

[School Mental Health Awareness Day Testimony](#)

Audio of testimony offered on the School Mental Health Awareness Day

Kansas School Social Work Association (KSSWA) begins at 25 minutes

Kansas School Counselor Association (KSCA) begins at 40 minutes

Kansas Association for School Psychologists (KASP) begins at 61 minutes

[Washington Post Article on Student to Mental Health Support Ratios](#)

[Kansas Association for School Psychologists](#)

Minimum Entry Level Requirements: 60 credit-hour Masters Degree

Example: Master of Science/Specialist in Education (EdS) School Psychology at Emporia State

› [PY 709 Introduction to Neuropsychology \(1 hr\)](#)

This course is designed to acquaint students with the field of neuropsychology. This course covers basic brain functions and how these relate to behavior. Neuropsychological tests are discussed and demonstrated, including the Halstead-Reitan and Luria Nebraska batteries.

› [PY 714 Assessing Young Children with Special Needs, \(3 hrs\)](#)

This course provides an overview of measurement and evaluation concepts, strategies, and techniques that are appropriate for infants and young children with special needs.

› [PY 722 Theories of Learning \(3 hrs\)](#)

The major theories of learning are analyzed, compared, and evaluated in light of current research.

› [PY 801 School Psychological Consultation \(3 hrs\)](#)

The course is intended as an overview to a process that has received increasing attention from psychologists, counselors, social workers, and other human services workers. It will discuss the various models of consultation and the processes involved in consultation practice. It will provide a balance among theory, research, and practice with the ultimate concern being application. Students are provided with advanced organizers, in text learning exercises and review questions designed to focus their learning and sharpen their insight into the complex processes surrounding consultation.

› [PY 812 Foundations of Assessment in SPED / Student Support \(3 hrs\)](#)

The course provides familiarity with various developmental, achievement, aptitude, and other individual assessment procedures that may be used in elementary and secondary schools. The information derived from these assessment procedures will make it possible for teachers, counselors, administrators and other service personnel to understand the source and nature of statements made by psychological examiners.

› [PY 820 School Response to Intervention in School Psychology \(3 hrs\)](#)

(Prerequisites, majors only and SD700.) The course prepares candidates for the changing role of school psychologists in the problem solving model of early intervention and disability identification, in accordance with contemporary best practices and federal and state requirements and regulations. Topics covered include system-wide program design through specific assessment and interventions for students through Tiers I, II, and III in the problem solving model. The course provides a balance of theory, research, and practice.

› **PY 835 Seminar in School Psychology (3 hrs)**

(Prerequisite, consent of instructor.) The course is designed to integrate all previous course work of the student in school psychology. Consultation, additional assessment and intervention strategies, and current professional issues are covered.

› **PY 836 School-Based Prevention and Intervention (3 hrs)**

The course investigates exemplary school-based prevention and intervention programs that promote the mental health and physical well-being of students, as well as school success. Criteria for determining empirically validated programs are discussed. This course also examines the history and development of crisis intervention in the schools. A focus will be developing skills and knowledge required to effectively intervene and assist children, teachers, administrators, and families during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations.

› **PY 841 Assessment of Intelligence (3 hrs)**

(Prerequisite, one course in statistics or testing.) This is a basic course in clinical mental testing. The techniques of administering, scoring, and interpreting the Wechsler tests are covered.

› **PY 843 Psychoeducational Assessment (3 hrs)**

(Prerequisite, one course in statistics or testing.) This advanced assessment course is designed for students desiring to become practitioners in school, clinical, and counseling settings. Administering, scoring, and interpreting standardized intelligence tests, achievement tests, adaptive behavior measures are covered. Other topics include intelligence theory, social-emotional development, psychometric theory, assessment battery development, ethical considerations, conceptualization, and reporting information. The course goal is to integrate knowledge and skills in conducting competent psychological services in the area of assessment.

› **PY 851 Seminar in Behavior Modification (3 hrs)**

The course concentrates on the history, principles, procedures, and applications of behavior management techniques to settings such as schools, homes, day-care centers, hospitals, businesses, and industry. Additionally, functional behavioral assessment, behavioral intervention plans, outpatient applications, and self-management techniques are included.

› **PY 860 Leading Processes to Meet Diverse Student Needs (3 hrs)**

Principles, practices, and problems related to administering and supervising all areas of special education will be discussed. As virtually all special education principles and practices are integrated into and derived from law and statute, primary consideration is given to federal and state regulations, individual education plan processes, and continuous improvement monitoring (and/or focused

monitoring as details of that process become available in Kansas). Will cover practical aspects of contemporary special education (Section 504, IDEA 2004) and related processes established in policy and procedure via KSDE.

› **SD 700 Characteristics Mild/Moderate Disability (3 hrs)**

This course provides an introduction to the following exceptionalities: learning disabled, mentally retarded, behavior disordered and other disability categories. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics; 4) basic remediation/intervention techniques. Legislation pertaining to individuals with disabilities will also be emphasized.

› **CE 810 or SC 810 Pre-Practicum: Counseling Skills Development (2 hrs)**

A study of characteristics of and techniques for establishing effective counseling relationships. The class provides an opportunity for personal growth, development of basic counseling skills, and improved interpersonal counseling relationships. This will be accomplished through group exchange of ideas, feelings, and attitudes through didactic and experiential activities.

› **ER 752 Analysis of Research I (3 hrs)**

An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable and critical consumer of scholarly research in his/her field of endeavor.

› **EA 885 Human Relations / Group Processes in Education (2 hrs)**

This course is designed to provide educators with essential interpersonal skills for success in relating to others, encouraging productive participation in decision making, and managing conflict effectively.

› **CD 838 Advanced Methods for Inclusive Education in EC2 (3 hrs)**

(Prerequisite: CD 832.) This course emphasizes methods and materials for working with young children (birth to five) with special needs and their families. Topics include IEPs/IFSPs, instructional strategies, current service delivery approaches, program models, curriculum development and transition.

› **SD 850 Characteristics of Individuals with Gifts & Talents (3 hrs)**

This course emphasizes definitions of giftedness, characteristics of the gifted, special populations of the gifted and factors involved in the identification of the gifted. Special problem topics are identified and addressed.

› **ER 857 Statistical Methods for Education and Psychology II (3 hrs)**

(Prerequisite, an introductory course in applied statistics.) An intermediate level courses in applied statistics. The major statistical methods studied are regression, independent analysis of variance (ANOVA), repeated ANOVA, analysis of covariance (ANCOVA), mixed design ANOVA, as well as introduction to formal research design.

› **PY 900 Thesis (1-6 hrs)**

(Prerequisite, consent of thesis chair.) The student completes an empirical research study appropriate to the area of school psychology.

or

› **PY 844 School Psychology Ed.S. Project (3 hrs)**

Consent of project advisor chair and academic advisor. The project must be completed prior to school psychology internship. School psychology candidates will complete a non-thesis research project in a topic area appropriate to school psychology.

Elective (1-3 hrs)

Total Hours Required = 69

Kansas School Counselor Association

State-by-State Student-to-Counselor Ratio Report

Minimum Entry Level Requirements ([CACREP](#)): 60 credit-hour Masters Degree

Example: Master of Arts in Counseling Degree at MidAmerica Nazarene University

- **Counselor Orientation & Ethics** (3 credit hours): This course summarizes the profession of counseling and its unique identity and contribution within the overall helping profession. Included in this review will be its history, standards, professional organizations, accreditation, credentialing, certification, and licensure. Students will also be introduced to the 8 CACREP core areas that form professional counselors in training. Ethics of the profession, including issues, legal aspects and decision-making processes will also be thoroughly covered. Special consideration will be given to ethical issues in working with diverse populations .
- **Lifespan Development** (3 credit hours) : This course is an examination of theoretical constructs related to the development process and developmentally based behavior patterns across the entire lifespan. The course will also examine accepted theories and current research in learning theory and behavior.
- **Theories of Counseling** (3 credit hours) : This course is a critical analysis of selected classical and contemporary theories in counseling, with examination of each theory's history, philosophy, forms of interventions and desired outcomes. Special attention will be given to unique cultural considerations as each theory is analyzed.
- **Individual and Family Assessment** (3 credit hours): This course encompasses the types, uses, and basic psychometrics involved in individual and family testing and assessment. Validity, reliability, and program evaluation concepts are covered, and students are introduced to elementary statistical concepts important to test interpretation and understanding test reviews.

- **Family Counseling** (3 credit hours): This course is an introduction to the history and application of family systems counseling and the broad range of family theories that have been used within the tradition of family counseling. The students will be able to identify and understand assessment techniques, intervention strategies, and resources needed to support families. Unique family characteristics, such as ethnic and cultural considerations will also be reviewed to highlight the diversity that exists within families.
- **Helping Skills for Counselors** (3 credit hours): This course introduces students to the development of essential listening skills for counseling effectiveness, including an in depth look at principles and procedures of individual counseling and process models. This course includes the use of required videotaped counseling interviews and role plays.
- **Group Counseling** (3 credit hours): This course introduces students to group dynamics, group leadership, and group techniques as they pertain to different group therapy contexts. Dual emphasis is placed on dynamics of group behavior and practical application of group counseling.
- **Psychodiagnosis** (3 credit hours): This course is an introduction to clinical diagnostic criteria and related clinical treatment planning strategies utilizing the diagnostic criteria outlined in the Diagnostic and Statistical Manual for the assessment of mental and emotional disorders.
- **Research for Counselors** (3 credit hours): This course is an introduction to research and its role in the field of counseling. Included in this course is a review of research literature and design considerations including sampling, surveys and statistical tests. Students must prepare an action research proposal as part of the course requirements.
- **Multicultural Counseling** (3 credit hours): This course is an examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; individual, family, and group strategies with diverse populations; multicultural and pluralistic trends; identity development models; and indigenous counseling approaches.
- **Addictions Counseling** (3 credit hours): This course covers all forms of addiction, with special attention to drug and alcohol addictions. Students will understand the basics of addictions by understanding its impact on individuals, families, and society as a whole. Common treatment philosophies and interventions for working with addicts will also be included.
- **Career Counseling** (3 credit hours): This course reveals the basic principles, theories, and practices of career counseling with an emphasis on career choices over a lifespan. Students will gain exposure to the methods used to deliver career counseling services to individual, school, and organizational populations.
- **Childhood and Adolescent Counseling** (3 credit hours): This course introduces students to the knowledge and skills needed to work effectively with children and adolescents.

Emphasis will be placed on the role of play, art, and other creative forms of therapy to therapeutically enhance and match the needs of this distinct population.

- **Advanced Theories Psychodynamic** (1 credit hour): This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of psychodynamic/experiential therapy. Students who attend this course will leave with a greater understanding of how to integrate psychodynamic/experiential therapy into their work with clients throughout their internship experience.
- **Advanced Theories Cognitive Behavior** (1 credit hours): This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of cognitive behavioral therapy. Students who attend this course will leave with a greater understanding of how to integrate cognitive behavioral therapy into their work with clients throughout their internship experience.
- **Advanced Theories Post Modern** (1 credit hour): This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of post modern brief therapies. Students who attend this course will leave with a greater understanding of how to integrate post modern brief therapies into their work with clients throughout their internship experience.
- **Advanced Theories Experiential** (1 credit hour)
- **School Counseling Program Development** (3 credit hours): This course introduces students to current state and national school counseling program models, development, implementation, measurement and evaluation. Attention will also be placed on programming interventions and how these are coordinated within the school system. Students will be given the opportunity in this course to be a part of designing a school counseling program.
- **School Counseling Issues** (3 credit hours): This course covers basic issues that effect student personal, social, and academic functioning within a multicultural society. Students will learn school counseling guidance skills needed for prevention and ongoing intervention in response to student issues. Special attention will be given to how school counselors collaborate with school, family, and community resources.
- **Foundations of School Counseling** (3 credit hours): This course is an introduction to the profession of school counseling from K-12. The course will cover the history, philosophy and trends in school counseling. Basic understanding of the role and functions of a school counselor as a collaborator and leader will be covered. Importance will be placed on the school counselor as they interact within the school, family, and community context.
- **Practicum in School Counseling** (3 credit hours): This course combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in Individual Counseling. These will be demonstrated through field work, case conferences, and student videos. This course is taught using a group supervision model.

- **School Counseling Internship Level One** (2 credit hours): This course is a distinctly defined, post practicum, supervised curricular experience intended to enable students to refine and enhance basic counseling skills, develop more advanced counseling interventions, and integrate professional knowledge and skills appropriate to initial professional placement as a school counselor.
- **School Counseling Internship Level Two** (3 credit hours): This course continues the curricular experience intended to enable students to refine and enhance more advanced counseling skills, counseling interventions, and integrate professional knowledge and skills appropriate to professional placement as a school counselor.
- **School Counseling Internship Level Three** (3 credit hours): This course will be the concluding piece of supervised curricular experience, integrating professional knowledge, advanced clinical skill development, and interventions for school counseling.
- **School Counseling Consultation** (1 credit hour): This course focuses on consulting approaches in a multicultural environment. Students will study the nature and process of consultation with students, parents and other professionals in the school environment.

Kansas School Social Workers Association

Minimum Entry Level Requirements: Masters Degree

Example: M.S.W. at University of Kansas

SW 701/702 Basic Field Practicum (7 credit hours/16 clock hours/week)

SW 710 Social Work Practice I (3 credit hours)

SW 720 Social Policy and Program Analysis (3 credit hours)

SW 730 Human Behavior in the Social Environment (3 credit hours)

SW 701/702 Basic Field Practicum (7 credit hours/16 clock hours/week)

SW 711 Social Work Practice II (3 credit hours)

SW 713 Community and Organizational Practice (3 credit hours)

SW 740 Social Work Research (3 credit hours)

SW 801/802 Advanced Field Practicum - Clinical (7 credit hours/24 clock hours/week)

SW 810 Clinical Social Work Practice (3 credit hours)

SW 83X Integrative Seminar (3 credit hours)

SW 863 Mental Health and Psychopathology (3 credit hours)

Spring SW 801/802 Advanced Field Practicum - Clinical (7 credit hours/24 clock hours/week)

SW 811 Advanced Clinical Social Work Practice (3 credit hours)

SW 8XX Diversity Selective (3 credit hours)

SW 8XX Elective (3 credit hours)

SW 701/702 Basic Field Practicum (7 credit hours/16 clock hours/week)

SW 710 Social Work Practice I (3 credit hours)

SW 720 Social Policy and Program Analysis (3 credit hours)

SW 730 Human Behavior in the Social Environment (3 credit hours)

SW 701/702 Basic Field Practicum (7 credit hours/16 clock hours/week)

SW 711 Social Work Practice II (3 credit hours)
SW 713 Community and Organizational Practice (3 credit hours)
SW 740 Social Work Research (3 credit hours)
SW 804/805 Advanced Field Practicum - Macro Practice (7 credit hours/24 clock hours/week)
SW 840 Program Design & Grant Writing (3 credit hours)
SW 841 Advanced Policy & Programs (3 credit hours)
SW 849 Managing Financial Resources (3 credit hours)
SW 804/805 Advanced Field Practicum - Macro Practice (7 credit hours/24 clock hours/week)
SW 842 Assessing & Managing Outcomes (3 credit hours)
SW 843 Program Management & Supervision (3 credit hours)
SW 846 Advanced Community & Advocacy Practice (3 credit hours)