







b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interrorganization collaboration and communication s;	b. Students will describe the professional roles, functions, and relationships of counselors with other human service providers.	1																1
c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, disaster or other trauma-causing event;	c. Students will explain counselors' roles and responsibilities as members of a crisis team.													1				1
d. self-care strategies appropriate to the counselor role;	d. Students will identify appropriate self-care strategies to the counselor role.											1						1
e. counseling supervision models, practices, and processes;	e. Students will identify counseling supervision models, practices, and processes.											1						1
f. professional organizations, including membership benefits, activities, services to members and current issues;	f. Students will join a professional organization that aligns with their own professional identity.	1																1

	g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	g. Students will describe professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	1										1					2
	h. the role and process of the professional counselor advocating on behalf of the profession;	h. Students will explain the role and process of the professional counselor advocating on behalf of the profession.											1					1
	i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and	i. Students will identify the advocacy processes needed to address barriers that impede success for clients.					1						1					2
	j. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional	j. Students will identify the ethical standards of ACA.	1										1					1
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDP Y6930	COUN6000	<b>TOTALS</b>

<p><b>G<sub>2</sub>. SOCIAL AND CULTURAL DIVERSITY</b> - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the followings:</p>						1												1
<p>a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;</p>	<p>a. Students will identify multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</p>					1												1
<p>b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;</p>	<p>b. Students will describe attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.</p>					1												1
<p>c. theories of multicultural counseling, identity development, and social justice;</p>	<p>c. Students will identify theories of multicultural counseling, identity development, and social justice.</p>					1												1

	d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	d. Students will identify individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.					1											1
	e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and	e. Students will explain counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit,					1											1
	f. counselors' roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.	f. Students will explain counselors' roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.					1											1
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	<b>TOTALS</b>

<p><b>G<sub>3</sub>. HUMAN GROWTH AND DEVELOPMENT</b> - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:</p>																	
<p>a. theories of individual and family development and transitions across the life-span;</p>	<p>a. Students will explain theories of individual and family development and transitions across the lifespan.</p>															1	1
<p>b. theories of learning and personality development, including current understandings about neurobiological behavior;</p>	<p>b. Students will identify theories of learning and personality development, including neurological behavior.</p>															1	1
<p>c. effects of crises, disasters, and other trauma-causing events on persons of all ages;</p>	<p>c. Students will explain the effects of crises, disasters, and trauma-causing events on individuals of all ages.</p>													1		1	2
<p>d. theories and models of individual, cultural, couple, family, and community resilience;</p>	<p>d. Students will identify theories/models of individual, culture, couple, family, and community resilience.</p>													1		1	2
<p>e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;</p>	<p>e. Students will discuss a general framework for understanding exceptional abilities and strategies for differentiated interventions.</p>															1	1









	d. counseling theories that provide the student with models to conceptualize client presentation and that help the student in select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	d. Students will describe counseling theories that have models to conceptualize client presentation and aid in the appropriate counseling interventions. Students will describe models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;				1												1
	e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	e. Students will describe a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;				1												1
	f. a general framework for understanding and practicing consultation; and	f. Students will explain a general framework for understanding and practicing consultation.										1						1
	g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	g. Students will describe crisis intervention and suicide prevention models, including the first aid strategies.												1				1
			COU N6300	COU N6320	COU N6360	COU N6362	COU N6380	COU N6410	COU N6460	COU N6670	COU N6800	COU N6820	COU N7370	COU N7600	COU N6680	EDP Y6930	COU N6000	<b>TOTALS</b>

<p><b>G<sub>6</sub>. GROUP WORK</b> - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:</p>																		
<p>a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;</p>	<p>a. Students will identify principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;</p>		1															1
<p>b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;</p>	<p>b. Students will describe group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership</p>		1															1
<p>c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;</p>	<p>c. Students will identify theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;</p>		1															1

	d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and	d. Students will differentiate group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness		1														1
	e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	e. Students will participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.		1														1
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
	<b>G7. ASSESSMENT</b> - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of																	
	a. historical perspectives concerning the nature and meaning of assessment;	a. Students will describe historical perspectives concerning the nature and meaning of assessment								1								1

<p>b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations;</p>	<p>b. Students will identify basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations;</p>								1								1
<p>c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;</p>	<p>c. Students will identify statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</p>								1								1
<p>d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);</p>	<p>d. Students will identify reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).</p>								1								1

	e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	e. Students will identify validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).								1								<b>1</b>
	f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and	f. Students will identify social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.								1								<b>1</b>
	g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	g. Students will identify ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.								1								<b>1</b>
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6830	COUN6000	<b>TOTALS</b>
	<b>G8. RESEARCH AND PROGRAM EVALUATION</b> - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:																	
	a. the importance of research in advancing the counseling profession;	a. Students will identify the importance of research in advancing the counseling profession.														1		<b>1</b>





2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	2. Students will understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.	1															1
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	3. Students will understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	1										1					2
4. Knows professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	4. Students will know professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	1															1
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	5. Students will understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.											1					1





	2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	2. Students will identify the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.												1				1
	3. Knows the models, methods, and principles of program development and service delivery (e.g. support groups, peer facilitation training, parent education, and self-help).	3. Students describe therapeutic factors of group work. Students describe the history of groups and factors impacting the evolution of group work. Students describe the principles of group dynamics, process components, and members' roles and behaviors.		1														1
	4. Knows the disease concept and etiology of addiction and co-occurring disorders.	4. Students will: a) explain the disease concept of addictions, b) demonstrate an understanding of the history of substance abuse and addictions counseling, including the development of legislation and laws associated with each, and c) define the terminology commonly associated with the field of chemical dependency.						1						1				1

5. Understands the range of mental health service delivery - such as inpatient, outpatient, partial treatment and aftercare - and the clinical mental health counseling services network.	5. Students will identify the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	1										1						2
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	6. Students will describe and illustrate the principles of crisis intervention during a crisis event												1					1
7. Knows principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.	7. A) Students will identify the principles, models, assessment and documentation formats of biopsychosocial case conceptualization and treatment planning. B) Students will also construct a multiaxial diagnostic assessment using the DSM. C) Students will devise treatment strategies for												1					1
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	8. Students will describe the importance of family in treatment				1													1

	9. Understands professional issues relevant to the practice of clinical mental health counseling.	9. Students will describe professional issues relevant to the practice of clinical mental health counseling"	1															2
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
	<b>D. Skills and Practices</b>																	
	1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain and terminate counseling.	1. A) Students will identify etiology and diagnoses based on symptoms presented. B) Students will demonstrate and defend appropriate therapeutic counseling skills for various stages of the helping relationship.										1		1				2
	2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	2. Students will describe issues related to diversity (e.g., race/ethnicity, immigration/acculturation, gender, socioeconomic status, spirituality, and sexual orientation).										1						1
	3. Promotes optimal human development, wellness, and mental health through prevention, education and advocacy activities.	3. Students will describe the promotion of optimal human development, wellness, and mental health via prevention, education, and advocacy activities										1						1

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	4. Students will demonstrate and defend appropriate therapeutic counseling skills for various stages of the helping relationship.										1							1
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	5. A) Students will discriminate how client sociocultural factors, context, and behavior may impact how initial interviewing skills are employed. B) Students will identify and interpret counselor behaviors and characteristics that influence the helping process.										1							1
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	6. A) Students will identify potential for suicide risk and action plans related to that risk. B) Students will demonstrate understanding and mastery of essential interviewing and counseling skills necessary for developing and maintaining a therapeutic relationship.								1		1							2





	2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	2. Students will understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.				1												1
	3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	3. Students will understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.				1									1			2
	4. Understands effective strategies to support client advocacy & influence public policy, gov't relations on local, state, & national levels to enhance equity, increase funding, & promote programs that affect the practice of clinical mental health counseling.	4. Students will understand effective strategies to support client advocacy & influence public policy, gov't relations on local, state, & national levels to enhance equity, increase funding, & promote programs that affect the practice of clinical mental health counseling.				1												2

	5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	5. Students will demonstrate an understanding and application of consultation approaches to diverse populations.					1											1
	6. Knows public policies on local, state, and national levels that affect the quality and accessibility of mental health services.	6. Students will demonstrate an understanding and applying consultation approaches to diverse populations. Students will demonstrate knowledge of public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	1				1											2
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
	<b>F. Skills and Practices</b>																	
	1. Maintains information regarding community resources to make appropriate referrals.	1. Students will maintain information regarding community resources to make appropriate referrals.									1	1						2
	2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	2. Students will advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.					1				1	1						3

	3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	3. Student will demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.					1				1	1						3
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
<b>ASSESSMENT</b>	<b>G. Knowledge</b>																	
	1. Knows principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment	1. Students will know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment												1				1
	2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality	2. Students will understand various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and								1								1

	3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	3. Students will understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.												1				1
	4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	4. Students will identify standard screening and assessment instruments for substance use disorders and process addictions.							1									1
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
	<b>H. Skills and Practices</b>																	
	1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.									1	1						2



	1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	1. A) Students will explain the importance of research in advancing the counseling profession. B) Students will differentiate statistical methods used in conducting research and program evaluation. C) Students will evaluate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. D) Students will demonstrate understanding of electronic search process. E) Students will demonstrate the ability to														1		1
	2. Knows models of program evaluation for clinical mental health programs.	2. Students will describe the principles, models, and applications of needs assessment and the use of findings to effect program modifications														1		1
	3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	3. A) Students will describe the use of research to inform evidence-based practice. B) Students will demonstrate the ability to review current scholarly literature on a topic of interest.														1		1
<b>J. Skills and Practices</b>																		

	1. Applies relevant research findings to inform the practice of clinical mental health counseling.	1. A) Students will explain the importance of research in advancing the counseling profession. B) Students will describe the use of research to inform evidence-based practice. C) Students will evaluate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. D) Students will demonstrate understanding of electronic search process. E) Demonstrate the ability to review current scholarly literature on a									1	1						2
	2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	2. Students will describe the principles, models, and applications of needs assessment and the use of findings to effect program modifications									1	1						2



	3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	3. A) Students will describe research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research. B) Students will Differentiate statistical methods used in conducting research and program evaluation.									1	1						2
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
<b>DIAGNOSIS</b>	<b>K. Knowledge</b>																	
	1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	1. A) Students will describe the principles of the diagnostic process and current diagnostic tools in utilizing the current edition of the DSM. B) Students will explain what differential diagnosis is and provide examples.												1				1
	2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	2. Students will identify diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.												1				1

	3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	3. Students will describe the impact of co-occurring substance use disorders on medical and psychological disorders.							1									2
	4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	4. Students will identify the relevance and potential biases of commonly used diagnostic tools with multicultural populations.					1											1
	5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	5. Students will explain the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.												1				1
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
	<b>L. Skills and Practices</b>																	
	1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	1. Students will demonstrate the appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional										1						1

	2. Is able to conceptualize accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	2. Students will demonstrate the ability to conceptualize accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.									1		1				2
	3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	3. Students will differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.									1		1				2
	<b>Total Standards</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>18</b>	<b>7</b>	<b>4</b>	<b>10</b>	<b>13</b>	<b>24</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>10</b>	<b>8</b>	<b>151</b>
	<b>COURSES</b>	COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820/21	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	<b>TOTALS</b>