ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title:	School Counseling Internship1
Course Number:	CNS 6601
Course Date:	Fall 2020
Course Meeting Times:	Wednesdays, 7:15 P.M. – 9:15 P.M.
Course Location:	Lawrence Hall – Room 307
Course Designation:	Level III Course (Required for School Counseling Program)
Semester Hours:	3
Prerequisites:	CNS 6600 (School Counseling Practicum)
Limitation on Enrollment:	10

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Course Description: This course functions to support the development and application of knowledge and skills for school counselors through practical experience at an elementary, middle, or high school setting. The course requires the accrual of 120 direct service hours, 120 indirect service hours, and 60 instructional hours (300 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

<u>Rosemont Mission Statement</u>: 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.

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.

<u>Professional Performance Evaluation:</u> 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.   Integrate and apply counseling skills, theories, and knowledge within a school setting to assist students with their social, emotional, career, and academic needs and development a professional identity.

   B.   Establish and maintain counseling relationships consistent with legal and ethical standards (e.g., ACA and ASCA) in order to effectively provide counseling services to students while considering student mental health needs from a developmental and multicultural perspective.

C.   Comprehend individualized student needs (i.e., 504 Plans, Individualized Education Plans) and collaborate with multi-disciplinary teams to continually assess student progress.

D.   Demonstrate a comprehension of factors affecting the therapeutic relationship with students, including theoretical orientation, counselor characteristics, student characteristics and academic, career, and personal goal setting.

E.   Exhibit a quality awareness of the need for ethically responsible intervention techniques such as individual, group, and career counseling and which of these potential intervention(s) may best serve student needs.

F.   Conduct, interpret, and communicate assessment information to students and family members in crisis and non-crisis situations to create a comprehensive treatment plan with appropriate goals and objectives.

G.   Evaluate potential areas for improvement within the school setting through research techniques to identify underserved populations of students and/or strengthen practices to advocate for student needs.

H.   Engage in effective consultation with colleagues to support student needs as well as supervision with supervisors to assess counseling skills, techniques, and approach with students.

II.   **Course Content**

A.   Professional Experiences in School Counseling

      1.   Direct services

          a.   Individual counseling

          b.   Group counseling

          c.   Career counseling

          d.   Crisis counseling

          e.   Counseling stages

               i.   Therapeutic alliance

               ii.   Goal setting

               iii.   Termination

      2.   Indirect services

        a. Supervision (Site and College)

        b. Consultation

        c. Collaboration

        d. Advocacy

        e. Research

        f. Professional development / training

        g. Record keeping

B. Professional Identity, Ethical Practices, and Policy in Education

    1. Roles of a school counselor

    2. Professional organizations

        a. ASCA

        b. Local branches of ASCA

        c. ACA

        d. Divisions of the ACA

    3. Licensure and certification

        a. LPC (Licensed Professional Counselor)

        b. NCSC (The National Certified School Counselor)

        c. LMHC (Licensed Mental Health Counselor)

    4. Ethical Practices

        a. Code of Ethics (e.g., ACA, ASCA)

        b. Scope and limitations of practice

        c. Confidentiality

        d. Duty to warn

        e. Informed consent

    5. Policy in Education

        a. Every Student Succeeds Act (ESSA)

        b. Individuals with Disabilities Education Act (IDEA)

        c. Individualized Education Plan (IEP)

C. Multicultural Awareness for Best Practices

    1. Multicultural and Social Justice Counseling Competencies

        a. Attitudes and Beliefs

    b. Knowledge

    c. Skills

    d. Action

D. Developmental Levels across the Lifespan

    1. Age

    2. Level of functioning

      a. Disability identification

E. Importance of the Therapeutic Relationship

    1. Common factors in counseling

    2. Theoretical framework

    3. Characteristics of effective counselors

    4. Measurable client outcomes

      a. Short-term

      b. Long-term

F. Complexities of Group Counseling

    1. Dynamics in-group processing

      a. Tuckman's Stages of Group Development

    2. Facilitating groups

      a. Structured activities

      b. Unstructured activities

G. Utilization for Assessment in Counseling

    1. Diagnostic

      a. DSM-5

      b. ICD-10

    2. Suicidality

    3. Substance Abuse

    4. Risk Factors and Warning Signs

    5. Treatment Planning

    6. Research and Evaluation of School Counseling Programs

H. Consultation and Collaboration

    1. Teachers, colleagues, and administration

    2.   Parents and families

    3.   Mental health personnel

III.   Methods of Instruction

    A. Group supervision and processing (college supervisor)

    B. Individual supervision (site supervisor)

    C. Demonstrations

    D. Role playing scenarios

    E. Audiotape or videotape recorded counseling sessions

    F. Metaphorical activities

IV.   Methods of Assessment

Assessment	Points
A.) Written Case Presentation (1)	25-Points
B.) Recorded Presentation Transcription (1)	25-Points
C.) Informal Recorded Presentation (1)	25-Points
D.) On-Site Supervisor Evaluation	15-Points
E.) Documentation & Participation ▪ Participation ▪ Clinical Hours ▪ Journal Entries ▪ Evaluation Forms (Formative and Summative) ▪ Professional Development Hours ▪ Informed Consent Forms ▪ Site Supervisor Fact Sheet ▪ Internship Contract ▪ Clearance Forms (3) / Disclosure Statement ▪ Affiliation Agreement ▪ Monthly Hours Logs ▪ Liability Insurance ▪ Self-Assessment (Integrated Developmental Model) ▪ Site-Policy Identifications (Suicide & Substance Abuse) ▪ University Supervisor Site Visitation	10-Points
Total	100-Points

A. **<mark>Written Case Presentation (1):</mark>** Each student will make a presentation on one individual counseling session or one group counseling session. The presentation will consist of the following:

      1. Presenting Problem

      2. Developmental History

      3. Current Environment, consider systems perspective

      4. Career Implications of Mental Health Needs

      5. Counseling Goals, including objectives for each (individual counseling, group counseling, referral), consider treatment prevention or intervention (developmentally appropriate)

      6. Counseling Approaches, i.e. counseling theory and techniques

      7. Clinical Impressions, including specific symptomatology within DSM and other forms of assessment

      8. Multicultural considerations, i.e. gender, age, disability

      9. Efforts to understand your client's presenting problem, i.e. research and consultation

      10. Reactions to the client and experience as client's counselor, i.e. plan moving forward

      11. Ethical Considerations, i.e. personal biases, approach, interactions

      12. Questions for the group.

• For a **group session**, written information should consist of a "Group Counseling: Session Analysis" as well as an overview of the purpose of the group and its objectives. A transcription of the 15-minute recorded session to be presented will be required.

• In class, give an overview of the client or group, highlighting major issues and concerns (25-30 minutes)

• Audio or video recording presentation (15 minutes). Select 10 minutes of the tape that you want critiqued. The other 5 minutes will be selected at random. Bring a tape recorder, laptop, tablet or any equipment necessary for the presentation e.g. speakers, cables. **Try out your recording in advance to assure you can operate the equipment.**

• Critique/discussion/feedback (15 minutes). If it is *impossible* to record due to site issues, please contact me in advance. The expectation is that you work your hardest to conduct an audio recorded session.

• Client information and students' therapeutic skills will remain **confidential**. All written information about the client will be returned to the student presenter for shredding.

Student Learning Outcomes: A-H

Total Points: 25-Points

B. <mark>**Recorded Presentation Transcription (1):**</mark> Students will present a 10-15 minute audio or video recorded counseling session with a client for class discussion and analysis. Students will be required to complete a transcription of the 10-15 minute counseling session for further in-depth analysis. To successfully complete this assignment, students will need to do the following:

> 1. Bring a tape recorder, laptop, tablet or any equipment necessary for the presentation e.g. speakers, cables. **Try out your recording in advance to assure you can operate the equipment.**
>
> 2. Client information and students' therapeutic skills will remain **confidential**
>
> 3. Provide a background of the client including identifying characteristics as well as the presenting problem
>
> 4. Discuss theoretical framework approach as it pertains to this session, including specific skills used connected to the theory or theories
>
> 5. Complete a transcription of the counseling session and distribute to the class
>
> 6. Identify areas in which the student would like to receive peer feedback on the recorded session for future planning and approach by posing 2 questions.
>
> **Student Learning Outcomes**: A-E; H
>
> **Total Points:** 25-Points

C. <mark>**Informal Recorded Presentation (1)**</mark>: Students will present one video or audio-recorded client sessions to be reviewed in class. Before arriving to supervision on the date of the scheduled review of a recording, students will select a 15-minute period of the recording for

review, i.e. a portion in which the student experiences difficulty or demonstrates skill. To successfully complete this assignment, students will need to do the following:

       1. Bring a tape recorder, laptop, tablet or any equipment necessary for the presentation e.g. speakers, cables. **Try out your recording in advance to assure you can operate the equipment.**

       2. Client information and students' therapeutic skills will remain **confidential**

       3. Provide a background of the client including identifying characteristics as well as the presenting problem

       4. Discuss theoretical framework approach as it pertains to this session, including specific skills used connected to the theory or theories

       5. Select a 15-minute period of the recorded session to review

       6. Identify areas in which the student would like to receive peer feedback on the recorded session for future planning and approach by posing 2 questions.

       Student Learning Outcomes: A-E; H

       Total Points: 25-Points

D.   <mark>**On-Site Supervisor Evaluation:**</mark> The student will receive weekly supervision from their on-site supervisor. The university supervisor will assess the completion of this goal by doing the following:

       1. Reviewing monthly supervision hour logs

       2. Contacting the site supervisor on a regular basis through phone or email

       3. Identify discussions that connect to this goal during peer processing within the supervision session

       4. Reviewing the evaluation of the site supervisor at the conclusion of the semester

       5. Conducting a site visit to meet the site supervisor in-person

      Student Learning Outcomes: A-H

      Total Points: 15-Points

E.   <mark>**Documentation and Participation (Course Requirements)**</mark>: Students will submit the following paperwork and engage in activities throughout the course of the semester:

1. Complete Student Self-Evaluation as Pre & Post-Course Evaluation based on the Integrated Developmental Model

2. Submit by Second Class Session:

- Internship Agreement
- Clearance Forms / Disclosure Statement
- Site Supervisor Fact Sheet
- Liability Insurance (Student Members ACA – Free)
- Affiliation Agreement with Internship Site

3. Monthly Internship Log

- **Individual Counseling Hours** with Journal Entries
- One Client: Minimum of 5-Sessions
- **Group Counseling Hours** with Journal Entries
- **Professional Development (P.D.) Hours**
- Students must submit verification of professional development hours through a certificate or a printed flyer signed by the site supervisor with hours documented
- Journal Articles can fulfill Professional Development Hours
- Journal Article Report Form: This task encompasses the reading of a scholarly article from a reputable journal publication, i.e. Journal of Counseling and Development. The Report Form should include journal title, article title, author(s), a brief synopsis of the article, and an explanation of how information from the article could be implemented to improve counseling practices (1 Article Report = 1 Hour of P.D.)

4. Group Supervision Engagement

5. Submission of Clinical Notes (Individual and Group)

6. Informed Consent Forms for Counseling Recordings

7. Site Policy Identification (Suicide Policy and Substance Abuse)

8. University Supervisor Site Visit

Student Learning Outcomes: A-H

Total Points: 10-Points

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 to become familiar with 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.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has 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 amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. 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. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of 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, excepting that 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 e2Camplus 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

VI.   **Suggested Texts and Equipment**

   A.   Rosemont College. (2018). *Student Handbook.* (Please use link above to access the 2018-2019 Student Handbook).

   B.   American Counseling Association. (2014). 2014 ACA Code of Ethics. Retrieved from https://www.counseling.org/resources/aca-code-of-ethics.pdf

   C.   American School Counselor Association. (2016). *ASCA Ethical Standards for School Counselors*. Retrieved from

           https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

   D.   American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders. DSM-5.* Washington, DC: American Psychiatric Association.

   E.   Video recorder for taping and presenting sessions.

VII. <u>Tentative Course Schedule</u>

Date	Topics/Activities	Assignments Due
Week 1: 09/05/2018	**Orientation** **Group Supervision** **Session Buddies** **Theoretical Framework** **Integrated Developmental Model** **Supervisee Questionnaire**	**Liability Insurance, Site Contract, Site Supervisor Sheet**
Week 2: 09/12/2018	**Group Supervision** **Review Suicide Policy**	**Informed Consent Supervision Contract**
Week 3: 09/19/2018	**Group Supervision** **Review Substance Abuse Policy**	**Journal Entry**
Week 4: 09/26/2018	**Group Supervision** **Review of Assessments**	**Journal Entry** **Hour Log**
Week 5: 10/03/2018	**Group Supervision** **Licensure and Certification**	**Journal Entry** **Informal Recorded Presentation**
Week 6: 10/10/2018	**Group Supervision** **Self-Care**	**Journal Entry**
Week 7: 10/17/2018	**Group Supervision** **Professional Advocacy**	**Journal Entry**
Week 8: 10/24/2018	**Group Supervision** **Legal and Ethical Scenarios**	**Journal Entry**
Week 9: 10/31/2018	**Group Supervision** **Consultation**	**Journal Entry** **Hour Log**
Week 10: 11/07/2018	**Group Supervision** **DSM Review**	**Journal Entry** **Recorded Presentation Transcription**
Week 11: 11/14/2018	**Group Supervision** **Crisis Counseling**	**Journal Entry**

Week 12: 11/21/2018	**Holiday Break – No Class**	
Week 13: 11/28/2018	**Group Supervision** **Integrated Developmental Model Chart Review**	**Journal Entry** **Hour Log**
Week 14: 12/05/2018	**Group Supervision** **Counseling Job Market**	
Week 15: 12/12/2018	**Group Supervision** **Metaphor Activity** **Supervisee Questionnaire**	**Hour Log** **Written Case Presentation** **SIRs Student Evaluations** **Student Self-Evaluation** **Site Supervisor Evaluation**

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

Crockett, S., & Hays, D. G. (2015). The influence of supervisor multicultural competence on the

supervisory working alliance, supervisee counseling self-efficacy, and supervisee

satisfaction with supervision: A mediation model. *Counselor Education & Supervision,*

54(4), 258-273. https://doi-org.rosemont.idm.oclc.org/10.1002/ceas.12025.

Crone, D. A., Hawken, L. S., & Bergstrom, M. K. (2007). A demonstration of training,

implementing, and using functional behavioral assessment in 10 elementary and middle

school settings. *Journal of Positive Behavior Interventions, 9*(1), 15-29. https://doi-

org.rosemont.idm.oclc.org/10.1177/10983007070090010301.

Goodman, S. E. (2015). School counselors' perceptions of their academic preparedness and job

activities. *Counselor Education and Supervision, 54*(1), 57-67. doi:10.1002/j.1556-

6978.2015.00070.x.

Lohrmann, D. K.., Alter, R. J., & Greene, R. (2005). Long-term impact of a district-wide school/community-based substance abuse prevention initiative on gateway drug use. *Journal of Drug Education, 35*(3), 233-253. https://doi-org.rosemont.idm.oclc.org/10.2190/FP99-BJ5N-KHQN-01LA.

Martin, I., Carey, J., & DeCoster, K. (2009). A national study of the current status of state school counseling models. *Professional School Counseling, 12*(5), 378-386. doi:10.5330/PSC.n.2010-12.378

Morris, C. A. W., & Minton, C. A. B. (2012). Crisis in the curriculum? New counselors' crisis preparation, experiences, and self-efficacy. *Counselor Education and Supervision, 51*(4), 256-269. Doi:10.1002/j.1556-6978.2012.00019.x.

Shannonhouse, L., Lin, Y. W. D., Shaw, K., & Porter, M. (2017). Suicide intervention training for K-12 schools: A quasi-experimental study on ASIST. *Journal of Counseling & Development, 95*(1), 3-13. doi:10.1002/jcad.12112.

Slaten, C. D., & Baskin, T. W. (2014). Contextual school counseling: A framework for training with implications for curriculum, supervision, practice, and future research. *Counseling Psychologist, 42*(1), 97-123. https://doi-org.rosemont.idm.oclc.org/10.1177/0011000012473952.

A. Non-Print Resources

American Counseling Association (ACA): http://www.counseling.org

American School Counselor Association (ASCA): https://www.schoolcounselor.org/

Association for Multicultural Counseling and Development (AMCD): http://www.counseling.org

Council for Accreditation of Counseling and Related Education Programs (CACREP): www.cacrep.org

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

O*NET OnLine: https://www.onetonline.org/

Pennsylvania State Licensure Board: https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx

Pennsylvania School Counselor Association (PSCA): http://www.psca-web.org/aws/PSCA/pt/sp/home_page

Psychotherapy.Net Videos: http://www.psychotherapy.net/videos

IX.   CACREP Standards Assessment Crosswalk

CACREP Standard	Assessment	Student Learning Outcome
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human services and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (**1b. Professional Counseling Orientation and Ethical Practice**).	Site Supervisor Evaluation, Professional Advocacy Topic Week # 7, & Consultation Topic Week # 9	(C) (F) (H)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (**1c. Professional Counseling Orientation and Ethical Practice**).	Identification of Suicide Policy & Crisis Counseling Topic Week # 11	(C) (F) (H)
The role and process of the professional counselor advocating on behalf of the profession (**1d. Professional Counseling Orientation and Ethical Practice**).	Professional Advocacy Topic Week # 7	(G) (H)
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (**1e. Professional Counseling Orientation and Ethical Practice**).	Written Case Presentation, Recorded Presentations, & Professional Advocacy Topic Week # 7	(E) (G)
Professional counseling organizations, including membership benefits, activities, services to members and current issues (**1f. Professional Counseling Orientation and Ethical Practice**).	Liability Insurance Requirement & Licensure And Certification Topic Week # 5	(B)

Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (**1g. Professional Counseling Orientation and Ethical Practice).**	Liability Insurance Requirement & Licensure And Certification Topic Week # 5	(B)
Current labor market information relevant to opportunities for practice within the counseling profession (**1h. Professional Counseling Orientation and Ethical Practice).**	Counseling Job Market Topic Week # 14	(D) (E)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling (**1i. Professional Counseling Orientation and Ethical Practice).**	Written Case Presentation, Recorded Presentations, & Ethical Scenarios Topic Week # 8	(B) (E) (H)
Strategies for personal and professional self-evaluation and implications for practice (**1k. Professional Counseling Orientation and Ethical Practice).**	Integrated Developmental Model Assessment	(B) (F) (H)
Self-care strategies appropriate to the counselor role (**1l. Professional Counseling Orientation and Ethical Practice).**	Integrated Developmental Model Assessment & Self-Care Topic Week # 6	(B) (D) (H)
The role of counseling supervision in the profession (**1m. Professional Counseling Orientation and Ethical Practice).**	Class Attendance & Consultation Topic Week # 9	(B) (H)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (**2a. Social and Cultural Diversity).**	Written Case Presentation, Recorded Presentations, & Site Supervisor Evaluation	(A) (B) (D)

Multicultural counseling competencies (**2c. Social and Cultural Diversity**).	Written Case Presentation, Recorded Presentations, & DSM Topic Week # 10	(B)
The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others (**2d. Social and Cultural Diversity**).	Written Case Presentation & Recorded Presentations	(B) (D) (G)
The effects of power and privilege for counselors and clients (**2e. Social and Cultural Diversity**).	Weekly Group Supervision & Ethical Scenarios Topic Week # 8	(B) (D) (G)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (**2h. Social and Cultural Diversity**).	Written Case Presentation & Professional Advocacy Topic Week # 7	(A) (B) (D) (E) (F) (G)
Systemic and environmental factors that affect human development, functioning, and behavior (**3f. Human Growth and Development**).	Written Case Presentation & Recorded Presentations	(A) (B) (D)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (**3g. Human Growth and Development**).	Suicide Policy Topic Week # 2, Substance Abuse Policy Topic Week # 3, & Crisis Counseling Topic Week # 11	(A) (B) (D)
A general framework for understanding differing abilities and strategies for differentiated interventions (**3h. Human Growth and Development**).	Written Case Presentation & Recorded Presentations	(B) (D)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (**4b. Career Development**).	Written Case Presentation & Recorded Presentations	(A) (D) (E)
Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (**4c. Career Development**).	Assessment Topic Week # 4, Professional Advocacy Topic Week # 7, & Counseling Job Market Topic Week # 14	(A) (D) (E) (F)

Approaches for assessing the conditions of the work environment on clients' life experiences (**4d. Career Development**).	Assessment Topic Week # 4, DSM Topic Week # 10, & Written Presentation	(A) (D) (E) (F)
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (**4e. Career Development**).	Assessment Topic Week # 4	(A) (D) (E) (F)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (**4g. Career Development**).	Written Case Presentation	(A) (D) (E)
Strategies for facilitating client skills development for career, educational, and life-work planning and management (**4h. Career Development**).	Written Case Presentation	(A) (D) (E)
Theories and models of counseling (**5a. Counseling and Helping Relationships**).	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(A) (D)
A systems approach to conceptualizing clients (**5b. Counseling and Helping Relationships**).	Written Case Presentation & Recorded Presentations	(A) (D) (E)
Theories, models, and strategies for understanding and practicing consultation (**5c. Counseling and Helping Relationships**).	Consultation Topic Week # 9	(A) (C) (H)
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (**5d. Counseling and Helping Relationships**).	Individual Counseling Journal Entries, & Ethical Scenarios Topic Week # 8	(A) (B) (D) (E)
Counselor characteristics and behaviors that influence the counseling process (**5f. Counseling and Helping Relationships**).	Individual Counseling Journal Entries & Integrated Developmental Model	(B) (D) (H)

Essential interviewing, counseling, and case conceptualization skills **(5g. Counseling and Helping Relationships).**	Written Case Presentation, Recorded Presentations, Individual Counseling Journal Entries & Assessment Topic Week # 4	(A) (E) (F)
Developmentally relevant counseling treatment or intervention plans **(5h. Counseling and Helping Relationships).**	Written Case Presentation	(B) (C) (E) (F)
Development of measurable outcomes for clients **(5i. Counseling and Helping Relationships).**	Written Case Presentation	(E) (F)
Suicide prevention models and strategies **(5l. Counseling and Helping Relationships).**	Suicide Policy Topic Week # 2 & Crisis Counseling Topic Week # 11	(A) (E) (F)
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid **(5m. Counseling and Helping Relationships).**	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(A) (E) (F)
Processes for aiding students in developing a personal model of counseling **(5n. Counseling and Helping Relationships).**	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(D)
Dynamics associated with group process and development **(6b. Group Counseling and Group Work)**	Journal Entries	(E)
Therapeutic factors and how they contribute to group effectiveness **(6c. Group Counseling and Group Work)**	Journal Entries & Review of Tuckman's Stages	(D) (E)
Types of groups and other considerations that affect conducting groups in various settings **(6f. Group Counseling and Group Work)**	Journal Entries	(D) (E)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide **(7c. Assessment and Testing).**	Suicide Policy Topic Week # 2 & Crisis Counseling Topic Week # 11	(A) (E) (F)

Procedures for identifying trauma and abuse and for reporting abuse **(7d. Assessment and Testing).**	Suicide Policy Topic Week # 2, Substance Abuse Policy Week # 3, Assessment Topic # 4, & Crisis Counseling Topic Week # 11	(A) (E) (F)
Use of assessments for diagnostic and intervention planning purposes **(7e. Assessment and Testing).**	Written Case Presentation, Assessment Topic Week # 4, DSM Topic Week # 10, & Integrated Developmental Model	(C) (E) (F)
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results **(7m. Assessment and Testing).**	Assessment Topic Week # 4 & Ethical Scenarios Week # 8	(A) (B) (E) (F)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice **(8a. Research and Program Evaluation).**	Written Case Presentation & Integrated Developmental Model	(G)
Needs assessments **(8c. Research and Program Evaluation).**	Assessment Topic Week # 4 & Integrated Developmental Model	(E) (F) (G)
Evaluation of counseling interventions and programs **(8e. Research and Program Evaluation).**	Site Supervisor Evaluation & Integrated Developmental Model	(G) (H)

Section 5: Entry-Level Specialty Areas School Counseling	**Assessment**	**Student Learning Outcome**
1. Foundations		
E. Assessments specific to P-12 education	Suicide Policy Topic Week # 2 & Assessment Topic Week # 4	(C) (E) (F)
2. Contextual Dimensions		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Professional Advocacy Topic Week # 7	(G) (H)

B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Consultation Topic Week # 9	(C) (F) (H)
C. School counselor roles in relation to college and career readiness	Assessment Topic Week # 4 & Counseling Job Market Topic Week # 14	(A) (D) (E)
D. School counselor roles in school leadership and multidisciplinary teams	Professional Advocacy Topic Week # 7	(C) (H)
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Crisis Counseling Topic Week # 11	(F)
F. Competencies to advocate for school counseling roles	Professional Advocacy Topic Week # 7	(G)
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Suicide Policy Topic Week # 2, Substance Abuse Policy Topic Week # 3, & DSM Topic Week # 10	(A) (D) (E)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs	Substance Abuse Policy Topic Week # 3	(D) (E) (F)
K. Community resources and referral sources	Written Case Presentation & Consultation Topic Week # 9	(E) (H)
L. Professional organizations, preparations standards, and credentials relevant to the practice of school counseling	Licensure and Certification Topic Week # 5	(B)
M. Legislation and government policy relevant to school counseling	Legal Scenarios Topic Week # 8	(C) (G)

N. Legal and ethical considerations specific to school counseling	Written Case Presentation & Legal Scenarios Topic Week # 8	(B) (C) (E)
3. Practice		
D. Interventions to promote academic development	Written Case Presentation & Recorded Presentations	(A) (C) (D) (E) (F)
E. Use of developmentally appropriate career counseling interventions and assessments	Written Case Presentation, Recorded Presentations, & Assessment Topic Week # 4	(A) (B) (D) (E) (F)
F. Techniques of personal/social counseling in school settings	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(A) (D) (E)
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Written Case Presentation, & Recorded Presentations	(A) (D) (E) (F) (H)
L. Techniques to foster collaboration and teamwork within schools	Consultation Topic Week # 9	(A) (C) (E) (H)

X. **PDE Academic Standards**

(II.1)	Laboratory experiences, providing observation and participation.
(II.3)	Internship/supervised field experiences.
(III.A)	Professional organizations, journals, conferences and other sources of professional development.
(III.B)	Integrity and ethical behavior.
(III.C)	Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning.
(III.D)	Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students.