

Draft #1 of the 2016 CACREP Standards



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**SECTION I:
THE LEARNING ENVIRONMENT**

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

THE INSTITUTION

- A. 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.
- B. 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.
- 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 opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.
- E. The institution provides support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).
- F. The institution provides access to learning resources appropriate for scholarly inquiry, study, and research relevant to all program areas by faculty and students.
- G. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.
- H. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.
- I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual counseling and group work. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.

THE ACADEMIC UNIT

- J. Entry-level degree programs in Addiction Counseling, Marriage, Couple, and Family Counseling, and Clinical Mental Health 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. Until July 1, 2020, Career Counseling, School Counseling, and Student Affairs and College Counseling programs must be a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.
- K. The counselor education academic unit has made continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.
- L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) potential success in forming effective counseling relationships, (2) aptitude for graduate level study, (3) relevance of career goals, (4) openness to feedback and personal growth, and (5) respect for cultural differences.
- M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a program handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.
- N. The student handbook includes the (1) mission statement of the academic unit and program objectives, (2) information about appropriate professional organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) student retention policy explaining procedures for student remediation and/or dismissal from the program, (6) academic appeal policy, and (7) written endorsement policy explaining the procedures for recommending students for credentialing and employment.
- O. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.
- P. 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, 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.
- Q. The academic unit has made continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

- R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. The academic unit must employ a minimum of three core counselor education program faculty members for entry-level programs. Additional core counselor education program faculty and resources are required as the size of the program increases.
- S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.
- T. The ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.
- U. The teaching and advising loads, scholarship, and service expectations 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.
- V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

FACULTY AND STAFF

- W. Core counselor education program faculty must have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have doctoral degrees and 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.
- X. Core counselor education program faculty must identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and licenses related to their counseling specialty area(s), and (3) by showing sustained evidence of (a) regular professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.
- Y. Non-core faculty may be employed who support the mission, goals, and curriculum of the program. They must have graduate or professional degrees in a field that supports the mission of the program.
- Z. All core and non-core counselor education program faculty have relevant preparation and experience in the assigned program area and in relation to the courses they teach.
- AA. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education who has a written job description that includes, (1) responsibility for the coordination of the counseling program(s),

(2) receiving inquiries regarding the overall academic unit, (3) having input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) release time from faculty member responsibilities to administer the academic unit.

- BB. A core counselor education program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who has a written job description that includes (1) responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) receiving inquiries regarding practicum and internship experiences are referred.
- CC. The core counselor education program faculty 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.
- DD. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.

**SECTION II:
PROFESSIONAL IDENTITY**

FOUNDATION

- A. A comprehensive mission statement has been developed that brings the counselor education program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available.
- B. The program area objectives (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; and (4) are written so they can be evaluated, and (5) are publicly available.
- 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.

CURRICULUM

- D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), and (5) student performance evaluation criteria and procedures.
- E. Evidence exists of the use and infusion of current counseling-related research in the curriculum.
- F. 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

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. history and philosophy of the counseling profession and the origins of the counseling specialties;
- b. the multiple professional roles and functions of counselors across specialties and their relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication;
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams;

- d. the role and process of the professional counselor advocating on behalf of the profession;
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- 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. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling;
- i. technology's impact on the counseling profession;
- j. strategies for self-evaluation and implications for scope of practice;
- k. self-care strategies appropriate to the counselor role; and
- l. counseling supervision models, practices, and processes.

2. SOCIAL AND CULTURAL DIVERSITY

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. research addressing multicultural and pluralistic characteristics and concerns within and among diverse groups nationally and internationally;
- b. theories and models of multicultural counseling, identity development, and social justice and advocacy;
- c. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination;
- d. learning activities to foster students' self understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others' behavior;
- e. learning activities to foster understanding of the impact of clients' race, culture, and ethnicity on their help-seeking behavior;
- f. learning activities that foster understanding of the impact of clients' spiritual beliefs on their worldview;
- g. strategies for adapting counseling theories, techniques, and interventions to meet the needs of diverse clients; and
- h. multicultural competencies and strategies for working with and advocating for diverse populations.

3. HUMAN GROWTH AND DEVELOPMENT

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. theories of individual and family development across the life-span;
- b. theories of learning;
- c. theories of normal and abnormal personality development;
- d. theories and etiology of addictions and addictive behaviors;
- e. individual, biological, systemic, spiritual, and environmental factors that affect human development and behavior;
- f. effects of crisis, disasters, and other trauma-causing events on persons across the lifespan;
- g. a general framework for understanding differing abilities and strategies for differentiated interventions; and
- h. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the life-span.

4. CAREER DEVELOPMENT

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. theories and models of career development, counseling, and decision-making;
- b. approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors;
- c. processes for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology, and information systems;
- d. approaches for assessing the conditions of the work environment on clients' overall life experiences;
- e. strategies for career development program planning, organization, implementation, administration, and evaluation;
- f. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy;
- g. strategies for facilitating client skill development for career, educational, and life-work planning and management;

- h. methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making; and
- i. ethical and culturally relevant strategies for addressing career development.

5. HELPING RELATIONSHIPS

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. theories and models of effective counseling and wellness programs;
- b. a systems approach that provides an understanding of family, social, community, and political networks;
- c. theories, models, and strategies for understanding and practicing consultation;
- d. ethical and culturally relevant strategies for developing helping relationships;
- e. role of spirituality in counseling;
- f. counselor characteristics and behaviors that influence the helping process;
- g. essential interviewing, counseling, and case conceptualization skills;
- h. development of appropriate counseling treatment plans;
- i. empirically-based counseling strategies and techniques for prevention, intervention, and advocacy;
- j. strategies for prevention, intervention, and treatment of addiction and addictive behaviors;
- k. crisis intervention and suicide prevention models and strategies;
- l. psychological first aid strategies; and
- m. processes for aiding students in developing a personal model of counseling.

6. GROUP WORK

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. theoretical foundations of group work;
- b. dynamics associated with group process and development;
- c. therapeutic factors and how they contribute to group effectiveness;
- d. characteristics and functions of effective group leaders;

- e. approaches to group formation, including recruiting, screening, and selecting members;
- f. ethical and culturally relevant strategies for designing and running groups; and
- g. 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

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. historical perspectives concerning the nature and meaning of assessment;
- b. methods of effectively conducting initial intake and informal assessments;
- c. procedures for assessing suicide and violence risk;
- d. use of informal assessments for diagnostic purposes;
- e. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments;
- f. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- g. reliability and validity in the use of assessments;
- h. use of assessments relevant to academic/educational, career, and personal/social development;
- i. use of environmental assessments and systematic behavioral observations;
- j. use of symptom checklists, personality, and psychological testing;
- k. use of assessment results to effectively diagnose developmental, behavioral, and mental disorders; and
- l. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

8. RESEARCH AND PROGRAM EVALUATION

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

- a. the importance of research in advancing the counseling profession, including its use to inform evidence based practice;
- b. needs assessments and program evaluation;
- c. qualitative and quantitative methods;
- d. designs used in research and program evaluation;
- e. statistical methods used in conducting research and program evaluation;
- f. the analysis and use of data in counseling;
- g. the development of measurable outcomes for clients and/or counseling programs; and
- h. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

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.

ENTRY-LEVEL PROGRAM PRACTICUM

- A. Practicum students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term.
- B. Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- C. An average of one hour per week of individual and/or triadic supervision is provided throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in biweekly consultation with a counselor education program faculty member in accordance with the supervision agreement.
- D. An average of 1 1/2 hours per week of group supervision is provided on a regular schedule throughout the practicum by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- E. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum.
- F. Program-appropriate audio/video recordings for use in supervision and/or live supervision opportunities of the student's interactions with clients are available.
- G. An evaluation of the student's counseling performance and ability to integrate and apply knowledge throughout the practicum is conducted, including documentation of a formal evaluation after the student completes the practicum.

ENTRY-LEVEL PROGRAM INTERNSHIP

- H. 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.
- I. Internship students must complete at least 240 clock hours of direct service, including experience as a group leader.

- J. An average of one hour per week of individual and/or triadic supervision throughout the internship is provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- K. An average of 1 1/2 hours per week of group supervision is provided on a regular schedule throughout the internship by program faculty or a student supervisor who is under the supervision of a counselor education program faculty member.
- L. Students have the opportunity to become familiar with a variety of professional activities and resources in addition to direct service activities.
- M. Students are covered by individual professional counseling liability insurance policies while enrolled in internship.
- N. Program-appropriate audio/video recordings for use in supervision and/or live supervision opportunities of the student's interactions with clients are available.
- O. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge throughout the internship are conducted.

SUPERVISOR QUALIFICATIONS

- P. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must have (1) relevant experience (2) professional credentials, and (3) counseling supervision training and experience.
- Q. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed an entry level counseling 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, and (3) be under supervision from program faculty.
- R. Site supervisors must have (1) a minimum of a master's degree in counseling or a related profession (2) relevant certifications and/or licenses, (3) a minimum of two years of pertinent professional experience in the program area in which the student is enrolled, (4) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (5) relevant training in counseling supervision.
- S. Orientation, professional development opportunities, consultation, and support are provided by counselor education program faculty to site supervisors.

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

PRACTICUM AND INTERNSHIP COURSE LOADS

- U. When individual/triadic supervision is provided by the program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of faculty member load assignment.
- V. When individual/triadic supervision is provided solely by a site supervisor, and the program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of faculty member load assignment.
- W. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.
- X. When program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of faculty member load assignment.

SECTION IV

EVALUATION IN THE PROGRAM

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

- A. Counselor education program faculty engage in continuous systematic evaluation of the program mission and objectives, curricular offerings, and characteristics of current program student and applicants.
- B. Counselor education programs have a systematic developmental assessment process to evaluate individual student learning that addresses academic performance, professional development, and personal growth, and that includes (1) identified data points throughout a student's program of study where assessment will occur; (2) the means by which assessment will occur; (3) the assessment measures and formats that will be utilized; (4) processes by which student remediation will occur following summative assessments; and (5) the means by which data will be collected, analyzed, and utilized for the purpose of effective student development.
- C. Counselor education program faculty members conduct regular, formal follow-up studies of program graduates, site supervisors, and employers of program graduates to assess perceptions and evaluations of major aspects of the program.
- D. Counselor education program faculty provide evidence of the use of student and program assessment and evaluation data to inform program modifications.
- E. Counselor education program faculty disseminate an official report that includes (1) aggregate data from the student systematic developmental assessment process, (2) outcomes of formal follow up studies, and (3) descriptions of any program modifications. Students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), should be notified that the report is available, and it should be accessible to the public.
- F. 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.
- G. Students have regular and systematic opportunities to formally evaluate faculty and supervisors.
- H. Results of student course evaluations are provided to faculty in a timely manner.

ADDICTION COUNSELING

Students who are preparing to specialize as addiction counselors are expected to possess the knowledge, skills, and practices necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. In addition to the common Core curricular experiences, programs must provide evidence that student learning has occurred in the following domains. For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

FOUNDATIONS

- A. development of addiction counseling
- B. theories and models of addiction related to substance use and other addictions
- C. theories and models of prevention, consultation, education, and advocacy in addiction
- D. behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
- E. principles and philosophies of addiction-related self-help

CONTEXTUAL DIMENSIONS

- F. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- G. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
- H. substance abuse policy, financing, and regulatory processes relative to service delivery opportunities in addiction counseling
- I. importance of family, social networks, and community systems in the addiction treatment and recovery process
- J. role of spirituality in the addiction recovery process
- K. culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
- L. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

- M. 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)*
- N. cultural factors relevant to addiction and addictive behavior
- O. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
- P. legal and ethical considerations specific to addiction counseling
- Q. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling

PRACTICE

- R. techniques and interventions related to substance abuse and other addictions
- S. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
- T. individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- U. screening and assessment for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational, and personality assessments
- V. assessment of biopsychosocial and spiritual history relevant to addiction
- W. assessment for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide
- X. evaluation approaches for determining the appropriate level of care for addictive disorders and related problems
- Y. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse

CAREER COUNSELING

Students who are preparing to specialize 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 interaction of work and other life roles. In addition to the common Core curricular experiences, programs must provide evidence that student learning has occurred in the following domains. For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

FOUNDATIONS

- A. development of career counseling
- B. theories and models of consultation relevant to career counseling
- C. organizational theories, behavior, planning, communication, and management relevant to implementing and administering career development programs
- D. models for providing effective supervision to career development facilitators

CONTEXTUAL DIMENSIONS

- E. roles and settings of career counselors in private and public sector agencies and institutions
- F. the role of career counselors in educating stakeholders about the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues
- G. the role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public
- H. factors that affect clients' attitudes toward work and workers, and their career decision-making processes
- I. factors that affect life-work roles
- J. implications of gender roles and responsibilities for employment, education, family, and leisure
- K. impact of globalization on life roles, careers, and the workplace
- L. education, training, employment trends, and 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
- M. resources applicable in job forecasting, planning, policy analysis, and resource allocation
- N. community/professional resources available to assist clients in career planning and job search
- O. professional organizations, preparation standards, and credentials relevant to the practice of career counseling
- P. legal and ethical considerations specific to career counseling

PRACTICE

- Q. strategies to help clients develop skills needed to make life-work role transitions
- R. approaches to help clients acquire a set of employability and job search skills
- S. strategies to assist clients in the appropriate use of technology for career information and planning
- T. consultation skills relevant to career counseling
- U. establishing and maintaining a consulting relationship with persons who can influence clients' careers
- V. the planning and organization of a comprehensive career resource center
- W. approaches to initiate and implement a marketing and public relations campaign on behalf of career development activities and services
- X. identification, acquisition, and interpretation of sources of career information
- Y. leadership approaches for program evaluation and feedback, organizational change, decision making, and conflict resolution
- Z. dissemination and evaluation of career and educational information

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge, skills, and practices necessary to address a wide variety of circumstances within the context of clinical mental health counseling. In addition to the common Core curricular experiences, programs must provide evidence that student learning has occurred in the following domains. For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

FOUNDATIONS

- A. development of mental health counseling
- B. theories and models related to mental health counseling
- C. principles of mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health
- D. medical foundation and etiology of addiction and co-occurring disorders
- E. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

CONTEXTUAL DIMENSIONS

- F. etiology, process, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- G. mental health service delivery modalities such as inpatient, outpatient, partial treatment and aftercare and the mental health counseling services networks
- H. 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)*
- I. potential for substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- J. impact of crisis on individuals diagnosed with mental illness
- K. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- L. public policy and government relations on local, state, and national level to enhance equity funding and promote programs that affect the practice of mental health counseling
- M. cultural factors relevant to mental health counseling
- N. professional organizations, preparation standards, and credentials relevant to the practice of mental health counseling
- O. legal and ethical considerations specific to mental health counseling
- P. record keeping, third party reimbursement, and other practice and management issues in mental health counseling

PRACTICE

- Q. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- R. strategies for interfacing with the legal system regarding court referred clients
- S. techniques and interventions related to a broad range of mental health issues

MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to specialize 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, programs must provide evidence that student learning has occurred in the following domains. For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

FOUNDATIONS

- A. development of marriage, couple, and family counseling
- B. theories and models of marriage, couple, and family counseling
- C. sociology of the family, family phenomenology, and family of origin theories
- D. principles and models of assessment and case conceptualization from a systems perspective

CONTEXTUAL DIMENSIONS

- E. contemporary structures of marriages, couples, and families
- F. human sexuality and its effect on couple and family functioning
- G. immigration influences on marriages, couples, and families
- H. aging and intergenerational influences and related family concerns
- I. impact of crisis on marriages, couples, and families
- J. impact of addiction on marriages, couples, and families
- K. impact of domestic violence on marriages, couples, and families
- L. impact of trauma on marriages, couples, and families
- M. physical and mental health and illness, and psychopharmacology within marriages, couples, and families
- N. family assessments including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
- O. 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)*
- P. cultural factors relevant to marriage, couple, and family functioning

- Q. professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
- R. ethical and legal responsibilities and liabilities and family law issues unique to the practice of marriage, couple, and family counseling
- S. record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling

PRACTICE

- T. fostering family wellness
- U. techniques and interventions of marriage, couple, and family counseling
- V. strategies for applying systems theory to conceptualize and implement treatment, planning and intervention strategies in marriage, couple, and family counseling
- W. interviewing, assessment, and case management for working with individuals, couples, and families from a systems perspective
- X. strategies for applying systems assessment models and procedures to evaluate family functioning

SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P–12 students. In addition to the common Core curricular experiences, programs must provide evidence that student learning has occurred in the following domains. For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

FOUNDATIONS

- A. development of school counseling
- B. models of school counseling programs
- C. models of school-based collaboration and consultation
- D. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- E. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- F. importance of the influence of multiple factors that may affect the personal, social, and academic function of students
- G. importance of administrative and clinical supervision in school counseling

CONTEXTUAL DIMENSIONS

- H. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- I. school counselor roles in consultation with families, school personnel, and community agencies
- J. school counselor roles in student support teams
- K. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events
- L. competencies to advocate for school counseling roles
- M. advocacy competencies to promote the academic, career, and personal/social development of students
- N. qualities and styles of effective leadership in schools
- O. importance of family-school-community collaboration
- P. community resources and referral sources
- Q. professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling

- R. legal and ethical considerations specific to school counseling

PRACTICE

- S. development of school counseling program mission statements and objectives
- T. design, implementation, management, and evaluation of school counseling programs
- U. curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- V. strategies to promote academic development
- W. strategies to promote career development
- X. strategies to promote personal/social development
- Y. strategies to facilitate school transitions
- Z. strategies to reduce school dropout rates
- AA. strategies to facilitate college readiness and admissions
- BB. strategies designed to close the achievement gap
- CC. strategies to promote and develop teamwork within the school
- DD. strategies for implementing and coordinating peer intervention programs
- EE. use of accountability data to inform decision making and advocate for programs and students

STUDENT AFFAIRS AND COLLEGE COUNSELING

Students who are preparing to specialize as student affairs professionals and college counselors will demonstrate the knowledge, skills, and practices necessary to promote the development of postsecondary students. In addition to the common Core curricular experiences, programs must provide evidence that student learning has occurred in the following domains. For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

FOUNDATIONS

- A. development of student affairs and college counseling
- B. student development theories relevant to student learning and personal development
- C. organizational, management, and leadership theory relevant to student affairs and college counseling
- D. current trends in higher education and the diversity of postsecondary education environments
- E. characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- F. signs and symptoms of substance abuse in college students
- G. importance of administrative and clinical supervision in student affairs and college counseling

CONTEXTUAL DIMENSIONS

- H. roles and settings of student affairs and college counseling professionals
- I. roles of student affairs professionals and counselors in postsecondary education in relation to the operation of the institution's emergency management plan, and crises, disasters, and other trauma-causing events
- J. organizational culture, budgeting and finance, and personnel practices in postsecondary education
- K. environmental, political, and cultural factors that affect student affairs and college counseling practice
- L. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and learning opportunities in postsecondary education
- M. policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students
- N. characteristics and nature of diverse students in postsecondary education

- O. unique needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- P. influence of learning styles and personal characteristics on learning
- Q. postsecondary community resources to improve student learning and development
- R. professional organizations, preparation standards, and credentials relevant to the practice of students affairs and college counseling
- S. legal and ethical considerations specific to student affairs and college counseling

PRACTICE

- T. collaboration with P-12 personnel to facilitate postsecondary transitions
- U. collaboration with the postsecondary community to develop programs and interventions to promote the academic, social, and career success of postsecondary students
- V. design, implementation, and evaluation of student affairs and college counseling programs and services
- W. strategies for addiction intervention and outreach for students in postsecondary education
- X. use of multiple data sources to inform student programming
- Y. design and evaluation of research proposals for a human subjects/institutional review board review

DOCTORAL STANDARDS
COUNSELOR EDUCATION AND SUPERVISION

SECTION I:
THE DOCTORAL LEARNING ENVIRONMENT

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, post master's degree program - total credit hours may be higher for students who do not meet entry level degree requirements.

THE PROGRAM

- A. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry level degree.
- B. Doctoral programs (1) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (2) support faculty and students in publishing and/or presenting the results of scholarly inquiry, (3) prepare 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, and (4) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.
- C. During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (1) CACREP entry-level core curricular standards, (2) CACREP entry-level professional practice standards, and (3) CACREP entry-level curricular requirements of a specific program area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.
- D. Doctoral program admission criteria include (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, and (5) potential for scholarship, professional leadership, and advocacy.

- E. In addition to the minimum three core counselor education program faculty members required for entry level programs, two additional core counselor education program faculty are needed.
- F. Students in doctoral level programs establish an approved doctoral committee and work with the committee to develop and complete programs of study.

SECTION II:
DOCTORAL PROFESSIONAL IDENTITY

Doctoral program knowledge and outcome objectives address professional roles in these five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

For each standard listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

A. COUNSELING

1. advanced study in counseling theories
2. integration of counseling theories
3. conceptualization of clients from multiple theoretical perspectives
4. evidence-based counseling practices
5. methods for evaluating counseling effectiveness
6. ethical and culturally relevant counseling in multiple settings

B. SUPERVISION

1. purposes of clinical supervision
2. theoretical frameworks and models of clinical supervision
3. roles and relationships related to clinical supervision
4. skills of clinical supervision
5. modalities of supervision and the use of technology
6. administrative procedures and responsibilities related to clinical supervision
7. opportunities for developing a personal style of supervision
8. assessment of supervisees' developmental level and other relevant characteristics
9. evaluation, remediation, and gatekeeping in supervision
10. legal issues and responsibilities in supervision
11. ethical and culturally relevant strategies for conducting supervision

C. TEACHING

1. roles and responsibilities related to educating counselors

2. instructional theory and methods
3. models of adult development and learning
4. instructional and curriculum design, delivery, and evaluation methods
5. effective approaches for online instruction
6. screening, remediation, and gatekeeping in instructional settings
7. assessment of learning
8. ethical and culturally relevant strategies used in counselor preparation

D. RESEARCH AND SCHOLARSHIP

1. research designs appropriate to quantitative and qualitative research questions
2. univariate and multivariate research designs and data analysis methods
3. qualitative designs and approaches to qualitative data analysis
4. models and methods of instrument design
5. models and methods of program evaluation
6. action research practices and processes
7. research questions appropriate for professional research and publication
8. professional writing for journal and newsletter publication
9. professional conference proposal preparation
10. design and evaluation of research proposals for a human subjects/institutional review board review
11. funding and grant proposals
12. ethical and culturally relevant strategies for conducting research

E. LEADERSHIP AND ADVOCACY

1. theories and skills of leadership
2. leadership in professional organizations
3. leadership in counselor education programs
4. knowledge of accreditation standards and processes
5. leadership, management, and administration in counseling organizations and other institutions
6. leadership roles and strategies for responding to crises and disasters
7. strategies of leadership in consultation
8. models and competencies for advocating at the individual, system, and policy levels

9. current topical and political issues in counseling and how those issues affect the daily work of counselor and the counseling profession
10. strategies of leadership in relation to current multicultural and social justice issues
11. ethical and culturally relevant leadership and advocacy practices

**SECTION III:
DOCTORAL LEVEL PRACTICUM AND INTERNSHIP**

PRACTICUM

- A. Doctoral students are required to participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee.
- B. During the doctoral student's practicum, supervision must be provided by counselor education program faculty who have (1) relevant counseling experience (2) professional credentials, and (3) counseling supervision training and experience. The use of student supervisors is not allowed in a doctoral-level practicum.
- C. Doctoral students must participate an average of one hour per week of individual and/or triadic supervision throughout the practicum.
- D. Doctoral students must be covered by individual professional counseling liability insurance policies while enrolled in practicum.

INTERNSHIP

- E. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least 3 of the 5 doctoral core areas (Counseling, Teaching, Supervision, Research and Scholarship, Leadership and Advocacy).
- F. During internships, the student must receive an average of 1 hour per week of individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession.
- G. Group supervision is provided on a regular schedule with other students throughout the internship and is performed by a program faculty member.