

Human Development Counseling

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- Human Development Counseling (p. 1)
- Clinical Mental Health Counseling Concentration
- Marriage, Couple and Family Counseling Concentration
- School Counseling Concentration

The Human Development Counseling Program offers three concentrations accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Successful completion of the curriculum for these concentrations leads to eligibility for State of Illinois licensure as a Licensed Professional Counselor (LPC) and/or certification through the National Board of Certified Counselors. The school counseling concentration is approved by the Illinois State Board of Education and prepares candidates for a Professional Educator License with a School Counseling Endorsement. Students in the marriage, couple and family counseling concentration may apply for licensure as a Licensed Professional Counselor and/or an Associate Marriage and Family Therapist in the State of Illinois.

These concentrations allow graduates to provide counseling and consulting services at a professional level in a wide variety of environments. Career options for graduates in the clinical mental health and marriage, couple, and family counseling concentrations may include counseling in mental health, correctional, social welfare, rehabilitative, and human relations agencies, hospitals, and higher education institutions. School counselors are prepared to enter a career as a school counselor in a K-12 setting. Since opportunities for employment within each of these concentrations vary widely, prospective students should consult an HDC faculty advisor before choosing a concentration.

CACREP has accredited the clinical mental health counseling, school counseling, and marriage, couple and family counseling concentrations. Successful completion of the curriculum for these concentrations leads to eligibility for certification through the National Board of Certified Counselors, and/or State of Illinois licensure.

HDC students are encouraged to join the American Counseling Association (ACA), and the Illinois Counseling Association (ICA). Students preparing for a career in mental health counseling are encouraged to join the American Mental Health Counseling Association (AMHCA). Students preparing for a career in school counseling are encouraged to join the American School Counselor Association (ASCA) and/or the Illinois School Counselor Association (ISCA). Students in the marriage, couple and family counseling concentration are encouraged to join the International Association of Marriage and Family Counselors (IAMFC).

The Master's Degree

The Master's Degree in HDC offers three concentrations:

- Clinical Mental Health Counseling Concentration
- Marriage, Couple, and Family Counseling Concentration
- School Counseling Concentration

Advising

Academic advising for HDC students is very important, and students should contact their advisors regularly. An advisor will be assigned by the program upon successful completion of their first semester.

Expected Professional Competencies

Before graduating, degree candidates must demonstrate competencies and dispositions related to personal development, such as the ability to communicate effectively with others; professional development, such as the ability to conceptualize client concerns and to provide appropriate intervention through an individual or group relationship; and social development, such as the ability to collaborate effectively within a treatment team context.

In addition to these general competencies, students are expected to develop and demonstrate specific CACREP core-related knowledge, skills, and dispositions necessary for the client populations with which, or for the settings in which, they intend to work. Such specialized knowledge may be obtained through projects designed to meet individual course requirements, as well as demonstration of skill and disposition throughout their clinical experience in practicum and internship.

Each program course may contain an applied or experiential component in addition to the didactic component, and some courses specifically emphasize experiential learning. These courses require application of professional skills in simulated and/or real settings. Students are expected to demonstrate understanding of ethical behavior in the counseling profession as well as evidence of effective interaction skills with clients. All master's candidates must be familiar with the HDC policy on clinical experience and should consult their advisors about satisfying its provisions. All degree candidates must demonstrate graduate-level performance in reading, writing, and speaking.

A minimum total of 61 semester hours is required for a master's degree in Human Development Counseling in all three concentrations:

Grading Policy

HDC majors must earn grades of B- or better in HDC 501, HDC 511, HDC 512, and HDC 513. If a C+ grade or lower is earned in any of these courses, the course must be retaken. HDC majors must also maintain a cumulative GPA of at least 3.0. In other courses, a maximum of six hours of C grades is allowed provided that a minimum GPA of 3.0 is reached at time of graduation and an approved Student Petition is on file in the Office of Records and Registration.

NOTE:

Students also should refer to the campus policy on Grades Acceptable Toward Master's Degrees section of this catalog.

Program Learning Outcomes

Students will meet the following learning objectives:

1. A strong sense of professional identity consistent with Professional Counseling philosophy and literature.
2. Counseling skill competencies necessary for working with individuals, groups, couples, and families.
3. Student self-growth and development of professional dispositions.
4. Understanding of the diversity of views and cultures within our profession and the environment in which counselors practice.
5. Competence, knowledge and skills in eight common-core areas (professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling, assessment and testing, and research and program evaluation).

The Program endorses the standards and objectives adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has designed the curriculum to be consistent with that body's standards and objectives as well as those of the Illinois State Board of Education (ISBE).

Graduates will develop an understanding of the environment in which they intend to practice and the specialized knowledge and skills needed for the particular setting or client population.

Graduates of the Clinical Mental Health concentration will demonstrate knowledge and understanding of:

- The general environment or system in which the student will practice.
- The roles and functions of professionals in the field, client characteristics and specific facilitative skills related to the population served.
- Basic environmental change strategies.

Graduates of the Marriage, Couple, and Family Counseling concentration will demonstrate knowledge and understanding of:

- The origins, theoretical foundations, and therapeutic implications of selected theories of marriage and family counseling, similarities and differences among multiple approaches, the historical roots of the field, and its major contributors.
- Key paradigms, concepts, and counseling techniques utilized in theory development and clinical practice when working with family systems, the integration of a multiplicity of elements and dimensions (e.g., personal, familial (family of origin and family of procreation), multigenerational, multicultural).
- The counselor's role in supporting family, couple, and/or child development in diverse settings.

Graduates of the School Counseling concentration will demonstrate knowledge and understanding of:

- The history, philosophy, trends, purpose and objectives, ethics, legal aspects, standards, functions and roles of the counselor in the K-12 educational setting.
- Approaches and strategies typically employed with elementary and secondary school age children.
- The counselor's role in dealing with the needs of special and exceptional children.
- The social, psychological, and educational development of elementary and secondary school age children.

Requirements

HDC 501	Fundamental Issues and Ethics in Counseling ¹	3
HDC 511	Theories of Counseling	3
HDC 512	Prepracticum	3
HDC 513	Group Counseling	3
HDC 515	Multicultural Counseling	3
HDC 521	Developmental Counseling	3
HDC 524	Career/Lifestyle Counseling	3
HDC 525	Alcoholism and Substance Abuse	3
HDC 533	Family Dynamics	3
HDC 543	Crisis Intervention and Trauma in Counseling	3
HDC 546	Psychopathology and the DSM	3
HDC 575	Appraisal Techniques in Counseling	3
HDC 577	Research Methods	3
HDC 585	Comprehensive Examination Registration	1
HDC 587	Professional Experience: Practicum	3
HDC 590	Professional Experience: Internship	6-10
Concentration		12
Total Hours		61

¹ HDC 501 must be taken during the student's first semester.

Master's Closure

In addition to course requirements, students are required to pass a comprehensive closure process. This twofold process includes a comprehensive exam that tests knowledge from the program's required course work. Additionally, students must demonstrate required skill competencies in three required clinical case presentations covering foundational skills, multicultural competence, and concentration and theoretical orientation proficiency. Completion of the closure requirement is satisfied once a student registers for the comprehensive exam HDC 585 and passes both the multiple choice and clinical case presentation portions of the examination. Students must register for the comprehensive exam during the last semester of their internship, and after completion of required HDC courses. Students must consult their advisors for further information on the master's closure requirement.

Students who take HDC 585 and do not pass both the multiple choice comprehensive exam and clinical case presentation portion of the exam while enrolled must register for HDC 586 (zero credit hours, one billable hour) each fall and spring until the examination process is passed. Students who do not pass the clinical case presentation portion of the exam must also enroll in one credit hour of HDC 590 and provide additional professional counseling services at an approved clinical site.