

Counselor Education

Chair

Markos, Patricia A. (1992), Associate Professor; B.S., University of Wisconsin-La Crosse; M.S., Ph.D., University of Wisconsin-Madison.

Graduate Coordinator

Astramovich, Randall (2002), Assistant Professor; B.A., M.Ed., Ph.D., University of North Texas Ph.D.

Graduate Faculty

Ashley, Larry (2002), Assistant Professor in Residence; B.S. in Ed., M.A., Central Michigan University; Ed.S., University of Toledo.

Brinson, Jesse A. (1989), Associate Professor; B.A., Clark College; M.A., University of the District of Columbia; Ed.D., Western Michigan University.

Hoskins, Wendy (2003), Assistant Professor; B.A., William Penn College M.A., Truman State University; Ph.D., Idaho State University

Smith, Shannon (2003), Assistant Professor; B.A., Eastern Bible College M.A., Ashland College; Ph.D., Oregon State University

Professors Emeriti

Emerson, Shirley (1984-2000), Emeritus Professor; B.A., Rice University; M.A., Ph.D., University of Michigan.

McBride, Martha (1975-1999), Emeritus Professor; B.A., M.Ed., University of Florida; Ed.D., University of Georgia.

The Department of Counselor Education offers graduate studies leading to Master's degrees in Community Mental Health Counseling and School Counseling, and has three certificate programs, an Advanced Graduate Certificate in Addiction Studies, an Advanced Graduate Certificate in Mental Health Counseling, and an Advanced Graduate Rehabilitation Counseling Certificate. Additionally, the department has an undergraduate Bachelor's degree in Human Services Counseling and four minors (Addictions Prevention, Addictions Treatment, Compulsive Gambling Counseling, and Human Services Counseling). The graduate programs are nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), one of the most well known professional organizations in the helping fields.

The Department of Counselor Education's M.S. in Counselor Education and M.Ed. in School Counseling helps students become professional counselors in the areas of Community Mental Health Counseling and School Counseling, as well as related counseling areas. Students receive training in theory, research, practice and ethics. Translating theory and research into practice is stressed throughout the program in terms of developing therapeutic approaches, strategies and techniques through the hands-on experience of practica and internship. The department is committed to helping students develop greater self-awareness and growth as people and in the mastery of an academic field, learning the art and science of being a professional counselor, and promoting a sense of ethical behavior, professionalism and professional identity.

Students who complete the Community Mental Health Counseling program are eligible to sit for the National Counselor Examination (NCE), the exam that will be used for the Licensed Professional Counselor (LPC) in Nevada,

and the State of Nevada licensing exam in Alcohol and Drug Counseling (LADC). The program provides courses that allow students to petition for an educational waiver to meet licensure requirements for Addictions Counselors in Nevada. In 1999, the Nevada legislature passed a law requiring a master's degree and supervised clinical experience to become licensed as an Addictions Counselor. The Community Mental Health Counseling M.S. degree includes at least four courses and a portion of the clinical experience required for licensure as an Addictions Counselor and is in line with Licensed Professional Counselor (LPC) legislation in Nevada. (Students should not assume that completing the Master's Degree will automatically qualify them for the Addictions Counselor license or the LPC. Details of this process and assistance with application may be obtained from faculty specializing in this area.) Students who complete the School Counseling program meet the endorsement requirements for the State of Nevada. Students interested in becoming Rehabilitation Counselors will be eligible to sit for the national Certified Rehabilitation Counselor (CRC) exam with completion of the Community Mental Health Counseling M.S. degree and the Advanced Graduate Rehabilitation Counseling Certificate.

Counseling is a theory-based professional practice. Specialty areas emphasize putting counseling theory into clinical practice. This includes supervised clinical experiences in the community agencies and a 600-clock-hour internship for the M.Ed. program in the Clark County School District and a 900-clock-hour internship in an appropriate community setting for the M.S. program. A student may take either departmental program on a full- or part-time basis (minimum of six credits or two courses), although the former is strongly encouraged.

Program faculty represent a wide spectrum of counseling approaches and are actively involved in research related to professional counseling. Students are encouraged to become informed consumers of counseling literature and research. The programs also emphasize the importance of personal growth of the student. Since personal qualities play a vital part in the determination of success as a counselor, opportunities are provided for the development of self-awareness, as well as an understanding of the effect one has upon others in interpersonal relationships.

The philosophy of the counseling faculty is based upon values incorporating belief in the worth and dignity of each individual, personal uniqueness and value and the freedom of the individual to be self-determined within a context of responsibility to others.

Community Mental Health Counseling

The Community Mental Health Counseling program, a 60-semester hour course of study, is designed to train professional counselors for work in a variety of community and mental health settings. Community mental health counselors work in local, state, and federal agencies, as well as private for-profit and non-profit agencies. The Community Mental Health Counseling program has an emphasis in mental health and addictions counseling, and prepares students for work with individuals experiencing a variety of concerns. These include addictions to substances and/or

behaviors, career choices, developmental tasks, adjustment to disability, mental health problems and vocational rehabilitation, among other issues.

The Community Mental Health Counseling M.S. degree in Counselor Education offers a unique arena for the development of counseling theory and in depth research in issues impacting community and mental health, as well as continuing the development of professional counselors to meet the diverse needs of Southern Nevada, the region, and the nation. Faculty in the Community Mental Health Counseling program are actively involved in the development and implementation of: 1) community service activities (i.e., free counseling, participation on community committees and boards, workshops, 2) “best practice” models of treatment (i.e., a Multicultural Counseling Model for Community and School Counselors, a One-Stop Service Provision Model for People Who Are Homeless, Early Intervention Trauma Program); 3) unique pedagogy (i.e., Train-the-trainer model for co-occurring conditions, supervised clinical practice in community settings, addictions treatment, addictions prevention, gambling addictions, eating disorders and expressive arts); and 4) innovative theory to practice research (i.e., multicultural issues in counseling, trauma and addictions, and homelessness).

School Counseling

The master’s degree in School Counseling at UNLV requires a minimum of 48 graduate semester credits and prepares educational professionals who work to meet the academic, career, personal, and social needs of culturally and linguistically diverse K-12 student populations. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and prepares school counselors to fulfill the following roles: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for students to succeed academically; 2) Address the academic, career, and personal/social needs of all students in the school; 3) Serve as leaders of equity and achievement and be able to address institutional and environmental barriers impeding student progress; 4) Through the collection and dissemination of data, advocate for systemic change to promote student achievement and academic success; and 5) Become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.

Admission Requirements

The master’s degree programs require that an application for admission be submitted to the Graduate College as well as transcripts of all college-level work. In addition, applicants are required to submit Graduate Record Examination (GRE) scores on both the Verbal and Quantitative sections of the general test. A minimum grade point average of 2.75 for all undergraduate work and a 3.00 for the last two years of undergraduate work is required.

Applicants must provide three letters of recommendation directly to the department along with a departmental application form that includes a writing sample. Students should contact the department for specific application

materials. Students are admitted once each year, with an application deadline of February 15. All programs begin in the summer.

Degree Requirements

To earn a master’s degree, students must have a cumulative grade point average of 3.00 or better in the program. Those students who receive an F, or more than two Cs, will be separated from the program. A grade of B or better is required in CED 727 (or any practicum or internship) or the course must be repeated. The department requires a final examination for graduation, which can either be a comprehensive examination or a research thesis. Every student will be reviewed each semester to determine adequate progress and retention in the program. Degree programs are designed so that students take nine credit hours each semester: summer, fall and spring. Courses are offered in a particular sequence. Six credit hours must be taken each term: summer, fall and spring. Students who fall below the six-credit minimum may be separated from the program. A student who misses a course may lack prerequisites for their next courses, and, therefore, may need to wait for a course to be offered again in the next cycle. It is the responsibility of the student to discuss course sequencing and planned timing with their advisor. Not all courses are offered every semester. There are many courses that are offered only once each calendar year. Thus, it is imperative that in order to graduate in a timely way the students take the recommended number of credits and stay in sequence. Students may take up to five selected courses (see course prerequisite list) prior to formal admission. If admitted, these courses are eligible to count toward the degree.

Advanced Graduate Certificate Programs

The Department of Counselor Education offers three advanced certificate programs. These programs and the admission requirements are described below. All certificate students are recognized by the Graduate College as Department of Counselor Education Students.

Addictions Studies

The Advanced Graduate Certificate in Addictions Studies meets the needs of health professionals such as marriage and family therapists, community counselors, rehabilitation counselors, school counselors, physicians, psychologists, social workers, and behavioral health therapists by providing graduate addiction training to help them address client needs. The program is three pronged: 1. for students already enrolled in the community mental health counseling program or with a degree in community counseling, the certificate program consists of 12 additional credits for four courses; 2. for students enrolled in the Marriage and Family Counseling program, the certificate consists of 18 credits or six courses, or 3. for students with a master’s degree in another counseling specialty (i.e., school counseling) a counseling degree from another university, or a degree in psychology, or social work, the certificate consists of 24 credits or eight courses that can be completed in one year. Additional course work may be needed to meet state licensing requirements.

Mental Health Counseling

The Advanced Graduate Certificate in Mental Health Counseling is an extension of the M.S. degree in Counselor Education, Community Mental Health Counseling and is targeted primarily toward those individuals who have graduated from CACREP accredited programs or equivalent programs, but do not meet the necessary educational requirements for the LPC in the State of Nevada. The need for this program is based on several factors. First, many students have graduated with counseling degrees from UNLV's CACREP accredited programs in Community Counseling (54 credits), Marriage and Family Counseling (60 credits), and School Counseling (48 credits). These programs have served the community well. However, when the LPC is passed in Nevada, these graduates will be lacking the educational background necessary to become Licensed Professional Counselors. The Advanced Graduate Certificate in Mental Health Counseling will meet these needs, allowing Individuals with a master's degree in a CACREP accredited counseling program to become a LPC. Second, there are many individuals who have moved to the State of Nevada that have completed degrees under a 48 credit hour community or school counseling model, which leaves many of them 12 hours short of courses related specifically to mental health counseling. This fact alone precludes a significant number of individuals from pursuing the necessary licensure to work as a practitioner of mental health counseling in the state. Furthermore, if Master's degree students in psychology wanted to pursue licensure as a mental health counselor (Psychologists are only licensed at the doctoral level) this certificate program would allow them an opportunity to do so. While the Masters in Social Work provides students with an opportunity to become licensed social workers, it is conceivable that Master's level social workers would pursue the certificate for the added knowledge gain from the mental health counseling emphasis.

Rehabilitation Counseling

This certificate program is designed to meet the needs of the state of Nevada by building on the already existing Community Mental Health Counseling Degree Program. This program is two pronged: 1. for students already enrolled in Community Mental Health Counseling or with a degree in Community Counseling, the certificate program would normally consist of four additional courses and a Professional Paper; 2. for students with a master's degree in another counseling specialty (i.e., Marriage and Family Counseling, School Counseling, or a counseling degree from another university), the certificate program consists of 19 credits or six courses and a one-credit Professional Paper.

Certificate Requirements

To earn a certificate, students must have a grade point average of 3.00 or better in each course. Students who receive an F or more than two Cs will be separated from the program. A minimum of six semester hours of credit must be taken each semester, including summer.

Admission Requirements for Degree and Certificate Programs

The master's degree programs require than an application for admission be submitted to the Graduate college and the Department of Counselor Education as well as transcripts of all college-level work. A minimum grade point average of 2.75 for all undergraduate work and a 3.00 for the last two years of undergraduate work is required. Applicants must provide three letters of recommendation directly to the department along with a departmental application form that includes a writing sample. Final applicants undergo an extensive/structured personal interview. Students should contact the department for specific application materials and directions. Students are admitted once each year, with an application deadline of February 15. All programs begin in the summer.

Counselor Education

CED 700 **1-6 credits**
Special Problems: Counseling and Educational Psychology
Specialized instruction in general professional education designed to develop depth in understanding of current counseling and educational psychology problems. May be repeated to a maximum of six credits.

CED 701 **3 credits**
Introduction to Counseling
Introductory course designed to provide students with understanding of the basic roles and functions of the counselors in the human services. Examination of historical roots, philosophy, current trends, and best practices in professional counseling.

CED 703 **3 credits**
Counseling with Expressive Arts and Activities
Examination of expressive arts and activity methods for counseling with children, adolescents, and adults. Topics include play therapy, sandtray, dreamwork, and other experiential counseling interventions.

CED 710 **3 credits**
Relationships Through the Lifespan
Students will learn the basic knowledge of relationship issues across the lifespan and how it relates to the counseling professional. Prerequisite: Consent of instructor.

CED 711 **3 credits**
Counseling Appraisal and Inquiry
Theoretical and practical approach to assessing the individual. Includes development of a framework for understanding individual and group testing; case study approaches; adapting and using questionnaires, surveys, and other assessments to meet local needs; and individual differences including ethnic and cultural and gender considerations. Prerequisite: CED 701.

CED 713 **3 credits**
Introduction to School Counseling
Study of the roles and functions of the school counselor at the elementary, middle, and high school levels as well as history and current trends in the profession. Prerequisites: Graduate standing.

CED 715 **3 credits**
Counseling and Consultation Theories
Examination of major counseling theories and consultation techniques for application in individual and group settings. Prerequisites: EPY 701 and admission to the department.

CED 721 **3 credits**
Career Theories and Practices
Survey of current theories and practices in career counseling. Emphasis on values and decision-making process. Meets program requirements for school, community, and rehabilitation counseling. Prerequisite: CED 701.

CED 727 **3 credits**
Counseling Process and Procedures
Students learn the necessary skills to establish counseling relationships, identify relevant counseling issues, and translate their understanding into an action plan for promoting lasting change. Stages of the counseling process identified, practiced, and applied. Prerequisites: CED 701.

CED 731 **3 credits**
Social Justice and Advocacy in Counseling
Seminar course designed to foster awareness, knowledge, and skills for counseling with diverse clients. Emphasizes social justice and advocacy in counseling with minority and oppressed students. Topics include culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical abilities, education, family dynamics, and socioeconomic status.

CED 733 **3 credits**
Introduction to Group Counseling
Study and practice of basic approaches to group procedures in relation to group goals, group dynamics and group leadership. Prerequisites: CED 701 and EPY 723.

CED 735 **3 credits**
Substance Abuse Prevention and Treatment
Overview of physiological and interpersonal impacts of substance abuse. Emphasis on empirically validated prevention programs, substance abuse assessment, counseling techniques, referral information, aftercare, and relapse prevention strategies. Prerequisites: CED 701.

CED 738 **3 credits**
Introduction to Community Mental Health Counseling
Introduction to community and rehabilitation counseling including historical, philosophical legislative and organizational bases; rehabilitation process, and services in public and private community settings. Emphasis on role and function of the counselor.

CED 739 **2 credits**
Vocational Placement and Community Resources
Study of vocational placement techniques along with an understanding of community resources including community organizational theory and criteria for use of such facilities in the vocational adjustment and placement of the disabled and disadvantaged.

CED 741 **3 credits**
Practicum
Supervised counseling practice in human service settings including work with individuals and groups. Emphasis on utilizing a variety of counseling skills and methods with diverse client populations. Prerequisites: CED 701, CED 727, CED 733 and EPC 723.

CED 742 (Formerly COU 743) **3 credits**
Introduction to Community Counseling
Provides information concerning the professional role, function, history, philosophy and practice of counseling. Role of the community-agency counselor in community, clinical, education, and business settings, as well as their interactive relationship with other professionals. Normally taken no later than two semesters following admission to the program. Prerequisites: MFT 701 and admission to the department.

CED 743 **3 credits**
Ethical and Legal Issues in Counseling
Overview of ethical, legal, and professional issues in counseling. Emphasis on best practices and ethical decision making models. Prerequisite: CED 701.

CED 745 (Formerly COU 741) **3 credits**
Assessment, Treatment, and Case Management in Addictions
Provides theoretical framework for assessing and treating individuals with addictive disorders and the practical application of managing a client's case from initial treatment stages through discharge and aftercare. Prerequisite MFT 731.

CED 746 **3 credits**
Supervised Practicum in Group Counseling
Supervised practice in counseling with small groups in a variety of settings. May be taken concurrently with EPY 744. Prerequisites: MFT 701, CED 715 and EPY 724, or equivalent.

CED 749 **3 credits**
Thesis
Culminating masters level research project. May be repeated, but only six credits will apply to students program of study. Prerequisite: Consent of instructor.

CED 750 **1-3 credits**
Advanced Seminars in School Counseling

Advanced studies in professional school counseling practice, theory, and research. Topics may include innovative practices, supervision, evaluation, techniques, and theory of school counseling. May be repeated to a maximum of twelve credits.

CED 751 **1 credit**
Internship in Counseling I

Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization with program emphasis area. Prerequisites: CED 741.

CED 752 **1 credit**
Internship in Counseling II

Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization compatible with program emphasis area. Prerequisites: CED 741.

CED 753 **1 credit**
Internship in Counseling III

Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization compatible with program emphasis area. Prerequisites: CED 741.

CED 754 **3 credits**
Supervised Group Practice and Theory

(Same as EPY 754.) Group theory and practice as it relates to leadership of personal growth, counseling, and therapeutic groups. Emphasis placed on leadership functions as they relate to group processes. Prerequisites: MFT 715, CED 715.

CED 755 (Formerly COU 751) **3 credits**
Planning, Management, and Evaluation of Addictions Programs

Develops skills in applying basic management, planning, and evaluation techniques to addictions programs. Areas stressed include the relationships between program evaluation and program planning and program effectiveness and organizational performance. Prerequisite: CED 745 or consent of instructor.

CED 758 **3 credits**
Independent Study

Independent study of a selected topic in professional counseling under the direction/supervision of a graduate faculty member. May be repeated to a maximum of twelve credits. Prerequisite: Consent of instructor.

CED 766 **3 credits**
Psychological Aspects of Dysfunctional Behavior

Examination of personal, social and cultural aspects of emotional and physical disabilities. Review of the use current diagnostic systems, dysfunctional behavior and treatment planning within counseling framework.

CED 768 **3 credits**
Pre-practicum Laboratory in Counseling

Laboratory practice in counseling theory and techniques. Must be taken concurrently with EPY 753. Prerequisites: MFT 701, EPY 704 and admission to the department.

CED 770 **3 credits**
Advanced Supervised Practice in Counseling

Theory, research, techniques, and practice of supervising marriage and family therapists. May be repeated to a maximum of six credits.

CED 772 **3 credits**
Counseling and Spirituality

Application and integration of sound counseling skills into a spiritually-based counseling approach. Contemporary counseling theories and their assumptions about human nature and the role of spirituality in counseling. Prerequisite: Consent of instructor.

CED 775 **3 credits**
Internship in Mental Health and Addictions Counseling

Internship in Mental Health and Addictions Counseling, emphasizing counseling skills and techniques with individuals and groups in dual diagnosis settings. Students will complete a minimum of 300 hours, with 150 of the hours being direct contact hours. Prerequisites: CED 751, CED 752, CED 753.

CED 781 **3 credits**
Problem Gambling Counseling

Orient students to relevant literature and theoretical perspectives regarding problematic gambling, including an appreciation of its symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to problem gambling.

CED 782 **1-6 credits**
Counseling with Potential Suicides

Emphasis on the helping skills to facilitate communication with the potential suicide. Principles and techniques to facilitate client self exploration that encourage self understanding and alternate actions. Prerequisite: CED 754 or consent of instructor.

CED 785 **Eating Disorders Counseling** **3 credits**

Designed as a comprehensive review of eating disorders, correlated issues, and treatment interventions. Cultural, familial, societal, and personal factors that may contribute to the development and maintenance of eating disorders will be examined.

CED 787 **Individual Research** **1-6 credits**

Individual research on a selected topic in professional counseling under the direction/supervision of a graduate faculty member. Prerequisite: Consent of instructor.

CED 789 **The Student in Higher Education** **1 credit**

Theory and practices related to counseling college students. Emphasis on both traditional and nontraditional approaches to meeting the needs of students at various types of postsecondary institutions. Interrelationship of student and institutional needs within the environment of higher education.

Graduate credit may be obtained for courses designated 600 or above. Full descriptions of these courses may be found in the *Undergraduate Catalog* under the corresponding 400 number.

COU 610	Eating Disorders: Etiology and Treatment
CED 639	Compulsive Gambling I
CED 640	Compulsive Gambling II
CED 645	Trauma and Addiction
CED 661	Use and Application of Technology in Counseling
CED 699	Special Topics

Curriculum and Instruction

Chair

Levitt, Gregory A. (2001), Professor; B.A., Capitol University; M.A., Ohio State University; Ph.D., Ohio State University.

Graduate Coordinators

Bean, Thomas W. (1995), Professor; B.A., University of Hawaii at Manoa; M.S., Southern Oregon State College; Ph.D., Arizona State University.

Ford, Marilyn Sue (1984), Associate Professor; B.S., Bowling Green State University; M.Ed., University of Nevada, Las Vegas; Ph.D., Arizona State University.

Odell, Sandra (1996), Professor; B.S., M.A., Ph.D., University of New Mexico.

Graduate Faculty

Bailey, Janelle (2006), Assistant Professor; B.A., Agnes Scott College; M.Ed., University of Georgia; Ph.D., University of Arizona.

Boone, Randall A. (1991), Professor; B.S., M.S., University of Central Arkansas; Ph.D., University of Oregon.

Bailey, Janelle (2006), Assistant Professor; B.A., Agnes Scott College in Georgia; M.Ed., University of Georgia; Ph.D., University of Arizona.

Butcher, John (2004), Assistant Professor; B.A., Pennsylvania State University; M.S. Nova Southeastern; Ph.D., University of Florida.

Crippen, Kent J. (2001), Assistant Professor; B.S., University of Nebraska-Lincoln; M.Ed., University of Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln.

Deniz, Hasan (2007), Assistant Professor; B.S., Dokuz Eylul University in Turkey; M.S., Ph.D., Indiana University.

Garcia, Jesus (2004), Full Professor; B.A., San Francisco State University; M.S., Ph.D., University of California.

Giorgis, Cynthia (1995), Associate Professor; B.S., Chadron State College; M.L.S., Ph.D., University of Arizona.

Grubaugh, Steven J. (1991), Professor; B.A., California State University, Sonoma; M.A., Ed.D., University of Northern Colorado.

Harper, Helen (2004), Associate Professor; B.A., University of Winnipeg; B. Ed., Brandon University; M.A., University of Calgary; Ph.D., University of Toronto.

Hartley, Kendall (1999), Associate Professor; B.S., Ph.D., University of Nebraska-Lincoln; M.S., University of Iowa.

Klecka, Cari (2004), Assistant Professor; B.A., M.Ed., Ph.D., University of Illinois at Urbana-Champaign.

Lin, Emily Shu-Ying (2002), Assistant Professor; B.Ed., M.A., University of British Columbia; Ph.D., University of Toronto.

Malette, Marla (2006), (Associate Professor); B.S., Southern Illinois University; M.S., Ph.D., University of Nevada, Las Vegas.

McCafferty, Steven (1995), Associate Professor; B.A., California State University; M.A., University of Hawaii; Ph.D., University of New Mexico.

McCarthy, Jane (1991), Professor; B.A., Douglass College-Rutgers; M.S., Florida State University, Tallahassee; Ed.D., University of Houston.

McKinney, Marilyn M. (1988), Professor; B.A., Mary Washington College; M.S., Ed.D., Northwest Missouri State University; Ph.D., University of Iowa.

Mills, Rebecca (1987), Professor and Vice President for Student Life; B.S.E., M.S.E., University of Central Arkansas; Ed.D., University of Arkansas.

Quinn, Linda (1999), Professor and Associate Dean; B.S., Portland State University; Ed.D., University of Houston.

Ramirez, Maria G. (1989), Associate Professor; B.S., M.A., Texas A&I University; Ph.D., University of Kansas.