



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

**Course Title:** Counseling Skills and Techniques  
**Course Number:** CNS-6010  
**Course Date:** Fall 2022  
**Course Meeting Times:** Tuesdays 5:15 – 7:15; plus 30 minutes of asynchronous class time per week  
**Course Location:** Sharon Latchaw Hirsh Community Center, Room 208  
**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. George Wilson  
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**Phone:**  
**Office:** Good Counsel Hall – Room 208-A  
**Office Hours:**

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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:** Meet or exceed all of the class requirements, show 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 schedule 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	Weeks Due
A. Synchronous Class Participation and Weekly Quizzes	10-Points	Weekly; Quizzes Weeks 4 - 13
B. Asynchronous Class Participation and Exercises in the Text	15-Points	Weekly; Text Exercises 2 - 13
C. Scholarly Article Critique	20-Points	Week 4
D. Skills Practice Recordings (2)	2 X 15 = 30-Points	Weeks 6 and 11
E. Self-Efficacy Assessments and Reflection (2)	25-Points	Weeks 1, 13, & 14
<b>Total</b>	<b>100-Points</b>	

- A. **Synchronous Class Participation and Weekly Quizzes:** 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.

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.

**Total Points:** 10-Points

**Student Learning Outcomes:** A - I

B. **Asynchronous Class Participation and Exercises in the Text:** Students will respond to selected exercises/questions at the conclusion of some chapters in the textbook to develop a deeper understanding on their perspective of the skills being learned. Students will post their responses into the corresponding week's discussion post on Canvas.

**Total Points:** 15-Points

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

C. **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

D. **Skills Practice Recordings:** Throughout the semester, students will practice learned counseling skills at the conclusion of each class session utilizing breakout rooms on Canvas/Zoom. In addition, students will record a counseling session, either with a classmate in a breakout session or outside of the virtual classroom and will submit 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. Recorded sessions will occur either with the assistance of a peer in the course or with a friend or family member outside of the session. 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:** Self-Efficacy Assessment Reflection & Skills Model: At the beginning of the semester and the conclusion of the semester, students will complete the Counselor Competencies Scale – Revised (CCS-R) ©(Lambie, Mullen, Swank, & Blount, 2015) This assessment requests that students self-report their own ability to implement specific counseling skills, respond to specific situations, and work with specific mental health needs. Students will use the pre-test and post-test versions of the assessment to monitor their ability to implement these skills throughout the semester in addition to informal assessments received from peers during practice sessions. Your peer will rate your performance on a scale from 1 (poor) – 10 (strong) at the conclusion of each practice session and provide you specific feedback on skills. After the self-efficacy assessment is completed a second time at the conclusion of the semester, students will write a reflection on how their skills have progressed or regressed and what has impacted student progression and/or regression based upon feedback from the instructor, feedback from peers, and self-reporting within the self-efficacy assessment. The reflection portion of this assignment should include the following:

- (1.) Chart comparing pre-test responses, post-test responses, and the difference (+ / -).
- (2.) Review of skills progression and/or regression based on feedback from your instructor, peer(s), and self-reporting. Be sure to provide evidence as to how you progressed or regressed in applying specific counseling skills.
- (3.) Discuss what populations (multicultural, developmental, and mental health need) you experience a high degree of self-efficacy and those populations (multicultural, developmental, and mental health need) you experience a low degree of self-efficacy. Be sure to provide some rationale for your reflection on each content area concerning population.
- (4.) Examine what skills you experience a high degree of self-efficacy and low degree of self-efficacy within a face-to-face counseling format versus a telemental health counseling format.

The second portion of this assignment incorporates the construction of your own person skills model. The construction of this model will be based upon your thoughts included within the reflection and grounded within the theories and concepts discussed throughout the course textbook. The skills model should be broken down into three parts: (1. Intake and Development of Therapeutic Alliance) Skills and concepts applied within Sessions One – Three, (2. Treatment Prevention and Intervention) Skills and concepts applied within Sessions Four – Seven, (3. Termination) Skills and concepts applied within Sessions Eight – Ten. Be sure to communicate your preferred format for counseling services (face-to-face or telemental health) and reference the textbook to provide evidence behind the rationale of your personal skills model.

**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 online class late or leaving the online 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 2022 - 2023 Graduate Academic Calendar:**

<https://www.rosemont.edu/academics/registrar/2022-2023-academic-calendar.pdf>

## VI. Required Textbook and Equipment

- A. Ivey, A. E., Bradford Ivey, M. & Zalaquett, C. P. (2022). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. 10<sup>th</sup> Edition  
Boston, MA: Cengage Learning.

B. Video recorder for taping and presenting sessions

### **Suggested Textbook**

C. American Psychological Association (2020). *Publication Manual of the American Psychological Association*, 7th Ed. APA.

D. MacCluskie, K. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism, and self-awareness*. Upper Saddle River, NJ: Pearson Education, Inc.

## **VII. Tentative Course Schedule**

<b>Date</b>	<b>Topics/Activities</b>	<b>Assignments Due</b>
Week 1: 08/30/22	Chapter 1: Intentional Interviewing, Counseling, and Psychotherapy	<b>Self-Efficacy Assessment (1)</b>
Week 2:	Chapter 2: Ethics and Multicultural Competence	<b>Text Exercise</b>
Week 3:	Chapter 3: Listening, Attending, and Empathy  How to write a scholarly article critique	<b>Text Exercise</b>
Week 4:	Chapter 4: Observation Skills	<b>5 Questions before Class begins Today</b>  <b>Text Exercise</b>  <b>Scholarly Article Critique</b>
Week 5:	Chapter 5: Questions	<b>5 Questions</b>  <b>Text Exercise</b>
Week 6:	Chapter 6: Encouraging, Paraphrasing, and Summarizing	<b>Skills Practice Recording (1)</b>  <b>Text Exercise</b>  <b>5 Questions</b>
Week 7:	Chapter 7: Observing and Reflecting Feelings	<b>5 Questions</b>  <b>Text Exercise</b>

10/18/2022	<b>Fall Break – no class!</b>	
Week 8:	Chapter 8: The Five-Stage Interview	<b>5 Questions</b> <b>Text Exercise</b>
Week 9:	Chapter 9: Focusing on the Counseling Session	<b>5 Questions</b> <b>Text Exercise</b>
Week 10:	Chapter 10: Empathic and Supportive Confrontation	<b>5 Questions</b> <b>Text Exercise</b>
Week 11:	Chapter 11: Reflection of Meaning and Interpretation/Reframing	<b>5 Questions</b> <b>Text Exercise</b> <b>Skills Practice Recording (2)</b>
Week 12:	<b>Thanksgiving Week – ASYNCHRONOUS CLASS</b>  Chapter 12: Action Skills for Building Resilience and Managing Stress	<b>5 Questions</b> <b>Text Exercise</b>
Week 13:	Chapter 13: Counseling Theory and Practice: How to Integrate the Microskills with Multiple Approaches	<b>Self-Efficacy Assessment (2)</b> <b>Text Exercise</b> <b>5 Questions</b>
Week 14:	Chapter 14: Skill Integration, Determining Personal Style, and Transcendence	<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.<sup>[L]</sup><sub>[SEP]</sub>
- 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>[L]</sup><sub>[SEP]</sub>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/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., & Draquans, J.G. (Eds.) (2008). *Principles of multicultural counseling and therapy*. London: Taylor and Francis/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> .	Synchronous Class Participation and Weekly Quizzes	<b>(A) (D) (E) (F) (G) (H) (I)</b>
Technology's impact on the counseling profession <b>(1j. Professional Counseling Orientation and Ethical Practice)</b> .	Scholarly Article Critique	<b>(A) (D) (E)</b>
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>(B) (C) (F)</b>
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>(B) (E) (F) (H) (I)</b>
Multicultural counseling competencies <b>(2c. Social and Cultural Diversity)</b> .	Synchronous Class Participation and Weekly Quizzes	<b>(E) (H)</b>
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others <b>(2d. Social and Cultural Diversity)</b> .	Scholarly Article Critique; Self-Efficacy Assessments & Reflection	<b>(E) (H) (I)</b>
The effects of power and privilege for counselors and clients <b>(2e. Social and Cultural Diversity)</b> .	Synchronous Class Participation & Weekly Quizzes; 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> ).	Synchronous Class Participation & Weekly Quizzes; Scholarly Article Critique; Self-Efficacy Assessments & Reflection	(A) (B) (D) (E) (H)
Systemic and environmental factors that affect human development, functioning, and behavior ( <b>3f. Human Growth and Development</b> ).	Synchronous Class Participation & Weekly Quizzes	(H)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors ( <b>4b. Career Development</b> ).	Asynchronous Class Participation & Exercises in the Text	(A) (E)
Theories and models of counseling ( <b>5a. Counseling and Helping Relationships</b> ).	Synchronous Class Participation & Weekly Quizzes; Case Study Reflections	(A) (D) (E)
A systems approach to conceptualizing clients ( <b>5b. Counseling and Helping Relationships</b> ).	Asynchronous Class Participation & Exercises in the Text	(A) (E)
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	(A) (D) (E)
The impact of technology on the counseling process ( <b>5e. Counseling and Helping Relationships</b> ).	Scholarly Article Critique	(A) (D)
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> .	Synchronous Class Participation & Weekly Quizzes;	<b>(A) (D)</b>
Processes for aiding students in developing a personal model of counseling <b>(5n. Counseling and Helping Relationships)</b> .	Asynchronous Class Participation & Exercises in the Text; Skills Practice Recordings	<b>(A)</b>
Characteristics and functions of effective group leaders <b>(6d. Group Counseling and Group Work)</b>	Synchronous Class Participation & Weekly Quizzes;	<b>(B) (H)</b>
Use of assessments relevant to academic/educational, career, personal, and social development <b>(7i. Assessment and Testing)</b> .	Self-Efficacy Assessments & Reflection	<b>(F)</b>
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	<b>(D)</b>
Identification of evidence-based counseling practices <b>(8b. Research and Evaluation)</b>	Asynchronous Class Participation & Exercises in the Text	<b>(D)</b>
Qualitative, quantitative, and mixed methods <b>(8f. Research and Evaluation)</b>	Self-Efficacy Assessments & Reflection	<b>(F)</b>
Analysis and use of data in counseling <b>(8i. Research and Evaluation)</b>	Self-Efficacy Assessments & Reflection	<b>(F)</b>

<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	Synchronous Class Participation & Weekly Quizzes;	(A) (D) (E)
<b>2. Contextual Dimensions</b>		
J. Cultural factors relevant to clinical mental health counseling	Synchronous Class Participation & Weekly Quizzes; Scholarly Article Critique; Self-Efficacy Assessments & Reflection	(E) (H)
L. Legal and ethical considerations specific to clinical mental health counseling	Synchronous Class Participation & Weekly Quizzes;	(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.)	Synchronous Class Participation & Weekly Quizzes; 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	Synchronous Class Participation & Weekly Quizzes;	(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, emotional, and behavior problems and academic achievement	Synchronous Class Participation & Weekly Quizzes; Case Study Reflections	<b>(B) (C) (E)</b>
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