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).
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: 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 way we currently view human development as well as significant new perspectives which may shape the way it is viewed in the future. Prerequisite: CLES 801 or CLES 810. Corequisite: CESP 728.

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: CESP 701 or CLES 801, or equivalent, or instructor's consent.

CESP 750. Workshops in Education (1-6).
Intensive study of topics related to education. Differing topics are denoted by a letter following the course number (i.e., 750C, 750P, etc.).

CESP 750AA. How Boys and Girls Learn Differently (1).
Provides participants with the latest research-based information identifying the basic differences, learning styles, and abilities of each gender. Special attention is devoted to the debate of Nature vs. Nurture and its impact on the learning styles of males and females.

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 750Q. Children with Criminal Justice Contact (1).
Allows participants to gain necessary background and theory information regarding children who have had contact with the criminal justice system. Contact can be defined as children with incarcerated parents as well as children who have been incarcerated themselves. Understanding this expanding group of children, who are currently 2.3 percent of today's child population, can assist in working with them in many different settings, including educational environments. Participants work together in group activities to evaluate scenarios, view informative videos, and are required to choose an article for review and discussion pertaining to the subject in the class.

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 Technique (1).
Teachers and counselors learn different anger management techniques such as: rational self-instruction, relational aggression, anger management classes, videotherapy, and bibliotherapy.

Explores the topic of effective communication with parents in educational and agency settings. Provides strategies to work effectively with all types of parents. Helps students understand how to build a relationship with the student and parent and gives practical and realistic strategies in working with parents dealing with ADD, stress, depression and attention seeking students. Shows how to work with a culturally diverse population and help integrate the community into the school setting.
CESP 751E. Dealing with Boys in School (1).
Provides participants with the latest research-based information identifying the challenges that male students face in achieving success in schools today including societal, academic and behavioral issues.

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).
For students with personnel and guidance interests. May emphasize different preselected areas during a semester. Repeatable for credit with advisor's consent. Prerequisite: instructor's consent.

CESP 752K. Effectiveness at School and Work (1).
Focuses on concepts underlying the well-known and widely used Myers-Briggs Type Indicator®. The personal interaction information from the MBTI® is used to enhance students ability to interact positively with others in the workplace and in their personal life. Practical approaches to conflict resolution and effective communication strategies are discussed. Individuals take the MBTI® during the first class and receive interpretive material ($20 test fee required the first class period). Instructor holds a leadership position in the Association for Psychological Type International.

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 781. Cooperative Education (1-3).
Work-related placement that integrates theory with a planned and supervised professional experience. Repeatable for credit with advisor approval for a total of 4 credit hours.

CESP 803. Counseling Theory (3).
A study of selected theories of counseling. Prerequisite: 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. Designed to provide students with an overview of theory, practice, methods, basic principles and concepts, and to help students develop a professional identity in the counseling field. Prerequisite: admission to counseling program or instructor's consent.

CESP 808. School Psychology Professional Issues (3).
Examines roles and functions of school psychologists within the context of the historical foundations of the profession. Uses lecture, discussion, observations in schools, and presentations by field-based school psychologists to acquaint students with the kinds of problems with which school psychologists typically work, the methods they employ to deal with problems, social systems in which these endeavors occur, and professional issues that shape and characterize the profession.

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. Prerequisites: 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. Prerequisites: CLES 728, and CLES 801 or CLES 810, or departmental consent.

CESP 821. Multicultural Issues in Counseling (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 counseling effectiveness.

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: 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. Pre- or corequisite: CESP 803; minimum grade in CESP 824 is a B in order to move on to the counseling practicum courses (CESP 856 or CLES 860).

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. Prerequisites: 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: CESP 824. Corequisite: 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. Prerequisites: CLES 801 (previously taught as CESP 701) or equivalent, CESP 728 or equivalent, or instructor's consent.

CESP 832. 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. Students study the role of educational and psychological professionals within the cultural, academic and organizational operations of education. Prerequisites: CLES 801 (previously taught as CESP 701) or equivalent, CESP 728 or equivalent, 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. Counseling Families in Crisis (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. Prerequisite: graduate standing.

CESP 840. Psychology and Education of Exceptional Children (3).
Study of the conceptual and theoretical formulations, empirical evidence and research concerning 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: master's degree in counseling or related field, CESP 841 or equivalent course; or program consent.

CESP 845. Professional School Counseling (3).
The role of school counselors in providing counseling, guidance and consultation services to students, staff and parents in PreK - 12 settings is covered. Prerequisites: Admission to the counseling degree program, CESP 803, 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: 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. Prerequisites: CLES 801, CESP 803, 804, or instructor's consent.

CESP 852. Special Studies (1-3).
Covers specific topics identified by the department in consultation with institutions or groups of graduate students. Course procedures vary
according to topic. Repeatable for credit. Prerequisite: instructor’s or departmental consent.

**CESP 853. Law, Ethics and Multicultural Issues for School Psychologists** (3).
Examines school psychologist roles, functions and professional issues within the context of the historical foundations of the profession and the current systems in which they work. Covers topics related to legislation, litigation, and ethical issues that impact the practice of school psychology with a focus on the needs of diverse populations. Prerequisite: instructor’s consent.

**CESP 854. Evidence-Based Academic Assessment and Intervention** (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. Prerequisite: CESP 704.

**CESP 855. Individual Intelligence Assessment** (3).
Use of individual tests for assessment of intelligence. Examines the nature of intelligence, theory, administration and interpretation of selected individual intelligence tests, and critical issues related to the assessment of intelligence. Includes case simulation and practice activities. Prerequisite: CESP 854, or instructor’s consent.

**CESP 856. School Counseling Practicum** (1-3).
Supervised school counseling experience. 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 (60) in indirect client service. CESP 856 builds on the skills learned and practiced in CESP 824. Prerequisites: CESP 824 with a grade of B or better within the last 12 months; CESP 803 and departmental consent. Minimum grade in CESP 856 is a B in order to move on to the internship course (CESP 949 or CLES 952).

**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. Diagnostic Testing** (3).
In-depth examination of the assessment process. Studies the theory and uses of individual assessment techniques for evaluating the learning difficulties of preschool and school-aged children. Emphasizes planning the assessment, interpreting and integrating assessment data, proposing relevant interventions, and communicating assessment findings to others. Prerequisites: CESP 855, and instructor’s consent.

**CESP 859. School-Based Interventions** (3).
Focuses on planning, implementing, monitoring and evaluating interventions in the school setting with students who are experiencing academic and/or behavioral problems. Prerequisite: departmental consent.

**CESP 860. Seminar in Research Problems** (1).
Development and presentation of research proposals. Required of students enrolled in thesis programs.

**CESP 862. Presentation of Research** (1-2).
A project submitted in thesis manuscript form. Repeatable for a total of 2 hours of credit. Prerequisite: CESP 860.

**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. Prerequisites: master’s degree in counseling or related field, CESP 841 or equivalent course, or program consent.

**CESP 875. Master’s Thesis** (2).
Thesis. Prerequisite: CESP 860.

**CESP 876. Master’s Thesis** (1-2).
Thesis. Prerequisite: CESP 860.

**CESP 890. Special Problems in Education** (1-3).
Directed reading and research under the supervision of a graduate instructor. Prerequisite: departmental consent.

**CESP 914. Consultation Techniques** (3).
Intensive study of the literature in counseling, school psychology, social psychology and administration that provides a basis for consultation techniques in the interpersonal context of school and work settings. Prerequisites: graduate standing and departmental consent.

**CESP 934. Personality Assessment** (3).
Focuses on theory and interpretation of instruments representing three major approaches to personality assessment: projective techniques, behavioral techniques, and personality inventories. Includes alternative personality assessment approaches and reviews of personality theory and psychopathology. Includes supervised experience. Prerequisites: CESP 811 or 822, 855 (school psychology students only), postmaster’s standing or last 6 hours of master’s program and instructor’s consent.

**CESP 946. Practicum in School Psychology** (2-6).
Supervised practice in providing school psychological services to children in school, clinical or community agency settings. Requires at least 300 hours applied experience per 3 hours of credit. Repeatable for a total of 6 hours. Prerequisite: 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. Prerequisites: completion of a master’s degree in counseling and passing score on the PRAXIS exam for school counseling licensure.

**CESP 949. Counseling Internship** (3).
A minimum of 600 clock hours of supervised counseling experiences, including 240 hours of direct service with clients. Clinical setting must be approved and appropriate to the student’s emphasis. The semester prior to enrollment, the student must complete the internship application process. Repeatable for credit. Prerequisites: admission to candidacy. Pre- or corequisite: CESP 803, 821, 824, 825, and CESP 856.

**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). Prerequisites: admission to candidacy, CESP 803, 824 (minimum course grade of B). Pre- or corequisite: CESP 821, 825, 856 (both CESP 825 and 856 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). Prerequisites: 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 clinical mental health 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). Prerequisites: admission to candidacy, CESP 803, 824 (minimum passing grade of B). Pre- or corequisites: CESP 821, 825, 856 (both CESP 825 and 856 with a minimum passing grade of B).

**CESP 977. Internship in School Psychology (1-6).**
Supervised experience as a school psychologist in a school or agency setting. Requires at least 600 hours of applied experience. Repeatable for a total of 4 hours. Prerequisites: CESP 946 and departmental consent.