

**Council for Accreditation of Counseling and Related Educational
Programs (CACREP)**



2009 Standards

INTRODUCTION

When a program applies for CACREP accreditation, it is evidence of an attitude and philosophy that program excellence is a fundamental goal. Accreditation entails assessing a program's quality and its continual enhancement through compliance with the CACREP standards. The accreditation process uses both self-assessment and peer assessment to determine how well professional standards are being met. Accredited status indicates to the public at large that a program has accepted and is fulfilling its commitment to educational quality.

The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Graduates of CACREP-accredited programs are prepared for careers in mental health and human service agencies; educational institutions; private practice; and government, business, and industrial settings.

The CACREP Standards are not intended to discourage program innovation. Programs that wish to institute variations in how these standards are met may submit statements of rationale as part of their self-studies. CACREP will determine whether these variations accomplish the outcomes the standards are designed to ensure.

Note: Glossary definitions are integral to understanding and implementing the standards. These definitions will be used by the CACREP Board in making accreditation decisions.

2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client's confidentiality and legal rights are protected.

THE ACADEMIC UNIT

- I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

- J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.
- K. Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:
 1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.
 2. Each applicant's aptitude for graduate-level study.
 3. Each applicant's career goals and their relevance to the program.
- L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:
 1. A new student orientation is conducted.

- T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective ope

EVALUATION

- F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.
- G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.
 - 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;

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- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
 - h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
 - a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and
 - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
 - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
 - f. a general framework for understanding and practicing consultation; and
 - g. crisis intervention and suicide prevention models, including the use of

6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and

- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for se

SECTION III

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

- A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:
 - 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
 - 2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
 - 3. Relevant supervision training and experience.

- B. Students serving as individual or group practicum student supervisors must meet the following requirements:
 - 1. Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.
 - 2. Have completed or are receiving preparation in counseling supervision.
 - 3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

- C. Site supervisors must have the following qualifications:
 - 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - 4. Relevant training in counseling supervision.

- D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.
- E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

PRACTICUM

- F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:
 - 1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
 - 2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
 - 3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
 - 4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
 - 5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP

- G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:
 - 1. At least 240 clock hours of direct service, including experience leading groups.
 - 2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop a program of service.

ADDICTION COUNSELING

Students who are preparing to work as addiction counselors will demonstrate the professional knowledge, skills, and practices necessary to work in a wide range of addiction counseling, treatment, and prevention programs, as well as in a mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in addiction counseling.
2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.
3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
5. Understands a variety of models and theories of addiction related to substance use and other addictions.
6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Understands the operation of an emergency management system within addiction agencies and in the community.

B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the principles of addiction education, prevention, intervention, and consultation.
2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.
4. Understands the role of spirituality in the addiction recovery process.
5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
6. Understands the principles and philosophies of addiction-related self-help programs.
7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

D. Skills and Practices

1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.
3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.
6. Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
8. Applies current record-keeping standa

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of addiction counseling.
2. Knows models of program evaluation for addiction counseling treatment and prevention programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

J. Skills and Practice

1. Applies relevant research findings to inform the practice of addiction counseling.
2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Knows the impact of co-occurring addictive disorders on medical and psychological disorders.
3. Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.
4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

CAREER COUNSELING

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help a person develop a life-career plan, with a focus on the definition of the worker role and how that role interacts with other life roles. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in career counseling.
2. Understands ethical and legal considerations specifically related to the practice of career counseling.
3. Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions.
4. Knows the professional organizations, competencies, preparation standards, and credentials relevant to the practice of career counseling and career development programs.
5. Understands a variety of models and theories of career counseling and career development.
6. Understands the policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act [ADA]).

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in career counseling.
2. Demonstrates an ability to explain career development as an integral subset of human development.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery.

2. Understands theories, strategies, and models of consultation relevant to career counseling.
3. Understands the impact of crises, emergencies, and disasters on a person's career planning and development.

D. Skills and Practices

1. Demonstrates the ability to identify and understand clients' personal, family, and cultural characteristics related to their career development.
2. Demonstrates the ability to identify and understand clients' attitudes toward work and workers, and their career decision-making processes.
3. Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including the following:
 - a. locating, obtaining, and interpreting sources of relevant career information and experience;
 - b. acquiring skills needed to make life-work role transitions;
 - c. examining life-work roles, including the balance of work, leisure, family, and community in their careers.
4. Demonstrates the ability to help the client acquire a set of employability and job search skills.
5. Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client's career.
6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the role of multicultural issues in career counseling.
2. Understands the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client.

3. Understands sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.
4. Understands the changing roles and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure.
5. Understands the impact of globalization on life role(s), careers, and the workplace.

F. Skills and Practices

1. Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:
 - a. identifying alternative approaches to meet clients' career planning needs;
 - b. designing and delivering career development programs and materials to hard-to-reach populations; and
 - c. demonstrating the ability to advocate for clients' career development and employment.
2. Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.
3. Demonstrates the ability to explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

ASSESSMENT

G. Knowledge

1. Understands assessment strategies for career deve

H. Skills and Practices

1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.
2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.
3. Demonstrates an ability to assess conditions of the work environment (e.g. tasks, expectations, norms, qualities of the physical and social aspects of work environments).

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of career counseling and career development.
2. Knows models of program evaluation for career counseling and development programs.
3. Knows basic strategies for evaluating counseling outcomes in career counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of career counseling.
2. Develops measurable outcomes for career counseling programs, activities, and experiences.
3. Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.
4. Demonstrates the use of various types of research designs appropriate to career counseling and development research.

PROGRAM PROMOTION, MANAGEMENT, AND IMPLEMENTATION

K. Knowledge

1. Understands organizational theories, behavior, planning, communication, and management useful in implementing and administering career development programs.
2. Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation.
3. Understands leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution.

L. Skills and Practices

1. Participates in the planning and organization of a comprehensive career resource center.
2. Demonstrates the ability to implement career development programs in collaboration with others.
3. Demonstrates the ability to train others in the appropriate use of technology for career information and planning.
4. Demonstrates the ability to provide effective supervision to career development facilitators.
5. Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

INFORMATION RESOURCES

M. Knowledge

1. Understands education, training, and employment trends, as well as labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations.
2. Understands the resources and skills clients use in life-work planning and management.
3. Knows the community/professional resources available to assist clients in career planning, including job search.

N. Skills and Practices

1. Demonstrates the ability to manage career, educational, and personal-social information resources.
2. Demonstrates the ability to evaluate and disseminate career and educational information.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of

MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.
2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.
3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
5. Understands a variety of models and theories of marriage, couple, and family counseling.
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.
7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
2. Demonstrates the ability to select models or techniques appropri

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.
2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance fa/TT,0r7w()Tj12.11

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career

H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.
2. Uses systems assessment models and procedures to evaluate family functioning.
3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.
2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.
2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, and evaluation of

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

STUDENT AFFAIRS AND COLLEGE COUNSELING

Students who are preparing to work in professional positions in higher education will demonstrate the knowledge, skills and practices necessary to promote the development of postsecondary students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in student affairs and college counseling.
2. Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling.
3. Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
4. Knows the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education.
5. Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.
6. Understands student development theories, including holistic wellness and research relevant to student learning and personal development.
7. Recognizes current trends in higher education and the diverse character of postsecondary education environments.
8. Understands organizational, management, and leadership theory and practice.
9. Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.
10. Is familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education.
11. Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.

12. Understands the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling.
2. Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
3. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.
4. Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding).
5. Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.
6. Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.
7. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education.
2. Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.
3. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education.

4. Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education.
5. Demonstrates the ability to recogniz

5. Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.
6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.

F. Skills and Practices

1. Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment.
2. Analyzes postsecondary student needs for appropriate learning and developmental opportunities.
3. Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.
4. Applies multicultural competencies to serve diverse postsecondary student populations.
5. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).
6. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.

H. Skills and Practices

1. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.
2. Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant

DOCTORAL STANDARDS COUNSELOR EDUCATION AND SUPERVISION

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all the entry-level program standards. Therefore, when programs admit doctoral students who have not graduated from a CACREP entry-level program, the program must demonstrate that the student has completed curricular experiences the equivalent of (a) the CACREP entry-level standards in Sections II and III, and (b) curricular requirements of a specific program area before

- D. In addition to entry-level considerations, doctoral program admission criteria include consideration of the following:
1. Academic aptitude for doctoral-level study.
 2. Previous professional experience.
 3. Fitness for the profession, including self-awareness and emotional stability.
 4. Oral and written communication skills.
 5. Potential for scholarship, professional leadership, and advocacy.
- E. Consistent with institutional standards, each student establishes an approved doctoral committee and completes a planned program of study in conjunction with this committee.
- F. Students attend planned meetings with their doctoral committee during their doctoral programs.

FACULTY AND STAFF

- G. Faculty teaching loads, scholarship, and service expectations are equivalent to comparable doctoral programs in the institution.
- H. Any academic unit offering the doctorate requires a minimum of five full-time core faculty positions (see Standard I.W).
- I. Faculty members participate in professional counseling organizations appropriate to their teaching responsibilities and scholarly interests.
- J. Faculty dissertation advising loads and expectations are equivalent to comparable doctoral programs in the institution.
- K. Faculty members are engaged in ongoing research, writing, publication, and presentation in the counseling profession.

EVALUATION

- L. The doctoral program is evaluated using criteria specified in the entry-level standards (Section I.AA–DD).

SECTION III

B. Skill/Practices

1. Demonstrates the application of theory and skills of clinical supervision.
2. Develops and demonstrates a personal style of supervision.

TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices

1. Develops and demonstrates a personal philosophy of teaching and learning.
2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

RESEARCH AND SCHOLARSHIP

E. Knowledge

1. Understands univariate and multivariate research designs and data analysis methods.
2. Understands qualitative designs and approaches to qualitative data analysis.
3. Knows models and methods of instrument design.
4. Knows models and methods of program evaluation.

F. Skill/Practices

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.

2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
3. Demonstrates professional writing skills necessary for journal and newsletter publication.
4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.
6. Demonstrates the ability to create and implement a program evaluation design.

COUNSELING

G. Knowledge

1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
2. Understands various methods for evaluating counseling effectiveness.
3. Understands the research base for existing counseling theories.
4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

H. Skills and Practices

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
2. Demonstrates effective application of multiple counseling theories.
3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.

2. Understands advocacy models.
3. Identifies current multicultural issues as they relate to social change theories.
4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
2. Demonstrates the ability to advocate for the profession and its clientele.

GLOSSARY

ACADEMIC TERM — an institutionally defined unit of course delivery (e.g., quarter,

CONSULTATION — relationship between professionals or other pertinent persons for the purpose of aiding the consultee(s).

CONTINUOUS SYSTEMATIC PROGRAM EVALUATION — planned and ongoing collection and evaluation of data from multiple sources and at multiple points in time for use in program improvement throughout the accreditation cycle.

CONTINUUM OF CARE — the spectrum of mental health services required to accommodate the diverse counseling and treatment needs of addiction and clinical mental health clients.

COOPERATING AGENCY — an institution, organization, or agency external to and independent of the academic program seeking accreditation.

CORE FACULTY — faculty members whose full-time academic appointments are in counselor education for at least one academic year.

COUNSELOR EDUCATION AND SUPERVISION — doctoral programs with titles and missions that clearly indicate that they prepare and supervise professional counselors.

CREDENTIALING — formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

CURRICULAR EXPERIENCES — planned, structured, and formal teaching activities intended to enable students to learn and apply the specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

DIFFERENTIATED INSTRUCTION — matching curriculum materials, teacher, delivery style, classroom management strategies, and behavioral/learning expectations to the student's motivation and learning needs.

DIRECT SERVICE — interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working directly with clients.

DISEASE CONCEPT — the recognition of addiction as an illness that is primary, permanent, predictable, and progressive.

DIVERSITY — distinctiveness and uniqueness among and between human beings.

DUE PROCESS POLICY — written procedures by the institution to safeguard the rights of individuals.

ENDORSEMENT — approving or sanctioning a program or program graduate. Institutions and academic units claim CACREP accreditation only for specific CACREP-accredited programs. CACREP-accredited program officials and program faculty recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.

ENTRY-LEVEL — the preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

FULL-TIME EQUIVALENT — when calculating FTE ratios, programs use their institution's definition of full-time student loads and faculty teaching loads, including part-time students and faculty at their percentage of full time.

INSTITUTIONAL ACCREDITATION — in U.S. higher education, institutional accreditation is granted by regional and national accrediting commissions that review entire institutions such as universities or colleges.

INTERNSHIP — a distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines a

NCC

SPIRITUALITY — a sense of a relationship with or belief in a higher power or entity greater than oneself that involves a search for wholeness and harmony.

STANDARD