

# CLES - Counseling, Educational Leadership, Educational and School Psychology

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

## **CLES 511. Introduction to School Psychology (3).**

Cross-listed as PSY 511. Introduces students to a career in school psychology. School psychologists work in schools to solve students' academic and behavioral problems through consultation, assessment and intervention. Course examines the roles and functions of school psychologists, the methods used to address students' psychoeducational needs, and the school and community systems within which they operate.

## **CLES 512. Exploring Concepts and Careers in Educational Psychology (3).**

Cross-listed as PSY 512. Explores the field of educational psychology and its application in different areas, such as teaching, learning, coaching, training, assessment and research. Introduces students to the wide variety of careers in educational psychology. Also introduces students to the practical application of educational psychology by considering topics such as cognition (problem solving, memory, decision making), behavioral learning principles, motivation, human development, curriculum development, assessment, basic research design, and the role of research.

## **CLES 710. Badge: Professional Education (0.5-3).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 710A, 710B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

## **CLES 710BA. Badge: Mental Health Supervision (1).**

Provides training in the supervision of mental health practitioners in the State of Kansas. Topics include: the roles and functions of the clinical supervisor; models of clinical supervision; mental health related professional development; methods and techniques in clinical supervision; supervisor relationship issues; cultural issues in clinical supervision; group supervision; legal and ethical issues in clinical supervision; and evaluation of supervisee competence and the supervision process. For graduate credit only. Graded Bg/NBg.

## **CLES 712. Philosophical Underpinnings of Applied Behavior Analysis (3).**

An introductory level course concentrating on the theoretical underpinnings of applied behavior analysis. In this course, students learn how to identify, distinguish and explain the science of behavior analysis.

## **CLES 715. Concepts and Principles of Behavior Analysis (3).**

Cross-listed as CI 715. Covers the fundamental concepts and principles of applied behavior analysis. Everyday behavior is examined as a part of the natural world, and behavior change is explained by behavioral principles derived from scientific research. Students have opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and get some practice in implementing those procedures. School psychology students: no grade below B- (2.750) will count toward the degree.

## **CLES 721. Fundamental Elements in Behavior Change and Specific Behavior Change Procedures (3).**

Cross-listed as CI 721. Introduces fundamental elements of behavior change and specific behavior change procedures. The objectives of this

course are (1) to increase student understanding of behaviors change and (2) for students to demonstrate their ability to apply behavior change techniques. Prerequisite(s): CLES 715 or CI 715.

## **CLES 723. Single Subject Design (3).**

Cross-listed as CI 723. Introductory level course concentrating on single subject data designs, visual inspection and inference of data, and statistical analysis for educational and behavioral interventions and data collection processes.

## **CLES 725. Nonverbal Assessment and Intervention (3).**

Investigates the impact of nonverbal behavior on the communication process. The course focuses on the application of empirically validated social interaction/communication and behavioral assessments and interventions that are consistent with principles in applied behavior analysis (ABA). Repeatable for up to 6 credit hours. Prerequisite(s): CLES 721.

## **CLES 750. Workshops in Education (1-6).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 750A, 750B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

## **CLES 750AB. Clinical Foundations in Gender and Sexual Diversity (3).**

Supports the student-clinician in building foundational competencies relative to diversities of sexuality and gender. Students work interactively to connect critical exploration of relevant theory and research with their impact and utility across a range of LGBTQ-centering clinical contexts. In order to facilitate the development of readily applicable skills, self-reflection, group discussion, role play, and direct engagement with community stakeholders are core learning components.

## **CLES 750AC. Theories of Suicidology for Counselors (3).**

Introduces theories of suicidology, including historical and modern theories. Uses theoretical foundations and related research to prepare future helpers in understanding, assessing, and working with clients presenting with suicidal ideation from an empirically informed perspective. Discusses complexity and intimacy of suicidality and focuses on integrating theories of suicidology within applied counseling practice.

## **CLES 750AD. Introduction to Treating Eating Disorders (3).**

Provides an introduction to the characteristics and criteria associated with a variety of forms of disordered eating. Covers anorexia nervosa, bulimia, binge eating disorders, and overeating, among others, and overview key features of their causes, presentation and treatment. Special attention is dedicated to understanding eating disorders in women, men, athletes and multicultural populations. Attention is given to critical factors in the development and maintenance of eating disorders. These include personality features and family characteristics, as well as sexual orientation, sociocultural, genetic and family influences. Further, the medical and physiological consequences of eating disorders are covered. Treatment and prevention strategies for those with eating disorders are also explored.

## **CLES 750AE. Counseling Individuals with Disabilities (3).**

Familiarizes counselors with issues relevant to working with individuals with disabilities. Presents counseling techniques and modalities. Uses video, case studies, coached clients, and a variety of hands-on exercises to help students better understand the challenges and opportunities faced by individuals with disabilities.

**CLES 750AF. Psychosocial Aspects of Sports Injury, Illness and Rehabilitation (3).**

Cross-listed as EXSC 716. Explores the psychosocial factors related to sport injury and illness and their effects on the rehabilitation process, mostly connected to sports and physical culture. Offers an opportunity to develop critical thinking and applicable skills as students consider the place of injury, illness and pain within the social and psychological worlds of sport. Explores the mechanisms through which psychosocial factors influence sports injury, illness, understanding, prevention, treatment and rehabilitation outcomes.

**CLES 750AG. Counseling Children & Adolescents Through Grief and Loss (3).**

Helps counselors and educators better understand children and adolescents who have experienced many types of loss. Children and adolescents tend to experience loss and express grief differently from adults. Developmentally sound approaches to assisting children and adolescents are presented.

**CLES 750AI. Exploring The Emotional Effects of Music (1).**

Have you ever heard music that transported you to another time and place and elicited an emotional response? This workshop will explore the foundations of music and its potential use in therapeutic contexts.

**CLES 750AJ. Workshops in Education: IS NeuroFeedback and the Therapeutic Relationship (3).**

Examines the clinical aspects of neurofeedback as pertaining to individual counseling. Goes through extensive examination of applied research studies for counseling members with ADHD, anxiety, depression and other DSM classified disorders. Examines practitioners guide to incorporating neurofeedback into their counseling practice.

**CLES 750AK. Counseling Latina/o/x: A Cosmic Race (3).**

Addresses the social, racial, political, oppression and diversity among different Latino groups; and demographic issues of Latinos in the United States. Mental health professionals must observe and understand the experiences, cognitions and behaviors of Latinos from a multicultural perspective as an alternative to the current one size fit-all approach to individual and group counseling and therapy. The principles of liberatory psychology are described and employed as a way of working in individual and group settings with Latina/o/x clients with an emphasis in problematization -> reflection -> critical consciousness -> action and/or change.

**CLES 750AM. Enneagram: Personality in Counseling (3).**

Examines the Enneagram Personality Typology and its use in counseling practice. The Enneagram considers the various worldviews that people hold and ways in which people can grow in their awareness. It also provides insight into how people respond under stress. Finally, it describes the behaviors of people from various types who undergo chronic stress and develop mental health disorders.

**CLES 750AQ. Building a Private Practice (3).**

Provides students with the foundational skills to build a private practice from the ground up.

**CLES 750AR. Introduction to Restorative Practice (3).**

Provides a thorough examination of the emerging field of restorative practice. The focus is on restorative principles and skills necessary for building and maintaining healthy relationships, creating stronger communities, repairing harm among relationships, and transforming conflict. Students learn about theories, philosophy, practices and skills fundamental to restorative approaches. Instruction is provided through interactive and hands-on activities. Special emphasis is given to proactive and responsive circles, restorative conversations, and restorative conferencing and the informal application of these

processes. Additionally, students learn about the effects of shame and emotion on social relationships. For graduate credit only.

**CLES 750AT. Introduction to Higher Education Teaching (3).**

Focuses on effective teaching practices within community colleges, four-year colleges or other higher education settings, including using technology in classroom-based and online learning environments.

**CLES 750AU. Counseling LGBTQIA+ (3).**

This course is designed for persons pursuing careers in clinical mental health counseling and school counseling. The course introduces a culturally sustaining framework to understand theory, legislation and practice that inform work with LGBTQIA+ individuals.

**CLES 750C. Expressive Arts in Counseling (3).**

Workshop provides an introduction to the field of art therapy, its history, approaches and applications in working with children and adolescents. The expressive arts — visual arts, movement, drama, music and writing — offer countless ways to promote the academic, career and personal/social development of students, which are goals of a comprehensive school counseling program. Workshop is customized for educators and counselors, as well as education and counseling students who are interested in strategies to incorporate art therapy into their practice or classroom but is open to anyone seeking an introduction to the field of art therapy. Participants experience hands-on how the creative process of art making can be used for self-care and with students. Participants are introduced to program models in school districts in which school counselors and art therapists work together to address the needs of students with social, emotional, academic and/or behavioral challenges. Please wear casual clothes for art making.

**CLES 750E. Art Therapy in Schools: An Introduction (0.5).**

Introduces the field of art therapy, its history, approaches and applications in working with children and adolescents. The expressive arts — visual arts, movement, drama, music and writing — offer countless ways to promote the academic, career and personal/social development of students, which are goals of a comprehensive school counseling program. Customized for educators and counselors, as well as education and counseling students who are interested in strategies to incorporate art therapy into their practice or classroom but is open to anyone seeking an introduction to the field of art therapy. Participants experience hands-on how the creative process of art making can be used for self-care and with students. Participants are introduced to program models in school districts in which school counselors and art therapists work together to address the needs of students with social, emotional, academic and/or behavioral challenges. Please wear casual clothes for art making.

**CLES 750F. Understanding Students Who Have Experienced Trauma and Neglect (0.5).**

Introduction to trauma. Includes different types of trauma and some general impacts of trauma. In addition, students learn about the Adverse Childhood Experience (ACE) study; understand how developmental trauma can impact students socially, emotionally and academically; understand some basic Neurosequential Model in Education (NME) concepts, including how the therapy can be a lens through which to view children who are victims of trauma. Students apply NME concepts in order to develop interventions and supports in the classroom.

**CLES 750M. Mindfulness and Acceptance in Therapy (1-3).**

Teach clients how to reboot their brains by using mindfulness and acceptance techniques with individuals, couples and families.

**CLES 750N. Introduction to Educational Psychology (3).**

Introduces students to the field of educational psychology and its application in different areas, such as teaching, learning, coaching, training and assessment. Introduces students to the practical application of educational psychology by considering topics such as the

following: cognition (problem solving, memory, decision making), behavioral learning principles, motivation, human development, curriculum development, assessment, basic research design, and the role of research in educational psychology. While these topics are considered, the course also introduces students to careers in educational psychology; many educational psychologists work in K-12 schools, but many also work in higher education, health professions, program evaluation, instructional design (including online instructional design), industry, human resources, military settings, research, counseling, and sports — in any field requiring training, teaching and learning, motivation, assessment or research.

**CLES 750P. Counseling Children and Adolescents (3).**

Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Counseling techniques and treatment planning are included.

**CLES 750T. Understanding Students Living in Poverty (1).**

Workshop explores key definitions surrounding the dynamics of poverty and ways to tailor programs to meet students and families where they are. Provides educators with a real-life simulation of poverty situations and gives them an opportunity to discuss their feelings as they navigate the academic life of a student living in poverty.

**CLES 750W. Psychopharmacology (1-3).**

Surveys basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders. Examines the actions of specific drugs and their effects on behavior and their uses in biological psychiatry. Basic principles of neuropharmacology are covered.