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. Course includes diversity content.

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. Course includes diversity content.

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. Course includes diversity content. For graduate students only. Graded Bg/NBg.

CLES 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., 750A, 750C, etc.).

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 integratively 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 750B. Neurobiology of Play Therapy: How to Improve Our Practice (1-6).
Over the past two decades, research has clearly documented the vulnerability of the developing brain and the negative impact of social and emotional trauma on brain functioning. It is now apparent that traumatic and neglectful developmental experiences alter normal brain development in all parts of the brain depending on the nature of the maltreatment, developmental stage of the child, and the quality of the nurturing environment. As play therapists learn more about brain development, brain organization, and the impact of trauma they are better able to identify play therapy interventions likely to be effective treatment options. Class reviews basic brain development principles, the impact of social and emotional trauma on the developing brain, and treatment options consistent with the child's current brain functioning through the use of developmental, symptom, and functional history interviews designed to assist the play therapist in appropriate intervention strategies.

CLES 750D. Using Art to Integrate Social Emotional Learning (0.5).
Based on practice and research within the mental health field of art therapy, learn how arts integration across academic subjects increases social emotional learning in the classroom with activities that school counselors and educators can adapt for a range of ages and a variety of academic, career and personal/social counseling goals. Workshop provides an introduction to the field of art therapy, its history, approaches and applications in meeting Kansas Social, Emotional, and Character Development Model Standards and Common Core. Participants experience how an expressive arts project can facilitate student empowerment through self-expression and a shared art experience can promote community building as well as useful tools to build integrated lesson plans for their classroom.

CLES 750E. Art Therapy in Schools: An Introduction (0.5).
This professional learning courses 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. This course 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 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 750G. Go Alliance Module 1 — Building a College-Going Culture for All Students (0.5).
Developed for practicing professional school counselors and preservice school counselors, course includes four sessions: understanding the national workforce landscape and 21st century careers; cultural competency and equity; understanding, communicating, and advocating for the role of the school counselor in college and career planning; and creating a school-wide college-going culture. These sessions are designed for school counselors to develop an understanding of their role in developing a college-going mission for all students, particularly students in poverty or facing other barriers in postsecondary planning. Additionally the sessions help counselors develop approaches for communicating and working with high-poverty students and diverse populations to remove barriers to high aspirations and achievement.
CLES 750I. Go Alliance Module 1 — College, Career and Academic Planning (0.5).
Developed for practicing professional school counselors and preservice counselors, course includes four sessions that focus on engaging students in early career awareness and planning, using data to guide academic planning, transition of students from middle school to high school and then to college, and the importance of postsecondary choices and finding the right postsecondary fit. Participants are engaged in building knowledge and skills in each of these areas, and they engage in constructive discussions in a learning community with their colleagues during each session.

CLES 750J. Go Alliance Module 3 — College and Career Advising in the Middle Grades (0.5).
Developed for practicing professional school counselors and preservice counselors, course includes four sessions that focus on the middle grades, barriers middle school students face, developing early career awareness and planning, transitioning students from elementary grades to middle grades and from middle grades to high school, and engaging them academically. Participants are engaged in building knowledge and skills in each of these areas, and they participate in constructive discussions in a learning community with their colleagues during each session. Each participant completes a final project consisting of a module portfolio containing a completed barriers chart, a PowerPoint presentation, and an action plan.

CLES 750K. Go Alliance Module 4 — Financial Aid and College Applications (0.5).
Developed for practicing professional school counselors and preservice school counselors, course includes four sessions which address financial literacy, financial aid, completing the FAFSA and preparing college applications. Parents and students need assistance in navigating the complexities of financial aid and the college admission process. The school counselor, in collaboration with principals and teachers, can guide parents and students through these processes to increase student access to college and postsecondary training. This module focuses on the counselor’s role in counseling parents and students in accessing financial aid and successful preparation and application for college admission.

CLES 750L. Positive Psychology Counseling (3).
Discover how to assess client’s character strengths to develop the client’s full potential and make them a more positive individual. (Possible text: Positive Psychology Coaching, Biswas-Diener and Dean, 2007.)

CLES 750M. Mindfulness & Acceptance in Therapy (3).
Teach clients how to reboot their brains by using mindfulness and acceptance techniques with individuals, couples and families. (Possible text: Mindfulness and Acceptance in Couple and Family Therapy, Gehart, 2012.)

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 750O. Introduction to School Psychology (3).
Introduces students to the opportunity of 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 they use to address students’ psychoeducational needs, and the school and community systems within which they operate.

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. Prerequisite: None.

CLES 750Q. Advanced Issues in Psychopathology and the DSM (3).
Designed to assist students in further understanding the diagnoses in the DSM. Students distinguish among similar diagnoses and recognize how they manifest in clients in both community and inpatient settings. Students acquire skills in differential diagnosis and treatment planning, and recognize personality traits and learned behaviors which impact client outcomes. Designed to help students to understand mental health disorders through a variety of frameworks beyond the introductory level.

CLES 750R. Advanced Issues in Psychopathology and the DSM (3).
While moving towards becoming responsive schools staffed with responsive educators, educators must embrace and fully understand the Social and Emotional standards and look for opportunities to incorporate them into the curriculum in ways that are meaningful for students and seamless for educators. In this course, teachers and other educators explore and apply nonacademic standards to prepare students for success in the ever changing 21st century society.

CLES 750S. Social Emotional Learning Across the K-12 Curriculum (3).
Students living in poverty attend every school in Kansas. Understanding the dynamics of situational and generational poverty are key to relating with and adjusting approaches to serving the families of these students. This 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 750U. KCA Mental Health Drive In (0.5).
Encompasses four content areas: (1) Enhancing emotion intelligence effective self care for mental health professionals includes definition of emotional intelligence (EI), increasing emotional intelligence and awareness, and providing operating instructions for optimal human psychological functioning. (2) Strategies for supporting compassionate classrooms and building staff resilience includes compassionate instruction and discipline in the classroom; building a framework for a compassionate curriculum, and fostering resilience to avoid burnout.
(3) Making clinical diagnoses using the DSM 5 – assists counselors and other mental health workers to increase their knowledge of the diagnostic criteria in the DSM 5 and improve their skills in diagnosis and treatment planning. (4) Trauma based play therapy – introduce participants to trauma-informed play therapy TM, an evidence-based and neurodevelopmentally appropriate method for working with traumatized children. A final reflective paper is due one week following the course.

CLES 750V. Social Work in Sports (3).
Cross-listed as SCWK 611Q. Explores the role of social work practice in serving the holistic needs of an athlete while understanding their involvement in the culture of sport. Explores the vulnerabilities and resiliencies of individuals who participate in youth, secondary, collegiate and professional sports. Provides a foundation for professionals interested in social work practice in sporting environments and begins to prepare social workers to assist athletes at all levels and in various settings.

CLES 750W. What Counselors and Therapists Need to Know About Psychotropic Medications (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.

CLES 750X. KASB BOLD Program (1-6).
Individuals in this session attend Kansas Association of School Board professional sessions as provided by the organization and complete non-degree graduate credit course requirements.

CLES 750Y. USA Seminars (1-6).
Individuals in this session attend USA professional sessions as provided by the organization and complete non-degree graduate credit course requirements.

CLES 750Z. KSDE Annual Conference (1-3).
Individuals in this session attend KSDE Annual Conference professional sessions as provided by the organization and complete non-degree graduate credit course requirements.