

	B ₄ . Are written				1												
	so that they can																
	be evaluated.																
	C. Students							-							-		
	actively identify																
	with the																
	counseling																
	profession by																
	participating in																
	professional																
	organizations,																
	and by																
	participating in seminars,																
	workshops, or																
	other activities																
	that contribute																
	to personal and																
	professional																
	growth.																
		8	50	8	53	0g	10	00	02	8	50	02	8	õ	8	8	S
		63(633	63(63(631	64.	64(99	68(683	73	76(661	693	60(AL
		S	S	S	S	S	S	N N	S	S	S	S	S	S	Ρ	S	Ľ.
		COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
-	D. Syllabi are										1						
	distributed at																
	the beginning of																
	each curricular																
	experience, are																
	available for																
	review by all																
	enrolled or prospective																
	students, and																
	include all of																
	the following:																
	D ₁ . Content																
	areas.																
	D2. Knowledge																
	and skill																
	outcomes.																
	D ₃ . Methods of																
	instruction.																
	D ₄ . Required																
	text(s) and/or																
	reading(s).																
	D ₅ . Student																
	performance																
	evalution																
	criteria and procedures.																
	DIOCEQUIES.	1	1		1						1		1				

E. Evidence exists of the use and infusion of current counseling related									

relationships with other human service providers, including strategies for interagency/inte rorganization	b. Students will describe the professional roles, functions, and relationships of counselors with other human service providers.	1								1	

g. professional des credentialing, pro including cre certification, incl licensure, and cer accreditation lice practices and acc standards, and pra	ofessional edentialing, cluding ertification, ensure, and ccreditation actices and andards, and	1										1					2
h. the role and process of the counselor advocating on behalf of the bef	ublic policy on ese issue Students will cplain the role d process of e professional bounselor dvocating on shalf of the ofession.											1					1
i. advocacy i. S processes ide needed to adv address pro institutional and nee social barriers adv that impede bar access, equity, imp and success for suc	Students will entify the tvocacy ocesses eeded to ddress arriers that spede cccess for					1						1					2
j. ethical standards of professional organizations and credentialing eth	ents. Students will entify the hical andards of CA.	1										1					1
		COUNE300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS

G ₂ . SO	OCIAL									
AND										
CULTU	URAL									
DIVERS										
studies										
provide	e an									
underst	standing									
of the ci										
				1						1
context										
relations	nships.									
issues,										
trends r										
multicul	ultural									
society,	1									
includin										
the follo										
	a. Students									
a mult	ulticultural will identify									
and plui										
trends,	, and pluralistic									
includin										
	teristics including									1
and con				1						1
within a	and and concerns									
	diverse within and									
groups	among diverse									
national	ally and groups									
internat	ationally; nationally and									
internat										
	internationally.									
	b. Students will									
b. attite	itudes, describe									
beliefs,	, attitudes,									
	standings, beliefs,									
and	understandings,									
accultur	urative and									
experier										
includin							1			
specific	c including									
experier										
				1						1
				1						1
learning	ng experiential			1						1
activitie	ng experiential es learning			1						1
activitie	ng experiential es learning			1						1
activities designe	es learning ed to activities			1						1
activitie: designe foster st	es learning et to activities students' designed to			1						1
activitie designe foster st underst	es experiential learning ed to activities students' designed to standing foster students'			1						1
activitie: designe foster st	es experiential learning ed to activities students' designed to standing foster students'			1						1
activitie designe foster st underst of self a	ng experiential es learning led to activities students' designed to standing foster students' and understanding			1						1
activitie designe foster si underst of self a culturall	ng experiential es learning led to activities students' designed to standing foster students' and understanding ally of self and			1						1
activitie designe foster si underst of self a culturall	ng experiential learning leat to activities students' designed to standing foster students' and understanding of self and e clients; culturally			1						1
activitie designe foster si underst of self a culturall	ng experiential learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients.			1						1
activitie designe foster si underst of self a culturall	ng experiential learning leat to activities students' designed to standing foster students' and understanding of self and e clients; culturally			1						1
activitie designe foster si underst of self a culturall diverse	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students			1						1
activitie designe foster sl underst of self a culturall diverse c. theo	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students eories of will identify			1						1
activitie designe foster si underst of self a culturall diverse c. theo multicul	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students will identify theories of			1						1
activitie designe foster sl underst of self a culturall diverse c. theo	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students will identify theories of			1						
activitie designe foster st underst of self a culturall diverse c. theo multicul counsel	ng experiential learning adt to activities students' designed to foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students bories of will identify ultural elling, multicultural			1						
activitie designe foster st underst of self a culturall diverse c. thec multicul counsel identity	ng experiential learning activities students' designed to standing and understanding ally of self and e clients; c. Students c. Students ories of will identify ultural y counseling,									1
c. theo identity develop	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students eories of will identify ultural theories of eling, multicultural y counseling, joment, identify									
c. theo multicul course course course c. theo multicul course cou	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students eories of will identify ultural theories of eling, multicultural y counseling, poment, identify development,									
c. theo multicul course course develop and soc	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students eories of will identify ultural theories of eling, multicultural y counseling, poment, identify development,									
c. theo identity devices	ng experiential es learning activities students' designed to standing foster students' and understanding ally of self and e clients; culturally diverse clients. c. Students eories of will identify ultural theories of eling, multicultural y counseling, poment, identify cial									



G ₃ . HUMAN GROWTH AND DEVELOPMEN T - 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	a. Students will explain theories of individual and family									
and transitions across the life- span;	development and transitions across the lifesp									

f. human													1				
behavior including an understanding of developmental crises, disability, psychopatholog y, and situational and environmental factors that affect both normal and abnormal behavior;	f. Students will explain human behavior in regards to developmental crises, disability, psychopatholog y, and situational and environmental factors that affect both normal and abnormal behavior.												1			1	2
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention and treatment; and	and treatment.							1								1	2
h. strategies for facilitating optimal development and wellness over the life span.	h. Students will describe strategies for facilitating optimal development and wellness over the lifespan.															1	1
		COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
G₄. CAREER DEVELOPMEN T - 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	a. Students will identify career development theories and decision- making models						1										1

b. career,	b. Students will								
	identify career,								
avocational,	avocational,								
educational,	educational,								
occupational									
and labor	occupational								
	and labor			4					1
market	market			1					
information	information								
resources, and									
career	resources, and								
information	career								
	information								
systems;	systems.								
	c. Students								
c. career	will discuss								
development	career								
program	development								
planning,	program								
organization,	planning,			1					1
implementation									
	implementation,								
and evaluation;	administration,								
,	and evaluation.								
	d Students								
d.	will identify								
d. interrelationship	will identify								
s among and									
	s among and								
between work,	between work,								
family, and	family, and								
other life roles				4					1
and factors,	other life roles			1					
including the	and factors,								
	including the								
role of	role of								
multicultural	multicultural								
issues in career									
development;	issues in career								
act clopinonit,	development.								
	e. Students								
e. career and	will discuss								
educational	career and								
planning,	educational			1					1
placement,	planning,								
follow-up, and	placement,								
evaluation;	follow-up, and								
,	evaluation.								
	f. Students will								
6 000									
f. assessment									
instruments and	assessment								
techniques	instruments and								
relevant to	techniques			1					1
career planning									
and decision	career planning								
making; and	and decision								
	making.								

g. career counseling techniques, and resources, applicable to global economy. g. Students will identify career counseling techniques, and resources, including those applicable to populations in a economy. global economy.		COUN6320	COUN6360	COUN6362	COUN6380	COUN6410 L	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUNT600	COUN6680	EDPY6930	COUNGODO	TOTALS L
G5. HELPING RELATIONSHI PS - studies that provide an understanding of the society, including all of the following: a. an orientation to wellness and prevention as desired counseling goals;orientation to the society, a. Students will	OO	COU	COU	COU	OO	COU	COU	COU	COU	COU	COU	COU	CO	ΕΩ	DOD	10

d. couns	eling											
theories th												
provide th	e describe											
student with												
models to												
	lize have models to											
client	conceptualize											
presentati												
and that h												
the studer	t in and aid in the appropriate											
select appropriat												
counseling												
interventio												
	vill be describe			1							1	
exposed t												
models of												
	that are consistent											
are consis												
with curre												
profession												
research a												
practice in field so the												
begin to	develop a											
develop a		1										
	nodel of counseling;											
of counse	ing;											
	e. Students will											
	ems describe a											
perspectiv provides a	e that systems n perspective that											
	ding provides an	u										
of family a												
other syst				1							1	
theories a												
major mod	lels theories and											
of family a												
related	of family and											
interventio												
	interventions; f. Students will											
f. a gene	rai ovploin o											
framework	general											
understan	ung fromowork for							1			1	
and practi	understanding											
consultation and	and practicing											
	consultation.											
g. crisis	. g. Students will											
suicide	n and g. Students will describe crisis											
preventior	intervention and	d										
models,	suicide											
including 1	he								1		1	
use of	models,											
psycholog	ical including the first aid											
first aid	strategies											
strategies	Strategies.											

G ₆ . GROUP										
WORK -										
studies that										
provide both										
theoretical and										
experiential										
understandings										
of group										
purpose,										
development,										
dynamics,										
theories,										
methods, skills,										
methous, skills,										
and other group	D									
approaches in a	a									
multicultural										
society,										
including all of										
the following:										
	a. Students will									
a. principles of	fidentify									
group	principles of									
dynamics,	group									
uynamics,	group									
including group	dynamics,									
process	including group									
components,	process									
developmental	components,									
		1								1
	developmental									
group	stage theories,									
members' roles	group									
	members' roles									
	and behaviors,									
factors of group	and therapeutic									
work;	factors of group									
	work;									
b. group	b. Students will						-			
leadership or	describe group									
facilitation	leadership or									
styles and	facilitation									
	styles and									
including	approaches,									
	approacties,	1								1
	including									
of various types										
of group	of various types									
	of group									
leadership	leaders and									
styles;	leadership									
c. theories of	c. Students will									
	identify theories									
group	of group									
counseling,	or group									
including	counseling,									
commonalties,	including									
commonatties,	commonalties,	1								1
distinguishing	distinguishing									
characteristics,										
and pertinent	characteristics,									
research and	and pertinent									
	research and									
literature;	literature;									
	monuturo,									

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and	d. Students will differentiate group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness		1														1
group members in a small group activity, approved by the program, for a minimum of 10 clock	e. Students will participate as group members in a small group		1														1
		COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	ЕDPY6930	COUN6000	TOTALS
G7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of																	·
a. historical perspectives	a. Students will describe historical perspectives concerning the nature and meaning of assessment								1								1

		-				1	1			
b. basic	b. Students will									
concepts of	identify basic									
	concepts of									
standardized	standardized									
and	and									
nonstandardize	nonstandardize									
d testing and	d testing and									
other										
assessment	other									
techniques	assessment									
	techniques									
including norm-	including norm-									
referenced and	referenced and									
criterion-	criterion-									
referenced					4					1
assessment,	referenced				1					1
environmental	assessment,									
assessment,	environmental									
	assessment,									
performance	performance									
assessment,	assessment,									
individual and	individual and									
group test and										
inventory	group test and									
methods,	inventory									
	methods,									
psychological	psychological									
testing,	testing,									
behavioral	behavioral									
observations;										
	observations; c. Students									
c. statistical	will identify									
concepts,	statistical									
including scales										
interacting obtailed	s concepts,									
of	s concepts,									
of	s concepts, including scales									
of measurement,	s concepts, including scales of									
of measurement, measures of	s concepts, including scales of measurement,									
of measurement, measures of central	s concepts, including scales of measurement, measures of									1
of measurement, measures of central tendency,	s concepts, including scales of measurement, measures of central				1					1
of measurement, measures of central tendency, indices of	s concepts, including scales of measurement, measures of central tendency,				1					1
of measurement, measures of central tendency, indices of variability,	s concepts, including scales of measurement, measures of central tendency, indices of				1					1
of measurement, measures of central tendency, indices of variability,	s concepts, including scales of measurement, measures of central tendency, indices of				1					1
of measurement, measures of central tendency, indices of variability, shapes and	s concepts, including scales of measurement, measures of central tendency, indices of variability,				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of	concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions,	concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions,				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and	concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e.,				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of									
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement				1					1
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of reliability, and	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement eror, models of									
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of reliability, and the use of	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and									
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and the use of									
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and the use of									
of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability	s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and									

e. validity (i.e. evidence of validity, types of validity, and the relationship between reliability and validity); f. social and cultural factors related to the assessment and evaluation of individuals, groups, and	validity (i.e., of evidence of e validity, types of validity, and the relationship between reliability and validity).		1		1

2. Understa	ands 2. Students will										
ethical and											
	ethical and										
legal											
consideration	ons legal										
specifically	considerations										1
related to th		1									
practice of	related to the										
clinical men	ital practice of										
health	clinical mental										
counseling.											
3 Understa	ands 3. Students will understand the										
	understand the										
the roles an	iu roles and										
functions of	functions of										
clinical men											
health	clinical mental										
	. health										
counselors	In counselors in										
various prac	ctice										
settings and	various practice										
importance	settings and the										
		1						1			2
relationship	s relationships										2
between											
counselors	and between										
	counselors and										
other	a the an										
professiona											
including	protessionais,										
including	including										
interdisciplin	interdisciplinary										
treatment											
teams.	treatment										
tourno.	teams.										
	Students will										
4. Knows	know										
professiona											
organization	professional										
preparation											
standards, a											
credentials	standards, and	1									1
relevant to t											
	relevant to the										
practice of	practice of										
clinical men											
health	clinical mental										
	health										
counseling.	counseling.										
	C. Otivalanta will										
5. Understa											
a variety of	understand a										
models and	modele and										
theories rela											
to clinical	theories related										
	to clinical										
											4
mental heal								1			1
counseling,	mental nealth				1		1		1		
counseling,	counseling,										
counseling, including the	e including the										
counseling, including the methods,	e counseling, including the										
counseling, including th methods, models, and	e counseling, including the methods,										
counseling, including th methods, models, and	e mental health counseling, including the methods, models, and										
counseling, including th methods, models, and principles o	e counseling, including the methods, f models, and principles of										
counseling, including th methods, models, and principles of clinical	e counseling, including the methods, f models, and principles of clinical										
counseling, including th methods, models, and principles o	e counseling, including the methods, f models, and principles of clinical										

 6. Recognizes 6. Recognizes 6. Recognizes 6. Recognizes 6. 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 	6. Students will recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. 7. Student 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 sy							1					1				2	
--	--	--	--	--	--	--	--	---	--	--	--	--	---	--	--	--	---	--

	1.	1. Students will																
	Demonstrates	demonstrate																
	the ability to	the ability to																
		apply and																
		adhere to																
		ethical and									1	1						2
																		_
	in clinical	in clinical																
	mental health	mental health																
	counseling.	counseling																
		2. Students will																
	2. Applies																	
	knowledge of	apply																
	public mental	knowledge of																
	health policy,	public mental																
		health policy,																
	financing, and	financing, and																
	regulatory	regulatory																
	processes to										1	1						2
	improve service	processes to																_
	delivery	improve service																
	and a structure to be	delivery																
		opportunities in																
	cinnear mentar	clinical mental																
	nealth	health																
	counseling.	counseling.																
	-	counseling.																
			COUNE300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
			63	63	63	63	63	64	64	99	68	68	73	76	66	60	60	AI
			Ž.	Ž	Ž	Ž	Ž	Ž	Ž.	Ž	Ž	Ž	Ξ <u></u>	Z	Ž	ž	Ž	Ē
			б	б	б	5	б	б	б	б	5	б	б	б	б	Ц	б	0
			Õ	Õ	Õ	Ö	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Ŭ	ш	Õ	Ē
COUNSELING,																		
PREVENTION,																		
		C Kanada dan																
	C. Knowledge	C. Knowledge																
INTERVENTIO																		
N																		
		1. Students will																
1	1. Describes																	
1	the principles of	provide a																
	the principles of	provide a description of																
	the principles of mental health,	provide a description of the principles of																
	the principles of mental health, including	provide a description of the principles of mental health																
	the principles of mental health, including prevention,	provide a description of the principles of																
	the principles of mental health, including prevention, intervention,	provide a description of the principles of mental health																
	the principles of mental health, including prevention, intervention, consultation,	provide a description of the principles of mental health (e.g. prevention,																
	the principles of mental health, including prevention, intervention, consultation, education,	provide a description of the principles of mental health (e.g. prevention, intervention,																
	the principles of mental health, including prevention, intervention, consultation,	provide a description of the principles of mental health (e.g. prevention, intervention, consultation,					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education,					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as well as the					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of programs and	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of programs and networks that	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as well as the operation of					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of programs and networks that promote mental	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as well as the operation of programs and					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of programs and networks that	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as well as the operation of programs and networks that					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of programs and networks that promote mental	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as well as the operation of programs and networks that promote mental					1											1
	the principles of mental health, including prevention, intervention, consultation, education, advocacy, as well as the operation of programs and networks that promote mental health in a	provide a description of the principles of mental health (e.g. prevention, intervention, consultation, education, advocacy), as well as the operation of programs and networks that					1											1

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	2. Students will identify the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. 3. Students describe therapeutic fortage of argum					1		1
3. Knows the models, methods, and principles of program development and service delivery (e.g. support groups, peer facilitation training, parent education, and self-help).	principles of	1						1
4. Knows the disease concept and etiology of addiction and co-occurring disorders.	components, and members' roles and behaviors. 4. Students will: a) explain the disease concept of addictions, b) demonstrate an understanding of the history of substance abuse and addictions counseling, including the development of legislation and laws associated with each, and			1history of groups and				
	c) define the terminology commonly associated with the field of chemical dependency.							

mental health range service delivery health - such as delive inpatient, as inp. outpatient, outpa partial partial treatment and afterca the clinical the cli mental health menta counseling couns services service network. network	Ity the of mental h service ery—such patient, atient, al treatment 1 care—and linical al health seling ces				1			2
descr crisis intervention for people during cirses, disaters, and other trauma-causing events.	yention g a crisis t					1		1
7. Knows principles, models and documentation formats of biopsychosocial case conceptualizati on and treatment planning.	els, ssment mentation ats of sychosocial eptualizati nd ment ning. B) ents will construct a axial nostic ssment g the DSM. tudents will se					1		1
8. Recognizes the importance of family, social 8. Stu networks, and descr community impor systems in the involv treatment of family mental and emotional disorders.	ribe the rtance of vement of y in	1						1

mental health	9. Students will describe professional issues relevant to the practice of clinical mental health counseling"								

4. Applies effective strategies to promote clien understanding of and access to a variety of community resources.	therapeutic g counseling				1			1
5. Demonstrates appropriate us of culturally responsive individual, couple, family group, and systems modalities for initiating, maintaining, and terminatin counseling.	will discriminate how client sociocultural factors, context, and behavior may impact how initial interviewing skills are employed. B) Students will				1			1
6. Demonstrates the ability to use procedur for assessing and managing suicide risk.	es understanding and mastery of			1	1			2

curren keepid standa related clinica health	pplies us ant record- bing thr dards tr cal mental al nseling. re cl bing th aseling. re cl bing th aseling. cl bing th th th th th th th th th th th th th t	 A) Students vill construct nultiaxial iagnostic ssessment sing the DSM. B) Students will evise reatment trategies for liagnoses. C) Students will pply current ecord-keeping tandards elated to linical mental eealth ounseling. 										1						1
approj couns strateg workir clients addict co-occ disord	8 Provides de opriate ap iseling te egies when st king with ap its with co ction and tri ccurring op rders. st	 Students will lescribe and pply the main achniques, trategies, or pproaches of ommon reatment ptions for ubstance ddiction. 										1						1
the ab recogn her ow limitati clinica health couns to see super refer c when	nonstrates da ability to th grize his or fe own his ations as a lin cal mental cl th his selor and ca revision or su r clients re	b. Students will lemonstrate ne ability to ecognize his or er own mitations as a linical mental eealth o unselor and o seek upervision or efer clients /hen .ppropriate.										1						1
			COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
ADVOCACY 1. Un how lin multic societ clients seekir menta	living in a icultural ety affectss its who are king clinical tal health nseling	1. Students will inderstand how ving in a nulticultural ociety affectss lients who are eeking clinical nental health nental health eunseling ervices					1											1

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.		1					1
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.		1				1	2
4. Understands effective strategies to support client advocacy & influence public policy, gov't relations on local, state, & national levels to enhance equity, increase funding, & promote programs that affect the practice of clinical mental health counseling.		1					2

5. Understar the implicatio of concepts such as internalized oppression ar institutional racism, as we as the historic and current political clima regarding immigration, poverty, and welfare.	ns 5. Students will demonstrate an understanding and appication of consultation approaches to diverse populations.					1											1
6. Knows public policie: on local, state and national levels that affect the quality and accessibility of mental health services.	 Students will demonstrate knowldege of public policies on the local, 	1				1											2
		COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUNEBOO	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
F. Skills and Practices																	
1. Maintains information regarding community resources to make appropriate referrals.	1. Students will maintain information regarding community resources to make appropriate referrals.									1	1						2
2. Advocates for policies, programs, an services that are equitable and responsit to the unique needs of clients.	 2. Students will advocate for policies, programs, and services that are equitable ve 					1				1	1						3

the ab modify couns syster theori techni interve make cultura appro divers	seling counseling ms, systems, ies, theories, niques, and techniques, and ventions to interventions to them make them culturally opriate for appropriate for					1				1	1						3
		COUNE300	COUN6320	COUNE360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUNT600	COUN6680	EDPY6930	COUN6000	TOTALS
ASSESSMENT G. Kn	nowledge																
princip model asses case conce on, th humal devel and ci norma psych y lead diagno appro couns treatm	ssment, ease eptualizati ecories of an lopment, case on, theories of human development, development, adcy and nopratholog ding to popriate seling course ing diagnoses and appropriate course ing												1				1
variou and appro clinica evalua their appro uses, diagna intervi menta exami sympt invent psych nal an	us models understand various models and a approaches to al clinical evaluation and their appropriate uses, including views, al status interviews, inination, mental status examination, toories, and symptom								1								1

			_												
3. Understands 3. Students will															
understand															
classifications, basic															
classifications, classifications,															
indications, and indications, and															
contraindication															
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so that the side															
effects of such															
effects of such															
medications															
can be															
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Instruments for							1								
substance use															
disorders and															
addictions															
addictions.															
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	COUN6300	COUNE360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUNEBOO	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
H. Skills and	coune	COUNE	conv	COUN	cour	con	con	coni	con	cont	cour	COUL	EDPY(COUN	101
Practices	COUNE	COUNE	COUN	COUN	con	con	con	con	con	con	cour	COUL	EDPY	COUN	101
 Practices	COUNE	COUN	COUN	COUN	con	con	con	con	con	cont	COUL		EDPY	COUR	101
Practices 1. Selects 1. Students will collect	COUNE	COUN	conv	COUN	con	con	con	con	con	cont	COUL		EDPY	COUN	TOT
Practices 1. Selects appropriate 1. Students will select opprogrammed in the select	COUNE	COUN	COUR	COUN	con	CO	con	CON	COUL	con	con	COUL	EDPY	COUN	TOT
Practices 1. Selects appropriate 1. Students will select appropriate		COUN	COON	COUL	con	CO	con	CO	COUL	con	con	COUNT	EDPY	COUL	TOT
Practices 1. Selects appropriate comprehensive assessment 1. Students will select appropriate comprehensive		COUN	conv		con	CO	con	CO		con	con	con	EDPY	COUL	TOT
Practices 1. Selects appropriate comprehensive assessment 1. Students will select appropriate comprehensive assessment		COUN	COUN	COC	con				con	CON	con	CO	EDPY	соли	TOT
Practices 1. Selects appropriate comprehensive assessment interventions to 1. Students will select appropriate comprehensive assessment interventions to		COUN	conv	COC	con				COCI		con		EDPY	COUL	TOT
Practices 1. Selects appropriate comprehensive assessment interventions to assist in 1. Students will select appropriate comprehensive assessment interventions to interventions to		CONK	COUN	COOL	con		CO		con	con	con	CON	EDPY	COUN	TOT
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and 1. Students will select appropriate comprehensive assessment interventions to assist in		COUN	COUN	COOL	con				COUL	CON	con		EDPY	соли	TOT
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and		COUN	conv	COC	con		CO				con	COL	EDPY	СОЛА	
Practices 1. Selects appropriate comprehensive assessment interventions to diagnosis and treatment 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment		CONK	COUN	COOL	con		CO	1	1	con	con	COL	EDPY	COUN	
Practices 1. Selects appropriate comprehensive assessment interventions to diagnosis and treatment planning with an 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an		COUN	COUNT		CON					con	con		EDPY	соли	101
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of		COUN	COUNT	COC	con		CO				con	COL	EDPY	COUN	
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment		COUN	COUN	COUL	con		CO			con	con	COUL	EDPY	COUN	
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in		COUN	COUNT		CON					con	COUR		EDPY	соли	
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the		COUN	CON		con		CO				con	COL	EDPY	COUN	
Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the		COUNT	COUN		con		CO			con	con	COL	EDPY	COUR	
Practices 1. Selects appropriate comprehensive assessment interventions to diagnosis and treatment planning with an awareness of cultural bias in the implementation and 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the		COUN	COUNT		con						COUR		EDPY	соли	
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 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the		COUN	COUN		con		CO			con	con	COL	EDPY	COUN	
Practices1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment		COUN	COUN		con		CO			con	con	COUL	EDPY	COUR	
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 1. Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the		COUN	COUNT		con		CO				con	COL	EDPY	соли	

	2. 2. Students Demonstrates demonstrat skill in skill in conducting an intake interview, a mental status evaluation, a biopsychosocial biopsychos history, a	an S A								1	1						2
	mental health history, and a psychological assessment for planning and caseload caseoan far 3. Students	a al for 1															
	addiction, aggression, and danger to self and and/or others, as well as co-occurring mental disorders.	/or ell ing								1	1						2
	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.	of ge ce, e i								1	1						2
		COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	ЕDPY6930	COUN6000	TOTALS
RESEARCH AND EVALUATION	I. Knowledge																

1. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling.	1. A) Students will explain the importance of research in advancing the counseling profession.B) Students will differentiate statistical methods used in conducting research and program evaluation. C) Students will evaluate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. D) Students will demonstrate understanding of electronic search process. E) Students will						1	1
2. Knows models of program evaluation for clinical mental health programs.	the ability to 2. Students will describe the principles, models, and applications of needs assessment and the use of findings to effect program modifications						1	1
3. Knows evidence-base treatments and basic strategie for evaluating counseling outcomes in clinical mental health counseling. J. Skills and	to inform						1	1
Practices								

1. Applies relevant research findings to inform the practice of clinical mental health counseling.	 A) Students will explain the importance of research in advancing the counseling profession. B) Students will describe the use of research to inform evidence-based practice. C) Students will evaluate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. D) Students will demonstrate understanding of electronic search process. E) Demonstrate the ability to review current scholarly literature on a 2. Students will 					1	1			2
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	describe the principles, models, and applications of needs assessment and the use of findings to effect program modifications					1	1			2

 3. A) Students will describe research methods such as qualitative, and uses data to increase the effectiveness of clinical mental health interventions and programs. 3. A) Students will describe research designs, action etfectiveness of research, and outcome-based outcome-based students will Differentiate statistical methods used in conducting research and program evaluation. 									1	1						2
	COUNE300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY 6930	COUN6000	

impac occur substr disord medic psych disord	stance use rders on ical and thological rders.	se						1					1				2
the re and p biases comm diagne with multic	monly used of commonl nostic tools tools with icultural ulations.	id ses stic				1											1
appro of dia during disast other	5. Students opriate use agnosis g a crisis, ster, or r trauma- sing event. 5. Students explain the appropriate of diagnosis during a cris disaster, or other trauma- causing event	use Is,												1			1
		COUN6300	COUN6320	COUNE360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820	COUN7370	COUN7600	COUN6680	EDPY6930	COUN6000	TOTALS
L. Ski Practi	kills and ctices																
1. Demo appro of diag tools, the cu edition DSM, descri sympt clinica prese clients menta emotio	1. Students nonstrates demonstrate opriate use the appropri- diagnostic use of use of current tools, including on of the the current 4, to edition of the proms and describe the call symptoms and clinical presentation tts with presentation	ng nd									1						1

2. Is able to conceptualize accurate multi- axial diagnosis of disorders client and differential collaborating professionals. collaboratin collaboratin diagnosis discuss the diagnosis collaboratin collaboratin professionals. collaboratin collaboratin collaboratin professionals. collaboratin	e Itti- sis y a th S.									1		1				2
3. 3. Students Differentiates between diagnosis and developmentall developmentall reactions during reactions duri	nd tall e ring nd									1		1				2
Total Standard		6	2	3	18	7	4	10	13	24	13	12	9	10	8	151
COURSES	COUN6300	COUN6320	COUN6360	COUN6362	COUN6380	COUN6410	COUN6460	COUN6670	COUN6800	COUN6820/21	COUN7370	COUN7600	COUNGERD	EDPY6930	COUN6000	TOTALS