic formulation, and issues related to treatment planning are addressed. The influence of class, culture and ethnicity on the assessment/treatment process is explored. Prerequisite: 200. (3 units)

318. Clinical Assessment I
Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal behavior.
Traditional DSM diagnostic categories are studied, including mood disorders, anxiety disorders, psychosis, affective disorders, psychophysiological disorders, and other abnormal lifestyle patterns. Prerequisites: 212 and 218. (3 units)

319. Clinical Assessment II
Emphasis on diagnosis and clinical judgment, including such issues as type of impairment, degree of impairment, predictability, and treatment plan, as well as sources of error judgment and how these errors are minimized. The use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professional setting. Prerequisites: 318. (3 units)

320. Substance Abuse Treatment
This class focuses on substances that are abused, the effect on the abuser, and treatment strategies in both individual and group psychotherapy modalities. Included are various clinical approaches to treatment; coordination of treatment with 12-step programs; co-occurrence of substance use with other disorders; understanding the stages of recovery; and working with adolescents. (3 units) Prerequisite: None (3 units)

321. Dual Diagnosis: Diagnosis and Treatment
This class covers the complexities and interactions in the diagnosing and treatment of Axis I and Axis II disorders in the presence of substance abuse. Prerequisite: 320. (1.5 Units)

323. Psychopharmacology
This is an introductory course designed for those without biological or medical training to provide a firm basis in practical neurophysiology and psychopharmacology. Course foci include the structure and functions of the nervous system, interactions of other organ systems, principles of pharmacodynamics and pharmacokinetics. The material is presented from a clinical orientation with illustrative case examples. Boundaries of practice and practical issues of assessment and referral are covered in depth. Prerequisites: 216, 218, 318. Can be taken concurrently with practicum. (3 units)

324. Biological Basis for Behavior
This course examines the biological basis for neonatal to early childhood development and behavior. Emphasis is placed on an understanding of the positive and negative effects of environment on early brain development and their sequelae in later life, including development and behavior in adolescence, adulthood and old age. Prerequisites: 216 and 218.

NOTE: This course was previously listed as 223.

328. Clinical Assessment: Issues in Child Diagnosis
Study of diagnostic issues in working with pediatric psychiatric disorders. Emphasis on DSM diagnostic criteria and interviewing children, parents, and families. Special attention to developmental disorders affecting later stages of maturation. Requirements: 78 Unit LPCC and MFT/LPCC combined Track students and all 90 Unit students. Prerequisites: 200, 212, 216, 218, and 318. (1.5 units)
NOTE: This course was previously numbered 318A.

331A. Counseling Practicum: Agency
Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling program, after completion of the counseling core. Weekly seminars for consultation and discussion with a supervisor on such
topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and inter-professional ethical considerations. By permission only; must begin in fall quarter. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331A is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes, 311, 315, 317, 318. (3 units per term; 6 units required)

331C. Counseling Practicum: Career Development
To culminate their emphasis program, students spend 15 hours per week engaged in supervised career development-related fieldwork at a practicum site. By permission only; must begin in fall quarter. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331C is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes; 300, 301, 302, 303, and 304. (3 units) NOTE: This practicum will be discontinued after Spring 2013.

331H. Counseling Practicum: Health Psychology
Counseling experience in health psychology. At a practicum site, students engage in health psychology-related work (e.g., research, counseling, health promotion). By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331H is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes and permission of instructor. (3 units)

331L. Counseling Practicum: Latino Counseling
At a practicum site, students engage in Latino counseling-related work. By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331L is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes and permission of instructor. (3 units)

333. Counseling Practicum
Supervised counseling experience designed specifically to meet California MFT and LPCC licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor on such topics as case management and evaluation, systems of care, community resources, advocacy issues, referral procedures, ethical practices, professional and client interaction, confidential communication, and documentation, among other issues. Prerequisites: Nine core classes; 311, 315, 317, 318, 319, and permission of instructor. Must begin in fall quarter. (3 units per term; 9 units required)

351. Advanced Seminar in Family Therapy
For students who have completed CPSY 312, 315, and 317 and wish to participate in advanced training in brief family therapy. Students will receive intensive training in conducting strength-based parent counseling (C.A.R.E. Parent Therapy). In addition, students will have the opportunity to conduct brief counseling with a parent(s) at a local community clinic. Recommended for students interested in family and child therapy, and short term approaches to treatment. Prerequisites: 218, 315. Recommended: 215 or 317. (3 units)

360. Latino Psychology
Designed to enhance the knowledge and skill components of their multicultural training (CSPY 231), with a specific focus on Latino cultures. An overview is offered of the Latino experience within a socio-political and psycho-social context, and implications for therapeutic interventions are explored. Topics covered include: culture and personality, acculturation and ethnic self-identification, gender role socialization, influence of family and other systems, educational achievement, religion and spirituality, traditional healing practices, immigration and diversity within the Latino population. Prerequisite: 231. (3 units)

361. Special Topics in Multicultural Psychotherapy
This course examines the special topic of Latino access to health care services; related topics of
health care access and advocacy, and health education programs.
NOTE: 78 Unit LPCC and MFT/LPCC combined track students and all 90 Unit students. (1.5 Units)

362. Individual Counseling Skills with Latino Clients
Development of counseling skills within a cultural context. An examination is provided of how the
counseling process is affected by cultural dynamics and counselor/client variables. Students will
learn how to use cultural variables to help develop empathy and a strong working alliance with
Latino clients. Discussion, demonstration and application of various therapeutic and treatment
approaches. Feedback and supervision provided for specific skill development. Prerequisite: 200.
Recommended: 231. (3 units)

364. Interventions with Latino Families and Children
Offers specific information on “therapy techniques” with Latino family members. The importance of
setting for the “therapy” is examined. An enhanced understanding is proffered of common
experiences Latino families have with various systems of care including schools, hospitals,
community mental health agencies, and social service agencies. Within this framework, applied
therapy techniques for children and families are examined. A strength-based, systems approach will
be used to guide our discussions. Prerequisite: 200. Recommended: 231 and 360. (3 units)

366. Spanish-Based Interviewing and Assessment
Course conducted completely in Spanish. Emphasis will be placed on conducting client interviews,
assessments, making recommendations, and providing instructions in Spanish. Use of advanced-level
Spanish in job/field-related language contexts. Discussion of field-related articles and theories.
Prerequisite: 200 and fluency in Spanish. (3 units)

380. Positive Psychology and Health
Introduction to “Positive Psychology and Health,” the empirical study of what leads humans to
develop and flourish. Introduces theory, research and applications, exploring the implications of
positive psychology for our understanding of health and illness. Topics include: What is health?
Wholeness? Wellness? What makes people happy? How do you help people not merely survive, but
thrive? How do we foster stress-related growth? What is the role of spirituality in health? What are
positive psychological interventions? Students are encouraged to think critically about what it means
to be healthy, and to reflect on personal experiences related to health and illness. Prerequisites: 200 and 218. (3 units)

381. Health Psychology: Theory and Practice
Introduction to health psychology theory, research, and practice, with a special focus on health
promotion and health behavior change. Topics include: models of health and illness; biopsychosocial
factors in illness; personality, health, and coping; social support and health; health assessment;
models and strategies for health behavior change, including Prochaska's stage model and
motivational interviewing; issues and prevention with specific health behaviors; and health
promotion in the workplace and other settings. Prerequisite: None (3 units)

385. Stress and Stress Management
Introduction to conceptual models of chronic stress in home, work, and community environments.
Particular attention to methods and programs to assess, as well as alter, chronic stress. Emphasis is
placed on the bio/psycho/ social factors in the etiology, maintenance, and modification of stress.
Intervention methods are demonstrated and practiced. Prerequisite: None (3 units)

388. Mindfulness and Psychotherapy: Theory, Research and Practice
This course will focus on the construct of mindfulness and its applications to psychotherapy. An
experiential and academic understanding of mindfulness will be emphasized. The experiential
component will involve training in meditation and mindfulness practices. The academic component
will involve rigorous examination of current research on the applications of mindfulness in health
care, as well as exploration of current theories of mindfulness and its applications to clinical work. The intention of the course is to help students better understand the construct of mindfulness and how it can be applied in clinical practice as a technique for clients, a theoretical frame for therapists, and as a means of enhancing therapist skills, for example, empathy and attention. A final intention is for students to explore the potential benefits of mindfulness for their own self-care and self-inquiry. Prerequisite: None (3 units)

389. Advanced Group Counseling
For students who have completed 219 and wish advanced training in group leadership procedures. This class focuses on practices of group therapy, and on the complexities of parallel process and the transference/counter transference issues in groups. Both practical and academic approaches are taken; each student applies classroom learning to an ongoing group process situation. Extensive use of videotape, role-playing, and hands-on practice. The class includes a required one-day “marathon” group session. Recommended for students who expect to do group counseling and therapy in their post-master’s employment. Prerequisites: 200, 218, 219A or 221, 219. (3 units)

390. Advanced Seminar in Couples Therapy
Specifically designed to help students conceptualize and plan treatment for couples. Stress on issues of structured and non-structured interviewing, transference and counter transference, and family of origin. Normally the class views and examines a “live case” or case scenarios through the term and/or class participation in problem-solving couples’ difficulties and extensive case examples and role playing. Examination of divorce issues and alternative lifestyles. Prerequisites: 212, 227 and 311. (3 units)

391. Hypnotic Techniques in Counseling and Therapy
Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. Emphasizes ethical utilization in both traditional and indirect hypnosis. The use of hypnosis as a part of psychotherapy is explored in depth. A clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. Prerequisites: 227. Usually taken on a pass/fail basis. (3 units)

395. Advanced Object Relations Seminar: Clinical Techniques
Advanced skill building. Course addresses technique-related topics relevant to the growth and development of the skilled Object Relations therapist. Course focuses in depth on different topics during different terms. Topics range from developing a clinical stance, to uses of interpretation, working in the transference, working with countertransference and projective identification, working with frame issues, working with the schizoid patient, working with the narcissistic patient, the technical Winnicott, the technique papers of Freud, etc. Course will include relevant readings, presentations of case material, and experiential clinical practice. Prerequisite: 200, 212, 216, 218, 264 or permission of instructor. (3 units)

397. Clinical Immersion Experience I: Philippines
This course is a 17 day immersion experience in and around Manila, Philippines that is scheduled for late July to mid-August each summer. Meetings for this course begin in February and meet for one hour every three weeks in preparation of the trip. The actual dates for the immersion are set during this time. The key elements of the immersion experience includes: didactic input on Filipino culture from sociology/anthropology professors, issues of delivery of mental health care in a 3rd World context from psychiatrists, training and work in an orphanage with infant/toddlers/ and preschool children. This immersion is conducted in a community experience of living together for one month, with shared meals and nightly reflection from Monday - Thursdays. Weekends are open for exploration of the Islands or easy connections to other Southeast Asian countries. The immersion experience is limited to 10 students per summer. This experience is listed as 3 credit units plus expenses (TBA in October)(6 units).
398. **Clinical Immersion Experience II: Philippines**

This course is a 17 day immersion experience in and around Manila, Philippines that is scheduled for late July to mid-August each summer. Meetings for this course begin in February and meet for one hour every three weeks in preparation of the trip. The actual dates for the immersion are set during this time. The key elements of the immersion experience includes: didactic input on Filipino culture from sociology/anthropology professors, issues of delivery of mental health care in a 3rd World context from psychiatrists, training and work in an orphanage with infants/toddlers/ and preschool children. This immersion is conducted in a community experience of living together for one month, with shared meals and nightly reflection from Monday - Thursdays. Weekends are open for exploration of the Islands or easy connections to other Southeast Asian countries. The immersion experience is limited to 10 students per summer. This experience is listed as 3 credit units plus expenses (TBA in October)(6 units).

399. **Thesis**

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Format should follow the guidelines established by the American Psychological Association. Supervision and review of the thesis provided by faculty member(s) designated by the chair of the Department of Counseling Psychology. Students may replace the Comprehensive Examination with completion of an approved thesis. Requirements for thesis submission are negotiated with the thesis faculty director. (1-6 units)