

# SCHOOL COUNSELING – CERTIFICATE

## Program director

Randall Walker

Admissions are limited to students enrolled in a degree program in the Department of Counseling and Family Sciences.

The School Counseling Program certificate qualifies a graduate for the California Pupil Personnel Services (PPS) credential in school counseling. Students pursuing the M.S. degree in counseling or the M.S. in marital and family therapy may integrate the school counseling certificate into their degree program.

The School Counseling certificate program is designed in accordance with the department's vision of transforming relationships. Faculty members are committed to the mission of facilitating wholeness by promoting health, healing, and hope to individuals, families, and communities through education, research, professional training, community service, and global outreach.

## Professional school counseling

Professional school counselors are leaders of counseling programs within the educational system. As articulated by the American School Counselor Association (ASCA), school counseling programs are preventive in design, developmental in nature, and integral to the total educational program. Counselors address academic, career, and personal/social needs through their work as advocates for PreK-12 students, collaborators with parents and school personnel, and liaisons to the community. Employment as a school counselor in public schools requires the Pupil Personnel Services credential in school counseling. Combining the school counselor certification with licensure in clinical mental health is an excellent professional path that enhances competence and professional opportunities. Additional information is located on the California Commission on Teacher Credentialing website at <http://www.ctc.ca.gov>.

## Practicum and field experience

Field experience requirements for the certificate program include 100 hours of pre-field practicum followed by 600 hours of field experience.<sup>1</sup> For students in a clinical master's degree program, pre-field hours are met earlier through clinical placements. In addition, 200 of the required 600 hours of school counseling field experience can be elective hours from clinical training. The remaining 400 hours must be completed as a school counselor trainee in public schools, evenly divided between two different grade blocks (e.g., elementary school, middle school, or high school).

## Financial assistance

This program is not independently eligible for federal financial aid. However, a student can complete the requirements for this certificate while concurrently enrolled in a School of Behavioral Health graduate degree program as noted above (see degree and certificate requirements). The student's choice of elective courses will dictate any out-of-pocket cost required for the certificate. Students who are pursuing the School Counseling certificate will be provided with academic advising

regarding electives in an effort to reduce out-of-pocket costs to the student.

## Program learning outcomes

By the end of this program, the graduate should be able to:

1. Integrate counseling concepts and skills with a personal epistemology;
  2. Demonstrate counseling interventions based upon a broad range of theoretical and legal/ethical frameworks through comprehensive written examination;
  3. Develop identity as a professional school counselor through membership and participation in professional organizations;
  4. Satisfactorily complete 600 clock hours of supervised practicum in counseling, 200 of which may be supervised clinical hours;
  5. Meet all University qualifications for the California Pupil Personnel Services credential in school counseling issued by the California Commission on Teacher Credentialing (CTC).
- <sup>1</sup> Effective July 1, 2022 the requirement for the PPS credential changes to 800 supervised hours of experience. No new candidates for PPS may be admitted to the old standards after June 30, 2022. All candidates admitted to the certificate program on or after July 1, 2022 will be required to meet the new standards.

## Accreditation

Loma Linda University is regionally accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; telephone: 510/748-9001; fax: 510/748-9797; website: <http://www.wascsenior.org/contact> (<http://www.wascsenior.org/contact/>). The pupil personnel services (PPS) credential curriculum in school counseling is accredited by the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing (CTC). The next Commission visit occurs during the 2023-24 academic year. Additional PPS information can be obtained by going to the CTC website at <http://www.ctc.ca.gov>.

## Admissions

Applicants wishing to pursue the school counseling certificate program apply online through the LLU Admissions Portal. Students pursuing the M.S. degree in Counseling or the M.S. degree in Marital and Family Therapy must complete the standard online application to enroll in the School Counseling certificate program and are advised to consult with the program director prior to initiating application.

As with all programs in the School of Behavioral Health, applicants must meet Loma Linda University (<http://llucatalog.llu.edu/about-university/admission-policies-information/#admissionrequirementstext>) and School of Behavioral Health (<http://llucatalog.llu.edu/behavioral-health/#generalregulationstext>) admissions requirements; and give evidence of academic ability, professional comportment, and mature judgment. Applicants, who meet these requirements as well as the published application deadlines for the following terms, may be admitted during summer, autumn, winter, or spring quarters. Additional admission requirements include:

- Candidate pursuing a qualifying M.S. degree.
- Minimum grade point average of 3.0 (on a 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation, or minimum of 3.0 grade point average in master's degree program.

- Three letters of recommendation (two letters for students already admitted to the department master's degree program).
- A written personal statement that addresses career objectives, personal interest in the school counseling profession, the rationale for choosing to attend Loma Linda University, how life experiences have influenced the applicant's choice to enter professional school counseling, and additional thoughts the applicant deems appropriate.
- Interview with the program director and department faculty as scheduled.

## California Test of Basic Skills (CBEST)

Applicants to the school counseling certificate must take and pass all sections of the California Basic Educational Skills Test (CBEST) prior to admission to the program.

Pre-entrance clearance (<http://llucatalog.llu.edu/about-university/admission-policies-information/#preentrancerequirementstext>):

- A background check
- Health clearance

## Program requirements

The curriculum for the School Counseling Program may be taken with the M.S. degree in counseling (<http://llucatalog.llu.edu/behavioral-health/counseling-ms/>), qualifying the student for the PPS credential; or combined with the requirements for the M.S. degree in marital and family therapy (<http://llucatalog.llu.edu/behavioral-health/marital-family-therapy/ms/>). Enrollment in the PPS program is currently restricted to candidates in one of these two master's degree programs within the Counseling and Family Sciences department—counseling, or marital and family therapy.

Students must maintain a minimum grade point average of B (3.0) in all courses taken for the certificate.

## Degree and certificate requirements

The School Counseling Program certificate may be included with the M.S. Counseling degree or the M.S. MFT degree at Loma Linda University. A separate application is required for consideration and admission into the school counseling certificate program. An approved master's degree is required for state credentialing. Therefore, it is not possible to complete the certificate and receive a University recommendation for the school counseling credential until all M.S. degree and certificate requirements are completed. This applies to students pursuing the M.S. degree in counseling or the M.S. degree in marital and family therapy. Required courses for the certificate/credential program are listed below.

## Certificate of clearance prior to field placement

School Counseling Program students must obtain a certificate of clearance (COC) from the state of California before they are allowed to begin field experience. The COC requires verification of a current TB test and a LiveScan, in accordance with state guidelines. The process can take six to eight weeks.

### Course requirements

COUN 574	Educational Psychology	3
COUN 575	Counseling Theory and Applications	3

COUN 576	Exceptional and Medically Challenged Children	3
COUN 577	Assessment in Counseling	3
COUN 579	Career Theories and Applications	4
COUN 678	Consultation and Program Evaluation	3
COUN 679	Professional School Counseling	3
COUN 681	School Counseling Practicum and Seminar <sup>1</sup>	2
RELR 540	Wholeness and Health	3
<b>Field experience <sup>2</sup></b>		
COUN 781	School Counseling Field Experience (PPS)	4
COUN 782	School Counseling Field Experience (PPS)	4
<b>Total Units</b>		<b>27</b>

<sup>1</sup> Course to be taken a minimum of two times

<sup>2</sup> When combining the PPS school counseling certificate/credential program with a clinical master's, only COUN 781 and COUN 782 are required. 700-numbered courses do not count toward minimum didactic units required for the certificate.

## Normal time to complete the program

1 year (four [4] academic quarters) — based on full-time enrollment; part-time permitted

## Courses

**COUN 501. Research Tools and Methodology: Quantitative. 3 Units.** Current social research methods, practice in the use of techniques, consideration of the philosophy of the scientific method, and familiarization with behavioral health test instruments. Cross-listing: MFAM 501.

**COUN 502. Research Tools and Methodology: Qualitative. 3 Units.** Qualitative methodology. Prepares students to undertake research projects using the intensive interview method of qualitative research. Explores practical and epistemological issues and problems in qualitative research in a workshop format. Cross-listing: MFAM 502.

**COUN 515. Crisis Intervention and Client Advocacy. 3 Units.** Presents basic counseling theory, techniques, crisis intervention, and client-centered advocacy in recovery-oriented practice environments. Includes confidentiality, interprofessional cooperation, working with consumers, professional socialization, and collaboration. Discusses suicide, substance abuse, domestic violence, incest, spousal abuse, rape, treating the severely mentally ill, and disaster and trauma response. Cross-listing: MFAM 515.

**COUN 524. Psychopharmacology and Medical Issues. 3 Units.** Introduces common physical and medical issues related to the practice of counseling. Students learn a biopsychosocial-spiritual model to assess and intervene—emphasizing psychopharmacology, neuroanatomy, the mind-body relationship, and research relative to the field of counseling.

**COUN 528. Culture, Socioeconomic Status in Therapy. 3 Units.** Addresses current information and historical narratives related to cultural diversity that impact belief systems, communication patterns, roles, and expectations within human relationships and systems. Examines SES and a wide range of social, racial, and ethnic factors that create meanings for individuals, couples, families, and mental health counselors. Emphasizes populations that become professional partners or clients served within this geographic region. Cross-listing: MFAM 528.

**COUN 540. Professional Counseling Orientation. 3 Units.**

Examines history and scope of counseling specialties, principles of collaboration among diverse mental health professionals, factors influencing counseling process, and basic counseling skills. Addresses social ecology impacting consumers and providers within health care. Opens ongoing process of nurturing personal qualities related to counseling practice.

**COUN 541. Clinical Practicum Seminar – Early Counselor Development. 2 Units.**

Addresses professional development and the practice of clinical counseling through readings, case presentations, mentoring, and group supervision. Focuses on early counselor skill development including rapport-building and active listening. Prerequisite or concurrent\*: COUN 540\*; and admission into counseling M.S. program.

**COUN 542. Clinical Internship Seminar – Spirituality. 2 Units.**

Addresses professional development and practice of clinical counseling through readings, case presentations, mentoring, and group supervision. Focuses on practical skill development in the area of spirituality and the incorporation of spirituality in counselor-recipient interactions. Assumes concurrent participation in clinical placement. Prerequisite: COUN 540\*, COUN 541; admission into counseling M.S. program.

**COUN 543. Clinical Internship Seminar – Multicultural and Cross-Cultural Interactions. 2 Units.**

Addresses professional development and practice of clinical counseling through readings, case presentations, mentoring, and group supervision. Focuses on practical skill development in the area of multicultural and cross-cultural interactions. Assumes concurrent participation in clinical placement. Prerequisite or concurrent\*: COUN 540\*; and admission into counseling M.S. program.

**COUN 544. Clinical Internship Seminar – Recovery-Oriented Care. 2 Units.**

Addresses professional development and practice of clinical counseling through readings, case presentations, mentoring, and group supervision. Focuses on practical skill development in the area of recovery-oriented care. Assumes concurrent participation in clinical placement. Prerequisite or concurrent\*: COUN 540\*, COUN 541; and admission to counseling M.S. program.

**COUN 546. Clinical Internship Seminar – Substance Use Disorder Treatment. 2 Units.**

Addresses professional development and practice of clinical counseling through readings, case presentations, mentoring, and group supervision. Focuses on practical skill development in the area of comorbid diagnoses and substance abuse treatment. Assumes concurrent participation in clinical placement. Prerequisite: COUN 541; admission into counseling M.S. program.

**COUN 547. Social Ecology of Individual and Family Development. 3 Units.**

Studies human individual development and its relationship to the family life cycle from birth through aging and death of family members. Discusses biological, psychological, social, and spiritual development in the context of family dynamics involving traditional two-parent families, alternative partnerships, single parents, blended families, and intergenerational communities. Cross-listing: MFAM 547.

**COUN 550. Clinical Interventions with Service Members, Veterans, and Families. 2 Units.**

Provides multi-disciplinary understanding of military culture and skills and application of evidence-based clinical treatments that foster resilience and provide relief to service members, veterans and their families. Attention to issues of diversity, ethics, and use of self are included throughout clinical case discussion. Clinical issues specific to this population are discussed along with individual, family, and community interventions. Prerequisite: PSYC 721 or SOWK 757C. Cross-listing: PSYC 550, SOWK 550.

**COUN 556. Psychopathology and Diagnostic Procedures. 3 Units.**

Explores the history and development of psychopathology and how it relates to current clinical practice in general and marriage and family therapy in particular. Utilizes the multi-axial classifications of the current edition of the Diagnostic and Statistical Manual as a practical basis for diagnostics. Cross-listing: MFAM 556.

**COUN 568. Groups: Process and Practice. 3 Units.**

Surveys major theoretical approaches, including individual theories, marital groups, network, and family therapy groups. Group laboratory experience provided wherein students apply theory to practice and develop group leadership skills. Cross-listing: MFAM 568.

**COUN 574. Educational Psychology. 3 Units.**

Explores educational psychology through application of development and learning theories to instruction, achievement motivation, self-esteem, classroom management, supportive and disruptive processes on school sites, campus standards, disciplinary practices, legal/ethical issues. Requires research of effective educational practices and related foundations. Prerequisite: General psychology.

**COUN 575. Counseling Theory and Applications. 3 Units.**

Counseling theories and applications necessary for work as counselors, therapists, and other mental health professionals. Historical overview of all theories from psychoanalytic, Adlerian, existential, person-centered, Gestalt, behavior, cognitive behavior, reality, feminist, postmodern (solution-focused and narrative), family systems, and integrative perspectives. Meaningful integration of ethics, theory, and experience on personal and case-study levels.

**COUN 576. Exceptional and Medically Challenged Children. 3 Units.**

Studies the determinants, characteristics, problems, and adjustments of individuals who deviate markedly from the norm in their mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasizes education and career planning.

**COUN 577. Assessment in Counseling. 3 Units.**

Develops competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in psychology and education. Theoretical principles and issues presented with hands-on applications.

**COUN 579. Career Theories and Applications. 4 Units.**

Study of career theories such as Holland, Ginzberg, Super; as well as multiple approaches, including family and systemic influences on career choice. Application made to values, ethics, meaning, decision making, and individual differences in twenty-first century work places.

**COUN 580. Advanced Counseling Theory and Techniques. 4 Units.**

Focuses on the advanced application of counseling constructs, assessment and treatment planning, clinical interventions, and therapeutic techniques that foster effective therapeutic relationships. Prerequisite: COUN 540, COUN 575.

**COUN 584. Advanced Child and Adolescent Development. 2,3 Units.**

Psychodynamics involved in child and adolescent problems with respect to the family relationship. Demonstrates a variety of counseling approaches to the treatment of children and adolescents, with emphasis on diverse settings (e.g., education, hospital, and agency). Cross-listing: MFAM 584.

**COUN 604. Social Context in Clinical Practice: Gender, Class, and Race. 3 Units.**

Introduces social inequalities that result in unfairness, health disparities, assaults to personal dignity, and family stress. Focuses on how one's position within social hierarchies—such as gender, socioeconomic status, race, and sexual orientation—affects psychological and relational health. Examination of how family therapists and counselors address these social contextual factors as part of a recovery-based approach that empowers people within their relationships and social systems. Cross-listing: MFAM 604.

**COUN 614. Law and Ethics. 3 Units.**

Examines child welfare, separation, and divorce law, and financial aspects of family maintenance. Includes case management, referrals, professional and client interactions, ethical and interprofessional relations, legal responsibilities, and confidentiality. Explores interactions among the practitioner's sense of self and human values, professional behavior, scope of practice, and ethics. Examination of impacts of culture, SES, poverty, social stress, and biology on the recovery process.

**COUN 624. Individual and Systems Assessment. 3 Units.**

Applies psychological testing methods in the diagnostic assessment of individual, family, and group behavioral dynamics as encountered in behavioral health counseling. Cross-listing: MFAM 624.

**COUN 638. Substance Use Disorders, Relationships, and Recovery. 3 Units.**

Examines current theories of etiology of substance use disorders and the effects of psychoactive drug use. Emphasizes assessment and evaluation strategies; impact on mental, biological, relational, and community systems; evidence-based prevention and treatment approaches within a recovery process orientation. Explores issues of regional multicultural competence, human diversity, and access to care. Cross-listing: MFAM 638.

**COUN 644. Child Abuse and Family Violence. 3 Units.**

Presents characteristics of physical and emotional abuse, neglect, sexual molestation, and family violence including offender and nonoffender traits. Focus on treatment including individual, group, and family therapy. Ethical and legal issues, community resources, and multidisciplinary approaches to child abuse. Examines cultural, SES, poverty and/or social stress impacts on mental health and recovery. Cross-listing: MFAM 644.

**COUN 674. Human Sexual Behavior. 3 Units.**

Sexuality in contemporary society from the sociopsychological viewpoint. Anatomy and physiology of human sexuality: reproduction, normal and abnormal sexual response, psychosexual development, human fertility, human sexual dysfunction. Integration of systems theory. Cross-listing: MFAM 674.

**COUN 675. Dynamics of Aging. 1 Unit.**

Studies aging and related processes of personal and systemic change, such as developmental and self-actualization challenges, retirement, chronic illness, long term care, losses, and other end-of-life issues.

**COUN 678. Consultation and Program Evaluation. 3 Units.**

Examines principles and practices of consultation and program evaluation within educational and clinical counseling environments. Emphasizes systemic concepts, leadership development, counselor advocacy, relational competence, team building, and professional accountability of personnel and programs.

**COUN 679. Professional School Counseling. 3 Units.**

Integrates knowledge and skills essential for development, implementation, coordination, and supervision of counseling programs within educational institutions—with emphasis on the role and function of school counselors in preschool, elementary, middle, and secondary grades. Applications made to state graduation requirements, case management, school law, community, consultation, and professional ethics.

**COUN 680. Field Experience in Counseling. 3-9 Units.**

Addresses educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects, and professional ethics in schools and other agencies. Meets State Pupil Personnel Services requirement of a minimum of 600 clock hours in two educational levels, public school activity, and involvement with students from diverse cultural, ethnic, and language backgrounds.

**COUN 681. School Counseling Practicum and Seminar. 1 Unit.**

Focuses on California standards for the Pupil Personnel Services Credential in School Counseling. Addresses professional development and practice of school counseling. Enrollment restricted to students in the M.S. degree in Counseling Program and in the School Counseling Certificate Program. Requires minimum of two quarters of COUN 681 School Counseling and practicum. Prerequisite: Limited to students in the M.S. degree in Counseling Program and the School Counseling Certificate Program.

**COUN 682. Clinical Counseling Practicum and Seminar. 1 Unit.**

Focuses on California standards for licensure as a licensed professional clinical counselor (LPCC). Addresses professional development and practice of clinical counseling through readings, case presentations, University mentoring, and group process. Enrollment restricted to students in M.S. degree in Counseling Program. Registration in COUN 682 required during every quarter of field experience in clinical counseling.

**COUN 691. Process Approaches to Counseling and Psychotherapy. 2 Units.**

Explores advanced process approaches to theory and experiential work fundamental to self-awareness, relationship skills, behavioral observations, self-regulatory processes, emotion-focused therapy, and counselor-client contact with individuals and groups.

**COUN 692. Cognitive Approaches to Counseling and Psychotherapy. 2 Units.**

Integrates advanced cognitive approaches with experiential work, including current practice of cognitive behavioral therapies such as DBT and TF-CBT. Includes live demonstrations of professional counseling, in-class role play, and laboratory experiences that utilize recording and evaluation of student practice sessions. Enrollment restricted to candidates in clinical degree programs.

**COUN 693. Systemic Approaches to Counseling and Psychotherapy. 2 Units.**

Integrates theory and advanced approaches to counseling individuals and groups within various systems. Demonstrates evidenced-based psychoeducation programs, therapy structures, and mental health delivery methods, with emphasis on recovery care and trauma response models. Enrollment restricted to candidates in clinical degree programs.

**COUN 694. Directed Study: Counseling. 1-4 Units.**

Directed study in counseling.

**COUN 781. School Counseling Field Experience (PPS). 4 Units.**

Requires successful completion and evaluation of 200 hours of counseling activities supervised by a PPS-credentialed school counselor at a public school site. Students may continue an on-going field experience registration over a period of five quarters, with an In Progress (IP) notation until the fifth quarter, which must be graded as Satisfactory (S) or Unsatisfactory (U).

**COUN 782. School Counseling Field Experience (PPS). 4 Units.**

Requires successful completion and evaluation of 200 hours of counseling activities supervised by a PPS-credentialed school counselor at a public school site. Students may continue an on-going field experience registration over a period of five quarters, with an In Progress (IP) notation until the fifth quarter, which must be graded as Satisfactory (S) or Unsatisfactory (U).

**COUN 783. School Counseling Field Experience (PPS). 4 Units.**

Requires successful completion and evaluation of 200 hours of counseling activities supervised by a PPS-credentialed school counselor at a public school site. Students may continue an on-going field experience registration over a period of five quarters, with an In Progress (IP) notation until the fifth quarter, which must be graded as Satisfactory (S) or Unsatisfactory (U).

**COUN 784. School Counseling Field Experience. 3 Units.**

Fourth course in a series of 3-unit registrations (COUN 781-786) for University-arranged field experience in school counseling. Requires that student document 100 hours of counseling practicum; obtain a certificate of clearance from the California Commission on Teacher Credentialing; and subsequently complete 100 hours of supervised counseling in a public school, with on-site supervision by a PPS-credentialed school counselor. Enrollment restricted to students in the M.S. degree in Counseling Program and/or the School Counseling Certificate Program who are working toward the pupil personnel services credential (PPS) in school counseling.

**COUN 791. Clinical Counseling Field Experience (LPCC). 3 Units.**

Requires successful completion and evaluation of 150 hours—at least 100 of which must be supervised, face-to-face clinical counseling supported by a minimum of 50 hours involving supervision, reporting, documentation, and other counseling-related activities. Students may continue an on-going field experience registration over a period of five quarters, with an In Progress notation (IP) until the fifth quarter, which must be graded as Satisfactory (S) or Unsatisfactory (U).

**COUN 792. Clinical Counseling Field Experience (LPCC). 3 Units.**

Requires successful completion and evaluation of 150 hours—at least 100 of which must be supervised, face-to-face clinical counseling supported by a minimum of 50 hours involving supervision, reporting, documentation, and other counseling-related activities. Students may continue an ongoing field experience registration over a period of five quarters, with an In Progress notation (IP) until the fifth quarter, which must be graded as Satisfactory (S) or Unsatisfactory (U).

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