

**Department of Counseling, School and Educational Psychology
Tentative – Summer 2024 Non-Matric Course Schedule**

Prospective Non-Matriculating Student Information Sheet

This sheet has been prepared for students interested in taking courses in the Department of Counseling, School and Educational Psychology (CSEP) who have never been formally accepted to a program. Students interested in taking classes in CSEP on a non-matriculating basis must complete an online application for non-degree students that can be found at:
<http://ed.buffalo.edu/academics/courses.html>.

In addition to the online application and \$35.00 non-refundable fee, proof of a bachelor's degree is required. Prospective students are required to obtain approval of the instructor of the desired class. Students may take up to 12 credits as a nonmatriculated student. Non-matriculating students are allowed to enroll (with instructor permission) in the courses below.

****PLEASE NOTE: If a course section has low enrollment, it will not be offered.**

Reg. No	CEP	Course Title	Room	Instructor	Day/Time	Dates of Session
10508	501	Psych Foundations of Educ	Remote	Shanahan	Asynchronous	5/28/2024-8/7/2024
12625	503	Tests and Measurements	Remote	McClemont	Asynchronous	5/28/2024-8/7/2024
11823	504	Intro to Addict and Sub Abuse	Remote	Li	Asynchronous	7/9/2024-8/16/2024
11860	532	Understndng Stat Resrch	Remote	Wichlacz	Asynchronous	5/28/2024-8/7/2024
11980	532	Understndng Stat Resrch	Remote	Wichlacz	Asynchronous	5/28/2024-8/7/2024
11829	541	Human Growth & Development	Remote	Cook-Cottone	Asynchronous	5/28/2024-7/8/2024
13021	548	Coaching for Wellness	Remote	Scime	Asynchronous	5/28/2024-8/16/2024
12191	553	Self Care in Service	Remote	Vallas	Tuesday: 6:00PM-8:40PM	5/28/2024-7/8/2024

12255	566	Mindfulness Interventions	Remote	Guyker	Asynchronous	6/24/2024-8/2/2024
12585	611	The Mindful Therapist	Remote	Cook-Cottone	Wednesday: 6:00PM-8:40PM	6/24/2024-8/2/2024
11910	615	Legal/Ethical Counseling	Remote	Altman	Tuesday: 6:15pm-9:05pm	5/28/2024-8/7/2024
12969	615	Legal/Ethical Counseling	Remote	Altman	Asynchronous	5/28/2024-8/7/2024
12706	615	Legal/Ethical Counseling	Remote	Stanton	Asynchronous	5/28/2024-8/7/2024
11103	616	Grief Cnslng & Iss Grf & Loss	Remote	Willson	Asynchronous	5/28/2024-7/8/2024
11104	680	Career Development	Remote	Ventura	Asynchronous	7/9/2024-8/16/2024
11821	683	Vocatnl Plaement Process	Remote	Matta	Asynchronous	5/28/2024-8/7/2024
11789	695	Psychopathology Interventions	Remote	TBD	Asynchronous	5/28/2024-8/16/2024

COURSES FOR NON-MATRICULATING STUENTS

Summer 2024

CEP 501 – Psych Foundations of Educ – Reg # 10508

This course is designed to engage students in the field of Educational Psychology and its contributions to classroom teaching and learning. We will explore thinking, learning, relationships, culture, background and experiences and how these relate to teaching and learning. Through lectures, discussions, and interactive exercises, we will explore the dynamic relationship between students, the teacher, and the learning environment. Discussion will focus on both theoretical models and real world applications, with emphasis on contemporary approaches to stimulating active and reflective learning and the improvement of the quality of education we provide to students.

CEP 503 – Tests and Measurements – Reg #12625

This course focuses on basic measurement principles, client assessment in the counseling process, and the nature of tests used in rehabilitation and

school counseling. First, the course focuses on the history and foundations of tests and measurement, basic testing and assessment concepts, important social and ethical issues in testing, and statistical and psychometric concepts in measurement necessary to interpret and use testing information. Next the course deals with the identification, administration, scoring, interpretation, and usage of tests frequently used in the field. Finally, the course introduces students to program evaluation methodology. Upon completing the course, students will be better able to identify and gather essential client information, interpret test results, understand the limitations of test information, and use test results to assist in planning, monitor the progress of their clients, and evaluate the effectiveness of treatments/service plans.

CEP 504 – Intro to Addict and Sub Abuse – Reg #11823

Introduction to the field of rehabilitation counseling and its application to substance abuse and addiction. Examination of the social, psychological, and biological bases of addiction; exploration of assessment, diagnosis and treatment issues; understanding of the functional limitations substance addiction especially as they relate to work and independent living. All students complete quizzes, midterm and final examinations. Undergraduates (CEP 404) must read and critique two journal articles relevant to the course content. Graduate students (CEP 504) must write a paper on disability and substance abuse and lead selected group discussions.

CEP 532 – Understanding Stat Resrch – Reg #11860 and #11980

The purposes of this course are to understand the reasoning and methods upon which quantitative research is conducted and to interpret and critique research studies involving quantitative data. This course is designed for "consumers" of empirical research. Learning will take place through reading about statistics, critiquing journal articles, and participating in class activities and discussions. Although some statistical methods are discussed and practiced, this course would not be sufficient preparation for the completion of a master's thesis or doctoral dissertation.

CEP 541 – Human Growth & Development - Reg #11829

This course is designed to engage students in a meaningful exploration of human development from prenatal experience through adolescence. The central questions of developmental psychology concerning the nature and

sources of development, as well as the importance of the cultural contexts in which development occurs, will be considered throughout. Special attention will also be given to contemporary themes, such as the meaning of childhood, cognitive development and schooling, identity formation, and cultural influences on development. This course is especially useful for professionals who work with children in a variety of settings, such as schools, daycare centers, or child service agencies.

CEP 548 – Coaching for Wellness – Reg #13021

Coaching for Wellness & Physiological Integration is an on-line interactive course for graduate students and beyond who seek to integrate a proven effective coaching model of personal change into their helping practice. The model has grown out of a grounded theoretical base, and is based in both positive psychology and integrated Eastern practices. The coaching process encourages clients toward taking empowered action in the present moment, and does not focus on pathology, counseling, or the client's distant past. This course is designed to help counselors, lawyers, doctors and others in the helping professions assimilate the best practices of coaching toward personal growth for their clients, patients, as well as into their own lives. Students will learn, practice and discuss the coaching process, develop an empirically based understanding of the effectiveness of these techniques, as well as learn to implement coaching for wellness and physiological integration. Students will learn to guide their patients and clients toward addressing feelings, thoughts and beliefs so that they can take action. Coursework will be a combination of readings, discussions, research review, and partnered personal coaching toward wellness, and practices that result in physiological integration. Students will be expected to participate in discussions, successfully complete the structured unit assignments as well as to call in for a group and team coaching session once every other week.

CEP 553 – Self Care in Service – Reg #12191

This course will review the practice of self-care within the context of a service oriented vocational life. It is appropriate for anyone studying or practicing in the helping professions (e.g., therapists, counselors, psychologists, occupational therapists, social workers, coaches, teachers, and those in the medical field). Responding to the increasing rates of burn-out, substance abuse, and exposure-based, secondary trauma in the helping professions, this course is designed to assist the helping professional develop an active practice of self-care. The emphasis will be on the evidence-base, key

mechanism of change, and specific activities that therapists and other helping professionals can use, in practice, in order to cultivate a healthy self-care routine. Empirical evidence including strengths and weakness within the evidence-base will be explored giving context to the practice. Coursework will include a combination of readings (e.g., Parker j. Palmer's Let Your Life Speak: Listening for the Voice of Vocation; John C. Norcross and James D. Guy's Leaving it at the Office: A Guide to Psychotherapists Self-Care), discussion, and research review. The Mindful Self-Care Scale will be used throughout the course as an assessment tool for students as they work to understand and cultivate their own self-care. This course will integrate applied lectures, discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete all assignments.

CEP 566 – Mindfulness Interventions – Reg # 12255

We will review mindful and yoga-based protocols with a focus on specific techniques and practices. The emphasis will be on the evidence-base, key mechanism of change, and specific activities that therapists and other helping professionals can use in practice. Each evidence-based protocol will be broken down into components parts to allow for a deeper understanding of how the intervention is experienced by clients (e.g. Dialectic Behavioral Therapy, Acceptance and Commitment Therapy, Mindfulness-Based Stress Reduction). Empirical evidence will be explored giving context to the practice. Coursework will include a combination of readings, discussion, and research review. We will integrate applied online lectures, online discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete assignments.

CEP 611 – The Mindful Therapist – Reg #12585

Mindfulness-based practices have become increasingly integrated in both the prevention of disorder and as supplemental intervention in the treatment of many physical and mental disorders. There is a growing body of research documenting the benefits of yoga, meditation, and relaxation in the treatment of disorders such as depression, anxiety, eating disorders, as well as in the reduction of stress and enhancement of outcomes in physical illness such as cancer and heart disease. As the research grows, there has been a growing understanding of the physiological and psychological mechanisms underlying

these positive outcomes. This course is designed to help developing and practicing therapists begin to integrate mindfulness-based techniques into their practice as well as their lives. Students will learn and discuss mindfulness-based practices, develop an empirically-based understanding of the effectiveness of these techniques, as well as learn to implement mindfulness-based practices. Coursework will be a combination of lecture, discussions, research review, and active practice of yoga, meditation, and relaxation techniques. Students will be expected to participate in discussions as well as to participate in yoga, meditation, and relaxation activities during the class session.

CEP 615 – Legal/Ethical Counseling – Reg #11910, #12969, and #12706

This course will present a contemporary frame of reference for the relevance of ethics and law to the practice of counseling. We will explore the various legal and ethical frameworks supporting the work of the counselor. Through a learning group approach we will combine the theoretical and the practical to develop the knowledge, skills and attitudes relative to these frameworks that are necessary for effective counseling professionals.

CEP 616 – Grief Cnsling & Iss Grf & Loss – Reg #11103

Grief is the most common and painful experience known to men and women. It affects everyone and at times it affects everyone profoundly. We are born with innate ways of healing from the pain of loss, but our society extinguishes many of these coping mechanisms by adolescence. Unresolved grief is the major reason people seek counseling and a significant cause of health problems, yet it is often unrecognized as source of the problem. The purpose of this course is to discuss how you can respond in helpful and comforting ways to people who are grieving by understanding your own grief, the nature of grief and healing, and the things that seem to help people who are hurting. This course is more personal than academic, more practical than theoretical, yet focuses on the underlying scientific grieving principles to explain why some things help and other things don't. To help grieving people we need to learn a set of behaviors based on these principles. We also have to unlearn typical ways of responding to people who are hurting. The class is intended to be relatively informal and our time will be spent talking about grief, listening to some tapes, in discussion with questions and answers, and in personal discussion of some of our own experiences. We will focus on counseling

grieving people, the aftermath of murder and suicide, crisis interventions in schools, suicide prevention, and the spiritual aspects of death and loss.

CEP 680 – Career Development – Reg #11104

Work in America and basic aspects of vocational counseling; theories of career development and choice; relationship between education or training and work; career counseling in various settings and with diverse populations; special problems (e.g., job satisfaction, displacement, dual-career families, indecision, and indecisiveness, etc.); assessment and information issues; impact and development of interests, abilities, and values.

CEP 683 – Vocatnl Placement Process – Reg #11821

The course is designed to introduce students to the theoretical, research, and practical issues relating to the placement of individuals with disabilities into productive roles in society. The content of the course includes vocational theories, vocational and labor market assessment, transitioning from school to work, legal and ethical concerns with regard to relevant disability legislation including The Americans with Disabilities Act of 1990 and The Rehabilitation Act of 1973 - Sections 501, 502, 503, 504, federal and state resources, tax incentives and disincentives, job analysis and development, and practical approaches to job placement, including supported employment, mentoring, apprenticeships, and EAP's. The course is conducted as an interactive seminar. Given the levels of individual knowledge and experience typically brought to the class, students are encouraged to actively contribute through interactive group discussion and sharing of experiences. The course is required of all candidates rehabilitation counseling majors. It is also offered to other counseling students, and may be taken, with permission, by students outside of the department.

CEP 695 – Psychopathology Interventions – Reg #11789

The course will focus on the fundamentals of psychopathology, diagnosis, and the integration of evidence-based biopsychosocial interventions in professional practice. Students will review the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5) and consider the benefits and limits of the DSM. An additional emphasis of the class is the application of evidence-based therapeutic interventions.