



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

**Course Title:** Counseling Skills and Techniques  
**Course Number:** CNS-6010  
**Course Date:** Fall 2020  
**Course Meeting Times:** Wednesdays 5:15 – 7:15  
**Course Location:** Good Counsel Hall – Room 109  
**Course Designation:** Level 1 Course (Required Course for Clinical Mental Health Counseling Program and School Counseling Program)  
**Semester Hours:** 3  
**Prerequisites:** None  
**Limitation on Enrollment:** 12

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**Instructor:** Dr. Patrick Rowley  
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**Office:** Good Counsel Hall – Room 208-B  
**Office Hours:** T (2:00 P.M. – 5:00 P.M.);  
W (2:00 P.M. – 5:00 P.M.)

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**Course Description:** This course focuses on the development of counseling skills through instruction and experiential exercises including videotaped practice sessions. Emphasis on techniques and skills including developing a treatment alliance, active listening, reflection,

formulation of questions, and addressing such issues as resistance to treatment and personal biases.

**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. Examine the philosophy and rationale of counseling and helping skills to identify appropriate skills and techniques for implementation within a counseling setting.
- B. Demonstrate the ability to implement foundational counseling skills to effectively engage individuals seeking assistance in a therapeutic relationship.
- C. Apply knowledge of and competency in basic components of conducting an interview through open-ended and closed-ended questioning to appropriately encourage in-session communication with individuals seeking counseling.
- D. Evaluate appropriate 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 to integrate an attention to multicultural aspects into professional practice.
- F. Employ counseling skills that include assessment techniques to facilitate discussion and mutual decision-making between counselor and client to 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 transitions.

H. Utilize a variety of counseling skills and approaches to meet the needs of individuals across the lifespan, across diverse populations, and living in various settings.

I. Differentiate between the use of effective counseling skills and techniques for individuals experiencing non-crisis and crisis situations to appropriately address the situational needs on individuals.

## **II. Course Content**

A. Introduction, philosophy, and rationale of counseling

- a. Definition of counseling
- b. Goals and purposes
- c. Philosophical bases
- d. Ethical standards and legal issues

B. Principles of counseling and helping

- a. Role and identity of the counselor
  - i. Professional identity
  - ii. Change agent
  - iii. Individual counseling
  - iv. Group counseling
  - v. Consultation skills
  - vi. Crisis counseling
  - vii. Outside referral

b. Settings of counseling

- i. School
- ii. Mental health agency
- iii. Substance abuse
- iv. Correctional facility
- v. Higher education

C. Basic counseling skills

- a. Attending skills
  - b. Attentive listening
  - c. Inquiry skills
  - d. Observation skills
  - e. Clarifying skills
  - f. Paraphrasing, reflection, and summarizing
  - g. Confrontation skills
  - h. Self-disclosure
  - i. Immediacy
  - j. Silence
  - k. Empathy
  - l. Goal setting
  - m. Feedback
- D. Interview Process
- a. Physical environment
  - b. Therapeutic relationship
  - c. Gathering information
    - i. Open and closed-ended questions
    - ii. Structured and semi-structured interviews
    - iii. Questionnaires and assessments
  - d. Verbal and non-verbal communication
- 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
- F. Multicultural Aspects
- a. Self and other-awareness
  - b. Counseling techniques

- c. Lifespan
  - d. Disability status
  - e. Sexual orientation
  - f. Gender identity
  - g. Race and ethnicity
  - h. English language learners
- G. Facilitating change
- a. Action planning
  - b. Integrating counseling skills
    - i. Positive re-frame
    - ii. Interpretation
    - iii. Changing the narrative
    - iv. Exploring beliefs and values
    - v. Meaning making
  - c. Integrating counseling theory
  - d. Extra-therapeutic techniques
  - e. Case conceptualization
- H. Termination
- a. Evaluation
  - b. Referral
  - c. Planning
  - d. Follow-up
- I. Crisis response
- a. Safety plans
  - b. Emergency intervention
  - c. I-Statements
  - d. Feeling reflection
- J. 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. Video presentation
- F. Case studies

**IV. Methods of Assessment**

Assessment	Points
A. Attendance and Participation (10)	1 X 10 = 10-Points
B. Scholarly Article Critique	15-Points
C. Case Study Reflections (2)	2 X 10 = 20-Points
D. Skills Practice Recordings (2)	2 X 15 = 30-Points
E. Self-Efficacy Assessments and Reflection (2)	25-Points
<b>Total</b>	<b>100-Points</b>

- A. **Attendance and Participation:** 5-Questions will be posed at the start of each class session (Weeks 4-13). Each student will respond to all questions as a means to determine whether students are reviewing the assigned readings and comprehending the material. Students will not be penalized for responding incorrectly to the questions. The questions will only 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.

**Total Points:** 10 X 1 = 10-Points

**Student Learning Outcomes:** A - I

- B. **Scholarly Article Critique:** Students will 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 relates to technology assisted counseling relationships and how your article could relate to a specific multicultural population. You will be responsible for writing a 2-

page critique of the article and posting this critique to a discussion forum so that your peers will have the opportunity to view your critique. The assignment will encompass the following:

- (1) 1-2 paragraph summary of article
- (2) Implications for clinical mental health counselors / school counselors
- (3) Relation to specific multicultural population
- (4) Areas for future research on the topic
- (5) Appropriate APA Formatting

**Total Points:** 15-Points

**Student Learning Outcomes:** A, D, E, G

- C. **Case Study Reflections:** Students will respond to questions at the conclusion of some chapters in the MacCluskie textbook that present a case study to develop a deeper understanding on their perspective of the case study and how their response may or may not be different than what was presented. The 1-2 page assignment will encompass the following:

- (1.) A short synopsis of the case study
- (2.) Responses to all questions posed at the conclusion of the case study
- (3.) Communicate what your next course of action would be based on a theoretical approach. Make sure to use a systems approach as well as evidenced-based practices to determine your course of action.
- (4.) Appropriate APA Formatting.

**Total Points:** 2 X 10 = 20-Points

**Student Learning Outcomes:** A, C, D, E

- D. **Skills Practice Recordings:** Throughout the semester, students will practice learned counseling skills at the conclusion of each class session. Two of these counseling sessions will be recorded and submitted with a 2-page description on the types of skills utilized within the recorded session and an analysis on the effectiveness of how these skills were implemented. All recorded sessions will occur with the assistance of a peer in the course. The 2-page reflection will include the following:

- (1) Communication of at least 5 skills implemented within the session
- (2) Time stamps for each of the 5 skills implemented

- (3) Short description on the effectiveness or ineffectiveness of the 5 skills implemented
- (4) Brief description on how you would improve any skills, if you felt the skill in question was ineffective

**Note:** Real life problems and difficulties should not be utilized as a focal point of the mock counseling sessions to deter students from experience 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:** 2 X 15 = 30-Points

**Student Learning Outcomes:** B, C, D, E, F, G, H, I

- E. **Self-Efficacy Assessments & Reflection:** At the beginning of the semester and the conclusion of the semester, students will complete a self-efficacy assessment that reviews student ability to implement specific counseling skills effectively. Students will measure their ability to implement these skills throughout the semester through this assessment as well as practice sessions with peers. Make sure to use your peer as a resource for your own development. Your peer will rate your performance on a scale from 1-10 at the conclusion of your practice sessions and provide you feedback. After the self-efficacy assessment is completed a second time at the conclusion of the semester, students will write a 4-5-page reflection on how their skills have progressed or regressed and what has impacted student progression and/or regression. Students should consider how they may or may not be able to implement counseling skills across multicultural populations in addition to how personal biases or experiences may inhibit the ability to implement specific skills.

**Total Points:** 25-Points

**Student Learning Outcomes:** B, E, F, H, I

## V. Final Grade Scale

**Note:** All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

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](#)

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 2018-2019 Graduate Academic Calendar:**

[https://rosemont.edu/\\_resources/site-pdfs/registrar/2018-2019\\_sgps\\_academic\\_calendar.pdf](https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf)

**VI. Required Textbook and Equipment**

- A. MacCluskie, K. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism, and self-awareness*. Upper Saddle River, NJ: Pearson Education, Inc.
  - B. Video recorder for taping and presenting sessions
- Suggested Textbook
- C. Ivey, A. E., Bradford Ivey, M. & Zalaquett, C. P. (2016). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Boston, MA: Cengage Learning.

**VII. Tentative Course Schedule**

Date	Topics/Activities	Assignments Due
Week 1: 09/05/2018	MacCluskie (Chapter 1): Counseling Skills and You	<b>Self-Efficacy Assessment (1)</b>
Week 2: 09/12/2018	MacCluskie (Chapter 2): Multiculturalism and Diversity in Counseling	
Week 3:	MacCluskie (Chapter 3): The Microskills Model	<b>Scholarly Article Critique</b>

09/19/2018		
Week 4: 09/26/2018	MacCluskie (Chapter 4 & 5): Attending Behaviors & Client Observation	
Week 5: 10/03/2018	MacCluskie (Chapter 6): Silence, Minimal Encouragers, Paraphrasing, and Summarizing	<b>Skills Practice Recording (1)</b>
Week 6: 10/10/2018	MacCluskie (Chapter 7 & 8): Questioning & Feeling Reflection	
Week 7: 10/17/2018	MacCluskie (Chapter 9): Reflection of Meaning	<b>Case Study Reflection</b>
Week 8: 10/24/2018	MacCluskie (Chapter 10): Confrontation	
Week 9: 10/31/2018	MacCluskie (Chapter 12 & 16): The Counseling Process & Self-Awareness and Self-Care	<b>Case Study Reflection</b>
Week 10: 11/07/2018	MacCluskie (Chapter 11): Counseling Theories	
Week 11: 11/14/2018	MacCluskie (Chapter 13): Intake Interviews and Initial Assessment	<b>Skills Practice Recording (2)</b>
Week 12: 11/21/2018	<b>Fall Break – No Class</b>	
Week 13: 11/28/2018	MacCluskie (Chapter 14): Empirically Supported Techniques and Common Psychotherapeutic Factors	<b>Self-Efficacy Assessment (2)</b>
Week 14: 12/05/2018	MacCluskie (Chapter 15): Integrated Case Conceptualization	<b>Self-Efficacy Reflection</b>

### VIII. Bibliography

## A. Print Resources

- American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Baker, S.B., & Gersler, E.R. (2007). *School counseling for the twenty-first century*. Upper Saddle River, NJ: Prentice Hall.
- Barr, R., & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work*. Needham Heights, MA: Allyn and Bacon.
- Carkhuff, R. R. (1993). *The art of helping VIII*. Amherst, MA: Human Resource Development Press.
- Carkhuff, R. R. (2000). *Human possibilities*. Amherst, MA Possibilities Publishing.
- Cochran, J. L., & Cochran, N. H. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Belmont, CA: Thomson Brooks/Cole.
- Corey, G. (2008). *Case approach to counseling and psychotherapy*. Florence, KY: Wadsworth.
- Corey, M. S., & Corey, G. (2007). *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.
- Cormier, S., & Hackney, H. (2008). *Counseling strategies and interventions* (7<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Corsini, R. J., & Wedding, D. (2007). *Current psychotherapies*. Florence, KY: Wadsworth.
- Egan, G. (2001). *The skilled helper: A systematic approach to effective helping* (7<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole.
- Evans, D.R. (2007). *Essential interviewing: A programmed approach to effective Communication*. Florence, KY: Wadsworth. [SEP]
- Gladding, S. T. (2005). *Counseling as an art: The creative arts in counseling*. Alexandria, VA: American Counseling Association.
- Gladding, S. T., (2009). *Counseling: A comprehensive profession*. Upper Saddle River, NJ: Prentice Hall.
- Hatch, T., Carey, J.C., & Dimmitt, C. (2007). *Evidenced-based school counseling: Making a*

*difference with data-driven practices*. Thousand Oaks, CA: Corwin.

Helms, J. E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process*. Boston, MA: Allyn and Bacon.

Hill, C. (2004). *Helping skills: Facilitating exploration, insight, and action* (3<sup>rd</sup> ed.). Washington, DC: American Psychological Association.

Johnson, S. (2003). *Therapist's guide to clinical intervention*. Burlington, MA: Elsevier<sup>[SEP]</sup>Knapp.

Pope, K., & Vazquez, M.J.T. (2007). *Ethics in psychotherapy and counseling: A practical guide*. Hoboken, NJ: Jossey-Bass.

Seligman, L. (2004). *Diagnosis and treatment planning in counseling*. New York: Kluwer<sup>[SEP]</sup>Sklare.

Sue, D.W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice*. Hoboken, NJ: Wiley.

Ungar, M. (2011). *Counseling in challenging contexts*. Belmont CA: Brooks/Cole.

Uwe, P.G., & Draquns, J.G. (Eds.) (2008). *Principles of multicultural counseling and therapy*. London: Taylor and Francis<sup>[SEP]</sup>Winslade.

## **B. Non-Print Resources**

*Childhood depression*. New York: Insight Media.

*Counseling children: A microskills approach*. Framingham, MA: Microtraining and Multicultural Development.

*Counseling and psychotherapy with Native American Indians*. Framingham, MA: Microtraining and Multicultural Development.

*Counseling the multiracial population: Couples, individuals, and families*. Framingham, MA: Microtraining and Multicultural Development.

*Culture-centered counseling and interviewing skills*. Framingham, MA: Microtraining and Multicultural Development.

*Culture diversity in mental health counseling*. New York: Insight Media.

*Cultural identity vs. acculturation: Implications for theory, research, and practice*. New York: Insight Media.

*Gay couples: The nature of relationships*. Princeton, NJ: Films for the Humanities and Sciences.

*Group microskills: Encountering diversity*. New York: Insight Media.

*Guidelines for counseling Asian-American clients*. Framingham, MA: Microtraining and Multicultural Development.

*Helping Children in Crisis*. New York: Insight Media.

*Helping people at risk of suicide or self-harm*. New York: Insight Media.

*Teen and child depression*. Princeton, NJ: Films for the Humanities and Sciences.

*Trauma and healing*. Crystal Lake, IL: Magna Systems.

*Understanding prejudice*. Princeton, NJ: Films for the Humanities and Sciences.

*Understanding the similarities and differences between your culture and other cultures*. New York: Insight Media.

*Violent and abusive behavior*. New York: Insight Media.

*White identity theory: Origins and prospect*. Framingham, MA: Microtraining and Multicultural Development.

### **C. Websites**

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

American School Counselors Association: [www.asca-ins.com/](http://www.asca-ins.com/)

CACREP: [www.cacrep.org](http://www.cacrep.org)

Center for AIDS Intervention Research: <http://www.cair.mcw.edu/index.asp>

Culture-based resource: [www.nativeweb.com](http://www.nativeweb.com)

Distance career counseling: [www.readyminds.com](http://www.readyminds.com)

National Board of Certified Counselors (NBCC): [www.nbcc.org](http://www.nbcc.org)

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

New Jersey Counseling Association: <http://www.njcounseling.org>

New Jersey Department of Education (Certification): <http://www.state.nj.us>

Rutgers University Center of Alcohol Studies: [www.rci.rutgers.edu/~cas2](http://www.rci.rutgers.edu/~cas2)

U.S. Department of Health and Office of Minority Health Resource Center: [www.omhrc.org](http://www.omhrc.org)

### IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling ( <b>1i. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation	(A) (D) (E) (F) (G) (H) (I)
Technology's impact on the counseling profession ( <b>1j. Professional Counseling Orientation and Ethical Practice</b> ).	Scholarly Article Critique	(A) (D) (E)
Strategies for personal and professional self-evaluation and implications for practice ( <b>1k. Professional Counseling Orientation and Ethical Practice</b> ).	Skills Practice Recordings; Self-Efficacy Assessments & Reflection	(B) (C) (F)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ( <b>2a. Social and Cultural Diversity</b> ).	Scholarly Article Critique; Self-Efficacy Assessments & Reflection	(B) (E) (F) (H) (I)
Multicultural counseling competencies ( <b>2c. Social and Cultural Diversity</b> ).	Attendance	(E) (H)
The impact of heritage, attitudes, beliefs,	Scholarly Article	(E) (H) (I)

understandings, and acculturative experiences on an individual's views of others <b>(2d. Social and Cultural Diversity)</b> .	Critique; Self-Efficacy Assessments & Reflection	
The effects of power and privilege for counselors and clients <b>(2e. Social and Cultural Diversity)</b> .	Attendance and Participation; Self-Efficacy Assessments & Reflection	<b>(D) (E) (H)</b>
Help-seeking behaviors of diverse clients <b>(2f. Social and Cultural Diversity)</b> .	Scholarly Article Critique	<b>(A) (D) (E)</b>
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination <b>(2h. Social and Cultural Diversity)</b> .	Attendance and Participation; Scholarly Article Critique; Self-Efficacy Assessments & Reflection	<b>(A) (B) (D) (E) (H)</b>
Systemic and environmental factors that affect human development, functioning, and behavior <b>(3f. Human Growth and Development)</b> .	Attendance and Participation	<b>(H)</b>
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors <b>(4b. Career Development)</b> .	Case Study Reflections	<b>(A) (E)</b>
Theories and models of counseling <b>(5a. Counseling and Helping Relationships)</b> .	Attendance and Participation; Case Study Reflections	<b>(A) (D) (E)</b>
A systems approach to conceptualizing clients <b>(5b. Counseling and Helping Relationships)</b> .	Case Study Reflections	<b>(A) (E)</b>
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships <b>(5d. Counseling and Helping Relationships)</b> .	Scholarly Article Critique	<b>(A) (D) (E)</b>
The impact of technology on the	Scholarly Article	<b>(A) (D)</b>

counseling process ( <b>5e. Counseling and Helping Relationships</b> ).	Critique	
Counselor characteristics and behaviors that influence the counseling process ( <b>5f. Counseling and Helping Relationships</b> ).	Scholarly Article Critique; Skills Practice Recordings	(A) (D) (E) (G)
Evidenced-based counseling strategies and techniques for prevention or intervention ( <b>5j. Counseling and Helping Relationships</b> ).	Attendance and Participation	(A) (D)
Processes for aiding students in developing a personal model of counseling ( <b>5n. Counseling and Helping Relationships</b> ).	Case Study Reflections; Skills Practice Recordings	(A)
Characteristics and functions of effective group leaders ( <b>6d. Group Counseling and Group Work</b> )	Attendance	(B) (H)
Use of assessments relevant to academic/educational, career, personal, and social development ( <b>7i. Assessment and Testing</b> ).	Self-Efficacy Assessments & Reflection	(F)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice ( <b>8a. Research and Evaluation</b> )	Scholarly Article Critique	(D)
Identification of evidence-based counseling practices ( <b>8b. Research and Evaluation</b> )	Case Study Reflections	(D)
Qualitative, quantitative, and mixed methods ( <b>8f. Research and Evaluation</b> )	Self-Efficacy Assessments & Reflection	(F)
Analysis and use of data in counseling ( <b>8i. Research and Evaluation</b> )	Self-Efficacy Assessments & Reflection	(F)

<b>CACREP Specialty Standards (Clinical Mental Health Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
B. Theories and models related to clinical mental health counseling	Attendance and Participation	(A) (D) (E)
<b>2. Contextual Dimensions</b>		
J. Cultural factors relevant to clinical mental health counseling	Attendance and Participation; Scholarly Article Critique; Self-Efficacy Assessments & Reflection	(E) (H)
L. Legal and ethical considerations specific to clinical mental health counseling	Attendance and Participation	(A) (D) (E) (F) (G)
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (C. 3. Practice a.)	Attendance and Participation; Case Study Reflections	(A) (B) (C)
<b>3. Practice</b>		
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Scholarly Article Critique; Skills Practice Recordings	(A) (B) (C) (E) (F)

<b>CACREP Specialty Standards (School Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>2. Contextual Dimensions</b>		
N. Legal and ethical considerations specific to school counseling	Attendance and Participation	(A) (D) (E) (F) (G)
<b>3. Practice</b>		
F. Techniques of personal/social counseling in school settings	Scholarly Article Critique; Skills Practice Recordings	(B) (C) (E) (F)
H. Skills to critically examine the connections between social, familial,	Attendance and Participation; Case	(B) (C) (E)

emotional, and behavior problems and academic achievement	Study Reflections	
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