

MASTER OF ART in HUMAN SERVICES – ENHANCED PROFESSIONAL (MA-HS-EP) COURSE DESCRIPTIONS

HS 500 Professional Studies in the Helping Relationship, 3 cr.

The purpose of this course is to provide an understanding of all aspects of the human services helping relationship and counseling professions. Topics will include: history, legislation and policy, functions, roles, organizations, ethics, advocacy and social change, standards, credentialing, licensing, and research. The student will develop professional goals, enhance self-awareness, develop graduate support networks, establish professional skills as a reader of research literature and presentation of such knowledge (orally, written, and using technology). The student will also conduct a literature review intended to formulate a thesis/project; APA style will be required. Professionalism and research needs in the Native American community will be emphasized. This is a key starter course for new students and will be completed the first year of enrollment. (Pre: MA Program admission).

HS 505 Case Management, 3 cr.

Basic skills needed for the management and guidance of cases in the Human Services Field will be taught, with an emphasis on challenges of case management on the reservation. Students will be made aware of the historical perspective, case management models, assessment process, effective interviewing skills, and ethical issues of case management. In addition, the student will learn the group facilitation skills including working with support groups: conducting team and staff meetings, family conferences; and presenting psycho education programs. The student will also be taught how to build a case file to meet managed care and third party requirements, in addition to surviving as a manager of cases and being knowledgeable of the services available to families on the reservation. (Pre: MA Program admission).

HS 520 Research and Program/Organizational Evaluation, 3 cr

The student will study research methods, statistical analysis, needs assessment, and program/organizational evaluation. The course will include the use of appropriate computer technology and statistical methods. Principles, models, and applications of needs assessment, program/organizational evaluation, and the use of findings to effect organizational modifications will be examined in the context of legal and ethical considerations. Research that is particularly beneficial within the reservation/rural context will be considered. (Pre: MA Program admission).

HS 530 Social & Cultural Diversity, 3 cr.

This course will provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Racism, prejudice, acculturation, theories of cultural identity development, multicultural competencies, multicultural counseling will be addressed in reservation mental health and school settings. Characteristics and concerns between and within diverse groups will be explored. This will include an investigation of attitudes, beliefs, understandings, and experiences related to culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical factors, educational, environmental concerns, family values, religious and spiritual values, socio-economic status, and unique characteristics of the individual, couple, family and community. (Pre: MA Program admission).

HS 560 Management Theory & Practices Theories, 3 cr.

Theories and principles of management and organizations will be addressed. Specific topics will include key management functions: planning, developing, organizing, directing, controlling, and advocating. Also covered will be client focus, diversity, ethics, information technology, work teams, and operating smaller organizations. Integration of Lakota perceptions of organizational health and well-being will also be incorporated. (Pre: MA Program admission).

HS 570 Foundations of Mental Health, 3 cr.

This course will include the specific concepts and ideas related to leadership, mental health education, outreach, prevention, intervention and mental health promotion, with special focus on the Native American Communities in both school and clinical mental health settings. The stages of the intervention process, conflict resolution, negotiation, mediation, and advocacy will be studied. Emphasis will be on using prevention and intervention strategies in the development of a mental health model in school and mental health settings on the reservation. (Pre: MA Program admission).

HS 574 Professional Orientation, Ethics, & Cultural Values, 3 cr.

This course will provide an understanding of all aspects of professional identity including orientation, history, philosophy, roles, societies, organizational structures, ethics, standards, credentialing, licensing, and leadership. Self-awareness and self-care as a professional will be introduced. Public policy processes including advocacy on behalf of one's profession, its clientele and operations, will be studied along with relevant legal issues for School Counseling, Lakota Leadership/Administration, and Clinical Mental Health. Case studies will be a significant part of class study. Issues that relate to working in the reservation/rural environment will be a priority. (Pre: MA Program admission).

HS 677 Independent Study, 1-3 cr.

The student may seek permission from a faculty member to do concentrated study on a specific topic related to the emphasis area. (Pre: MA Program admission; Permission).

HS 686 Seminar for Professionals, 1-3 cr.

This class will serve to present other important and relevant subjects to the student for study. Topic will vary as needed. For emphasis block credit, this topic must be specific to the student's plan of study and be approved. (Pre: MA Program admission; Permission)

HS 690 Field Experience, 3 cr.

This is one of two final capstone classes (other being HS 696) taken at the close of the program designed to weave together all parts of the Enhanced Professional curricula. The student will be placed in a human services delivery organization. In that environment the student will gain from experiential learning that synthesizes the content and skills from previous coursework. The optimal setting is where Lakota culture and reservation concerns are emphasized. Concurrently, professional attitudes and behaviors expected of the human services professional will be demonstrated in the field. A minimum of 350 clock hours are required to be completed in one semester. Under very specific criteria a student may have past relevant high quality work experience satisfy this class requirement. Application for HS 690 will be done the prior semester and proof of malpractice/liability insurance required before enrollment. (Pre: Advanced Standing, Permission, insurance).

HS 696 Capstone, 1 cr.

This capstone course provides a review of the studies the students undertook throughout their graduate studies. It will consist of portfolio review, comprehensive exam, and inspirational gathering. (Pre: Advanced Standing, Permission).

HS 698 Thesis I, 3 cr.

This is the major “capstone” course Student work will utilize all of the conceptual, research, statistics, and writing skills covered in previous M.A.-H.S. courses. The project topic will be relevant and beneficial to the reservation/rural setting. This second section of the thesis course will be the data collection, analysis, discussion section of the thesis. The student will do a final oral presentation of the literature review (last two chapters of the thesis) at the end of the class. (Pre: Advanced Standing, Permission).

HS 699 Thesis II, 3 cr.

This course is the second phase in the completion of the Thesis. During this phase, the student will conduct, analyze, and discuss the research initiated in Thesis I. The Thesis will be completed with a final defense of the thesis to the student’s committee. (Pre: HS 698 Thesis I).

PY 577 Human Development & Psychosocial Intervention, 3 cr.

Normal development will be contrasted with abnormal development. There will be a focus on development crisis, addictive behavior, psychopathology, and environmental factors as they affect normal development across the life span. Theories of learning and personality development will be addressed, as well as strategies to prevent or improve pathological development. Perceptions of the developmental process as it applies in the School and Mental Health settings on the reservation will be explored. (Pre: MA Program admission).

PY 594 Issues Involving Children & Youth on the Reservation, 3 cr.

This course will provide an understanding of the primary issues that counselors in schools and mental health settings will need to better understand children and youth on the reservation. Emphasis will be on Substance Abuse, PTSD, ADHD, Disruptive Behavioral Disorders, Depression, Anxiety, and Dual Diagnosis.. Other issues covered include Fetal Alcohol Spectrum Disorder, cutting, bullying and use of appropriate medication. Correlations with the newest diagnostic manual including the diagnostic criteria, behavioral factors, and treatment of each disorder will be discussed. How to develop resiliency in the face of these issues will conclude the course. (Pre: MA Program admission).

PY 617 Career & Life Style Development, 3 cr.

This course will provide an understanding of career development and related life factors. Career development theories and decision-making models will be studied. The inter-relationship among work, family and other life roles will be considered in the context of cultural diversity and gender issues. Sources of career information, instruments of career assessment and career counseling strategies will be explored to facilitate career placement and planning programs in School Counseling, Clinical Mental Health, and Lakota Leadership/Administrative Settings. Assisting reservation/rural resident to realize their full career/life potential will be explored. (Pre: MA Program admission).