

Transcript Evaluation - Professional Counselor Application

Applicants who have completed graduate counselor programs not accredited by CACREP must identify graduate level course work in each of these core areas. At least one (1) course must be identified in each area. A course may not be used to satisfy more than one area.

Name:	Date:
Previous Names:	

Education Requirements	Course(s) Applied	Credits
Practicums, Internships or Field Experience under clinical supervision.		
Human Growth and Development- studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following: (I) Theories of individual and family development and transitions across the life-span; (II) Theories of learning and normal and abnormal personality development; (III) Effects of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan; (IV) Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior; (V) A general framework for understanding differing abilities and strategies for differentiated interventions; (VI) Theories and etiology of addictions and addictive behaviors; and (VII) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the life span.		
Social and Cultural Diversity- studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural including all of the following: (I) Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; (II) Learning activities to foster student's self understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others; (III) Theories and models of multicultural counseling, identity development, and social justice and advocacy; (IV) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination; (V) Learning activities that foster understandings of the help-seeking behaviors of diverse clients; (VI) Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews; and (VII) Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations;		
Helping Relationships- studies that provide an understanding of counseling process in a multicultural society, including all of the following: (I) Theories and models of effective counseling and wellness programs; (II) Counselor characteristics and behaviors that influence the helping process; (III) Essential interviewing, case conceptualization and counseling skills; (IV) A systems approach that provides an understanding of family, social, community, and political networks; (V) Theories, models, and strategies for understanding and practicing consultation; and (VI) Ethical and culturally relevant strategies for developing helping relationships: (VII) Developmentally relevant counseling treatment or intervention plans; (VIII) Development of measurable outcomes for clients; (IX) Empirically-based counseling strategies and techniques for prevention, intervention, and advocacy; (X) Strategies to promote client understanding of and access to a variety of community-based resources; (XI) Suicide prevention models and strategies; (XII) Crisis intervention and psychological first aid strategies; and (XIII) Processes for aiding students in developing a personal model of counseling.		
Group Work- studies that provide theoretical foundations of group work and dynamics associated with group process including all of the following: (I) Therapeutic factors and how they contribute to group effectiveness; (II) Characteristics and functions of effective group leaders; (III) Approaches to group formation, including recruiting, screening, and selecting members; (IV) Types of groups and other considerations that affect conducting groups in varied settings; (V) Ethical and culturally relevant strategies for designing and facilitating groups; and (VI) Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.		

Career Development- studies that provide an understanding of career development and related life factors, including all of the following: (I) Theories and models of career development, counseling, and decision-making; (II) Process for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology and information systems; (III) Approaches for assessing the conditions of the work environment on clients' overall life experiences; (IV) Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development; (V) Strategies for career development program planning, organization, implementation, administration, and evaluation; (VI) Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy; (VII) Strategies for facilitating client skills development for career, educational, and life-work planning and management; (VIII) Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors; (IX) Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making; and (X) Ethical and culturally relevant strategies for addressing career development.		
Assessment- studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following: (I) Historical perspectives concerning the nature and meaning of assessment; (II) Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment and group and individual assessments; (III) Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; (IV) Reliability and validity in the use of assessments; (V) Methods of effectively preparing for and conducting initial assessment meetings; (VI) Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide; (VII) Procedures for identifying and reporting abuse; (VIII) Use of assessments for diagnostic and intervention planning purposes; (IX) Use of assessments relevant to academic/educational, career, personal, and social development; (X) Use of environmental assessments and systematic behavioral observations; (XI) Use of symptom checklists, personality and psychological testing; (XII) Use of assessment results to diagnose developmental, behavioral, and mental disorders; and (XIII) Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.		
Research and Program Evaluation- studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: (I) The importance of research in advancing the counseling profession, including its use to inform evidence based practice; (II) Qualitative, quantitative, and mixed research methods; (III) Statistical methods used in conducting research and program evaluation; (IV) Evaluation of counseling interventions and programs; (V) Development of outcome measures for counseling programs; (VI) Analysis and use of data in counseling; and (VII) Ethical and culturally relevant strategies for conducting, interpreting and reporting the results of research and/or program evaluation studies.		
Professional Counseling Orientation and Ethical Practice- studies that provide an understanding of all of the following aspects of professional functioning: (I) History and philosophy of the counseling profession and the origins of the counseling specialty areas; (II) The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation; (III) Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams; (IV) Self-care strategies appropriate to the counselor role; (V) Technology's impact on the counseling profession; (VI) Strategies for personal and professional self-evaluation and implications for practice; (VII) Counseling supervision models, practices, and processes; (VIII) Professional organizations, including membership benefits, activities, services to members, and current issues; (IX) Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (X) The role and process of the professional counselor in advocating on behalf of the profession; (XI) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and (XII) Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.		