



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

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| <u>Course Title:</u> | Cognitive Behavioral Theory and Strategies |
| <u>Course Number:</u> | CNS-6008 |
| <u>Course Date:</u> | Summer 2022 |
| <u>Course Meeting Times:</u> | Thursdays 5:15 – 7:15 P.M.; |
| | 30 minutes weekly asynchronous |
| <u>Course Location</u> | Community Center Room 202 – Rosemont Curtis Hall Room 253 – Cedar Crest |
| <u>Course Designation:</u> | Level II Course (Required for the Clinical Mental Health Counseling Program) |
| <u>Semester Hours:</u> | 3 |
| <u>Prerequisites:</u> | Level I Courses |
| <u>Limitation on Enrollment:</u> | 20 |

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| Instructor: | Thom Starr, PhD, LPC |
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| Phone: | 610.527.0200, x2375 |
| Office: | Good Counsel Hall – Room 208-B |
| Office Hours: | T (2:00 P.M. – 5:00 P.M.); W (1:00 P.M. – 5:00 P.M.) |

Course Description: This course focuses on the theories and methods used in Cognitive Behavioral Therapy. Emphasis will be placed on core beliefs, automatic thoughts, the structure of a therapeutic session and techniques and strategies related to counseling skills. Through case studies and skills practice, students will become proficient in implementing practical counseling skills including related to the Cognitive Behavioral approach.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note 1: The instructor reserves the right to adjust the course schedule and content during the

semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

Note 2: Recorded counseling sessions must be deleted from personal recording devices once counseling sessions have been reviewed and feedback has been provided to the student.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Understand the philosophy and rationale of Cognitive Behavioral Theory as well as its strategies for application within a counseling setting.
- B. Implement foundational Cognitive Behavioral counseling skills, such as goal setting and setting homework for individuals at various developmental stages and across multicultural populations.
- C. Apply knowledge of and competency in basic components of conducting a Cognitive Behavioral interview through open-ended and closed-ended questioning to encourage in-session communication with individuals seeking counseling.
- D. Evaluate appropriate therapeutic responses based on ethical and legal standards in counseling to ensure best practices are implemented for individuals seeking counseling.
- E. Exhibit high quality cultural competency that considers both client other-awareness and counselor self-awareness with an attention to multicultural aspects into professional practice.
- F. Employ counseling skills that include assessment techniques such as the Beck Depression Inventory (BDI), Beck Anxiety Inventory (BAI), and Beck Hopelessness Scale (BHS) to facilitate discussion and mutual decision-making between counselor and client and create positive change on the path to a healthy lifestyle.
- G. Determine ethically appropriate practices in situations that require referral for outside services and/or termination of the therapeutic relationship to support the needs of individuals seeking counseling during transitional periods.
- H. Differentiate between the use of effective Cognitive Behavioral counseling skills and techniques for individuals experiencing crisis and non-crisis situations to appropriately address the situational needs on individuals.

II. Course Content

- A. Introduction, philosophy, and rationale of counseling
 - a. History/CBT Models/Socratic Questioning

- b. Goals and purposes
 - c. Philosophical bases
 - d. Ethical standards and legal issues
- B. Structuring a First Session and Subsequent Sessions
- a. Role and identity of the counselor
 - i. Professional identity
 - ii. Spacing and timing of a session
 - iii. Establishing rapport
 - iv. Psychoeducation
 - v. Inventories (BDI, BHS, BAI, SSI)
 - vi. Presenting Problem
 - vii. Dealing with Resistance
 - viii. Homework
 - ix. Feedback
 - x. Termination and Relapse Prevention
- C. Core Beliefs/Automatic Thoughts
- a. How core beliefs are established
 - b. Core Belief Work Sheet
 - c. Cognitive Distortions and Errors in Thinking
 - d. “Shoulds”
 - e. Catastrophizing
- D. CBT for Depressed/Anxious Clients
- a. Case Studies
 - b. Cognitive Restructuring and Reframing
 - c. Behavioral Techniques
- E. Ethical standards and legal issues
- a. Standards of counseling
 - b. Legal concepts, codes, and rules
 - c. Standards of practice for various age groups
 - d. Client records
 - e. Confidentiality
 - f. Scope and limits of practice
 - g. Termination
- F. Multicultural Aspects
- a. Self and other-awareness

- b. CBT techniques
 - c. Lifespan
 - d. Disability status
 - e. Sexual orientation
 - f. Gender identity
 - g. Race and ethnicity
- G. Crisis response
- a. Safety plans
 - b. Emergency intervention
 - c. I-Statements
 - d. Feeling reflection
- H. Self-Examination
- a. Self-assessment
 - b. Supervision

III. Methods of Instruction

- A. Lecture and discussion
- B. Assisted technology
- C. Course readings
- D. Role play
- E. Case studies

IV. Methods of Assessment

| Assessment | Points | Due Dates |
|--|--------------------|------------------|
| A. Synchronous Class Participation and Skills Practice | 15-Points | Weekly |
| B. Asynchronous Class Attendance and Participation | 15-points | |
| B. Scholarly Article Critique | 20-Points | |
| C. Case Study Reflections (2) | 2 X 10 = 20-Points | |
| F. Final Examination | 30-Points | |
| Total | 100-Points | |

A. Synchronous Class Participation:

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.
- Skills Practice: Throughout the semester, students will practice learned Cognitive Behavioral skills. There will be role play scenarios where students will serve as clinicians, clients and observers. Two of these counseling sessions will be reviewed and evaluated by the instructor. A rubric will be provided for students to follow which includes following the Cognitive Behavioral structure, assigning homework, using cognitive restructuring or other appropriate techniques, asking open-ended questions, asking for feedback and making a plan for the next session.

Note: Current real life problems and difficulties should not be utilized as a focal point of the mock counseling sessions to deter students from experiencing potential emotional strife as a result of disclosing such personal circumstances. If students require emotional support in the form of a counselor, the student should visit the counseling center on campus.

Total Points: 15-Points

Student Learning Outcomes: B - H

B. Asynchronous Class Participation:

Students will engage in a total of seven hours of asynchronous work throughout the summer semester. This work will include additional readings, podcasts and other mediums, and discussion posts. They will sometimes be linked to experiential activities during the class session.

Between weeks 4 through 13, students will be evaluated on their participation within a 5-10 minute Canvas discussion board post based upon previous and current readings and activities within course. The instructor will decide on the discussion topic and students will be expected to participate in the discussion by posing original thought, debating the thoughts expressed by peers, and citing evidence from readings. The discussions will function to track attendance as it applies to points towards your final grade and allow the instructor to understand who is completing the reading assignments. At the end of the discussion, students will submit a description of one learning gathered from the readings and discussion.

Total Points: = 15-Points

Student Learning Outcomes: A - H

C. Scholarly Article Critique: Please access a scholarly journal (i.e., Journal of Counseling Psychology, Journal of Counseling and Development, Journal of Multicultural Counseling and Development) through the Rosemont College Library Database. Please select an article of interest to you that utilized the Cognitive-Behavioral approach with a specific population for treatment of a specific mental health disorder(s). Students will be required to write a minimum of a 2-page critique of the article.

Students will present the article to the class in an informal format. Your classmates will have the opportunity to ask questions and provide feedback. The assignment will encompass the following:

- (1) 1-2 paragraph summary of article
- (2) Description how the Cognitive Behavioral approach would be effective with the population of interest
- (3) Implications for clinical mental health counselors
- (4) Areas for future research on the topic/limitations
- (5) Appropriate APA Formatting

Total Points: 15-Points

Student Learning Outcomes: A, D, G, H

D. Case Study Reflections: Students will respond to questions at the conclusion of case studies provided to them in order to develop a deeper understanding conceptualization from the Cognitive Behavioral perspective. The 1-2 page assignment will encompass the following:

- (1.) A short synopsis of the case study
- (2.) Response to each question with key concepts and strategies related to the Cognitive Behavioral approached infused throughout responses
- (3) Treatment plan approach from a Cognitive-Behavioral perspective, i.e. items of clinical importance, diagnosis where applicable, and treatment techniques

Total Points: 2 X 10 = 20-Points

Student Learning Outcomes: A, D, F, G

E. Final Examination: A final examination will be given at endpoint of the semester. The examination will be in the format of short answer questions. The final exam will review information for the entire semester.

Total Points: 30-points

Student Learning Outcomes: A - H

V. **Final Grade Scale**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

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|-----|--------------|
| A | 100 – 93 |
| A- | 90 – 92 |
| B+ | 87 – 89 |
| B | 83 – 86 |
| *B- | 80 – 82 |
| *C+ | 77 – 79 |
| *C | 73 – 76 |
| *C- | 70 – 72 |
| *F | 70 and Below |

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct

correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2021 - 2022 Graduate Academic Calendar:

https://rosemont.edu/resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Required Textbook and Equipment

Burns, D. D. (2008). *Feeling Good*. New YorkCity, New York: Harper Collins.

VII. Tentative Course Schedule

| Date | Topics/Activities | Assignments Due |
|-----------------------|--|---------------------|
| Week 1: 05/12/2022 | What is CBT? History of the CBT Model | |
| Week 2: 05/19/2022 | Assessments | Feeling Good Part I |

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| Week 3: 05/26/2022 CEDAR CREST | Structuring a first session. Why is it so structured? Ethical considerations | Scholarly Article Critique Role plays and observation |
| Week 4: 06/02/2022 | Structuring subsequent sessions Core beliefs | Core belief worksheet |
| Week 5: 06/09/2022 | Cognitive distortions, errors in thinking, & automatic thoughts | Skills Practice (1) |
| Week 6: 06/16/2022 CEDAR CREST | CBT theory and strategies for depressed clients | Skills Practice (2) Feeling Good Part III |

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| Week 7: 06/23/2022 | CBT theory and strategies for anxious clients | Skills Practice (3) |
| Week 8: 06/30/2022 | CBT strategies and techniques for all clients Shoulds Jumping to Negative Conclusions Cost/Benefit Analysis | Skills Practice (4) Feeling Good Part IV |
| Week 9: 07/07/2022 | SUMMER BREAK | |
| Week 10: 07/14/2022 CEDAR CREST | DBT Theory | |
| Week 11: 07/21/2022 | Relapse Prevention | Case Study Reflection (1) |
| Week 12: 07/28/2022 | Multicultural factors related to CBT Class discussion on case study | Case Study Reflection (2) |
| Week 13: 08/04/2022 | | |
| Week 14: 08/11/2022 | | |
| Week 15: 08/18/2022 | Termination Conferences/Final Exam Professional Identity | Evaluations and discussion |

VIII. Bibliography

A. **Print Resources**

Aharonovich, E., Hasin, D. S., Nunes, E. V., Stohl, M., Cannizzaro, D., Sarvet, A., ... Genece, K. G. (2018). Modified cognitive behavioral therapy (M-CBT) for cocaine dependence: Development of treatment for cognitively impaired users and results from a stage 1 trial.

- Psychology of Addictive Behaviors*, 32(7), 800-811. doi: 10.1037/adb0000398.
- American Counseling Association. (2014). *2015 Code of Ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Dobson, D. J. G., & Dobson, K. S. (2018). Avoidance in the clinic: Strategies to conceptualize and reduce avoidant thoughts, emotions, and behaviors with cognitive-behavioral therapy. *Practice Innovations*, 3(1), 32-42. doi:10.1037/pri0000061.
- Early, B. P., & Grady, M. D. (2017). Embracing the contribution of both behavioral and cognitive theories to cognitive behavioral therapy: Maximizing the richness. *Clinical Social Work Journal*, 45(1), 39-48. doi:10.1007/s10615-016-0590-5.
- Gardner, J. R. (2017). Divergence and convergence: An examination of cognitive-behavioral and dynamic therapies, theoretical and clinical perspective. *Journal of Psychotherapy Integration*, 27(3), 395-406. doi:10.1037/int0000052.
- Hamblen, J. L., Norris, F. H., Symon, K. A., & Bow, T. E. (2017). Cognitive behavioral therapy for postdisaster distress: A promising transdiagnostic approach to treating disaster survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*, 9, 130-136. Doi:10.1037/tra0000221.
- Linardon, J., Wade, T. D., de la Piedad Garcia, X., & Brennan, L. (2017). The efficacy of cognitive-behavioral therapy for eating disorders: A systematic review and meta-analysis. *Journal of Consulting and Clinical Psychology*, 85(11), 1080-1094. doi:10.1037/ccp0000245.
- Luxford, S., Hadwin, J. A., & Kovshoff, H. (2017). Evaluating the effectiveness of a school-based cognitive behavioral therapy intervention for anxiety disorders in adolescents diagnosed with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 47(12), 3896-3908. doi:10.1007/s10803-016-2857-7.
- Scogin, F., Lichstein, K., DiNapoli, E. A., Woosley, J., Thomas, S. J., LaRocca, M. A., ... Geyer, J. D. (2018). Effects of integrated telehealth-delivered cognitive-behavioral therapy for depression and insomnia in rural older adults. *Journal of Psychotherapy Integration*, 28(3), 292-309. doi: 10.1037/int0000121.
- Spears, C. A., Hedeker, D. Li, L., Wu, C., Anderson, N. K., Houchins, S. C., ... Wetter, D. W. (2017). Mechanisms underlying mindfulness-based addiction treatment versus cognitive behavioral therapy and usual care for smoking cessation. *Journal of Consulting and Clinical Psychology*, 85(11), 1029-1040. doi:10.1037/ccp0000229.

Villabo, M. A., Narayanan, M., Compton, S. N., Kendall, P. C., & Neumer, S. P. (2018). Cognitive-behavioral therapy for youth anxiety: An effectiveness evaluation in community practice. *Journal of Consulting and Clinical Psychology, 86*(9), 751-764. doi:10.1037/ccp0000326.

B. Non-Print Resources

American Counseling Association: <http://www.counseling.org>

American School Counselors Association: www.asca-ins.com/

Association for Behavioral and Cognitive Therapies:

<http://www.abct.org/Information/?fa=WhatIsCBTpublic>

Beck Institute: <https://beckinstitute.org/get-training/>

CACREP: www.cacrep.org

Culture-based resource: www.nativeweb.com

Distance career counseling: www.readyminds.com

National Board of Certified Counselors (NBCC): www.nbcc.org

National Clearinghouse for Alcohol & Drug Information (NCADI): <http://www.health.org/>

National Alliance on Mental Illness: <https://www.nami.org/learn-more/treatment/psychotherapy>

U.S. Department of Health and Office of Minority Health Resource Center: www.omhrc.org

IX. CACREP Standards Assessment Crosswalk

| CACREP Standard (Main Content) | Assessment | Student Learning Outcome |
|--|---|----------------------------|
| History and philosophy of the counseling profession and its specialty areas (1a. Professional Counseling Orientation and Ethical Practice). | Attendance and Participation, Final Examination | (A) (D) (F) (G) (H) |
| Ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice). | Attendance and Participation, Case Study Reflections, Skills Practice | (D) (G) |

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| Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice). | Skills Practice | (B) (C) (F) |
| Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity). | Scholarly Article Critique, Skills Practice, Case Study Reflection | (B) (E) (F) (H) |
| The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity). | Scholarly Article Critique, Skills Practice, Case Study Reflection | (E) (H) |
| The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity). | Attendance and Participation, Skills Practice | (D) (E) (H) |
| Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity). | Scholarly Article Critique | (A) (D) (E) |
| Theories of learning (3b. Human Growth and Development). | Attendance and Participation, Scholarly Article Critique, Final Examination | (A) (C) |
| Theories of normal and abnormal personality development (3c. Human Growth and Development). | Attendance and Participation, Scholarly Article Critique, Final Examination | (A) (C) (H) |
| Biological, neurological, and physiological factors that affect human development, functioning, and behavior (3e. Human Growth and Development). | Attendance and Participation, Scholarly Article Critique | (F) |
| Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development). | Case Study Reflections, Skills Practice | (C) (E) (H) |

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| Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development). | Attendance and Participation, Scholarly Article Critique | (H) |
| Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development). | Attendance and Participation, Scholarly Article Critique, Final Examination | (B) (D) (E) (G) |
| Approaches for assessing the conditions of the work environment on clients' life experiences (4d. Career Development). | Case Study Reflection | (B) (F) (G) |
| Theories and models of counseling (5a. Counseling and Helping Relationships). | Attendance and Participation, Scholarly Article Critique, Final Examination | (A) (C) (E) |
| A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships). | Case Study Reflections, Skills Practice | (C) (E) (H) |
| Essential interviewing, counseling, and case conceptualization skills (5g. Counseling and Helping Relationships). | Case Study Reflections, Skills Practice | (B) (C) (E) (G) |
| Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships). | Case Study Reflections, Skills Practice | (B) (F) (G) |
| Development of measurable outcomes for clients (5i. Counseling and Helping Relationships). | Case Study Reflections | (B) (F) (G) |
| Evidenced-based counseling strategies and techniques for prevention or intervention plans (5j. Counseling and Helping Relationships). | Attendance and Participation, Case Study Reflections, Scholarly Article Critique, Skills Practice, Final Examination | (A) (B) (C) (F) (H) |
| Processes for aiding students in developing a personal model of counseling (5n. Counseling and Helping Relationships). | Scholarly Article Critique, Skills Practice | (B) (C) |
| Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing). | Attendance and Participation, Skills Practice, Final Examination | (C) (H) |

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| Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing). | Attendance and Participation, Skills Practice, Final Examination | (C) (H) |
| Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing). | Attendance and Participation, Skills Practice, Final Examination | (C) (F) |
| The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation). | Scholarly Article Critique | (D) |
| Identification of evidence-based counseling practices (8b. Research and Evaluation). | Attendance and Participation, Case Study Reflections | (D) |

| CACREP Specialty Standards (Clinical Mental Health Counseling) | Assessment | Student Learning Outcome |
|---|---|---------------------------------|
| 1. Foundations | | |
| B. Theories and models related to clinical mental health counseling | Attendance and Participation, Scholarly Article Critique, Final Examination | (A) (C) (E) |
| C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | Attendance Participation, Case Study Reflections | (A) (C) (F) |
| E. Psychological tests and assessments specific to clinical mental health counseling | Attendance and Participation, Skills Practice, Final Examination | (C) (F) |
| 2. Contextual Dimensions | | |
| B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders | Attendance and Participation, Case Study Reflections, Final Examination | (B) (F) (G) |

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| D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) | Case Study Reflections, Final Examination | (F) |
| F. Impact of crisis and trauma on individuals with mental health diagnoses | Attendance and Participation, Skills Practice, Final Examination | (C) (H) |
| G. Impact of biological and neurological mechanisms on mental health | Attendance and Participation, Scholarly Article Critique | (F) |
| J. Cultural factors relevant to clinical mental health counseling | Scholarly Article Critique, Skills Practice, Case Study Reflection | (B) (E) (F) (H) |
| L. Legal and ethical considerations specific to clinical mental health counseling | Attendance and Participation, Case Study Reflections, Skills Practice | (D) (G) |
| 3. Practice | | |
| A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | Attendance Participation, Case Study Reflections | (A) (C) (F) |
| B. Techniques and interventions for prevention and treatment of a broad range of mental health issues | Attendance and Participation, Case Study Reflections, Scholarly Article Critique, Skills Practice, Final Examination | (A) (B) (C) (F) (H) |