INTRODUCTION

When a program applies for CACREP accreditation, it is evidence of an attitude and philosophy that program excellence is a fundamental goal. Accreditation entails assessing a program's quality and its continual enhancement through compliance with the CACREP standards. The accreditation process uses both self-assessment and peer assessment to determine how well professional standards are being met. Accredited status indicates to the public at large that a program has accepted and is fulfilling its commitment to educational quality.

The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Graduates of CACREP-accredited programs are prepared for careers in mental health and human service agencies; educational institutions; private practice; and government, business, and industrial settings.

The CACREP Standards are not intended to discourage program innovation. Programs that wish to institute variations in how these standards are met may submit statements of rationale as part of their self-studies. CACREP will determine whether these variations accomplish the outcomes the standards are designed to ensure.

Note: Glossary definitions are integral to understanding and implementing the standards. These definitions will be used by the CACREP Board in making accreditation decisions.

SECTION I

THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION

THE INSTITUTION

A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.

B. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).

E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.

H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

   1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.

2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.

3. Necessary and appropriate technologies and other observational capabilities that assist learning.

4. Procedures that ensure that the client's confidentiality and legal rights are protected.

THE ACADEMIC UNIT

I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

   Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

K. Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:

   1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

   2. Each applicant's aptitude for graduate-level study.

   3. Each applicant's career goals and their relevance to the program.

L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:

   1. A new student orientation is conducted.

2. A student handbook is disseminated that includes the following:

    a. mission statement of the academic unit and program objectives;

    b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;

    c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;

    d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and

    e. academic appeal policy.

M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.

P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.

R. Group supervision for practicum and internship should not exceed 12 students.

S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

FACULTY AND STAFF

U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.

W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:

1. Number at least three persons whose full-time academic appointments are in counselor education.

2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

3. Have relevant preparation and experience in the assigned program area.

4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.

5. Engage in activities of the counseling profession and its professional organizations, including all of the following:

    a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);

    b. research and scholarly activity; and

    c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

6. Have the authority to determine program curricula within the structure of the institution’s policies and to establish the operational policies and procedures of the program.

X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:

1. A faculty member is clearly designated as the academic unit leader for counselor education who

    a. is responsible for the coordination of the counseling program(s);

    b. receives inquiries regarding the overall academic unit;

    c. makes recommendations regarding the development of and expenditures from the budget;

    d. provides or delegates year-round leadership to the operation of the program(s); and

    e. has release time from faculty member responsibilities to administer the academic unit.

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who

    a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;

    b. is the person to whom inquiries regarding practicum and internship experiences are referred; and

    c. has clearly defined responsibilities.

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:

1. Hold graduate degrees, preferably in counselor education from a CACREP-accredited program.

2. Have relevant preparation and experience in the assigned area of teaching.

3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

EVALUATION

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

5. Evidence of the use of findings to inform program modifications.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

CC. Annual results of student course evaluations are provided to faculty.

DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.

SECTION II

PROFESSIONAL IDENTITY

FOUNDATION

A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.

B. The program area objectives meet the following requirements:

   1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

   2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

   3. Are directly related to program activities.

   4. Are written so they can be evaluated.

C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

KNOWLEDGE

D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

   1. Content areas.

   2. Knowledge and skill outcomes.

   3. Methods of instruction.

   4. Required text(s) and/or reading(s).

   5. Student performance evaluation criteria and procedures.

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

    a. history and philosophy of the counseling profession;

    b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

    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;

    d. self-care strategies appropriate to the counselor role;

    e. counseling supervision models, practices, and processes;

    f. professional organizations, including membership benefits, activities, services to members, and current issues;

    g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

    h. the role and process of the professional counselor advocating on behalf of the profession;

    i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

    j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

    a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

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

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—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:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

    a. career development theories and decision-making models;

    b. career, avocational, educational, occupational and labor market information resources, and career information systems;

    c. career development program planning, organization, implementation, administration, and evaluation;

    d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

    e. career and educational planning, placement, follow-up, and evaluation;

    f. assessment instruments and techniques relevant to career planning and decision making; and

    g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

    a. an orientation to wellness and prevention as desired counseling goals;

    b. counselor characteristics and behaviors that influence helping processes;

    c. essential interviewing and counseling skills;

    d. counseling theories that provide the student with models to conceptualize client presentation and that help the student 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;

    e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

    f. a general framework for understanding and practicing consultation; and

    g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—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:

    a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

    b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

    c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

    d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

    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.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

    a. historical perspectives concerning the nature and meaning of assessment;

    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, and behavioral observations;

    c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

    d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

    e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—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;

   b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

   c. statistical methods used in conducting research and program evaluation;

   d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

   e. the use of research to inform evidence-based practice; and

   f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SECTION III

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

    1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.

    2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

    3. Relevant supervision training and experience.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

    1. Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.

    2. Have completed or are receiving preparation in counseling supervision.

    3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have the following qualifications:

    1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

    2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

    3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

    4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

PRACTICUM

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.

5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP

G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

ADDICTION COUNSELING

Students who are preparing to work as addiction counselors will demonstrate the professional knowledge, skills, and practices necessary to work in a wide range of addiction counseling, treatment, and prevention programs, as well as in a mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in addiction counseling.

2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.

5. Understands a variety of models and theories of addiction related to substance use and other addictions.

6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.

7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.

9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.

10. Understands the operation of an emergency management system within addiction agencies and in the community.

B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the principles of addiction education, prevention, intervention, and consultation.

2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.

3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.

4. Understands the role of spirituality in the addiction recovery process.

5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.

6. Understands the principles and philosophies of addiction-related self-help programs.

7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.

8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

D. Skills and Practices

1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.

3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.

6. Demonstrates the ability to provide referral to self-help and other support groups when appropriate.

7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

8. Applies current record-keeping standards related to addiction counseling.

9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients with addictions.

2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions.

3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.

4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals for clients with addictions.

2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.

ASSESSMENT

G. Knowledge

1. Understands various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.

2. Knows specific assessment approaches for determining the appropriate level of care for addictive disorders and related problems.

3. Understands the assessment of biopsychosocial and spiritual history.

4. 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.

H. Skills and Practices

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.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.

3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.

4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.

5. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of addiction counseling.

2. Knows models of program evaluation for addiction counseling treatment and prevention programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

J. Skills and Practice

1. Applies relevant research findings to inform the practice of addiction counseling.

2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.

DIAGNOSIS

K. Knowledge

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 *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*).

2. Knows the impact of co-occurring addictive disorders on medical and psychological disorders.

3. Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.

4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

CAREER COUNSELING

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help a person develop a life-career plan, with a focus on the definition of the worker role and how that role interacts with other life roles. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in career counseling.

2. Understands ethical and legal considerations specifically related to the practice of career counseling.

3. Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions.

4. Knows the professional organizations, competencies, preparation standards, and credentials relevant to the practice of career counseling and career development programs.

5. Understands a variety of models and theories of career counseling and career development.

6. Understands the policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act [ADA]).

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in career counseling.

2. Demonstrates an ability to explain career development as an integral subset of human development.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery.

2. Understands theories, strategies, and models of consultation relevant to career counseling.

3. Understands the impact of crises, emergencies, and disasters on a person's career planning and development.

D. Skills and Practices

1. Demonstrates the ability to identify and understand clients' personal, family, and cultural characteristics related to their career development.

2. Demonstrates the ability to identify and understand clients' attitudes toward work and workers, and their career decision-making processes.

3. Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including the following:

   a. locating, obtaining, and interpreting sources of relevant career information and experience;

   b. acquiring skills needed to make life-work role transitions;

   c. examining life-work roles, including the balance of work, leisure, family, and community in their careers.

4. Demonstrates the ability to help the client acquire a set of employability and job search skills.

5. Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client's career.

6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

<u>DIVERSITY AND ADVOCACY</u>

E. Knowledge

1. Understands the role of multicultural issues in career counseling.

2. Understands the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client.

3. Understands sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.

4. Understands the changing roles and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure.

5. Understands the impact of globalization on life role(s), careers, and the workplace.

F. Skills and Practices

1. Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:

   a. identifying alternative approaches to meet clients' career planning needs;

   b. designing and delivering career development programs and materials to hard-to-reach populations; and

   c. demonstrating the ability to advocate for clients' career development and employment.

2. Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.

3. Demonstrates the ability to explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

<u>ASSESSMENT</u>

G. Knowledge

1. Understands assessment strategies for career development and career counseling programs.

2. Understands how to choose appropriate career assessment tools and techniques.

3. Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client).

H. Skills and Practices

1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.

2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.

3. Demonstrates an ability to assess conditions of the work environment (e.g. tasks, expectations, norms, qualities of the physical and social aspects of work environments).

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of career counseling and career development.

2. Knows models of program evaluation for career counseling and development programs.

3. Knows basic strategies for evaluating counseling outcomes in career counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of career counseling.

2. Develops measurable outcomes for career counseling programs, activities, and experiences.

3. Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.

4. Demonstrates the use of various types of research designs appropriate to career counseling and development research.

PROGRAM PROMOTION, MANAGEMENT, AND IMPLEMENTATION

K. Knowledge

1. Understands organizational theories, behavior, planning, communication, and management useful in implementing and administering career development programs.

2. Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation.

3. Understands leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution.

L. Skills and Practices

1. Participates in the planning and organization of a comprehensive career resource center.

2. Demonstrates the ability to implement career development programs in collaboration with others.

3. Demonstrates the ability to train others in the appropriate use of technology for career information and planning.

4. Demonstrates the ability to provide effective supervision to career development facilitators.

5. Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

INFORMATION RESOURCES

M. Knowledge

1. Understands education, training, and employment trends, as well as labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations.

2. Understands the resources and skills clients use in life-work planning and management.

3. Knows the community/professional resources available to assist clients in career planning, including job search.

N. Skills and Practices

1. Demonstrates the ability to manage career, educational, and personal-social information resources.

2. Demonstrates the ability to evaluate and disseminate career and educational information.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

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.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

4. Knows the disease concept and etiology of addiction and co-occurring disorders.

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.

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

7. Applies current record-keeping standards related to clinical mental health counseling.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

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.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

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.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

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.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

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.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

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 *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*).

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

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.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.

2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.

3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

5. Understands a variety of models and theories of marriage, couple, and family counseling.

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

D. Skills/Practices

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.

3. Uses systems theories to implement treatment, planning, and intervention strategies.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects couples and families.

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).

5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

F. Skills and Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

2. Maintains information regarding community resources to make appropriate referrals.

3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.

3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.

2. Uses systems assessment models and procedures to evaluate family functioning.

3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.

2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

STUDENT AFFAIRS AND COLLEGE COUNSELING

Students who are preparing to work in professional positions in higher education will demonstrate the knowledge, skills and practices necessary to promote the development of postsecondary students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in student affairs and college counseling.

2. Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling.

3. Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.

4. Knows the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education.

5. Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.

6. Understands student development theories, including holistic wellness and research relevant to student learning and personal development.

7. Recognizes current trends in higher education and the diverse character of postsecondary education environments.

8. Understands organizational, management, and leadership theory and practice.

9. Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.

10. Is familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education.

11. Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.

12. Understands the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling.

2. Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.

3. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.

4. Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding).

5. Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.

6. Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.

7. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education.

2. Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.

3. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education.

4. Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education.

5. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate.

D. Skills and Practices

1. Applies multicultural competencies to the practice of student affairs and college counseling.

2. Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students.

3. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education.

6. Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.

2. Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.

3. Knows the sociopolitical and socioeconomic forces that affect all students.

4. Understands the effect of discrimination and oppression in postsecondary education.

5. Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.

6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.

F. Skills and Practices

1. Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment.

2. Analyzes postsecondary student needs for appropriate learning and developmental opportunities.

3. Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.

4. Applies multicultural competencies to serve diverse postsecondary student populations.

5. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).

6. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment for postsecondary student development, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.

2. Knows current theories and methods of using assessment data, especially program evaluation and environmental assessment models, to support data-based decision making.

H. Skills and Practices

1. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.

2. Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of student affairs and college counseling.

2. Knows models of program evaluation for student affairs and college counseling that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations.

3. Knows basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of student affairs and college counseling.

2. Develops measurable outcomes for college counseling and student development activities.

3. Analyzes and uses data to enhance student affairs and college counseling programs.

4. Demonstrates the ability to prepare a research proposal for a human subjects/institutional review board review.

DOCTORAL STANDARDS
COUNSELOR EDUCATION AND SUPERVISION

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all the entry-level program standards. Therefore, when programs admit doctoral students who have not graduated from a CACREP entry-level program, the program must demonstrate that the student has completed curricular experiences the equivalent of (a) the CACREP entry-level standards in Sections II and III, and (b) curricular requirements of a specific program area before beginning doctoral-level counselor education coursework.

SECTION I
THE LEARNING ENVIRONMENT

THE INSTITUTION

A. Access is provided to library and other learning resources appropriate for doctoral-level scholarly inquiry, study, and research by students and program faculty.

THE PROGRAM

B. The doctoral program consists of a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters or 12 quarters with a minimum of 96 semester hours or 144 quarter hours of graduate-level credits required of all students in the program.

C. Doctoral programs accept as primary obligations:

    1. Extending the knowledge base of the counseling profession in a climate of scholarly inquiry.

    2. Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry.

    3. Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

    4. Preparing students to assume positions of leadership in the profession and/or their area(s) of specialization.

D. In addition to entry-level considerations, doctoral program admission criteria include consideration of the following:

   1. Academic aptitude for doctoral-level study.

   2. Previous professional experience.

   3. Fitness for the profession, including self-awareness and emotional stability.

   4. Oral and written communication skills.

   5. Potential for scholarship, professional leadership, and advocacy.

E. Consistent with institutional standards, each student establishes an approved doctoral committee and completes a planned program of study in conjunction with this committee.

F. Students attend planned meetings with their doctoral committee during their doctoral programs.

FACULTY AND STAFF

G. Faculty teaching loads, scholarship, and service expectations are equivalent to comparable doctoral programs in the institution.

H. Any academic unit offering the doctorate requires a minimum of five full-time core faculty positions (see Standard I.W).

I. Faculty members participate in professional counseling organizations appropriate to their teaching responsibilities and scholarly interests.

J. Faculty dissertation advising loads and expectations are equivalent to comparable doctoral programs in the institution.

K. Faculty members are engaged in ongoing research, writing, publication, and presentation in the counseling profession.

EVALUATION

L. The doctoral program is evaluated using criteria specified in the entry-level standards (Section I.AA–DD).

SECTION II
PROFESSIONAL IDENTITY

FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

   1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.

   2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.

   3. Participate in appropriate professional counseling organizations.

   4. Contribute to and promote scholarly counseling research.

KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

   1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.

   2. Theories and practices of counselor supervision.

   3. Instructional theory and methods relevant to counselor education.

   4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.

   5. Design, implementation, and analysis of quantitative and qualitative research.

   6. Models and methods of assessment and use of data.

   7. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

SECTION III
PROFESSIONAL PRACTICE

CLINICAL EXPERIENCE

A. Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student's practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.

B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

C. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

SECTION IV
DOCTORAL LEARNING OUTCOMES

Programs must provide evidence that doctoral students will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in *all* of the following areas. Programs may choose to emphasize one or more of the following areas congruent with program mission.

SUPERVISION

A. Knowledge

1. Understands the purposes of clinical supervision.

2. Understands theoretical frameworks and models of clinical supervision.

3. Understands the roles and relationships related to clinical supervision.

4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices

1. Demonstrates the application of theory and skills of clinical supervision.

2. Develops and demonstrates a personal style of supervision.

TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.

2. Knows instructional theory and methods relevant to counselor education.

3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices

1. Develops and demonstrates a personal philosophy of teaching and learning.

2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

RESEARCH AND SCHOLARSHIP

E. Knowledge

1. Understands univariate and multivariate research designs and data analysis methods.

2. Understands qualitative designs and approaches to qualitative data analysis.

3. Knows models and methods of instrument design.

4. Knows models and methods of program evaluation.

F. Skill/Practices

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.

2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.

3. Demonstrates professional writing skills necessary for journal and newsletter publication.

4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

6. Demonstrates the ability to create and implement a program evaluation design.

COUNSELING

G. Knowledge

1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

2. Understands various methods for evaluating counseling effectiveness.

3. Understands the research base for existing counseling theories.

4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

H. Skills and Practices

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

2. Demonstrates effective application of multiple counseling theories.

3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.

2. Understands advocacy models.

3. Identifies current multicultural issues as they relate to social change theories.

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

2. Demonstrates the ability to advocate for the profession and its clientele.

GLOSSARY

ACADEMIC TERM — an institutionally defined unit of course delivery (e.g., quarter, semester)

ACADEMIC UNIT — the academic department or specifically defined subsection of a department identified and defined in a college or university that has responsibility for curricular and clinical experiences for which accreditation is sought. An academic unit includes allocated faculty and physical facilities.

ACCULTURATIVE EXPERIENCES — the product of interactions among culturally distinct persons that result in attitudinal and behavioral changes.

ACCREDITATION — a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

ADVOCACY — action taken on behalf of clients or the counseling profession to support appropriate policies and standards for the profession; promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development.

BIOPSYCHOSOCIAL — pertaining to biological, psychological, and social functioning.

BIWEEKLY CONSULTATION — communication regarding the student's progress between the site supervisor and the program faculty advisor that occurs at least every other week throughout the student's practicum experience.

CERTIFICATION — the process by which an agency or association grants recognition to a person who has met predetermined qualifications specified by that agency or association.

COMMON CORE CURRICULAR AREAS — eight areas of curricular experience required by CACREP to prepare all counselors: (1) professional identity, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) helping relationships, (6) group work, (7) assessment, and (8) research and program evaluation. The common core curricular areas represent knowledge areas that are fundamental to the counseling profession.

CONSULTATION — relationship between professionals or other pertinent persons for the purpose of aiding the consultee(s).

CONTINUOUS SYSTEMATIC PROGRAM EVALUATION — planned and ongoing collection and evaluation of data from multiple sources and at multiple points in time for use in program improvement throughout the accreditation cycle.

CONTINUUM OF CARE — the spectrum of mental health services required to accommodate the diverse counseling and treatment needs of addiction and clinical mental health clients.

COOPERATING AGENCY — an institution, organization, or agency external to and independent of the academic program seeking accreditation.

CORE FACULTY — faculty members whose full-time academic appointments are in counselor education for at least one academic year.

COUNSELOR EDUCATION AND SUPERVISION — doctoral programs with titles and missions that clearly indicate that they prepare and supervise professional counselors.

CREDENTIALING — formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

CURRICULAR EXPERIENCES — planned, structured, and formal teaching activities intended to enable students to learn and apply the specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

DIFFERENTIATED INSTRUCTION — matching curriculum materials, teacher, delivery style, classroom management strategies, and behavioral/learning expectations to the student's motivation and learning needs.

DIRECT SERVICE — interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working directly with clients.

DISEASE CONCEPT — the recognition of addiction as an illness that is primary, permanent, predictable, and progressive.

DIVERSITY — distinctiveness and uniqueness among and between human beings.

DUE PROCESS POLICY — written procedures by the institution to safeguard the rights of individuals.

ENDORSEMENT — approving or sanctioning a program or program graduate. Institutions and academic units claim CACREP accreditation only for specific CACREP-accredited programs. CACREP-accredited program officials and program faculty recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.

ENTRY-LEVEL — the preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

FULL-TIME EQUIVALENT — when calculating FTE ratios, programs use their institution's definition of full-time student loads and faculty teaching loads, including part-time students and faculty at their percentage of full time.

INSTITUTIONAL ACCREDITATION — in U.S. higher education, institutional accreditation is granted by regional and national accrediting commissions that review entire institutions such as universities or colleges.

INTERNSHIP — a distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

LPC — the regulated title of Licensed Professional Counselor. In the United States, licensure as an LPC occurs at the state level and requires a master's degree in counseling or a closely related field. In addition to obtaining the graduate degree, LPCs must obtain post-master's-degree supervised clinical experience and must pass a state licensing exam. LPCs are regulated by state laws that protect the use of the title and, in some states, protect and define the scope of practice of a professional counselor

LICENSURE — the process by which a state agency or government grants permission to a person to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that public health, safety, and welfare are reasonably well protected.

METHODS OF INSTRUCTION — how course content is delivered (e.g., lecture, seminar, supervised practical application, distance learning).

MULTICULTURAL — term denoting the diversity of racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs, as well as physical, emotional, and mental abilities.

NEUROBIOLOGICAL BEHAVIOR — the relationship among brain anatomy, function, biochemistry, and learning and behavior.

NCC — the title of Nationally Certified Counselor. This certification is granted by the National Board for Certified Counselors (NBCC). NCCs hold a master's degree or higher in counseling or a degree containing a major study in counseling, with specific course content areas and practicum/internship experiences. In addition, NCCs have completed at least two years of professional counseling experience under supervision and have passed the National Counselor Examination for Licensure and Certification (NCE).

PLURALISTIC — a condition of society in which numerous distinct ethnic, racial, religious, and social groups coexist and cooperatively work toward the interdependence needed for the enhancement of each group. This condition is based on the belief that all members of society benefit when diverse groups participate fully in the dominant society, yet maintain their differences.

PRACTICUM — a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

PROCESS ADDICTION — an addiction to a behavior or action, such as gambling, shopping, eating, or sexual activities.

PROFESSIONAL COUNSELOR — a counselor who has received a master's degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate licensure and certification.

PROFESSIONAL ORGANIZATIONS — in the counseling field, the American Counseling Association (ACA) and its divisions, branches, and affiliate organizations.

PROGRAM — a structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." Academic units may offer programs in Addiction Counseling; Career Counseling; Clinical Mental Health Counseling; College Counseling and Student Development; Marriage, Couple, and Family Counseling; and School Counseling, as well as Counselor Education and Supervision at the doctoral level.

PSYCHOLOGICAL FIRST AID — pragmatically oriented interventions with survivors or emergency responders targeting acute stress reactions and immediate needs and fostering short- and long-term adaptive functioning (source: American Red Cross).

RELATED PROFESSION — a profession closely related to counseling. Supervision qualifications must be commensurate with the clinical preparation and experience of professional counselors. The CACREP Board will review supervisor qualifications based on degree, licensure, and/or certification (e.g., LPC, NCC).

SPIRITUALITY — a sense of a relationship with or belief in a higher power or entity greater than oneself that involves a search for wholeness and harmony.

STANDARD — a minimal criterion that must be met.

STUDENT RETENTION POLICY — the policy by which program faculty members evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

SUPERVISION — a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship, and facilitates the associated learning and skill development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

> ***Individual supervision* —** a tutorial and mentoring relationship between a member of the counseling profession and a counseling student.
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> ***Triadic supervision*** — a tutorial and mentoring relationship between a member of the counseling profession and two counseling students.
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> ***Group supervision*** — a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

SYSTEMATIC — a regular, ongoing, comprehensive method through which a program conducts evaluations of program and student outcomes. This also applies to efforts to recruit and retain a diverse faculty and student population.

TRAUMA-CAUSING EVENT — direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to one's physical integrity; witnessing an event that involves death, injury, or a threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or close associate (*DSM IV-TR*, p. 463)

WELLNESS — a culturally defined state of being in which mind, body, and spirit are integrated in a way that enables a person to live a fulfilled life.