# CACREP 8 Core Competencies 2012

| Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program. Section II, G (Curricular Experiences) All Courses are MHS unless otherwise stated. M denotes a Mental Health Counseling course and S denotes a School Counseling course. | **Intro to Counseling Profession 6010 (s) or 6021(M)** | **Human Development 6481(S) or 6482(M)**  | **Legal and Ethical Issues 6700** | **Group Work 6500 (S) or 6505 (M)** | **Cross cultural Counseling 6428 (M)** | **Intro to Couns Theory 6400 (S )or 6404 (M)** | **Career Development 6340** | **Appraisal Procedures 6200**  | **Consultation & Collaborative Problem Solving 6601** | **Research & Program Evaluation 6740** | **Advanced School Counseling Methods 6401 (S) MHS 6405: Advanced Counseling Theory (M)** | **Special Needs Counseling & Consultation 6420 (S)** | **Seminar in Professional Development and Supervision 6720 (S)** | **Sexuality 6480 (M)** | **Addictions 6450 (M)** | **Mental Disorders 6070 (M)** | **Practicum in Counseling 6800** | **Advanced Practicum in Counseling 6805** | **Internship I 6831 (S) or 6881 (M)** | **Internship II 6834 (S) or 6882 (M)** | **Internship III SDS 6830 (S) 6883 (M)** | **Internship and Seminar in Professional Development 6888 (M)** | **Organization, Admin and Supervision 6620 (M)** | **Internship V 6886 (M)** |
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| **1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning: |
| a) a. history and philosophy of the counseling profession; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications; | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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; |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | M |  |
| d. self-care strategies appropriate to the counselor role; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. counseling supervision models, practices, and processes; |  |  |  |  |  |  |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  | M |  |
| f) professional organizations, including membership benefits, activities, servicesto members, and current issues; | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M |  |
| h. the role and process of the professional counselor advocating on behalf of theprofession; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M |  |
| i. advocacy processes needed to address institutional and social barriers thatimpede access, equity, and success for clients; and | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. ethical standards of professional organizations and credentialing bodies, andapplications of ethical and legal considerations in professional counseling. |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following: |
| a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; |  |  |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; |  |  |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| c. theories of multicultural counseling, identity development, and social justice; |  |  |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; |  |  |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| 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;  |  |  |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. |  |  |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| **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; |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. theories of learning and personality development, including currentunderstandings about neurobiological behavior; |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. effects of crises, disasters, and other trauma-causing events on persons of all ages; |  | X |  |  |  |  |  |  |  |  | M/S |  |  |  |  |  |  |  |  |  |  |  | M |  |
| d. theories and models of individual, cultural, couple, family, and community resilience; |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. a general framework for understanding exceptional abilities and strategies for differentiated interventions; |  |   |  |  | M |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| f. human behavior, including an understanding of developmental crises,disability, psychopathology, and situational and environmental factors thataffect both normal and abnormal behavior; |  | X |  |  | M |  |  |  |  |  |  | S |  |  |  | M |  |  |  |  |  |  |  |  |
| g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and |  | X |  |  |  |  |  |  |  |  |  |  |  |  | M |  |  |  |  |  |  |  |  |  |
| h. theories for facilitating optimal development and wellness over the life span. |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **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; |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. career, avocational, educational, occupational and labor market information resources, and career information systems; |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. career development program planning, organization, implementation,administration, and evaluation; |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. interrelationships among and between work, family, and other life roles andfactors, including the role of multicultural issues in career development; |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. career and educational planning, placement, follow-up, and evaluation; |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. assessment instruments and techniques relevant to career planning and decision-making; |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **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; |  |  |  |  |  | X |  |  |  |  | M/S |  |  | M |  |  |  |  |  | S | S |  |  |  |
| b. counselor characteristics and behaviors that influence helping processes; | X |  |  |  |  |  |  |  |  |  | M/S |  |  |  |  |  |  | X | X | X | X | M |  | M |
| c. c. essential interviewing and counseling skills; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | M | X | X | M |  | X |
| d. counseling theories that provide the student with models to conceptualizeclient 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; |  |  |  |  |  | X |  |  |  |  | M/S |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. a systems perspective that provides an understanding of family and othersystems theories and major models of family and related interventions; |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  f. a general framework for understanding and practicing consultation; and |  |  |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |  | M |  |
| g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies. |  |  |  |  |  |  |  |  |  |  | M/S |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **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 therapeutic factors of group work; |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. group leadership or facilitation styles and approaches, includingcharacteristics of various types of group leaders and leadership styles; |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. theories of group counseling, including commonalities, distinguishingcharacteristics, and pertinent research and literature; |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. group counseling methods, including group counselor orientations andbehaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. direct experiences in which students participate as group members in a smallgroup activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7. ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following: |
| a. historical perspectives concerning the nature and meaning of assessment; |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. basic concepts of standardized and nonstandardized testing and otherassessment techniques, including norm-referenced and criterion-referencedassessment, environmental assessment, performance assessment, individualand group test and inventory methods, psychological testing, and behavioral observations; |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. statistical concepts, including scales of measurement, measures of centraltendency, indices of variability, shapes and types of distributions, and correlations; |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. reliability (i.e., theory of measurement error, models of reliability, and the useof reliability information); |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. validity (i.e., evidence of validity, types of validity, and the relationshipbetween reliability and validity); |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8. RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: |
| a. the importance of research in advancing the counseling profession; |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. research methods such as qualitative, quantitative, single-case designs, actionresearch, and outcome-based research; |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. statistical methods used in conducting research and program evaluation; |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. principles, models, and applications of needs assessment, program evaluation,and the use of findings to effect program modifications; |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. the use of research to inform evidence-based practice;  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |