DIRECTOR, MENTAL HEALTH COUNSELING PROGRAM
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MISSION AND OBJECTIVES
Mental Health Counseling is a distinct profession with national and state standards for education, training, and clinical practice. Mental Health Counselors provide a full range of services for individuals, couples and families, and groups. The Master of Arts in Mental Health Counseling Program at Marist College is approved by the New York State Education Department as providing the academic preparation necessary to become a Licensed Mental Health Counselor in New York State. The 60-credit Mental Health Counseling Program emphasizes the personal and professional growth of its students, fostering self-awareness and a deeper understanding of others. The Program curriculum is rich in coursework stressing the theory and practice of counseling, assessment, and research, and underscores the importance of a multicultural approach. Counselors-in-training gain the knowledge and skills necessary to provide quality mental health care to help their clients function effectively in all aspects of their lives.

The Mission of the Marist College MA in Mental Health Counseling Program is to prepare counselors-in-training with the knowledge, skills, and training necessary to meet the NY State Education Department’s education requirements to be eligible to become a Licensed Mental Health Counselor and to prepare for doctoral-level education.

At the successful completion of the program, students will demonstrate competency in the following areas:

1. Competence in the knowledge and application of counseling theory, skills, and evidenced-based treatment interventions with multiculturally diverse clients—individuals, groups, families, or couples.

2. Evaluation and assessment skills to understand and conceptualize clients’ issues and psychopathology within their developmental, social, and cultural context.

3. Personal and professional growth in sound interpersonal skills and self-awareness (intrapersonal) skills within their interactions with clients, colleagues, supervisors, and trainees.

4. A practitioner-scientist approach through the application of research methods and critical thinking skills relevant to the practice of mental health counseling, such as in needs assessment and program evaluation.

5. Ethical and professional conduct within the standards of the profession, in their relationships with clients, colleagues, supervisors, supervisees, and faculty.

6. Engagement in career advancement and professional identity development through activities such as membership and participation in professional organizations, for example, the American Counseling Association, the New York Mental Health Counselor Association, etc.
APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for the fall semester start in the MA Mental Health Counseling program are available through the Office of Graduate Admission or online at http://www.marist.edu/admission/graduate/mental-health-counseling/. All application materials must be received by the deadline of April 15th. Applicants to the MA in Mental Health Counseling Program must submit:

- The Graduate Admissions Application.
- A $50 application fee (non-refundable).
- Official undergraduate (and graduate) transcripts.
  - The undergraduate transcript should document an earned bachelor’s degree from an accredited college/university with a major in psychology or a closely related field. It must also indicate a minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A grade).
  - Non-psychology major applicants must demonstrate that they have taken undergraduate coursework in general psychology, statistics, and research methods in psychology. Coursework in undergraduate abnormal psychology is also preferred. A minimum grade of 3.0 is required in each of these courses. These prerequisite course requirements must all be completed before an application will be reviewed.
- A current résumé.
- Three letters of reference from former faculty members or employment supervisors that attest to the applicant’s ability to be successful in graduate school and the field of mental health counseling.
- Graduate Record Examination (GRE) Scores – Verbal, Quantitative, and Writing. Applicants who can demonstrate the successful completion of graduate coursework elsewhere must submit a request to be exempted from the GRE.
- A personal statement of a least 500 words, describing the applicant’s background, experiences, personal qualities, and academic and career goals related to mental health counseling.
- To an interview with the program director.

NOTE: All applicants admitted to the program are expected to utilize the American Psychological Association (APA) writing style in their written assignments. Applicants are strongly advised to acquire a copy of the latest edition of the Publication Manual of the APA.

DEGREE REQUIREMENTS

To qualify for the MA in Mental Health Counseling a student must:

- complete all requirements not later than five years after matriculation;
- complete a total of 60 credit hours in courses and field experiences;
- maintain a 3.0 cumulative GPA in graduate courses;
- achieve a grade of “P” (Pass) for all internship experiences.
TRANSFER CREDIT
Transfer credits may be accepted pending review by the Program Director. Credits must be from a regionally accredited graduate program. A minimum grade of 3.0 is required in transferred courses which must also be sufficiently comparable to Marist courses. Requests for transfer of credits and copies of the original college/university catalog description for each course should accompany the application. Approval of transfer credits will be determined by the director of the program.

COUNSELING FIELD EXPERIENCE REQUIREMENTS
The Mental Health Counseling Program maintains a list of placements providing mental health counseling to a variety of client populations, and providing supervision by a licensed professional. The graduate Counseling Practicum and Counseling Internship placements and clinical experiences must meet NY State Licensure Requirements as well as Marist’s Program requirements. These counseling field experiences are designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings. A training agreement between the student, the field placement’s supervisor, and the Marist Program Director is signed, thus ensuring collaboration towards a solid educational and training experience. A Marist faculty member is assigned to coordinate each student’s field experience and provide group supervision.

The Counseling Practicum course is usually offered in the summer of the first year of the program. Students engage in supervised professional counseling work about 10 hours per week across 12 weeks of the summer session. Thus they complete a minimum total of 100 practicum experience hours.

The Counseling Internship courses typically occur in the fall and spring semesters of the second year of the program. Students engage in supervised professional counseling work approximately 20 hours per week in addition to taking other courses in the Mental Health Counseling curriculum that meet in the evening. Students complete a minimum total of 600 internship experience hours.

REVIEW OF STUDENT PERFORMANCE: PROBATION AND DISMISSAL
The progress of all students is consistently reviewed each semester. Both academic performance and professional behavior and development are considered. An understanding of professional behavior may be derived from the counseling literature in such articles as:


A minimum GPA of 3.0 in graduate courses is a requirement for graduation from all graduate programs. If at any time a student’s GPA falls below 3.0, the student will
be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student is allowed 12 credit hours of graduate work to raise his or her GPA to or above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the student will be dismissed from the program.

Probation/dismissal can also occur for non-academic reasons. The MA in Mental Health Counseling program educates and trains practitioners, and in this regard has a responsibility to safeguard the welfare of the public and the profession. Many graduates of this program will take positions as counselors in the community, necessitating the highest level of ethical functioning, professional behavior, and personal adjustment. In order to help ensure the community well-being, the faculty and supervisors will regularly review students’ performance related to professional ethics, behavior, and personal stability. Recommendations are made to the Program Director, who has the responsibility to place on probation or dismiss a student. While this may happen at any time during the program, faculty are responsible for alerting students about potentially problematic behavior as soon as it is observed.

**SCHEDULE**

Full-time students starting during a summer or fall semester may complete the program in two years. Full-time students take four courses (12 credits total) during the fall and spring semesters, and two courses (6 credits total) during the two summer semesters. During the first year, courses are scheduled in both afternoon and evening time slots. During the second year, courses are scheduled in the evenings in order to reserve the daytime hours for the NY State required supervised clinical experience work that is scheduled for 20 hours/week. Thus, the second year of the program requires a significant time commitment.

**ADVISEMENT**

Each student is advised by the Program Director. Students must meet with the director prior to registration each semester.

**GRADUATE STUDENT AND PROFESSIONAL ASSOCIATIONS**

Students may choose to participate in the Mental Health Counseling Student Association (MHCSA). Academic and social functions are arranged throughout the academic year for graduate students. The MHCSA may sponsor talks, symposia, and workshops of interest to students, faculty, and the community. MHCSA officers have been successful in obtaining a diverse array of speakers to address students. Students are also encouraged to participate in regional, state, or national professional organizations, such as the New York Mental Health Counselors Association, the American Mental Health Counselors Association, and the American Counseling Association. The Mental Health Counseling Program also supports the student through professional development funding grants, whereby students, particularly those presenting work at conferences, receive financial support to attend workshops and conferences.

**GRADUATE ASSISTANTSHIPS**

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty in the School of Social & Behavioral Sciences and
perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. In recent years, a number of graduate assistants have co-presented research work with faculty at regional and national conferences. Funds are available to support student research and presentations.

Applications for a graduate assistantship should accompany the application for the MA in MHC Program. See http://www.marist.edu/admission/graduate/pdfs/assistapp_sbs.pdf and click on the link “Social and Behavioral Science Assistantship Application (PDF)” for the application form. For further details, contact the Director of the Graduate Psychology Programs.

THE MASTER OF ARTS, MENTAL HEALTH COUNSELING

Curriculum Sequence (Full Time – 60 Credits; the sequence is subject to change)

**Fall I**
- **COUN 600L** Foundations & Ethics of Professional Counseling
- **COUN 610L** Counseling Theory & Practice
- **COUN 611L** Multicultural Foundations in Counseling
- **COUN 612L** Counseling Techniques

**Spring I**
- **COUN 507L** Psychopathology
- **COUN 613L** Assessment in Counseling
- **COUN 614L** Group Counseling
- **COUN 617L** Crisis & Trauma Intervention

**Summer I**
- **COUN 508L** Psychopharmacology
- **COUN 700L** Counseling Practicum

**Fall II**
- **COUN 615L** Family & Couples Counseling
- **COUN 618L** Chemical Dependency Counseling
- **COUN 710N** Counseling Internship 1
  - Elective

**Spring II**
- **COUN 505L** Research in Counseling
- **COUN 720L** Counselor Supervision
- **COUN 711N** Counseling Internship 2
  - Elective

**Summer II**
- **COUN 616L** Career Development Counseling
- **COUN 510L** Lifespan Development
Graduate Courses in the Mental Health Counseling Program

Course Descriptions for Required Courses

**COUN 505L Research in Counseling**  
*3 Credits*  
This course reviews research methods, design, and qualitative and/or quantitative analyses used in counseling research. Students develop their understanding of research used to examine the efficacy of counseling interventions, evidenced-based treatments, needs analysis, and program evaluation. The course also covers cultural considerations in counseling research, as well as ethical and legal issues in research.

**COUN 507L Psychopathology**  
*3 Credits*  
The course considers abnormal behavior from the framework of the DSM classification system of the American Psychiatric Association and contemporary psychological models. This course stresses the etiology and assessment of abnormal behavior patterns and their relationship with psychotherapy, pharmacotherapy, and multicultural and gender issues.

**COUN 508L Psychopharmacology**  
*3 Credits*  
This course introduces students to the biochemical basis of behavior as a foundation for understanding the effects and side effects of major classes of psychotropic drugs. This course analyzes the use of these drugs with special populations and from an historical perspective.

**COUN 510L Lifespan Development**  
*3 Credits*  
This course will compare and contrast major methods of conducting developmental research including naturalistic, case-study, cross-sectional, longitudinal, survey, and correlational methods. It will evaluate the cultural differences in human development as well as compare and contrast the major theories of human development. It will analyze changes within behavioral, physical, cognitive, emotional, moral, personality, and social-developmental areas throughout life.

**COUN 600L Foundations & Ethics of Professional Counseling**  
*3 Credits*  
This course provides students with an orientation to the role of the professional counselor, the mental health field, and the legal and ethical standards in counseling practice. Students learn about the history and philosophies for the counseling profession; the role of the counselor and of other human service providers; counselor self-care; the standards of the profession, e.g., ethics/laws, state licensing, certifications, and accreditations; licensing procedures; and professional organizations and advocacy processes.

**COUN 610L Counseling Theory & Practice**  
*3 Credits*  
This course will review counseling theories and approaches that provide consistent models to conceptualize client presentation and develop appropriate counseling interventions. Attention is paid to research providing evidence for counseling theories and techniques. Multicultural, professional, ethical, and legal issues in counseling theory and practice are also considered.

**COUN 611L Multicultural Foundations in Counseling**  
*3 Credits*  
This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services
to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of several racial/ethnic and other minority populations, the course provides an overview of the sociopolitical nature of counseling approaches and the way counseling has historically failed the culturally different.

**COUN 612L**
**Counseling Techniques**
*3 Credits*
This course provides clinical instruction in the fundamental counseling skills necessary for initiating, maintaining, and terminating psychotherapy. These fundamental skills include: relationship-building, the counseling process, conceptualization, intervention skills; and multicultural considerations. The course facilitates students’ development of the counselor characteristics and behaviors that positively influence the helping process. Experiential training, role-playing, and recording of mock counseling sessions will be required.

**COUN 613L**
**Assessment in Counseling**
*3 Credits*
This course provides students with an overview of the different types of assessment devices used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these evaluation tools. Topics include normative sampling and standardization, reliability and validity, test development, and overviews of commonly used tests in the counseling field. Students also learn DSM diagnostic clinical interviewing skills and performance of mental status exams. The course also addresses relevant ethical, legal, and sociocultural issues including cultural bias and fairness.

**Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

**COUN 614**
**Group Counseling**
*3 credits*
This course provides the theoretical and experiential understandings of group counseling. The course emphasizes the fundamentals of group purpose and dynamics; group development models; group counseling theory, method, and intervention skills; multicultural considerations with groups; research on the efficacy of group treatment approaches; and ethical and legal considerations. Experiential training using role playing and group sessions simulations will be required.

**Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

**COUN 615L**
**Family & Couples Counseling**
*3 Credits*
This course will review family and couples counseling theories and approaches that provide systems-theory-based models to evaluate and conceptualize the family/couples unit, and develop appropriate counseling interventions. Attention is paid to research providing evidence for family/couples counseling theories and techniques. Multicultural professional, ethical, and legal issues in family/couples theory and practice are also considered.

**Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

**COUN 616L**
**Career Development Counseling**
*3 Credits*
This course surveys career development across the lifespan. The course emphasizes career and vocational theories and decision-making models; occupational and educational information sources and systems; career and lifestyle development program planning, counseling, and evaluation; and multicultural issues in career development.
COUN 617L
Crisis & Trauma Intervention
3 Credits
This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of various ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or homicide, sexual assault, loss and bereavement, violent incidents, and natural disasters. This course addresses counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team. Students are also taught skills in self-care to prevent counselor burnout and vicarious trauma.

COUN 618L
Chemical Dependency Counseling
3 Credits
This course will review the various therapeutic modalities including both individual and group approaches with this population. A historical and current review of the various treatment modalities will be covered, including peer groups (AA, etc.) and behavioral strategies. The effects of substance abuse and addiction on individuals and their families will also be covered.

COUN 700L
Counseling Practicum
3 credits
Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of mental health counseling. At least 40 of the hours must be direct service. The practicum is designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 700L Counseling Practicum; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 710N
Counseling Internship 1
3 Credits
Counseling Internship 1 requires the completion of a minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 700L Counseling Practicum; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 711N
Counseling Internship 2
3 Credits
Counseling Internship 2 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 700L Counseling Practicum; COUN 710N Counseling Internship 1; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student
in good standing (i.e., not on Academic Probation or Non-Academic Probation).

**COUN 720L**

**Counselor Supervision**

3 Credits

This course provides clinical instruction in the theory, practice, and research of counselor supervision. The course emphasizes the development of clinical supervisory knowledge and skills, intervention strategies, and evaluation skills necessary for the training and development of competent professional counselors. Multicultural supervisory issues, ethics, and legal issues are also reviewed.

**Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1

**Course Descriptions for Electives**

**NOTE:** Certain courses with COUN, PSYG, or EPSY course numbers may be acceptable electives. See the Program Director.

**COUN 520L**

**Community Psychology**

3 Credits

This course focuses on the quality of the person/environment fit and how this ecological perspective influences an individual’s mental health. This course explores the effectiveness of group and systems-level interventions in the prevention of mental illness. Issues such as crisis management and problem-solving skills training, support and self-help groups, political aspects of change, and the ethics of community research are discussed.

**COUN 619L**

**Grief Counseling**

3 Credits

This course provides specialized knowledge and skills in the practice of grief and loss counseling. Students examine the processes of grief, loss, and bereavement based on literature supporting effective counseling theories and interventions. The course emphasizes the students’ development of awareness of: personal experiences and beliefs on loss and grief, knowledge of grief counseling theories and intervention skills. Sociocultural, ethical, legal, and self-care issues relevant to grief and loss counseling are also examined.

**Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

**COUN 621L**

**College Mental Health Counseling**

3 Credits

This course provides specialized counseling knowledge and skills in the practice of counseling at college and university counseling services. The course provides an overview of the current practices, models, and approaches for addressing the mental health needs of today’s college student. The course may focus on prevention and treatment of mental health issues that are prevalent at colleges and universities that may include, but are not limited to: eating disorders, developmental issues, family problems, interpersonal relationship skills, stress, suicide, depression, anxiety, substance abuse, and violence. Sociocultural, ethical, legal, administrative policy issues, and self-care issues relevant to college mental health counseling are also examined.

**Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques
COUN 622L Counseling the Seriously Mentally Ill 3 Credits
This course provides the specialized counseling knowledge and skills for the treatment and rehabilitation of the seriously and persistently mentally ill. Students will learn the DSM diagnoses and evidenced-based practices and interventions to use for individuals with a serious mental illness (i.e., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention deficit hyperactivity disorder, and autism). In accordance with the NY Licensed Mental Health Counselor licensure law, students will also develop skills for consulting with a physician and other relevant medical personnel in these cases. Sociocultural, ethical, legal, and self-care issues relevant to counseling the seriously mentally ill are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 623L Counseling Children & Adolescents 3 Credits
This course provides specialized counseling knowledge and skills in contemporary interventions for children and adolescents. The course will focus on specific childhood issues and treatment strategies. Students will develop basic skills necessary for effectively counseling and communicating with children and adolescents. Sociocultural, ethical, legal, and self-care issues relevant to counseling these populations are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 712N Counseling Internship 3 3 Credits
Counseling Internship 3 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The internship is intended to encompass the comprehensive work activities of a professional counselor.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1; COUN 711N Counseling Internship 2; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).
Mental Health Counseling Faculty

LARRY CERECEDES, LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., California State Polytechnic University; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology

LORI CRISPI Associate Professor of Psychology. Degrees: B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

PETER M. DEL ROSARIO, LICENSED PSYCHOLOGIST Director of the MA in Mental Health Counseling Program, Associate Professor of Psychology. Degrees: B.S., Union College; Ph.D., University at Buffalo

DEBORAH GATINS, LICENSED PSYCHOLOGIST Chair of the Psychology Department, Associate Professor of Psychology. Degrees: B.A., Vassar College; Ph.D., University of Miami

TONDA HIGHLEY, LMHC Adjunct Instructor. Degrees: B.A., Fort Hays Kansas State University; M.S., Kansas State University

SARA KRANZLER, LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., Brandeis University; M.S., Yeshiva University; Psy.D., Yeshiva University

RAYA NOREAU LT, LMHC Adjunct. Degrees: B.A., SUNY Potsdam; M.A., Marist College

JONATHAN PROCTER, Assistant Professor of Psychology. Degrees: B.S., Ohio University; M.S., Swansea University (UK); Ph.D., Ohio University

ELIZABETH QUINN, LMHC Associate Professor of Psychology. Degrees: B.A., Marist College; M.A., Marist College; Ph.D., Union Institute

DARIA PAPALIA, LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., Wesleyan University; M.A., University at Buffalo; Ph.D., University at Buffalo

JAMES REGAN Associate Professor of Psychology. Degrees: B.A., Loyola University; M.A., St. John’s University; Ph.D., St. John’s University

CHRISTOPHER ST. GERMAIN LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., George Mason University; M.A. & Ph.D., Alliant International University