

CESP - Counseling, Educational and School Psychology

Courses numbered 500 to 799 = *undergraduate/graduate*. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = *graduate*.

CESP 701. Introduction to Educational Research (3).

Cross-listed as CLES 801. Includes (1) the nature of research methodologies, (2) the preparation of research reports, (3) critical reading of research, and (4) ethics and integrity in conducting and reporting research. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite(s): graduate standing.

CESP 704. Introduction to Educational Statistics (3).

Introduces statistics, including measures of central tendency, measures of variability, correlation, chi square, t-test, correlated t-test, one-way, two-way analysis of variance and simple regression.

CESP 728. Theories of Human Development (3).

Describes what developmental theories are, what they do, where they come from, how they work and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of human development. Focuses on those theories which helped shape the current view of human development as well as significant new perspectives which may shape the way it is viewed in the future. Pre- or corequisite(s): CESP 858 or CLES 801 or CLES 810.

CESP 729. Theories of Early Childhood Development (3).

Describes what developmental theories are, what they do, where they come from, how they work and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of early childhood development. Focuses on those theories which helped shape the way we currently view early childhood development as well as significant new perspectives which may shape the way we view it in the future. Covers birth through elementary school years of development. Prerequisite(s): CESP 701 or CLES 801, or equivalent, or instructor's consent.

CESP 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.

CESP 750AC. Interpersonal Skills for Teachers (1).

Focuses on nonverbal communication, using "I" messages, conversation starters, active listening, giving and accepting forgiveness, and developing trust.

CESP 750AD. Parenting Techniques (1).

Students learn basic parenting techniques to help develop their children's self-concept, responsibility and self-control. Discusses different parenting theories.

CESP 750D. Engineering Research Writing (1).

Teaches students how to create, research and write a simple graduate-level paper, using strict document formatting based on the most recent edition of the APA Style Guide.

CESP 750E. Tutoring Techniques (1).

Workshop goal is to ensure all tutors have the skills necessary to provide effective tutorial assistance to students enrolled in the TRIO Student Support Services Program at Wichita State University. Tutors are expected to set an example of excellence in ethics and in academics for their students. By successfully completing this workshop, the tutors will have reached objectives that are directly related to the measurable objectives set by the Student Support Services Program, which is funded by the U.S. Department of Education. These objectives guide the peer-tutors toward fulfilling their main responsibility to assist each of their students to understand the content of their coursework and improve their grades.

CESP 750G. How Families Function (1).

Designed for school and agency employees to understand how families function by learning about different family theories and family therapies so they can become better teachers, counselors, and administrators.

CESP 750X. Brain Retraining (1).

Teachers and counselors learn how the brain can be retrained for optimizing learning through the introduction of educational kinesiology, brain gym, Bal-a-vis-x, cup stacking and others. Resources are shared on how to obtain training and certification in these programs.

CESP 750Z. Stress Management Technique (1).

Teachers and counselors learn different stress management techniques such as: relaxation, assertive behavior, financial management, anxiety reduction, appropriate diet and exercise. Students learn how to assess stress and make a stress reduction behavior management plan for themselves or students.

CESP 751A. Anger Management Techniques (1).

Teachers and counselors learn different anger management techniques such as: rational self-instruction, relational aggression, anger management classes, videotherapy, and bibliotherapy.

CESP 751R. Gender Communication (1-4).

Provides participants with the latest research-based information identifying the basic differences in the communication styles of men and women.

CESP 752. Special Studies in Education (1-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 752A, 752B). 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. Prerequisite(s): instructor's consent.

CESP 752G. Independent Research in Education (1-6).

Provides students with research or independent study advisement and support. This course may be taken for 1-6 credits per semester which can be counted toward program completion. Repeatable for credit. Prerequisite(s): instructor's consent.

CESP 752J. Brain Research to Improve Learning and Teaching (2).

Provides insight into some of the current research from cognitive science and neuroscience about how the brain learns. The major themes include the deep connection among emotion, thinking, learning and memory; the range of individual cognitive strengths and weaknesses that determine how individuals perceive and understand the world and solve the problems; and the dynamic process of building new skills and knowledge. Candidates examine the implications of these insights for schools and all aspects of the learning environments created for students—teaching, learning and assessment. *Course includes diversity content.* Prerequisite(s): graduate student standing.

CESP 753L. Filial Play Therapy (1).

Filial Play Therapy, also known as Child-Parent Relationship Training, is an evidence-based training program to improve the relationship between parents and children. No play therapy model has been more researched nor found to be as effective as filial therapy. The method uses the basic tenets of child-centered play therapy to teach parents to improve their relationship with their child, be more aware and sensitive to their child's needs, and to promote healthy development. Filial play therapy has been successfully employed with parents, teachers and paraprofessionals to support the emotional growth and development of children for over 40 years.

CESP 803. Counseling Theory (3).

Studies selected theories of counseling. A minimum grade of B- or better is required for school psychology students. A minimum grade in CESP 803 of B or better is required for counseling students in order to move on to the counseling practicum courses (CESP 856 or CLES 860). Prerequisite(s): admission to counseling or school psychology program or instructor's consent.

CESP 804. Foundations of School Counseling (3).

Introduces the role of the school counselor and comprehensive, developmental school counseling programs. Examines basic concepts in counseling, and the function of the helper in school settings. Focuses on the demands and strains of the helping professions and their effects on the helper. A foundational understanding of the ASCA National Model of school counseling and ASCA position statements are developed. Designed to provide students with a professional identity in the school counseling field. Direct entry students are required to attain 15 hours of shadowing in K-12 schools utilizing specific activity logs. Prerequisite(s): admission to counseling program or instructor's consent.

CESP 811. Principles of Measurement and Program Evaluation (3).

Covers the transdisciplinary field of program evaluation including history and current trends, alternative program evaluation models, program evaluation standards, program evaluation procedures, data collection instrument development and interpretation, data analysis, and reporting of evaluation results. Prerequisite(s): CESP 704 and CLES 801, or equivalent.

CESP 815. Career Development (3).

For master's-level students interested in assisting students and adults in career development and related concerns. Covers (1) career development of individuals across life span, (2) sources and organization of information, (3) assessment designs and career intervention techniques, and (4) career decision-making/planning processes. Includes hands-on experience with a variety of assessment methods and intervention techniques and theory-based career decision-making strategies for career interventions.

CESP 820. Learning Theory and Instruction (3).

Applications of some major learning theories and learning principles. Prerequisite(s): CLES 728, and CLES 801 or CLES 810, or departmental consent.

CESP 821. Multicultural Issues (3).

Students acquire knowledge and skills that enable them to offer help to individuals in a multicultural environment. Focuses include developing a sense of the student's own cultural identity, increasing sensitivity to cultural differences in help-seeking attitudes and behaviors, and understanding how the potential sources of cultural misunderstanding, biases and prejudice may affect their professional effectiveness. A minimum grade of B- or better is required for school psychology and counseling students. *Course includes diversity content.*

CESP 822. Assessment and Testing in Counseling (3).

Study of the historical perspectives of assessment and the use of assessments for diagnostic and intervention planning. Includes the basic concepts of assessments, including statistical concepts such as reliability and validity. Provides preparation on the methods of conducting assessment meetings, procedures for identifying risk of harm to self or others, identifying trauma, and the ethical and culturally relevant practice of assessment in counseling.

CESP 823. Experimental Design in Educational Research (3).

Focuses on the use of inferential statistics for various experimental designs. Parametric topics covered include t-test, one-way and factorial analysis of variance and covariance (with and without repeated measures), post-hoc comparisons, and simple and multiple regression. Also covers selected nonparametric statistics. Develops all statistics through practical application with computer programs. Prerequisite(s): CESP 704 or instructor's consent.

CESP 824. Techniques of Counseling (3).

Examines and practices techniques of counseling through simulated counseling situations and extensive examination of counseling case studies. School psychology students: A minimum grade of B- is required to pass course. Counseling students: A minimum grade of B is required to move on to the counseling practicum courses (CESP 856 or CLES 860). Pre- or corequisite(s): counseling students: CESP 803.

CESP 825. Group Counseling and Group Work (3).

Examines the theoretical foundations of group work, group dynamics, group leadership, and the process for planning and conducting group work that is ethical, culturally relevant and effective. Prerequisite(s): CESP 803 and 824 with a minimum grade of B; minimum grade in CESP 825 is a B in order to move on to the internship course (CESP 949A, 949B, 949C or CLES 952A, 952B, 952C).

CESP 827. Field Experiences for Non Education School Counseling Students (3).

Structured field experiences in school settings for students without a teaching license who wish to be eligible for provisional licensure as a PreK-12 school counselor prior to graduating with their counseling degree. To meet KSDE requirements for provisional license after completing CESP 856, students must have completed 50 percent of the credit hours required for the school counseling degree track and enroll in CESP 827 for one semester simultaneously with CESP 856. CESP 827 requires 35 clock hours of defined school counseling experiences. Prerequisite(s): CESP 824. Corequisite(s): CESP 856.

CESP 831. Social Psychology for Educational and Helping Professions (3).

A critical study of an individual's thoughts, feelings and behaviors, based on the influences of, and the impact and interactions with, social settings and the individual's culture. Theory, research and practice in relation to social, developmental, psychological and educational issues and problems are discussed throughout the course. Furthermore, this is examined in the context of how it may impact the helping relationship. Students study the relationship between social settings and the psychological functioning of children, adolescents and adults. Students also study the role of educational and psychological professionals within the cultural, academic and organizational operations of education. Prerequisite(s): CLES 801 (previously taught as CESP 701) or equivalent, CESP 728 or equivalent, or instructor's consent.

CESP 834. Biological Principles and Psychological Functioning for School Psychologists (3).

Biological bases of behavior and implications for assessment and intervention within school settings are major topics. Neuropsychological assessment and intervention, sensory and motor functioning, and psychopharmacological treatments relevant to

children's functioning in school comprise a major component. Specially designed for school psychologists. Prerequisite(s): graduate standing in the CESP department (enrolled in a degree program or nondegree A status in CESP), or instructor's consent.

CESP 835. Psychopathology and the DSM (3).

Introduction to psychopathology for graduate students preparing for careers in school psychology, counseling and related professions. Mental disorders occurring in children as well as adults are studied. The Diagnostic and Statistical Manual of Mental Disorders (DSM) is used as the diagnostic system for understanding psychopathology. Assessment procedures, prevention programs and treatment/intervention approaches are considered for the mental disorders studied.

CESP 838. Families and Family Systems (3).

Teaches basic family processes and how they impact the growth and development of children and adolescents. Covers the family life cycle, healthy and maladaptive family functioning including appropriate and inappropriate parenting practices, the unique challenges faced by single parent and blended families, the impact of substance use on families, the impact of traumatic experiences on families, basic family assessment, and basic family therapy techniques. In addition, acquaints students with the etiological factors, potential indicators, consequences, reporting strategies and treatment strategies associated with child abuse and neglect. *Course includes diversity content.*

CESP 840. Introduction to School Psychology and Exceptional Children (3).

Introduces students to the field and practice of school psychology as a specialty in the professional psychology field. Provides students with the foundational knowledge necessary to understand the theoretical professional issues related to the practice of school psychology. Also covers specifics regarding identifying and working with exceptional children. Examines the conceptual and theoretical formulations, empirical evidence and research concerning the behavioral characteristics of exceptional children.

CESP 841. Fundamentals of Play Therapy (3).

Covers the historical development of play therapy as a treatment procedure, through current trends and practices of major disciplines in the field. Primary emphasis is on the development of fundamental skills and practices of major disciplines in the field, and strategies necessary to conduct successful play sessions. The effectiveness of play therapy with various diagnostic populations is discussed. Prerequisite(s): master's degree in counseling or related field or program consent.

CESP 842. Play Therapy for Young Children (3).

Examines the use of play therapy with young children. Emphasizes the developmental concepts and diagnostic approaches and issues of young children and their caregivers. Therapy strategies covered include treatment of regulation problems, filial therapy, floor time, interaction guidance, infant/parent relationship training and other strategies. Prerequisite(s): master's degree in counseling or related field or program consent.

CESP 843. Child Psychopathology in Play Therapy (3).

Examines common childhood diagnoses that present for treatment. Topics include: Reactive Attachment Disorder, Oppositional Defiant Disorder, Conduct Disorder, Separation Disorder, Post Traumatic Stress Disorder, as well as other common DSM IV diagnoses. The class discusses symptoms and the child's clinical presentation. Appropriate treatments, including the use of play therapy and other therapy activities is also covered. Prerequisite(s): master's degree in counseling or related field, CESP 841 or equivalent course; or program consent.

CESP 844. Advanced Techniques in Child and Play Therapy (3).

An advanced skills class, building on the fundamental and requisite skills learned in an introductory course in play therapy. Emphasizes

enhanced understanding and use of the nature and construction of therapeutic responses in the play therapy process. Explores the use of play therapy with varied therapeutic approaches and special populations. Prerequisite(s): master's degree in counseling or related field, CESP 841 or equivalent course; or program consent.

CESP 845. Professional School Counseling (3).

Prepares students to apply basic counseling skills in a school setting. Students are trained in the ASCA National Model of School Counseling. It emphasizes the various roles of K-12 school counselor, tools and strategies appropriate in those settings, and consultation and collaboration with other school personnel. It covers concepts and techniques of the counseling process in K-12 schools, behavioral and developmental problems, and releasing creative capacities of students. Direct entry students are required to attain 15 hours of shadowing in K-12 schools utilizing specific activity logs. *Course includes diversity content.* Prerequisite(s): admission to the counseling degree program, CESP 804 or departmental consent.

CESP 847. Addiction Counseling (3).

Provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illnesses, are also addressed. Students develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction, addiction assessment strategies, wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. *Course includes diversity content.* Prerequisite(s): graduate standing.

CESP 848. Crisis Counseling (3).

Introduces students to crisis intervention theory, development and applications. Provides an overview of crisis theories, assessment procedures, techniques and counseling processes used with adolescents and adults in school and community settings. Prerequisite(s): CLES 801, CESP 803, 804, or instructor's consent.

CESP 852. Special Studies (1-6).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 852A, 852B). 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. Prerequisite(s): instructor's or departmental consent.

CESP 852B. Research Proposal (1-6).

Provides students with research proposal or independent study advisement and support. This course may be taken for 1-6 credits per semester which can be counted toward program completion. Repeatable for credit. Graded S/U only. Prerequisite(s): instructor's consent.

CESP 852W. Clinical Supervision (1-3).

Provides students with course credit for engaging in supervised counseling, ABA, assessment or school psychology practice beyond that required in practicum and internship. Repeatable twice for credit for a total of 6 credit hours. Prerequisite(s): departmental consent.

CESP 853. Ethics and Professional Conduct (3).

Cross-listed as CI 797. Introduces ethical and professional responsibilities of school psychologists and behavior analysts. Covers topics related to informed consent, due process, confidentiality and selection of least intrusive, least restrictive behavior change procedures. School psychology students: no grade below B- (2.750) will count toward the degree.

CESP 854. Individual Achievement Assessment (3).

Explores various applications of measures of cognitive processing and academic achievement in reading, writing and mathematics. Examines the classification systems of learning differences, their neurological bases, the administration and interpretation of selected processing and achievement measures, and critical issues related to provision of evidence-based interventions and services. Includes case simulation and practice activities. A minimum grade of B- or better is required for school psychology students. Prerequisite(s): CESP 855.

CESP 855. Individual Intelligence Assessment (3).

Covers the use of individual tests for assessing intelligence. Examines the nature of intelligence, theory, administering, interpreting selected individual intelligence tests and critical issues related to assessing intelligence. Includes case simulation and practice activities. A minimum grade of B- or better is required for school psychology students. Prerequisite(s): instructor's consent. Corequisite(s): CESP 858.

CESP 856. School Counseling Practicum (1-3).

Supervised counseling experience. A minimum of 100 hours of professional counseling service that includes a minimum of 40 hours of direct client contact experience in counseling, with the remainder of hours in indirect client service. This course builds on the skills learned and practiced in CESP 824. Direct entry students are required to attain 15 hours of shadowing in K-12 schools utilizing specific activity logs. Repeatable for credit. Prerequisites: CESP 824 within the last 12 months, CESP 803 and departmental consent; for school psychology students: CESP 824 within the last 12 months and departmental consent.

CESP 857. Professional and Ethical Issues in Counseling (3).

Covers major ethical, legal and professional issues involved in professional counseling, education and psychology in school settings. Students engage in dialog throughout the course and work in peer consultation teams to identify and resolve ethical dilemmas and adopt sound ethical and professional practices.

CESP 858. Research, Program Evaluation and Assessment (3).

Introduces students to important concepts related to assessment, research, statistics and program evaluation for school psychologists and provides an in-depth examination of the assessment process. Studies the basic concepts pertaining to psychological tests and inventories, including basic measurement theory and uses of individual assessment techniques for evaluating the factors involved in the selection of tests and assessment of learning difficulties of preschool and school-aged children. Fulfills the university's professional and scholarly integrity requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, and ethical issues in data acquisition, management, sharing and ownership. Emphasizes planning the assessment, interpretation and integration of assessment data, proposing relevant interventions, and communicating assessment findings to others. For school psychology students: no grade below B- (2.750) will count toward the degree. Prerequisite(s): instructor's consent. Pre- or corequisite(s): CESP 704 and CESP 840.

CESP 859. Curriculum Based Academic Assessment and Intervention (3).

Focuses on identifying, implementing, monitoring and evaluating empirically derived academic interventions. The objectives of this course are to (1) increase understanding of scope and sequence of problem identification and (2) monitor and evaluate behavior change in systems. A minimum grade of B- is required to pass course. Prerequisite(s): departmental consent.

CESP 860. Seminar in Research Problems (1).

Development and presentation of research proposals. Required of students enrolled in thesis programs.

CESP 865. Practicum Play Therapy (3).

Students conduct and observe a series of play therapy sessions with children. Individual and group supervision is provided. Each student participates in analysis and discussion of therapy intervention strategies, completing session critiques and therapy plans. Prerequisite(s): master's degree in counseling or related field, CESP 841 or equivalent course, or program consent.

CESP 875. Master's Thesis (2).

Student-driven research experience to address a specific research question. Potential topics should be formulated by the student and discussed with their advisor. Repeatable for credit. Prerequisite(s): CESP 860.

CESP 876. Master's Thesis (1-2).

Student-driven research experience to address a specific research question. Potential topics should be formulated by the student and discussed with their advisor. Repeatable for credit. Prerequisite(s): CESP 860.

CESP 890. Special Problems in Education (1-3).

Directed reading and research under the supervision of a graduate instructor. Prerequisite(s): departmental consent.

CESP 914. Consultation Techniques (3).

To learn a systematic approach to consultation and to develop relevant strategies to promote, develop, and enhance effective collaboration within the school, with parents, and with the larger community. Specifically, to provide behavior-analytic services in collaboration with others who support and/or provide services to the student, practice within limits of professional competence, and effectively implement behavior change in systems. A minimum grade of B- is required to pass course. Prerequisite(s): graduate standing and departmental consent.

CESP 947. School Counseling Postdegree Licensure Internship (2).

For employed graduated school counseling students who are in direct entry initial licensure status, also known as parallel pathways students. Direct entry or parallel pathways students do not hold a KSDE teaching license and must complete additional requirements to be eligible for school counseling licensure in Kansas. A student in this category completes two consecutive semesters of this counseling postdegree internship while employed as a school counselor in Kansas in order to be eligible to receive licensure as a professional school counselor by the Kansas State Department of Education (KSDE). Repeatable for credit up to 6 credit hours. Prerequisite(s): completion of a master's degree in counseling and passing score on the PRAXIS exam for school counseling licensure.

CESP 949. Counseling Internship (3).

This course requires a total of 600 hours in the practice of professional school counseling under clinical supervision. Of the 600 hours, a minimum of 240 hours must be direct counseling service. Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. Clinical settings must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Direct entry students are required to attain 15 hours of shadowing in K-12 schools utilizing specific activity logs. Repeatable for credit. Prerequisite(s): admission to candidacy. Pre- or corequisite(s): CESP 803, CESP 824 (minimum course grade of B), CESP 821, CESP 825 (minimum course grade of B), and CESP 856 (minimum course grade of B).

CESP 949A. School Counseling Internship I (3).

One-semester course requiring a total of 300 hours in the practice of professional school counseling under clinical supervision. Of the 300 hours, a minimum of 120 hours must be direct counseling service.

The student should consider selecting an internship site that offers opportunities to engage in both individual counseling and group work. Clinical settings must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Grade assigned will be either "S" Satisfactory (pass) or "U" Unsatisfactory (fail). Prerequisite(s): admission to candidacy, CESP 803; CESP 824, 856 (both with a minimum course grade of B). Pre- or corequisite(s): CESP 821; CESP 825 (with minimum passing grade of B).

CESP 949B. School Counseling Internship II (3).

This one-semester course requires a total of 300 hours in the practice of professional school counseling under clinical supervision. Of the 300 hours, a minimum of 120 hours must be direct counseling service. Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. Clinical settings must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Grade assigned will be either "S" Satisfactory (pass) or "U" Unsatisfactory (fail). Prerequisite(s): admission to candidacy, CESP 949A with a grade of "S" Satisfactory.

CESP 949C. School Counseling Internship (6).

Requires a total of 600 hours in the practice of professional school counseling under clinical supervision. Of the 600 hours, a minimum of 240 hours must be direct counseling service. The student should consider selecting an internship site that offers opportunities to engage in both individual counseling and group work. Clinical settings must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Grade assigned will be either "S" Satisfactory (pass) or "U" Unsatisfactory (fail). Prerequisite(s): admission to candidacy, CESP 803; CESP 824, 856 (both with a minimum course grade of B). Pre- or corequisite(s): CESP 821; CESP 825 (with minimum passing grade of B).

CESP 977. Internship in School Psychology (2).

Supervised experience as a school psychologist in a school or agency setting. Requires at least 600 hours of applied experience. Repeatable for credit. Prerequisite(s): ISLE 946 and departmental consent.