



Husson University School of Graduate Counseling

CACREP Self-Study: 2021

School Counseling

Clinical Mental Health Counseling

Director: Dr. Deborah Drew

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## SECTION 1: THE LEARNING ENVIRONMENT

### THE INSTITUTION

**A. The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.**

Husson University is a private, not-for-profit university located in Bangor, Maine, accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.). Husson University offers 70 undergraduate, graduate and professional degrees, as well as a wide range certificate programs. The university is made up of the College of Business, the College of Health and Pharmacy, and the College of Sciences and Humanities with approximately 3,000 undergraduate students attending classes at the Bangor campus. About 800 students are enrolled in graduate programs ([1A01](#)). Students matriculate from Maine, the country, and the world. The Graduate Counseling and Human Relations program ([1A02](#)) is housed within the School of Education ([1A03](#)) in the College of Sciences and Humanities ([1A04](#)). The MS in Clinical Mental Health Counseling ([1A05](#), [1A06](#)) and MS in School Counseling programs ([1A07](#), [1A08](#)) are identified as part of Husson University’s graduate degree offerings. The Counseling and Human Relations program has responsibility for the preparation of students in the two-degree programs as well as the non-accredited MS in Human Relations program ([1A09](#)) and the Certificate of Advanced Study in Counseling ([1A10](#)).

**B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

The Husson University Website describes the Counseling and Human Relations programs under the School of Education in the College of Sciences and Humanities. Information is available as follows ([1B01](#)):

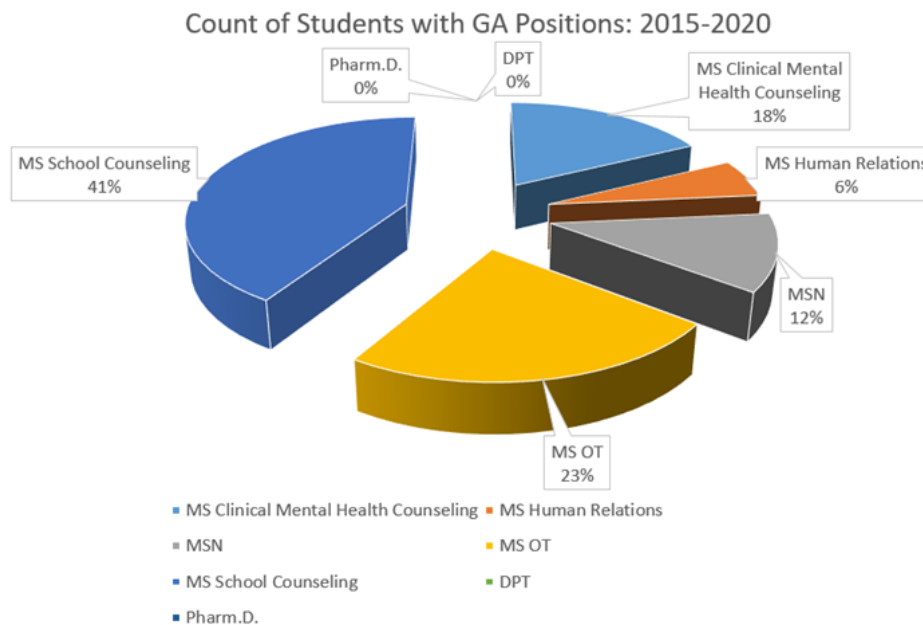
- College of Science and Humanities ([1A04](#))
- School of Education ([1A03](#))
- Human Relations Program ([1A09](#))
- MS in Clinical Mental Health Counseling ([1A05](#))
- MS in School Counseling ([1A07](#))
- Program core faculty ([1B01](#))
- Accreditation status ([1B02](#))
- Methods of instruction (see Standard 2F)
- Degree Requirements/Curriculum Sheets for the CMHC ([1B03](#)) and SC Programs ([1B04](#))
- Financial aid ([1B17](#))
- Costs for Human Relations Program ([1B06](#)), Costs for CMHC ([1B07](#)), Costs for MS in School Counseling ([1B08](#))

**C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.**

Husson University demonstrates a commitment to providing sufficient financial resources to ensure program continuity, quality, and effectiveness. The program has its own budget line (1C01) within the School of Education and proposes an annual budget. The Provost approved additional funding in 2021 for two faculty searches and for additional stipends for work on the self-study over the summer of 2021. A letter of ongoing support from the Provost is found in the artifact section of this report (1C02).

**D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.**

Counseling students may apply for graduate assistantships through the Husson University student employment office as seen on the Student Employee page (1D01). These opportunities, as seen on the Graduate Assistant Openings page and the Graduate Assistant Job Description (1D02, 1D03), are open to all graduate students at Husson. Counseling students are often selected for graduate assistantships, commensurate with other programs. For example, in 2020-2021, counseling students held graduate assistant positions in the Career Center, Graduate Admissions Office and the Office of Student Support.



**E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.**

Husson University provides time, financial resources, and administrative support for counselor education program core faculty and the clinical coordinator to participate in professional activities at national, regional, state, and local levels as well as to participate in scholarly activities and in service to the profession. Husson's emphasis on professional activities, scholarly activities and service to the profession is reflected in the financial support allocated to the counseling program budget ([1C01](#)) each year. The program budget assists core faculty with professional membership fees. Historically, university resources through the program and sometimes through the dean's budget, have supported the counseling core faculty and/or the clinical coordinator to attend at least one national and one state conference each year and often more. Faculty are encouraged to use available funding to attend conferences, especially when actively involved and presenting. During the pandemic, faculty were able to attend more conferences since the conferences were online and therefore travel expenses were eliminated; please see program budget ([1C01](#)) and faculty vitae ([CV Core Faculty Folder](#), [CV Non-Core Faculty Folder](#)). Program faculty are active members of and hold leadership positions in, state and national counseling professional organizations and present frequently at national, regional, and state conferences ([CV Core Faculty Folder](#)). The university administration, with regard to the scholarship and service provisions for the multi-year contract and promotion processes as seen in the Husson University Faculty Handbook ([HB01.A](#), p. 58), recognizes the importance of faculty presentations at national, regional, and state conferences, as well as active service to the profession.

Faculty awards ([1E01](#)) for scholarship, teaching, and service are available annually through the provost's office. Full-time faculty are nominated for these awards by their peers or students and complete an application, submitting credentials for consideration by the Faculty Development Committee. In 2015, faculty member Dr. John Yasenchak was the recipient of the William H. Beardsley Award for Excellence in Teaching, Husson University and, in 2020, faculty member Dr. Jade Letourneau was a runner-up for a faculty award. Faculty are also encouraged to present at the annual Research and Scholarship Day ([1E02](#)). Grants for internal and external research funding ([1E03](#), [1E04](#)) are available by application through the Scholarship Committee of the Faculty Forum.

Husson is a partner with the Association of College and University Educators (ACUE) to provide faculty members graduate level coursework in evidence-based teaching practices. ACUE is Quality Matters certified and endorsed by the American Council on Education ([1E05](#)). Dr. Jade Letourneau and Dr. Kristen Lister both obtained ACUE credentials for completing the Effective Teaching Practices course. Counseling core faculty members from 2019-2020 and 2020-2021 school years all took courses offered by Husson's Department of Online Instruction and the Office of Assessment in developing and teaching online courses.

**F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.**

The Husson University library, W. Tom and Bonnie Sawyer Library (also known as Sawyer Library) maintains campus resources, which are available and accessible to all faculty and

students. The library can be accessed in person and electronically, and librarians are available to assist students and faculty with in person and electronic requests.

*Table 1.F.1: Volumes Held W. Tom and Bonnie Sawyer Library*

Volumes held	Description	Format
39,287	Books	Print
2455	Government Documents	Print
73265	Journal Titles	Print/Online
35	Current Journal subscriptions	Print
110	Current Journal subscriptions	Online
16126	EBook Titles	Online
83	Databases & Indexes	Online

Most of the counseling graduate students use the library through electronic access ([1F01](#)). There is a separate page on the Sawyer Library website that guides students to the most common databases used for the counseling program ([1F02](#), [1F01a](#)). Major online journals in counseling are available through Husson with many articles available in full text form. This is in accordance with the mission of the W. Tom and Bonnie Sawyer Library which is to make library resources, services, and spaces work for all Husson University stakeholders ([1F03](#)).

Routine review of library services is conducted to ensure informational resources are current and appropriate. In the spring and summer of 2021, the library gathered information on costs for adding additional access to journals and other resources as requested by the program director. A plan is in development for adding resources to the library as the budget allows. Faculty and students may make recommendations on purchase of resources related to the counseling program. Faculty and students reviewed the counseling resources available through the library in summer 2021 and made recommendations for adding resources ([1F04](#)). In the fall of 2021, new faculty reviewed resources and recommended new purchases as well.

Sawyer Library provides a supportive discovery and learning environment. Library resources can be accessed from anywhere 24/7. Online students and students at remote sites have access to all online resources, including electronic books and journals, and services including reference, document delivery and interlibrary loan. On campus, Sawyer Library is located on the second floor of Peabody Hall and is easily accessible. When classes are in session, the library is open seven days a week and is open until midnight five days a week. The library seats about one hundred at tables and individual study carrels. Accommodations for small groups working on projects are provided. In addition, there is a small reading room and comfortable lounge chairs throughout the library. Three faculty offices, located adjacent to the library have been converted into group study rooms that are open 24/7. There are six computers networked together and three wall mounted computers for accessing the library's online resources. Students may use their own laptops with the library's wireless network. Electronic scanning, color copying and printing services are available.

Students are familiarized with the library resources and how to access them during the CO700 Orientation to the Professions of Counseling and Human Relations course (FA21, SP22 Syllabi

in [Syllabi folder](#)) required of students. Use of library resources is further reinforced in subsequent courses, especially during CO703 Research and Program Evaluation class (SS21, SP22 Syllabi in [Syllabi folder](#)). By request, site supervisors may access library materials and may receive orientation sessions that are scheduled at the beginning of each semester from the Sawyer librarians or through an online training.

Finally, the Husson Institutional Review Board ([1F05](#)) provides support for research for both students and faculty. Students who conduct research/scholarship projects with the assistance/guidance of faculty as seen in the sample student work may present them at the annual Research and Development Day ([1F07](#), [1F08](#), [1F09](#), [1E02](#), [1F11](#)).

**G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.**

The Husson University Information Technology department ([1G02](#)) provides year-round technical support and equipment to all counselor education faculty as well as support to students. Support is provided on site and remotely. Requests for assistance are made through a ticket request system ([1G01](#)) or by calling the Husson University IT Help Desk ([1G02](#)).

The Husson University Information Technology department ([1G02](#)) also offers support for class development and teaching. All faculty have access to training and support for developing and teaching classes. Technical support and recording equipment are provided for all practicum students to assist with video recording, downloading and storing and sharing their counseling work in accordance with legal and ethical standards.

As well, Husson University librarians provide technical support to students and faculty in using all library and online library resources ([1F03](#), [1G03](#)) for research and course assignments. This assistance is available in person and online.

**H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.**

The Husson University Wellness Center ([1H01](#)) provides the services of three licensed counselors at no cost to all students. Counseling graduate students are encouraged to engage in counseling services. The Wellness Center provides a list of and referrals to community resources for students ([1H03](#)).

**I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.**

The Graduate Counseling Program has three counseling practice rooms in its suite that are equipped with video recording equipment and a system for downloading recordings for student

and faculty review, as well as for live observation. These rooms are used primarily for the CO710 Counseling Techniques class and student practice. The program also has space in the Husson University's Soaring Eagle Clinic ([1I01](#), [1I02](#)) for counseling practice. This space includes two counseling rooms equipped with recording equipment. Each of the faculty has an application on their laptop that allows for live observation of sessions in the recording rooms. This space includes two counseling rooms equipped with recording equipment. Each of the faculty has an application on their laptop that allows for live observation of sessions in the recording rooms. Live sessions can be observed by faculty and classes using the recording technology and a program-secured laptop connected to a video screen. The clinic was last used in fall 2019 for CO890 Practicum and CO710 Counseling Techniques prior to the pandemic. Practicum students provided services to a limited number of clients who accessed the clinic under the supervision of a Husson University Faculty Supervisor.

Practicum students are placed in practice sites that agree to video recording of sessions with permission of the client or client's guardian. Internship students are encouraged to record sessions at their sites with university equipment and to review them with their supervisors. The program has video cameras that are available to students and can be signed out for the semester for this purpose. Husson issues HIPPA compliant Zoom accounts for CO students to use.

Privacy and confidentiality procedures are provided in the Counseling Techniques (CO710) syllabus and students are given guidelines for recording, downloading and using videos ([1I03](#)). In Practicum (CO890) procedures are outlined in the Practicum Handbook and in the Memo of Understanding signed with the practicum site ([HB03](#) p.7; [1I04](#)). Internship (CO881-886/CO891-900) confidentiality guidelines are provided through the Internship Handbook ([HB02](#), p.8). Video recording is optional during internship and shared only with the site supervisor and confidentiality is guided by the site supervisor.

## **THE ACADEMIC UNIT**

**J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester Credit hours or 9 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling Specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.**

The Counseling and Human Relations program at Husson University offers CACREP Accredited master's degree programs in Clinical Mental Health Counseling (63 credits) ([1B03](#)) and School Counseling (60 credits) ([1B04](#)).

**K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

Husson University and the counseling program make continuous and systematic efforts to attract and enroll a diverse group of students. The counseling program works with the Graduate Admissions Office to recruit a diverse student body. Husson Admissions recruits nationally for all graduate programs, including the Masters and Post Masters in School Counseling, Clinical Mental Health Graduate Counseling, as well as the Masters in Human Relations. This approach includes targeting undergraduate feeder schools from diverse areas of the country by attending in-person recruiting events. Husson also budgets for digital ad placement where interest has been noted. Husson University's Graduate Admissions communications flow includes prepared information for inquiries (see sample Graduate Admissions email [1K01](#)) related to exceptional value, support for applications, the working professional and other diverse student needs. Recent visits by admissions to universities with diverse populations include: University of North TX, Texas Woman's University, Austin College, University of Maine at Farmington, Rowan University, Albright College, Keene State, Rhode Island College, UMass Dartmouth, and the University of Maine at Orono.

The program faculty endeavor to develop and foster close relationships with faculty and among students. The program is small enough (65-70 students) that students know their faculty and one another. Continuous development of multicultural awareness and competency is an expectation of both students and faculty. These competencies are fostered for students through coursework and reflection assignments throughout the curriculum as seen in CO704, CO705, CO722 and CO723. Faculty are encouraged to participate in university sponsored and professional counseling organization professional development opportunities ([1K02](#)) to learn and expand their own multicultural competency.

At weekly meetings, faculty have the opportunity to bring concerns about students to the program faculty. This is a resource for concerns regarding the diversity issues and/or retention of students. Faculty, in the role of instructor and advisor, support academic, professional, and dispositional development for all students. Faculty also refer students to the Office of Student Support, the Office of Diversity and Inclusion, and the Wellness Center and related campus organizations. Confidentiality is honored by faculty during these conversations with and about student concerns and during referrals. Through the self-study process, we have determined a need to address cultural competency within our dispositions assessment process, which we have added to action items. A goal for 2021-2022 resulting from the annual program evaluation is to develop a survey of current students to identify diversity in a broader sense than the race and sex data gathered by Husson University.

In 2020-2021, Husson University added a new Office of Diversity, Equity, and Inclusion (DEI) ([1Q04](#)). As stated on the Husson website:

*The Diversity, Equity, and Inclusion Officer leads the development and implementation of proactive diversity, equity, and inclusion initiatives in support of the University's efforts to create and maintain a learning and working environment where all have an opportunity to succeed. The DEI Officer collaborates with university stakeholders to ensure a diverse, equitable, and inclusive community of all races, ethnicities, socioeconomic backgrounds, genders, sexuality, abilities, religions and other identities.*

The DEI office is available to help faculty and programs support students and to plan and provide professional development. In addition, a request for support can be submitted to the DEI officer, generating a form to report an incident of bias.

**L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.**

The Husson University Graduate Admissions office gathers all graduate application documents (applications, official transcript(s), resumes, essays, letters of recommendation and reference lists) from applicants as listed in the admissions requirements ([1A01](#)). When files are complete, the program faculty review and rate each application. Applicants are rated based on GPA (required minimum 3.0), and, for students with less than the minimum GPA, GRE or Miller Analogy test (aptitude for graduate study) results. As well, candidates' resumes, essays, and letters of recommendation are rated using the applicant file rating form ([1L01](#)). Based on faculty recommendation, applicants are invited to participate in both an individual and group interview process where relevance of career goals and aptitude for graduate study are further assessed along with potential for success in forming effective counseling relationships and respect for cultural differences ([1L02](#)).

Relevance of career goals (1) is assessed when faculty read the applicant's essay responding to the question, "Describe your motivation for pursuing graduate study in light of your formal education, current job responsibilities (if applicable), career aspirations and plans for completing your degree..." as seen in the screenshot of the graduate application ([1L03](#)).

Aptitude for graduate-level study (2) is assessed through faculty review of the transcripts of previous coursework, the undergraduate major, and/or previous graduate study, the resume detailing work and life experience, and the letter of recommendation. Applicants are guided to request a letter of recommendation from someone who can speak to their aptitude for graduate study. Through this self-study, we have determined that the current admissions requirements are not sufficient to fairly determine aptitude for graduate study for an applicant whose undergraduate experience is dated but work experience is lengthy and includes professional development. To that end, a proposal for change in admissions policy has been submitted in fall 2021 to allow for consideration of work experience and informal education in lieu of the required 3.0 for applicants whose undergraduate degree was earned more than five years ago.

Potential for success in forming counseling relationships (3) is assessed through review of the applicant essay, letter of recommendation, resume of previous/current work experience, and through interaction with the applicant in the individual interview and observing the applicant's interaction with fellow applicants through the group interview. In particular the individual interview questions from the Individual Interview Rating Form ([1L04](#)) such as "What is leading you to pursue a degree in counseling/human relations? What is one quality that you possess, in your belief that would make you a good counselor? Is there one quality that good counselors possess that you want to develop?" and, "Tell us about a time when you received feedback that you did not like, or were not comfortable with, and how you responded to that ..." provide an

opportunity for faculty to gain a sense of the applicant's potential for success in forming counseling relationships.

The applicant's respect for cultural differences (4) is assessed through the individual interview question, "What kinds of people that may be different from yourself would you find challenging to work with? What happens to you when you are in their presence? What do you do to continue to be able to work with them?" In addition, observation of the applicant's interaction with peers in the group interview and responses to the group interview provide further opportunity to assess respect for diversity ([1L05](#)).

**M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.**

A new student orientation is provided at the beginning of the CO700, Orientation to the Professions of Counseling and Human Relations course, a course required of all entering students. The Counseling and Human Relations Program Student Handbook ([HB07](#)) is disseminated through the Husson Counseling and Human Relations CANVAS advising site and discussed in CO700. As stated in The Counseling and Human Relations Program Student Handbook and reviewed in CO700, students are required to provide evidence of student membership in the American Counseling Association and to adhere to the current *American Counseling Association Code of Ethics* throughout their time in the program. The Counseling and Human Relations Program Student Handbook ([HB07](#) p. 18, 20-21, 23) includes personal growth expectations and the professional performance review (PPR) of dispositions ([1M01](#)) that are assessed within the program are explained. Eligibility for licensure and/or certification is also reviewed in the class and in The Counseling and Human Relations Program Student Handbook.

Through discussions about this standard as part of the self-study process in spring 2021, program faculty pointed out that student orientation during the CO700 class did not provide an ongoing resource for students to refer to prior to and throughout the program. Faculty expressed a desire to add an online orientation session with an asynchronous component that could be readily available for students to review at their convenience from the time they are admitted to the program. That orientation was subsequently developed and presented in fall 2021 through synchronous zoom ([1M03](#)).

**N. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.**

The Counseling and Human Relations Program Student Handbook ([HB07](#)) includes (1) the mission statement of the academic unit and program objectives (p. 7), (2) information about professional counseling organizations (p.17), opportunities for professional involvement, and activities appropriate for students (p. 17), (3) matriculation requirements (p. 8), (4) expectations of students (pp. 9-24), (5) academic appeal policy (p. 24), (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment (p. 14), and (7) retention, remediation, and dismissal from the program (p. 23).

**O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice.**

The program’s Policy for Student Retention, Remediation and Dismissal is detailed in The Counseling and Human Relations Program Student Handbook ([HB07](#), p. 23). It is consistent with institutional due process policies. Students are expected to adhere to the current *American Counseling Association Code of Ethics* throughout their time in the program ([HB07](#), p.19).

**P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.**

All students in the Counseling and Human Relations programs are assigned a Counseling program core faculty member as advisor upon enrollment. Faculty assist students with developing and managing their program of study, mentoring students, addressing life/work/school balance, monitoring professional development and student success, and assisting with steps to credentialing and transition to the profession.

The three core faculty members and the clinical coordinator share the advising load. Loads are limited for the Program Director due to director responsibilities as well as for the clinical faculty member who is part-time ([1P01](#)). Advising is an expectation of all full and part time faculty at Husson University and is considered part of the faculty development and progression criteria as seen in the Husson University Faculty Handbook ([HB01A](#), p.26).

**Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.**

The program mission ([1Q01](#)) is to ensure that graduates are “prepared to empower diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals.” The program goal: “prepare [*sic*] graduates with current knowledge and skills to practice clinical mental health counseling, school counseling, or work as human relations specialists in a multicultural and pluralistic society” and Program Objective 2: “The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society,” both emphasize inclusivity. Such program emphasis helps to keep diversity, equity, and inclusion a primary focus for all.

Husson University makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community. Husson's commitment is evident in its Equal Employment Opportunity (EEO) statement ([1Q02](#)). Additional language can be found in the Husson University Faculty Handbook Equal Opportunity Statement ([HB01.A](#), p. 1). Advertisements for faculty positions are posted at:

- Husson.edu
- Indeed
- Higher Ed Jobs
- JobsinME
- Chronicle – Nationwide to attract a diverse population

Postings for counseling program faculty and director are also placed on the Association for Counselor Education and Supervision (ACES) Career Link and on CESNET, thereby reaching counselor educators and counselor education doctoral students nationally and internationally.

Retention of diverse faculty is aided when the University and the program make diversity, equity, and inclusion a priority. To that end, Husson University recently has added a diversity, equity and inclusion officer, Sarah Dyer, PhD (c), to centralize diversity, equity, and inclusion as a campus priority. Ms. Dyer will be working with the School of Education faculty on badging and micro-credentialing relative to diversity, equity and inclusion ([1Q04](#)).

Faculty diversity in the Counseling and Human Relations program, despite all efforts, remains largely reflective of diversity in Maine. The program's faculty involvement and leadership in the Association for Counselor Education and Supervision (ACES) is important to the effort to recruit and retain diverse faculty. ACES focuses on social justice and diversity through its Social Justice and Human Rights Committee and its various Interest Networks (Advocacy, Bilingual, Diversity and Inclusion, International Students and Faculty, Rural, and Women's Interest, and Mentoring).

Counseling and Human Relations program faculty contribute to the efforts to recruit diverse faculty through outreach at ACES and Regional ACES conferences, making themselves available to talk with prospective applicants. They also assist Husson Human Resources by posting openings for faculty on ACES Career Link and CESNET. At the ACES conference in Park City, Utah, in 2018, faculty recruitment efforts resulted in one faculty hire in 2019 (Dr. Kristen Lister), and another in 2021 (Dr. Rebecca Edelman). Postings on CESNET/ACES Career link resulted in the hiring of Dr. Sarah Fucillo in 2021. A variety of prospective, diverse faculty candidates attended career sessions with Husson faculty at the ACES conference and met individually with the Program Director as well. Phillip Taylor III Dean of the College of Science and Humanities, Deborah Drew, director of Graduate Counseling programs, and Travis Allen, Director of University Assessment, attended the Association for Counselor Education and Supervision (ACES) conference 2021 in Atlanta, GA - October 2021 to provide a table session in order to recruit prospective director candidates.

Development of multicultural competency among counseling faculty occurs through faculty mentorship and discussion. Faculty are encouraged to attend and participate in related professional development opportunities on campus and at national, regional, state conferences.

Online DEI workshops are readily available through counseling professional organizations at this time. All of this helps to keep the faculty focused on embracing diversity, equity and inclusion.

**R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.**

The Counseling and Human Relations program serves an average of 70 students per year and employs three full-time core faculty members who teach in the Clinical Mental Health, School Counseling, Human Relations, and Advanced Graduate Certificate in Counseling programs. Each core faculty member is designated as core faculty at Husson University only. Full time core faculty are all appropriately credentialed and experienced in counseling. Dr. Fucillo graduated from a CACREP accredited program. Ms. Edelman has successfully defended her dissertation and anticipates earning her Ph.D. in Counselor Education from a CACREP accredited program in December 2021. Dr. Drew has a doctorate in Counselor Education and worked in a CACREP accredited Counselor Education program full-time for four years prior to her work at Husson. The Faculty Chart ([1P01](#)) provides a snapshot of Core, Affiliate, and Adjunct faculty credentials and qualifications. Faculty CVs ([CV Core Faculty](#), [CV Non-Core Faculty](#)) provide more detailed information.

Core faculty (2021-2022) are:

Deborah Drew, EdD., Program Director and Professor  
Counselor Education University of Maine, service in CACREP Counselor Ed Program

Sarah Fucillo, Ph.D., Assistant Professor  
Counselor Education and Supervision, Auburn University (CACREP)

Rebecca Edelman, Ph.D. anticipated Dec. 2021, Assistant Professor  
Counselor Education and Supervision, University of Wyoming (CACREP)

**S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.**

The number of courses taught by core faculty is greater than the number of courses taught by non-core faculty. For 2021-2022, there are three full-time core faculty members one of whom is the Program Director. Each core faculty member is assigned a 3/3 load (9 credits per semester fall and spring). Adjunct faculty and adjunct practicum supervisors are part-time. Credit load is determined by assignment each semester. In 2020-2021, the Program Director was granted a reduced workload (0.75 time) and the Clinical Coordinator did not teach any overloads. In order to remain in compliance, a full-time instructor (Dr. Logan McCarthy) was hired on a one-year contract to fill the vacated needs. This instructor carried a 3/3 (9 credit per semester fall and spring load). There also were two other full-time core faculty and adjuncts. This was an

exception to the norm. All other years include three full-time core faculty including the Director with one course release, the Clinical Coordinator and adjuncts.

Affiliate and adjunct faculty are considered non-core faculty. See Faculty Charts ([1P01](#)) which illustrate the balance of core/non-core load for 2019-2020, 2020-2021, 2021-2022. The Program Director's load includes 3-credit course release for director responsibility and, in 2021-2022 (due to the self-study), the director has an additional 3-credit course release to function as the CACREP liaison. Core faculty may teach additional coursework or provide practicum supervision. Any work over the 18 credits per year is considered an overload. In addition, the half-time affiliate faculty member and Clinical Coordinator is assigned 4.5 credits/semester for Clinical Coordinator responsibilities. This person may also teach or supervise; anything assigned to the Clinical Coordinator over the 4.5 credits/semester is also considered an overload.

*Table 1.S.1: Credit Hours Taught by Core and Non-core Faculty*

	SP 22	FA 21	2020-2021	2019-2020
CORE Total Credits taught	33	29	78.5	75
NON-CORE Total Credits taught	13.5	25.5	30.5	21

	2021-2022 As of 12-3-21	2020-2021	2019-2020
CORE Total Credits taught	62	78.5	75
NON-CORE Total Credits taught	39	30.5	21

**\*Does not include 2022SS**

**T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.**

The program began to transition to the CACREP 2016 standards after the midterm of the accreditation cycle. Prior to that time the faculty student ratio was 9:1 as required by 2009 standards. Since the midterm, the ratio of full-time equivalent (FTE) students to FTE faculty has not exceeded 12:1 for any year as seen in the Faculty Charts ([1P01](#)).

Faculty full-time definition for the program is nine credits per semester. Student full-time Definition is nine credits/semester. The formula used to calculate FTE is (fall, spring, and summer):

$$\text{Number of Student credits}/9 = \text{FTE Students}$$

$$\text{Faculty load (9 credits/semester = full time)} = \text{FTE Faculty}$$

Table 1.T.1: Ratio of full-time equivalent (FTE) students to FTE

	SP 22 to date of 12/2/2021	FA 21	2020-2021	2019-2020
Student FTE is Total credits enrolled divided by 9	61.1 FTE	53.78 FTE	136.54 FTE	138 FTE
Faculty FTE based on load assigned (9 credits = full time load)	5.17 FTE	7.15 FTE	11.89 FTE	13 FTE
<b>FTE</b> FTE Students/FTE Faculty	<b>11.8:1</b> 61.1/5.17=11.8	<b>7.52:1</b> 53.78/7.15=7.52:1	<b>11.54:1</b> 136.54/11.89=11.54	<b>10.61:1</b> 138/13=10.61

	2021-2022 as of 12/2/2021*	2020-2021	2019-2020
Student FTE is Total credits enrolled divided by 9	114.88 FTE	136.54 FTE	138 FTE
Faculty FTE based on load assigned (9 credits = full time load)	12.32 FTE	11.89 FTE	13 FTE
<b>FTE</b> FTE Students/FTE Faculty	<b>9.23:1</b> 114.88/12.32=9.23:1	<b>11.54:1</b> 136.54/11.89=11.54	<b>10.61:1</b> 138/13=10.61

\*Does not include 2022SS

**U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.**

Teaching: Faculty in the Counseling program are considered “graduate faculty,” by definition in the Faculty Handbook ([HB01.A](#), p.14). Each core faculty member is assigned a 3/3 load (9 credits each semester, fall and spring). Teaching loads are specified in faculty contracts.

Advising: Counseling program faculty ([1P01](#)) advise all of the students in the Counseling and Human Relations program, about 20-25 students each. When possible, the program director has a reduced advising load.

Scholarship and Service: Husson University is a teaching institution. The institution has a multi-year contract process and a promotion in rank process. Teaching, scholarship, service, and advising standards are specified in the Husson University Faculty Handbook ([HB01.A](#), p. 26). Husson follows the Boyer model for scholarship and service. Further guidelines for Counseling program scholarship requirements are detailed in the Husson University Counseling and Human

Relations Program Guidelines for Scholarship ([1U02](#)). Expectations of Counseling Faculty are the same as those for other graduate and professional programs at Husson University, but are also guided by standards developed by the Counseling programs to align with expectations of the Counselor Education profession.

**V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.**

A half-time, 12-month Administrative Assistant ([1V01](#)) supports the Counseling and Human Relations program. This position supports the CACREP accredited degree programs as well as the MS in Human Relations program, and the Post-Master's Certification program. The position provides all assistance for the three core faculty members, program adjuncts, and the clinical coordinator for all program business including curriculum, faculty meetings, program changes and revisions, teaching, advising, admissions, retention, scheduling, accreditation, budget management and procurement, and other tasks related to the program. Based on comparison of other Husson University graduate programs by student and faculty size, the services of the Administrative Assistant are commensurate with other, similar graduate programs.

In addition, the program has been consistently awarded money in the budget to hire a work study student to assist with clerical tasks. For 2021-2022, the amount allocated to the Counseling and Human Relations program for this purpose is \$3645.00 which is equivalent to 9 hours per week in both fall and spring semesters ([1C01](#)).

**FACULTY AND STAFF**

**W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.**

Full time core faculty are appropriately credentialed. Dr. Fucillo graduated from a CACREP accredited program. Ms. Edelman anticipates earning her Ph.D. in Counselor Education from a CACREP accredited program in December 2021. Dr. Drew has a doctorate in Counselor Education and worked in a CACREP accredited Counselor Education program full-time for four years prior to her work at Husson. The Faculty Charts ([1P01](#)) as well as Faculty CVs ([CV Core Faculty](#), [CV Non-Core Faculty](#)) provide a snapshot of the history of core faculty credentials.

Core faculty (2021-2022) are:

- Deborah Drew, EdD., Program Director and Professor, Counselor Education University of Maine, service in CACREP Counselor Ed Program
- Sarah Fucillo, Ph.D., Assistant Professor, Counselor Education and Supervision, Auburn University (CACREP)
- Rebecca Edelman, Ph.D. anticipated Dec. 2021, Assistant Professor, Counselor Education and Supervision, University of Wyoming (CACREP)

**X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.**

As evidenced by faculty CVs ([CV Core Faculty](#), [CV Non-Core Faculty](#)) and further summarized in the Faculty Chart ([1P01](#)), each of the core counselor education program faculty identifies with the counseling profession. All are leaders with sustained professional service and advocacy in counseling, and membership in professional counseling organizations at the national, regional, and state levels. All engage actively in ongoing professional development and maintain current licensure and/or certification in counseling. Each faculty member has an active research and scholarly agenda commensurate with their faculty role as seen in the Faculty Chart ([1P01](#)).

**Y. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.**

Under the leadership of the Counseling and Human Relations Program Director, core counselor education faculty participate weekly in faculty meetings ([1Y01](#)), annually in program evaluation ([1Y02](#)), and collaborate on an ongoing basis to determine program curricula, curriculum changes, class schedules, and to develop, revise, and apply program procedures and policies.

**Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.**

The program typically employs several adjuncts annually. All non-core faculty have graduate or professional degrees in counselor education or a closely related field and related experience. The Faculty Chart ([1P01](#)) illustrate the qualifications of these faculty members. Faculty CVs ([CV Core Faculty](#), [CV Non-Core Faculty](#)) for the affiliate and adjunct faculty are also available for review.

Non-Core faculty for fall 2021 are:

- Affiliate faculty
  - 0.5 time: Dr. Jeri Stevens, Clinical Coordinator ([link CV](#))
- Adjuncts:
  - Ashlee Eikelboom, Emily Genever, Rachele Hartley, Clare Thomas Pino, Nichole Proulx-King, Dr. Ellen Smith

**AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.**

The Program Director, with the assistance of other core faculty and the administrative assistant, orients all non-core faculty to the accreditation and program requirements, syllabi templates, and

other expectations. In the fall of 2021, there were two new core faculty members and two new non-core faculty members. All attended the Adjunct Orientation ([1AA02](#)) to learn about program and accreditation requirements and how they are relevant to the courses they teach. In addition, the Program Director assisted each new faculty member in developing syllabi using the templates aligning course lectures, activities and other offerings with the course objectives. Key Performance Indicators relevant to the courses were also explained. Plans are to conduct these formal adjunct orientations once each fall, spring, and summer to assure that all non-core faculty are familiar with CACREP and program expectations for curriculum, assessment, and with all policies.

**BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.**

Core and non-core faculty are selected based on their preparation and experience for courses they teach. The program values both academic preparation and counseling experience. All core and non-core counselor education faculty members have relevant preparation and experience in relation to the courses they teach as illustrated in Faculty CVs ([CV Core Faculty](#), [CV Non-Core Faculty](#)) and summarized in the Faculty Chart ([1P01](#)).

**CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes:**

- (1) having responsibility for the coordination of the counseling program(s),**
- (2) responding to inquiries regarding the overall academic unit,**
- (3) providing input and making recommendations regarding the development of and expenditures from the budget,**
- (4) providing or delegating year-round leadership to the operation of the program(s), and**
- (5) receiving release time from faculty member responsibilities to administer the academic unit.**

The Program Director, Dr. Deborah Drew, is a full-time core faculty member. The director has a 3/3 course load with one course release each semester for director responsibilities. For 2021-2022, Dr. Drew was granted two course releases, one for Program Director and the other for the CACREP liaison role in completing the self-study and review process. In addition, a stipend was provided in the summer of 2021 for work on the CACREP self-study.

Program Director responsibilities include (as detailed in the Program Director job descriptions of current and advertised position.) ([1CC01A](#), [1CC01B](#)):

- (1) Responsibility for the coordination of the Counseling and Human Relations Program.
- (2) Responding to inquiries regarding the Counseling and Human Relations Program.
- (3) Providing input and making recommendations regarding the development of and expenditures from the budget for the program.
- (4) Providing or delegating year-round leadership to the operation of the program.

The practice of the current Program Director is to flex the contracted time so that there is coverage throughout the summer and consultation with the 12-month part-time Administrative Assistant as needed.

**DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.**

A half-time Clinical Coordinator, Dr. Jeri Stevens, is a member of the program faculty and provides coordination for practicum and internship for the Counseling programs.

The Clinical Coordinator is responsible for:

1. Coordination of practicum and internship experiences for both the MS in Clinical Mental Health Counseling and the MS in School Counseling programs.
2. Responding to inquiries regarding practicum and internship.
3. Other duties as detailed in the Clinical Coordinator Job Description ([1DD01](#)).

## SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.**

### **FOUNDATION**

**A. The counselor education program has a publicly available mission statement and program objectives.**

The Counseling and Human Relations Program mission statement and objectives are available to the public on the program website ([1A02](#)) and for students and faculty in the Graduate Counseling and Human Relations Program Student Handbook ([HB07](#), p. 5-6).

**Mission:** The mission of the Counseling and Human Relations Program is to prepare and graduate highly proficient and dedicated professionals in counseling and human relations who are committed to both ethical and evidence-based principles and practices. In accordance with the vision of the American Counseling Association, program graduates are prepared to empower diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals.

**Program Goal:** The Counseling and Human Relations program prepares graduates with current knowledge and skills to practice clinical mental health counseling, school counseling, or work as human relations specialists in a multicultural and pluralistic society.

**Program Objectives:**

1. The program will recruit, admit, and retain qualified applicants.
2. The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society.
3. Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate.

**B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.**

Program objectives guide the program evaluation, including the assessment of student learning, as specified in the Counseling and Human Relations program Comprehensive Assessment Plan ([2B01](#)). Objectives are written so that they can be evaluated. The Counseling and Human Relations Program Objectives are:

Objective 1: The program will recruit, admit, and retain qualified applicants.

Objective 2: The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society (addresses student learning).

Objective 3: Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate.

Program objectives were reviewed and revised by the counseling faculty with input from students and advisory board members, including alumni and personnel from cooperating agencies, in the spring of 2021. Students and advisory committee members were asked for input regarding the proposed objectives through a Program Objectives survey ([2B02](#)) sent in 2021.

**C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.**

As stated in the Graduate Counseling and Human Relations Program Student Handbook ([HB07](#), p. 19), Counseling students are required to join the American Counseling Association during the first semester of study and are encouraged to maintain that membership throughout the program. Evidence of membership is collected as an assignment in CO701 Orientation to the Profession class. Students are also encouraged to become members of state branches of the American Counseling Association (ACA), the American School Counseling Association (ASCA), the American Mental Health Counselors Association (AMHCA), the National Career Development Association (NCDA), and students are encouraged to attend related conferences and workshops throughout the program.

Students are encouraged to attend state and national counseling conferences. Classes are often not held on conference days so that students can attend. Some faculty give class credits or assignments to encourage attendance. Students attend the Maine Counseling Association Conference, the Maine School Counselor Association conference, the Maine Mental Health Counselors Association conference, and/or the Maine Career Development Association conference each year. When the American School Counselor Association conference was in Boston, some students attended. Virtual conferences held during the pandemic have been attended by some students. When the American Counseling Association conference was held in Montreal, faculty and students traveled to the conference together. Program faculty work directly with Maine Counseling Association, Maine School Counselor Association, Maine Mental Health Counselors Association, and Maine Career Development Association to provide scholarship and service opportunities for students to attend conferences at a free or reduced price. The Maine Counseling Association provides scholarships ([2C01](#)) to students to reduce the cost of the conference each year. The Maine School Counselors Association involved Husson students who volunteered work for the conference in exchange for free conference attendance as shown in the MESCA Scholarship announcement ([2C02](#)). In 2019, five Husson students took advantage of this opportunity, and in 2020, three Husson students were able to participate. The virtual conference in 2021 included one Husson student volunteer.

The Husson University Counseling Student Scholarship ([2C03](#)) is specifically dedicated to providing travel money for counseling students to attend conferences.

Husson Counseling students often serve in positions on the Executive Boards and committees of state counseling organizations. In 2021-2022, students are serving on the executive boards of the Maine School Counselor Association, the Maine Counseling Association, and the Maine Mental Health Counselor Association. Two students serve on Maine Career Development Association committees.

For practicum and internship, students purchase their liability insurance as members of a relevant counseling professional organization as specified in the Practicum Handbook, ([HB03](#), p. 3), the Clinical Mental Health Counseling Internship Handbook, ([HB06](#), p. 3) and the School Counseling Internship Handbook, ([HB02](#), p. 5).

The Chi Sigma Iota Chapter Eta Upsilon Mu Chapter at Husson University ([2C04](#), [2C05](#)), chartered in 2019, with induction of first members in fall 2020, currently has 14 members. Due to the pandemic, little was accomplished during the 2020-2021 year. The chapter will have new faculty advisors this fall and will be inviting new members this fall and engaging students in future activities. One plan, resulting from the 2020-2021 program evaluation, is to have members offer programming to help students prepare for the CPCE and NCE.

## **COUNSELING CURRICULUM**

**D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.**

The counseling curriculum transitioned from alignment with CACREP 2009 objectives to an initial alignment with CACREP 2016 objectives beginning in the 2018-2019 school year. Original syllabi templates were realigned with 2016 objectives. A new Curriculum Crosswalk ([2D01](#)) was developed to provide clarity. A new set of syllabi templates was developed. The templates incorporate alignment between CACREP objectives and curricular experiences, providing for documentation of where and how each one of the lettered standards is covered in the curriculum.

All syllabi are kept both in the Counseling and Human Relations program and the College of Science and Humanities Dean's office. Syllabi are available for review by all enrolled or prospective students by request. Syllabi are provided in CANVAS for all enrolled students prior to the start of each semester.

Templates for all courses can also be found in the Syllabi Template Folder ([Syllabi folder](#)), and a sample syllabus template is provided below to illustrate how each area of the standard is covered. For completed syllabi, see the Syllabi folder ([Syllabi folder](#)).

1. **Content area: the course description is brought over into the syllabus template verbatim from the catalog.**

## **CO 700 Orientation to the Professions of Counseling and Human Relations Syllabus**



- [Modules](#)

### **Basic Information**

**Course Term:**

**Course Location:**

**Meeting Times:**

**Instructor:**

**Office location:**

**Office phone:**

**Email:**

**Office hours:**

**COURSE DESCRIPTION:** (Verbatim from catalog)

Sample course description wording:

*This course is designed to provide an orientation to, and overview of, the counseling and human relations professions, including history of the counseling profession, standards, credentialing, professional role and identity development. 3 credit hours.*

**2. Knowledge and skill outcomes.** Knowledge and skill outcomes are pre-populated and articulated as Key Performance Indicators in each syllabus template. The template requires indicators to be phrased to indicate levels of cognitive rigor or complexity and to indicate how these outcomes will be demonstrated by the students and measured by the faculty, in purposeful

alignment to the standards. CACREP objectives that are addressed by the course are listed on the template with guidance for the instructor to complete the sections indicating how the objective is addressed in the course (lecture, reading, discussion, activity, etc.)

**Course Outcomes and Assessment**

**KEY PERFORMANCE INDICATOR(S): Professional Orientation and Ethical Practice**

**KPI 1:** Students will demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards.

**KEY PERFORMANCE INDICATOR MEASURE(S):**

MEASURE	RUBRIC
KPI 1. Final Exam  Students demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards by scoring 80% or higher on the final exam in CO700.	MEETS:  DOES NOT MEET:
KPI 1. Membership in ACA  Students identify as counselors by evidencing membership in the American Counseling Association. (First Semester of Program)	MEETS:  DOES NOT MEET:

**Curriculum Mapping**

CACREP STANDARDS
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CACREP 2016 Core Objectives:	Coverage Type and Date (e.g., title of lecture, reading, discussion, activity)
<b>Section 2.F.1. Professional Counseling Orientation &amp; Ethical Practice</b>	
a. history and philosophy of the counseling profession and its specialty areas	
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	

**3. Methods of instruction are indicated in the syllabus template:**

**METHODS OF INSTRUCTION:** (Course delivery system (Canvas), course delivery format (Live, hybrid, ICV, etc.)

[Insert content here.]

#### 4. Required texts and readings are indicated in the syllabus template:

##### **Textbook & Required Materials**

[Insert content here.]

(Please check Husson Bookstore <http://www.husson.edu> for order information, price, and ISBN numbers)

**RESOURCES:** (APA Style manual for all our courses, any others)

#### 5. Student performance evaluation criteria and procedures are included in the syllabus template.

##### **Evaluation and Grading**

**GRADING:** Grading is in accordance with the Husson grading scale. Details of grade percentages for assignments are listed below. Grades will be based on quality completion of all

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course requirements and is at the discretion of the instructor. Grading of papers and projects will be based on inclusion of all required components, creativity and organization, thoroughness of analysis and discussion and APA style.

Assignment weight for grading: [Insert content here.]

##### **Grading Rubrics**

Please include all of the rubrics that you plan on using in this course – be sure that all of the rubric dimensions (lines in a rubric) are aligned to your intended outcomes or indicators.

[Insert content here.]

## **6. Disability accommodation policy and procedure statements are indicated and linked in the syllabus template.**

### **Grading Rubrics**

Please include all of the rubrics that you plan on using in this course – be sure that all of the rubric dimensions (lines in a rubric) are aligned to your intended outcomes or indicators.

[Insert content here.]

### **Class Policies**

Links to University Policies and student protections as well as student services can be found on the left navigation panel. You can also find a link to information about how to navigate Canvas.

**See CANVAS links to University and Graduate Policies.**

**See Student Handbook posted in Counseling and Human Relations Program CANVAS site for all other policies and guidelines.**

**For Writing Assistance see directions posted in course CANVAS platform under Module: Writing Assistance.**

### **Students with Disabilities**

Husson University reasonably accommodates those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. In order to request disability-related services at Husson, students must self-identify to the Disability Services office within the Center for Student Success, and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty or staff, does not constitute self-identification to the University.

After the accommodations have been approved, the student must notify the instructor by providing the accommodation plan. Depending upon the nature of the request, the instructor may then coordinate with Center for Student Success to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact the *Center for Student Success, located in Peabody Hall room 208, or call (207) 992-1934, or e-mail [studentsuccess@husson.edu](mailto:studentsuccess@husson.edu).*

**Please Note: Pets and children are not allowed in classes regardless of whether the class is delivered on campus, by Zoom, or by ICV. Please arrange for your children and pets to be cared for in another setting during class time.**

## **E. Current counseling-related research is infused in the curriculum.**

Current counseling-related research is infused in the curriculum through assignments of papers and projects that incorporate literature reviews, assigned readings of current articles and research studies, and use of current textbooks (See [Syllabi folder](#)).

## **F. The eight common core areas represent the foundational knowledge required of *all* entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.**

The Curriculum Crosswalk ([2D01](#)) illustrates the alignment of 2016 CACREP objectives with the courses in which those objectives are covered. Current ([2021-2022](#)) syllabi show documentation of where each standard is covered in the curriculum. Syllabi are linked under Course ID.

The chart below also shows where each objective is covered in the curriculum and illustrates how objectives are aligned with instruction through lectures, activities, readings, etc.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

a. history and philosophy of the counseling profession and its specialty areas

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: Week 3 9/13Lecture What is Counseling? a History Assignments: Expository Essay-Special Topics Presentation Readings: Neukrug, CH 1 What is Counseling and Who is a Counselor? Neukrug, CH 5 The History of the Counseling Profession

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch.1 Approaching Crisis Intervention, Ch 2. Culturally Effective Helping in Crisis Intervention Ch 5 Crisis Case Handling Ch 6 Telephone and Online Crisis Counseling Ch13 Crisis in Schools Ch 14 Violent Behavior in Institutions Ch 15 Legal and Ethical Issues on Crisis of Trauma Ch 17 Disaster Response; Resource Directory, Crisis intervention plan, disaster paper, and case discussions

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch.1 Approaching Crisis Intervention, Ch 2. Culturally Effective Helping in Crisis Intervention Ch 5 Crisis Case Handling Ch 6 Telephone and Online Crisis Counseling Ch13 Crisis in Schools Ch 14 Violent Behavior in Institutions Ch 15 Legal and Ethical Issues on Crisis of Trauma Ch 17 Disaster Response; Resource Directory, Crisis intervention plan, disaster paper, and case discussions

d. the role and process of the professional counselor advocating on behalf of the profession

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Professional Identity of Counselors- lecture and case study discussion 9/8

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Multicultural Competence, Social Justice and Advocacy in Counseling- Lecture, readings, case study presentation 9/15

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: Week 5 9/27 Class Lecture: Counseling Alphabet Soup and Professional Associations-Week 5 Class Discussion-Guest Speaker from Maine School Counselors Association Readings:-Neukrug, CH 2-Professional Associations in Counseling and Related Fields Assignments: Join ACA-Special Topics Presentation-Expository Essay
<a href="#">CO706 - School Counseling Programs</a>	Discussion: professional counseling organizations Explore ASCA website Reflection #2 Interview with a School Counselor Reflection #3 Attend a workshop, Board Meeting or Professional Development Reading 1/19 ASCA National Model Implementation Guide Pages 5-21 ASCA National Model Framework for School Counseling Programs Pages xii-31

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: 11/1 Week 10 Class -Accreditation and Credentialing-10/18 Week 8-Current Issues and Future Trends In-Class Discussion 11/1 & 10/18 Assignments: Special Topics Presentation-Expository Essay Readings:- Neukrug CH 7: Accreditation in Counseling and Related Fields Neukrug CH 8 Credentialing in Counseling and Related Fields-Neukrug CH 6: Current Issues and Future Trends in the Counseling Profession-20/20 Vision Statement-CACREP 2016
<a href="#">CO706 - School Counseling Programs</a>	Discussion on school counselor credentialing and policy changes 1/19; Explore Maine DOE Certification website
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Lecture/case study 9/8, Licensing/certification requirements in the job market paper due 9/15

h. current labor market information relevant to opportunities for practice within the counseling profession

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Explore O*Net for School Counselor labor market information; Reflection #2 Interview with a School Counselor
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Licensing/certification requirements in the job market paper due 9/15
<a href="#">CO722 - Career Development and Counseling</a>	Assignment- explore O*Net and Occupational Outlook Handbook for labor market information about counseling careers

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: Week 13 11/22 Professional Ethics and Legal Application-In-class discussion Ethical Dilemma Case Study Readings:-Neukrug CH 9 Ethics in Counseling-Professional Codes of Ethics Assignments: Expository Essay-Special Topics Presentation
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Licensing/certification requirements in the job market paper due 9/15; rights of the clients and counselor responsibilities lecture/case study 9/22; code of ethics comparison presentation 9/8
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lecture: Legal & Ethical Issues when Counseling Youth; Activities: Expressive Intervention, Counseling Role Plays, Small Group Case Conceptualization & Treatment Plan; Special Topics Resource Project; Comprehensive Project

j. technology's impact on the counseling profession

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Technology and changes to counseling, telehealth in counseling- how has the pandemic changed this? Lecture/readings/case study due 10/20
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Activities: Special Topics Resource Project

k. strategies for personal and professional self-evaluation and implications for practice

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion: 4/20 Self-Care Activity: Self Pre-Assessment 1/19 Activity: Self Post-Assessment 4/20 Reading 4/6 ASCA National Model pp 77-116 Reading ASCA National Model Implementation Guide pp 141-156
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Boundaries within the Counseling Profession lecture/case study-10/13; Self- evaluation of personal and professional values paper 12/8

l. self-care strategies appropriate to the counselor role

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: Week 1: Wellness and Self Care Assignments: Wellness Plan, Wellness Plan Revisited Readings: Who's Taking Care of Superman?

m. the role of counseling supervision in the profession

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Role of the Supervision and Consultation in Counseling; Counselor Education requirements- lecture/case study 11/10
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Activities: Counseling Role Plays; Small Group Case Conceptualization & Treatment Plan
<a href="#">CO890 - Practicum</a>	Lecture(s): 8/31: Preparing for Supervision, 9/14 Trust in Supervision and with Peers-Weekly Group Supervision Readings: Hodges CH 6 Models of Supervision: Classroom and Site Supervision Assignment(s): Journal Reflection: Trust with clients and Supervision Midterm Evaluation-Final Evaluation-Evaluation of Skills Growth

## 2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Cultural Identity Reflection; Advocacy Action Plan Presentation; Project Implicit and Reflection; In-class Discussion: Chapter 1: Mono-cultural Context of Counseling as a Helping Profession; Chapter 4: Multicultural Contexts of Professional Counseling in the 21st Century; Cultural Context at the Individual Level; Cultural Context at the Societal Level; Cultural Context at the International Level; Chapter: Working with Diversity in the Racial, Ethnic and Nationality Contexts

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Advocacy/Action Plan; Final Reflection Paper; Lectures: Social Justice and Advocacy for Professional Counselors, Models of Multicultural Counseling, Developing a Multicultural Identity; in class discussion; Class reading: Chapter 6: Developing a Multicultural Identity; A model of multicultural competence development; A Necessary Multicultural Competency Social Advocacy; Taking social responsibility community advocacy for social justice; Chapter 10: Working with Diversity in Social Class Contexts; Chapter 9: Working with Diversity in Gender and Sexual Orientation Contexts; Chapter 11: Working with Diversity in Physical Ability; Chapter 12: Working with Diversity in Religion and Spirituality
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 2; Lecture Discussion: Multicultural & Trauma Sensitive Approach; Activity: Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm and Final exams

c. multicultural counseling competencies

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Action Plan; Class Lecture: Demands for Multicultural Professional Counseling; Multicultural Counseling Competencies in Clinical and School Counseling; In class discussion; Class Reading:
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Reading: Counseling Children and Adolescents from Diverse Backgrounds; Lecture: Counseling Culturally Diverse Children and Adolescents; Activities: Expressive Intervention

	Counseling Role Plays Small Group Case Conceptualization & Treatment Plan Special Topics Resource Project Child/Adolescent Interview Comprehensive Project
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d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Project Implicit Reflection Paper; Cultural Identity Reflection Paper; Final Reflection; Journal Prompt 1, 3, 4

e. the effects of power and privilege for counselors and clients

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Journal Prompt 2; Final Reflection Paper; In-class Discussion; Lecture: Examining the Impact of your Power and Privilege; Cultural Identity Reflection; Class reading: Chapter 7: Understanding Social Oppression and Cultural Pluralism; Social Oppression: Results of Unearned Privileges by Dominant Groups
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 2; Lecture Discussion: Multicultural & Trauma Sensitive Approach; Activity: Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm and Final exams

f. help-seeking behaviors of diverse clients

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Literature Review; In-class discussion; Lecture: Help-seeking behaviors of Diverse Clients; Class Reading: Chapter 10: Working with Diversity in Social Class Contexts; Chapter 8: Working with Diversity in Racial, Ethnic, and Nationality Contexts; Chapter 9: Working with Diversity in Gender and Sexual Orientation Contexts; Chapter 11: Working with Diversity in Physical Ability; Chapter 12: Working with Diversity in Religion and Spirituality
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Reading: Counseling Children and Adolescents from Diverse Backgrounds; Lecture: Counseling Culturally Diverse Children and Adolescents

g. the impact of spiritual beliefs on clients' and counselors' worldviews

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Journal Prompt 3; Class Reading: Chapter 12: Working with Diversity in Religion and Spirituality; In-class discussion; Advocacy/Action Plan

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Advocacy/Action Plan; Literature Review; Project Implicit; Final Reflection Paper; Cultural Identity Reflection Paper; Lecture: Intentional and unintentional oppression and discrimination; Project Implicit and Reflection; Journal Prompt 2

### 3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 3: Theories of Human Development: 9/16;9/23, /Quiz Module 1-3, Group Research Project: 10/7-10-28, Developmental Paper: 11/21; Final Exam
<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg, et al., Ch. 2 Family Development: Continuity and Change; Lecture, review, and discussion: individual and family development across the lifespan Reflection: Individual and family development

b. theories of learning

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 3: Theories of Human Development: 9/16, /Quiz Module 1-3, Group Research Project: 10/7-10-28, Developmental Paper: 11/21; Final Exam

c. theories of normal and abnormal personality development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 3: Theories of Human Development: 9/16;9/23, Module 5: Development in Infancy and Toddler Years: 10/7; Module 6: Development in Preschool Years: 10/14; Module 7: Development in Middle Childhood: 10/21; Quiz Module 1-3, Quiz Module 4-7 Group Research Project: 10/7-10-28, Developmental Paper: 11/21; Final Exam

d. theories and etiology of addictions and addictive behaviors

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO805 - Addictions Counseling: Treatment and Contemporary Issues</a>	Human Growth and Development: theories and etiology of addictions and addictive behaviors (assignment 1)

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 4: Genetics and Prenatal Development: 9/30; Module 5: Development in Infancy and Toddler Years: 10/7; Module 8: Development in Young Adulthood: 11/4; Module 10: Development in Middle Adulthood: 11/11; Quiz Module 4-7; Quiz Module 8-10, Group Research Project: 10/7-10/28; Developmental Paper: 11/21; Final Exam
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Working with Children, Adolescents, and their Parents: Practical Applications of Developmental Theory; Lecture: Stages of Development & the Counseling Process; Activities: Expressive Intervention Counseling Role Plays Small Group Case Conceptualization & Treatment Plan Special Topics Resource Project Child/Adolescent Interview Comprehensive Project

f. systemic and environmental factors that affect human development, functioning, and behavior

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 2: General Principles of Human Growth and Development in Counseling, Ethics and Multicultural Considerations: 9/9; Module 8: Development in Adolescent Years: 10/28; Module 9: Development in Young Adulthood: 11/4; Module 10: Development in Middle Adulthood: 11/11; Quiz Module 1-3; Quiz Module 8-10; Group Research Project: 10/7-10/28; Developmental Paper: 11/21; Final Exam
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Working with Children, Adolescents, and their Parents: Practical Applications of Developmental Theory Counseling Children and Adolescents from Diverse Backgrounds Children and Challenges: Counseling from a Growth Mind-Set Perspective Counseling At-Risk Children and Adolescents Working with Parents

	Working with Families Lectures: Basic Guidelines for Working with Youth Counseling Culturally Diverse Children and Adolescents Counseling At-Risk Youth Working with Parents & Families Activities: Special Topics Resource Project
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g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lectures: Legal and Ethical Issues when Counseling Youth Trauma Sensitive Practices for Children and Adolescents ACES Activities: Counseling Role Plays
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland Ch. 2. Culturally Effective Helping in Crisis Intervention; Briere and Scott, Part One. Trauma, Effects, and Assessment; Resource Directory, Crisis intervention plan, disaster paper, and case discussions

h. a general framework for understanding differing abilities and strategies for differentiated interventions

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 2: General Principles of Human Growth and Development in Counseling, Ethics and Multicultural Considerations: 9/9; Module 11: Development in Later Adulthood and Old Age: 11/18; 12/2; Quiz Module 1-3; Quiz Module 11; Group Research Project: 10/7-10/28; Developmental Paper: 11/21; Final Exam

i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 2: General Principles of Human Growth and Development in Counseling, Ethics and Multicultural Considerations: 9/9; Quiz Module 1-3; Wellness Plan: 9/11, Course Reflection Paper: 12/10; Final exam

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	All classes and exam; Reading assignments in primary textbook: Sharf, Chapters as listed below and related lectures, in class activities applying theory, and class discussions: 2: Trait and Factor Theory; 4: Work Adjustment Theory; 5: Myers-Briggs Type Theory; 7-10: Life Span Theory Childhood-Adult; 11: Constructivist Theories; 12: Relational Approaches to Career Development; 13: Krumbholz: Social Learning Theory; 14: Social Cognitive Career Theory; 15: Career Decision Making Approaches; 16: Theories in Combination; Exams: 4 exams- theories and practices of career development, labor market information, assigned reading and class lectures and discussions; Career Life Reflection paper assignment

b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Lecture and discussion: The role of work in people's lives (Class 1 and throughout the semester as related to theory). Chapter 1 in Sharf: Introduction and chapter 4: Work Adjustment Theory; Career Life Plan Reflection Paper

c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Activities assigned for students to explore career, educational, occupational, labor market, information resources, technology and information systems; Sharf Appendix B: Tests and Their Publishers.; Chapter 3 Sharf: Occupations: Information and Theory; the role of occupational information in each chapter (Sharf text); Chapter 16 Sharf: Screening methods, paper and pencil materials; computerized guidance systems and internet resources; An exam will cover labor market information and resources; ongoing- due end of semester: Treatment Plan/Curriculum Project

d. approaches for assessing the conditions of the work environment on clients' life experiences

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Lecture: Role of work in people's lives; Reading and related lecture and discussion from Chapter 4 Sharf: Work Adjustment Theory; Application through assignments: Career Life Reflection Paper; Treatment Plan/Curriculum Project

e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Review NCDA Career Counselor Assessment and Evaluation Competencies; Assessments related to each theory covered are assigned and reviewed: SDS, Myers-Briggs, Values inventory, CDM, Card sorts, etc.; Students explore assessments by taking them and discussing their results as well as their experience of the assessment; Career Life Reflection Paper; Treatment Plan/Curriculum Project

f. strategies for career development program planning, organization, implementation, administration, and evaluation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Career Treatment Plan/Curriculum Assignment; Career Center visit and reflection paper

g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Each chapter in the Sharf textbook includes a section on diversity; Class discussions for each week will include the discussion of advocacy for diverse clients in a global economy; Treatment Plan/Curriculum assignment; diversity issues/cultural considerations

h. strategies for facilitating client skill development for career, educational, and life work planning and management

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Discussion, practice and application through activities in each class of how to use the theoretical approaches to facilitate client skill development and career planning; Treatment Plan/Curriculum assignment

i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Lecture on identifying and using assessments, tools and techniques relevant to career planning and decision making; Applications of assessments, tools and techniques each week as appropriate to the theoretical approach for that week; Chapter 1 & 3 Sharf: Assessment instruments; Occupations: Information and Theory; Appendix B: Tests and Their Publishers; Career/Life Reflection and Treatment; Plan/Curriculum Assignment; Guest speakers on career planning, college admissions, connecting aspirations to a plan, and financial aid resources.

j. ethical and culturally relevant strategies for addressing career development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO722 - Career Development and Counseling</a>	Review of National Career Development Association 2015 Code of Ethics; Chapter 1 Sharf: Goals, Career Development Theory, and Ethics; Career Development of Women, Career Development of Culturally Diverse Populations; Review of National Career Development Association's Multi-Cultural Career Counseling Minimum Competencies; Discussion of culture and diversity issues within each assigned chapter and related class discussion; Treatment Plan/Curriculum Assignment

## 5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 1-15; Lecture/Discussion: Psychoanalytic, Adlerian, Existential, Person-Centered, Emotion-Focused, Behavioral, Gestalt, CBT, REBT, Choice/Reality, Feminist, Postmodern Approaches, Family Systems, Motivational Interviewing, Emerging Approaches/Integrative Perspective; Activity: 25WS, Exit Tickets, Role Play, Theory Review & Multicultural Analysis paper, Book Review Summary & Presentation, Midterm and Final Exams
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Creative Arts Interventions Play Therapy Solution-Focused Brief Counseling Reality Therapy Rational-Emotive Behavior Therapy Small Group Counseling

	<p>Lectures: Incorporating Theory into Practice with Children and Adolescents            CBT Approaches with Youth            REBT &amp; At-Risk Youth            Play Therapy            Activities: Expressive Intervention            Counseling Role Plays            Small Group Case Conceptualization &amp; Treatment Plan            Special Topics Resource Project            Comprehensive Project</p>
<a href="#">CO801 - Marriage and Family Counseling</a>	<p>Reading: Goldenberg, et al.,            Ch. 7- Chapter 14 Theories Covered by Each Chapter (Psychodynamic, Transgenerational, Experiential, Structural, Strategic, Behavioral and Cognitive Behavioral, Social Construction Models); Ch. 16 Evidence-Based Theories; Ch. 17 Comparative View of Family Theories and Therapies;            Lecture and review: Basic counseling theories and models            8 lectures on family theories related to chapter assigned            Reflections: Family theory orientation</p>

b. a systems approach to conceptualizing clients

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg, et al. Chapter 4. Systems Theory and Systematic Thinking Lecture, discussion: family systems

c. theories, models, and strategies for understanding and practicing consultation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Counselor Education and Importance of Supervision and Consultation in Counseling- 11/10

d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 2; Lecture/Discussion: Multicultural & Trauma Sensitive Approach, Tech Talk, Counselor Characteristics; Activity: Role Play, Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation; midterm and Final exams
<a href="#">CO710 - Counseling Techniques</a>	Readings: Ivey Ch. 2; Lectures: Ethics & Multicultural Competence, Technology-Assisted Therapy; Activity: Counseling Skill Role Plays; Video Recording Assignments, Final Skills Video & Reflection

<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg, et al., Ch. 6 Professional Issues and Ethical Practices; Ongoing: Lectures and discussion of ethical and cultural issues related to family theory and models; Reflection on ethical dilemmas presented; Reflection on cultural issues
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e. the impact of technology on the counseling process

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Technology and changes to counseling; Telehealth in Counseling- how has the pandemic changed this? Lecture/readings/case study due 10/20

f. counselor characteristics and behaviors that influence the counseling process

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey Ch. 2; Lecture/Discussion: Counselor Characteristics; Activity: Role Play, Midterm and Final Exams
<a href="#">CO710 - Counseling Techniques</a>	Reading Ivey Ch. 1; Lecture/Discussion: Counseling Session Process Lecture, Counselor Characteristics Discussion, Review of CCS-R; Activity: Counseling Skills Role Play, Expressive Intervention/Technique Presentation & Summary, Video Recording Assignments, Final Skills Video Reflection
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lectures: Basic Guidelines for Working with Youth; Activities: Expressive Intervention; Counseling Role Plays
<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg: et al. Ch. 1. Adopting a Family Relationship Framework; Lecture and class exploration: counselor competencies in family counseling
<a href="#">CO890 - Practicum</a>	Lecture(s):-9/7 The Therapeutic alliance10/12 Your Multicultural identity in the room Reading(s):-Hodges CH 7 Multicultural Issues and consideration-Hodges CH 8 Managing Stress During your Practicum Experience-Ivey CH 2 Ethics, Multicultural Competence, Neuroscience, and Positive psychology/Resilience Assignment(s):-Peer feedback and Class Discussion-Journal Reflection3:Being Fully Present; What the Attitudinal Foundations Mean to Me-Journal 6: Building Therapeutic Alliance with Clients Journal 10: Stalls, Snags, and Transference -Practicum Student Evaluation-Video portfolio-Final Reflection-Verbatim Transcripts

g. essential interviewing, counseling, and case conceptualization skills

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO710 - Counseling Techniques</a>	Reading: Ch. 1-14; Lecture/Discussion: Ethics & Multicultural Competence, Trauma Sensitive Approach, Counseling Session Process, Attending Empathy, & Observational Skills, Nonverbal Skills & Minimal Encouragers, Open/Close Ended Questions, Encouraging, Paraphrasing & Summarizing, Creativity in Counseling, Reflections of Content, Feeling & meaning, Interpretation/Reframing, Immediacy, Empathetic Confrontation, Self-disclosure, Theory Integration, Skill Integration, Risk Assessment- Triage/Crisis, Motivational Interviewing; Activity: Counseling Skills Role Plays, Expressive Intervention Technique Presentation & Summary, Video Recorded Assignments, Final Skills Video & Reflection
<a href="#">CO801 - Marriage and Family Counseling</a>	Review and in class practice sessions: interviewing, counseling skills, case conceptualization exercises, application of theory assignments in family counseling
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lecture: Intro to Diagnosis & DSM-5 Biopsychosocial & MSE Case Conceptualization Activities: Group Vignette Activities Case Vignette Comprehensive Final Exam

h. developmentally relevant counseling treatment or intervention plans

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lectures: Assessment, Diagnosis, and Treatment Planning with Children and Adolescents; Activities: Small Group Case Conceptualization & Treatment Plan Comprehensive Project
<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg; et al. Ch. 2 Family Development: Continuity and Change
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lecture: Case Conceptualization Treatment Planning Activities: Group Vignette Activities Case Vignette Comprehensive Final Exam

i. development of measurable outcomes for clients

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO801 - Marriage and Family Counseling</a>	Lecture, review and practice: setting measurable goals/treatment planning in family counseling; Assignment: Write a treatment plan for family counseling

<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lecture: Case Conceptualization Treatment Planning; Activities: Group Vignette Activities Case Vignette Comprehensive Final Exam
<a href="#">CO890 - Practicum</a>	Lecture(s): 9/28 Goal Setting-10/26 Confronting, hypothesizing or hunches (I wonder)-11/2 Treatment and Goals Reading(s): Supplemental reading in CANVAS, Ivey CH 9 Focusing the Counseling Session Assignment(s): Practicum Student Evaluation Final Summary, Log, Weekly-In-class Group Supervision Journal Prompt 8: What does my client want/ness and problem solving/goal setting

j. evidence-based counseling strategies and techniques for prevention and intervention

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 1-15; Lecture/Discussion: Psychoanalytic; Adlerian, Existential, Person-Centered, Emotion-Focused, Behavioral, Gestalt, CBT, REBT, Choice/Reality, Feminist, Postmodern Approaches, Family Systems, Motivational Interviewing, Emerging Approaches/Integrative Perspective; Activity: 25WS, Exit Tickets, Role Play, Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm and Final Exams
<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg: et al. Ch 16 Evidence-Based Theories; Lecture and discussion: Evidence-based theory in family counseling

k. strategies to promote client understanding of and access to a variety of community-based resources

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland Ch. 5 Crisis Case Handling; Crisis interventions plan, case discussions

l. suicide prevention models and strategies

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland Ch. 8 Crisis of Lethality

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch.1 Approaching Crisis Intervention, Ch 3 The Intervention and Assessment Models. Briere and

	Scott, Part Two. Clinical Interventions; Resource Directory, Crisis intervention plan, disaster paper, and case discussions
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n. processes for aiding students in developing a personal model of counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 1-15; Lecture/Discussion: Psychoanalytic; Adlerian, Existential, Person-Centered, Emotion-Focused, Behavioral, Gestalt, CBT, REBT, Choice/Reality, Feminist, Postmodern Approaches, Family Systems, Motivational Interviewing, Emerging Approaches/Integrative Perspective; Activity: 25WS, Exit Tickets, Role Play, Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm and Final Exams
<a href="#">CO890 - Practicum</a>	Lecture(s): 11/2 Integrating Theory: Choosing approaches and theories that work, 11/ 9 Setting Professional Boundaries Readings): Ivey Ch. 13 Counseling Theory and Practice: How to Integrate the Micro skills with Multiple Approaches Ivey CH 14 Skill Integration, Determining Personal Style, Transcendence Assignment(s): Practicum Student Evaluation, Journal reflection 9: My theoretical orientation, Video portfolio and Reflection, Theory Presentation, Verbatim Transcripts

6. GROUP COUNSELING AND GROUP WORK

a. theoretical foundations of group counseling and group work

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/14/21- Chapter 3 in Corey et al. (2018) about ethical and legal issues in group counseling reading as well as class lecture and discussion; 9/21/21- Chapter 5 in Corey et al. (2018) about forming a group reading as well as class lecture and discussion; 9/21/21 and 9/28/21- Chapter 4 in Corey et al. (2018) about theories and techniques of group counseling reading as well as class lecture and discussion; 9/28/21- Chapter 6 in Corey et al. (2018) about initial stage of a group dynamic and process reading as well as class lecture and discussion

b. dynamics associated with group process and development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/21/21 and 9/28/21- Chapter 4 in Corey et al. (2018) about theories and techniques of group counseling reading as well as class lecture and discussion; 10/5/21- Chapter 7 in Corey et al. (2018) about transition stage of a group reading as well as class lecture and discussion; 10/26/21- Chapter 8 in Corey et al. (2018) about working stage of group reading as well as lecture and discussion; 11/2/21- Chapter 9 in Corey et al. (2018) about final stage of a group reading as well as class lecture and discussion

c. therapeutic factors and how they contribute to group effectiveness

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/7/21- Chapter 1 in Corey et al. (2018) about intro. to group work and our role as counselors reading as well as class lecture and discussion; 9/28/21- Chapter 6 in Corey et al. (2018) about initial stage of a group dynamic and process reading as well as class lecture and discussion; 10/26/21- Chapter 8 in Corey et al. (2018) about working stage of group reading as well as class lecture and discussion

d. characteristics and functions of effective group leaders

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/7/21- Chapter 1 and chapter 2 in Corey et al. (2018) about intro. to group work and our role as counselors reading as well as class lecture and discussion; 9/14/21- Chapter 3 in Corey et al. (2018) about ethical and legal issues in group counseling reading as well as class lecture and discussion

e. approaches to group formation, including recruiting, screening, and selecting members

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/7/21- Chapter 1 in Corey et al. (2018) about intro. to group work and our role as counselors reading as well as class lecture and discussion; 9/21/21- Chapter 5 in Corey et al. (2018) about forming of a group reading as well as class lecture and discussion; 11/16/21- Chapter 10 in Corey et al. (2018) about groups in school setting reading as well as class lecture and discussion

f. types of groups and other considerations that affect conducting groups in varied settings

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/7/21- Chapter 1 in Corey et al. (2018) about intro. to group work and our role as counselors reading as well as class lecture and discussion; 11/9/21- Critical Incidents readings on pages 166, 201, 265, 287, 319 of Corey et al. (2018). Challenges in groups lecture and discussion; 1/16/21- Chapter 10 in Corey et al. (2018) about groups in school setting readings as well as class lecture and discussion.; 1/23/21- Chapter 11 in Corey et al. (2018) about groups in community setting reading as well as class lecture and discussion

g. ethical and culturally relevant strategies for designing and facilitating groups

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/7/21- Chapter 1 in Corey et al. (2018) about intro. to group work and our role as counselors reading as well as class lecture and discussion; 9/14/21- Chapter 3 in Corey et al. (2018) about ethical and legal issues in group counseling reading as well as class lecture and discussion; 10/26/21- Chapter 8 in Corey et al. (2018) about working stage of group as well as class lecture and discussion

h. 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

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO712 - Group Process</a>	9/7/21- Chapter 1 in Corey et al. (2018) about intro. to group work and our role as counselors reading as well as class lecture and discussion; 9/14/21- Chapter 3 in Corey et al. (2018) about ethical and legal issues in group counseling reading as well as class lecture and discussion

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson, Ch. 1 Assessment in Counseling – History, What Counselors Need to Know; Discussion: nature and meaning of assessment and testing in counseling; Lecture: Historical perspectives concerning the nature and meaning of assessment and testing in counseling

b. methods of effectively preparing for and conducting initial assessment meetings

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson, Ch. 8 Initial Assessment in Counseling- Initial Intake Interview; Lecture and Practice: conducting initial assessment meetings
<a href="#">CO890 - Practicum</a>	Lecture(s): 9/7 Intake and Assessment, Weekly Class Role Play Assignment(s): Midterm Student Evaluations, Final Student Evaluation, Journal Prompt 7: Disclosure and intake Process: Getting to know clients

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson, Ch. 8 Initial Assessment in Counseling- Assessing Specific Problems in the Initial Sessions; Lecture and demonstration: risk of harm: Practice: assessing risk of harm, Suicide risk assessment tool review
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Counseling At-Risk Children and Adolescents; Lectures: Legal and Ethical Issues when Counseling Youth; Activities: Counseling Role Play
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch. 3 The Intervention and Assessment Models, Ch 4 Tools of the Trade, Ch 8 Crisis of Lethality; Discussions, in-class practice with suicide risk assessment

d. procedures for identifying trauma and abuse and for reporting abuse

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture: Identifying and working with trauma and reporting child abuse; Maine Child Abuse Reporting web training and quiz; Readings: The Transformed School Counselor, Ch. 6, pp.172--173; ASCA Position Statements: Child Abuse and Neglect Prevention; Trauma Informed Practice
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Working with vulnerable children and adults- lecture/case studies 10/27
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lectures: Legal and Ethical Issues when Counseling Youth; Activities: Counseling Role Play
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch. 3 The Intervention and Assessment Models, Ch 7 Posttraumatic Stress Disorder, Ch. 10 Partner Violence; Briere and Scott, Part One. Trauma, Effects, and Assessment; A review of Maine's mandated reporter laws and guidelines. Discussions, in-class practice with suicide risk assessment

e. use of assessments for diagnostic and intervention planning purposes

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson, CH. 15 Diagnosis; Lecture: Using assessments for diagnosis and intervention/treatment planning
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Readings: DSM-5 Section III: Emerging Measures and Models; Lecture: Diagnostic Assessment; Activities: Group Vignette Activities Case Vignette Comprehensive Final Exam

f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson Ch. 1: Assessment in Counseling- Types of Assessment Tools Ch. 2: Basic Assessment Principles (norm referenced vs criterion referenced) Lecture: Concepts of standardized testing, norm-referenced, criterion referenced assessments, Group and individual assessments

g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson, Ch. 2 Basic Assessment Principles; Lecture: Statistics in assessments; Quiz: applying statistical concepts in selecting, administering and interpreting assessments

h. reliability and validity in the use of assessments

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson Ch. 3 Reliability, Ch. 4 Validity; Lecture: reliability and validity in using assessments

i. use of assessments relevant to academic/educational, career, personal, and social development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson Ch. 7 Selecting, Administering, Scoring, And Communicating Assessment Results Ch. 9 Intelligence and General Ability Testing Whitson Ch. 10 Assessing Achievement and Aptitude: Applications for Counseling Lecture and discussion: selecting appropriate assessments for academic/education uses

	<p>Ch. 11 Assessment in Career Counseling  Ch. 12 Appraisal of Personality  Lecture and discussion: selecting appropriate assessment for career development  Lecture and discussion: selecting appropriate assessments for social development  Project: Choose and review one developmentally appropriate assessment for each domain (academic, career, social)</p>
<a href="#">CO722 - Career Development and Counseling</a>	<p>Review of NCDA Career Counselor Assessment and Evaluation Competencies; Sharf Appendix B: Tests and Their Publishers Assessments related to each theory covered are assigned and reviewed: SDS, Myers-Briggs, Values inventory, CDM, Card sorts, etc.; Students explore assessments by taking them and discussing their results as well as their experience of the assessment; Career Life Reflection Paper; Treatment Plan/Curriculum assignment</p>

j. use of environmental assessments and systematic behavioral observations

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	<p>Reading: Whitson, Ch. 13: Behavioral Assessment; Lecture: conducting assessments to assess environments, conducting behavioral observations</p>

k. use of symptom checklists, and personality and psychological testing

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	<p>Lecture and demonstration: using symptoms checklist;  Reading: Whitson, Ch. 12 Appraisal of Personality; Lecture: personality assessments, psychological testing</p>

l. use of assessment results to diagnose developmental, behavioral, and mental disorders

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	<p>Readings: DC 0-5; Lectures: Assessment, Diagnosis and Treatment Planning with Children and Adolescents;  Activities: Small Group Case Conceptualization &amp; Treatment Plan  Comprehensive Final</p>
<a href="#">CO805 - Addictions Counseling: Treatment and Contemporary Issues</a>	<p>Assessment: use of assessment results to diagnose developmental, behavioral, and mental disorders (Discussion 1, Assignment 2)</p>
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	<p>Readings: DSM-5 Section III: Emerging Measures and Models; Lecture: Diagnostic Assessment; Activities: Group Vignette Activities: Case Vignette  Comprehensive Final Exam</p>

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson, Ch. 5 Ethical and Legal Issues in Assessment; Lecture and discussion: Ethical practice in selecting, administering, and interpreting assessments; Practice: Ethical assessment case study paper Lecture and discussion: Cultural issues in selecting, administering and interpreting assessments; Reading: Whitson, Ch. 6 Issues Related to Assessment with Diverse Populations; Practice: Cultural Case study paper – cultural issues in assessment

## 8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapter 2; Article Presentations, Annotated Bibliography

b. identification of evidence-based counseling practices

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapters 1, 2; Article Presentations, Annotated Bibliography
<a href="#">CO801 - Marriage and Family Counseling</a>	Reading: Goldenberg: et al. Ch. 16 Evidence-Based Theories; Lecture and application: choosing an evidence-based intervention for family counseling case study

c. needs assessments

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Literature Review/Research Proposal; Flynn Chapter 7

d. development of outcome measures for counseling programs

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Literature Review/Research Proposal

e. evaluation of counseling interventions and programs

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Article Presentations

f. qualitative, quantitative, and mixed research methods

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapters 4-18; Article Presentations, Annotated Bibliography, Literature Review/Research Proposal

g. designs used in research and program evaluation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapters 4-18; Article Presentations, Annotated Bibliography, Literature Review/Research Proposal

h. statistical methods used in conducting research and program evaluation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapter 4; Article Presentations

i. analysis and use of data in counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapters 1,2,4-18; Article Presentations, Annotated Bibliography, Literature Review/ Research Proposal

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO703 - Research and Program Evaluation</a>	Flynn Chapters 2,3; CITI Training

## SECTION 3: 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.**

**The following Standards apply to entry-level programs for which accreditation is being sought.**

### **ENTRY-LEVEL PROFESSIONAL PRACTICE**

**A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.**

The Practicum Handbook ([HB03](#), p. 4), the School Counseling Internship Handbook, ([HB02](#), p. 5), and the Clinical Mental Health Counseling Internship Handbook, ([HB02](#), p. 3; [HB06](#), p. 3) each direct students to submit liability insurance prior to starting practicum and internship. Students are required to post a copy of their liability binder in their practicum and internship folders and update as needed throughout the courses (see practicum and internship folders available to on site visitors).

**B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.**

Practicum:

Per the Practicum Handbook ([HB03](#), p. 2) and CO890 syllabus (see [Syllabi folder](#)), practicum students are required to complete a minimum of 20 hours of video recorded sessions with individual clients throughout the course. Students are supervised by Husson faculty members for a minimum of one hour per week in individual or triadic supervision.

Internship:

Per the CMHC and SC Internship Handbooks ([HB02](#) p.7, [HB06](#) p.7) and CMHC and SC Internship syllabi (see [Syllabi folder](#)), Clinical Mental Health Counseling and School Counseling Internship students are encouraged to video record interactions and are continually engaged in live supervision of their work provided by their site supervisors. Students are supervised by their site supervisor for a minimum of one hour per week in individual or triadic supervision.

**C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.**

Practicum CO890 students are evaluated using the Practicum Evaluation ([3C01](#)) at midterm and the same Practicum Evaluation again at the end of the course. Evaluation and review are conducted by the CO890 Practicum instructor, the university supervisor, and the students.

Internship students are evaluated using the Internship Evaluation ([3C02](#), [3C03](#)) at midterm and again at the end of the internship. Evaluation and review are conducted by the Internship instructor, the site supervisor, and the students.

**D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.**

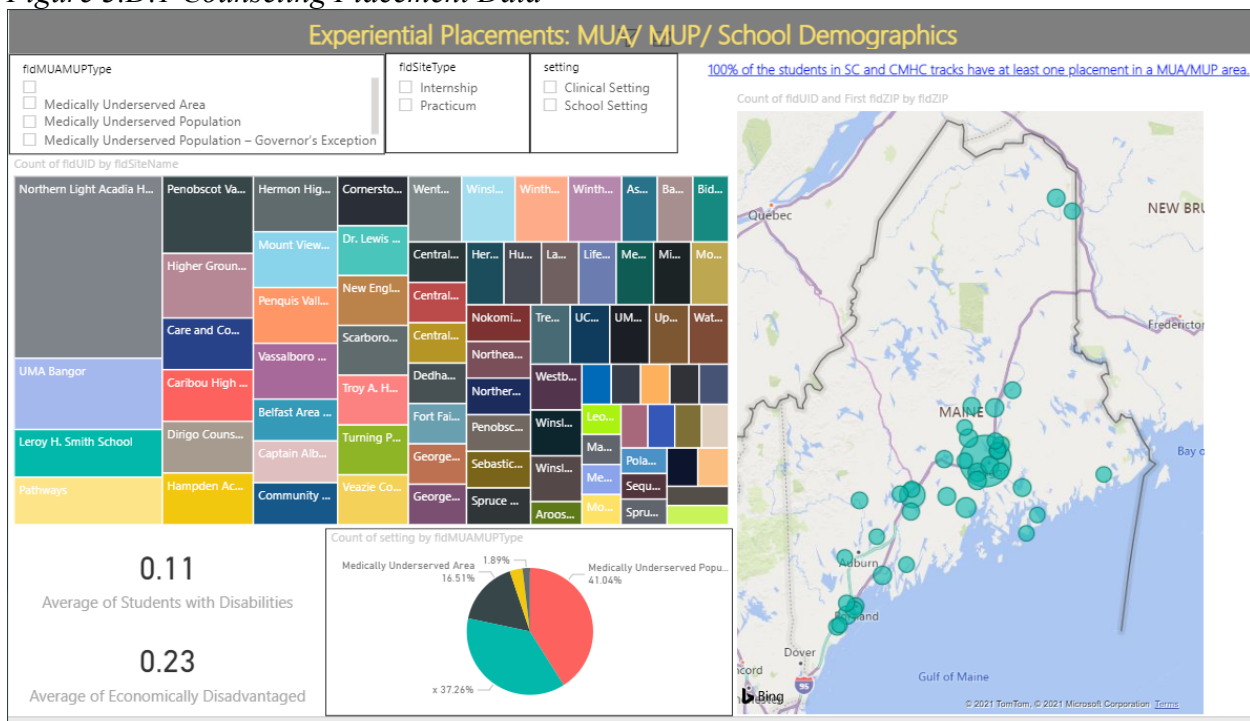
Clinical Mental Health Counseling students and School Counseling students are placed in schools and agencies or hospitals in area communities (Figure 3.D.1). At these sites, they engage in practical and real-life professional activities and use site technological resources, experiencing professional opportunities as available through the placements.

Practicum and Internship students, through their work in their site placements, are afforded the opportunity to counsel clients who represent the ethnic and demographic diversity of their community.

The program requires students to initiate membership in the American Counseling Association (ACA) and encourages students to become members of other national counseling professional organizations such as the American School Counselor Association (ASCA) and the American Mental Health Counselors Association (AMHCA) as well as local and regional organizations. During internship, students are required to participate in at least one professional event (for example, a conference/workshop/board meeting) as shown in the SC Internship syllabus (CO881-889) and the CMHC internship syllabus (CO891-900).

Practicum students regularly use technology to record and review client sessions. Internship students use their site's technology for client recordkeeping and use university recording technology for in-class presentations. Due to Covid-related restrictions, in 2020 and 2021, practicum and internship students provided services and attended class seminars and supervision utilizing internet-based delivery methods. In fall 2021, practicum returned to campus-based class seminars, and internship students continued to utilize internet-based delivery methods per usual. All students were trained in HIPAA compliant Telehealth delivery (see training examples [3D01](#), [3D02](#)) and each student is provided with Husson University HIPAA compliant Zoom account ([3D03](#)).

Figure 3.D.1 Counseling Placement Data



**E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.**

During internship, Clinical Mental Health Counseling and School Counseling students are required to complete a minimum of 10 hours of leading or co-leading a counseling or psychoeducational group. See the sample Internship Clinical Mental Health Counseling log ([3E01](#)), the School Counseling Internship log ([3E02](#)), the SC Internship Handbook and the CMHC Internship Handbook ([HB02](#), p. 6; [HB06](#), p. 4).

**F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.**

Clinical Mental Health Counseling and School Counseling students maintain logs ([3F01](#)) (that record a minimum of 40 hours of direct service and 60 hours of indirect service for a total minimum of 100 total clock hours during one semester of CO890 Practicum. The Practicum Handbook, ([HB03](#), p. 2) details the requirement of a minimum of 10 weeks to complete the 100 clock hours of practicum. Most students take the full 15-week semester to complete the requirements.

**G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**

Clinical Mental Health Counseling and School Counseling students complete a minimum of 20 hours of video recorded sessions with individual clients and 20 hours of other direct service with

clients for a total of 40 hours of direct service as demonstrated in the sample Practicum Log ([3F01](#)). These sessions are supervised by the university supervisor and feedback is provided to the student contributing to the development of counseling skills. Counseling skills are formally evaluated at mid-term and end of semester using the Practicum Evaluation ([3C01](#)).

**H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.**

Per the Practicum Memo of Understanding ([3L02](#)), Practicum students meet for a minimum of one hour per week of individual or triadic supervision with a Husson University faculty member throughout the semester and record this activity on the practicum log ([3F01](#)). When providing triadic supervision, the program follows the 2016 CACREP definition, “a tutorial and mentoring relationship between a member of the counseling profession and two counseling students.” The member of the counseling profession is the Husson University faculty member.

**I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

Practicum students meet with a Husson University faculty member and other students for a minimum of 1.5 hours of group supervision each week over one semester as part of the CO890 Practicum (see CO890 syllabus in [Syllabi folder](#)) class. This is also recorded in the practicum log ([3F01](#)).

## **INTERNSHIP**

**J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**

Successful completion of Practicum is a prerequisite for beginning the Internship. School Counseling students complete 600 hours of supervised experience and document their activities recorded in internship logs ([3E02](#)) and detailed in the School Counseling Internship Handbook ([HB02](#), p. 4), as this is the standard for certification in Maine. Clinical Mental Health Counseling students complete 900 hours of supervised experience and document their activities recorded in internship logs ([3E01](#)) and detailed in the Clinical Mental Health Counseling Internship Handbook ([HB06](#), p. 5), as this is the standard for licensure in Maine.

**K. Internship students complete at least 240 clock hours of direct service.**

School Counseling students complete a minimum of 240 clock hours of direct service for certification in Maine recorded in internship logs. Clinical Mental Health counseling student complete a minimum of 360 clock hours of direct service to meet the standard for Maine licensing and is recorded in internship logs ([3E01](#), [3E02](#)) and detailed in the Handbooks ([HB02](#), p. 4; [HB06](#), p. 5).

**L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.**

Per the Internship MOU ([3L01](#)), Clinical Mental Health Counseling and School Counseling students meet for a minimum of one hour of individual supervision per week with an approved site supervisor and document their supervision time via the internship log ([3E01](#), [3E02](#)).

**M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

Clinical Mental Health Counseling and School Counseling students engage in a minimum of 1.5 hours of group supervision per week that is led by a Husson University faculty member as part of the Clinical Mental Health Counseling Internship class (CO891-900) or School Counseling Internship class (CO881-886) and documented on the internship logs ([3E01](#), [3E02](#)).

**SUPERVISOR QUALIFICATIONS**

**N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.**

Husson University faculty members who engage in supervision with practicum students have relevant experience, professional credentials, and counseling supervision training and experience as evidenced by the chart of current faculty supervisors ([3N01](#)) and supervisor CVs ([CV Core Faculty](#), [CV Non-Core Faculty](#)).

**O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.**

When doctoral student interns were used as Husson faculty supervisors ([3O01](#), [3O02](#)) and provided supervision to practicum students, they were enrolled in CACREP accredited

Counselor Education and Supervision programs, completed relevant supervision courses, and were directly supervised by Dr. Drew.

**P. Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.**

Internship site supervisors have a minimum of a master’s degree in counseling or a closely related profession, relevant licenses or certifications, a minimum of two years of pertinent professional experience in School Counseling or Clinical Mental Health Counseling, and relevant training in supervision ([3N01](#)) Site supervisors receive information about the program’s expectations, requirements, and evaluation procedures for students from the Clinical Coordinator and the Internship Handbooks ([HB02](#), [HB06](#)) and are requested to submit documentation of relevant training in counseling supervision. A supervision training for site supervisors is offered online ([3P02](#)), and site supervisors are required to take the training and provide documentation of completion.

**Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.**

Husson University faculty members who teach practicum and internship complete a beginning-of-the-semester orientation ([3Q01](#)). The clinical coordinator orients the site supervisors while setting up the site. Program faculty members are available on an ongoing basis and as requested by site supervisors for consultation. The internship instructor visits the internship site either in person or virtually at least once and often twice during the internship and more frequently as warranted or requested.

Site supervisors receive an online supervision training ([3P02](#)) as part of their professional development. When available, site supervisors are invited to professional development activities put on by the program at no charge. When applicable NBCC clock hours are provided under Husson University’s approved ACEP provider number.

**R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.**

Practicum and Internship students, site supervisors, faculty supervisors and faculty instructors of practicum and internship are required to read and sign a Memo of Understanding ([3L01](#), [3L02](#)) prior to the start of each practicum or internship experience. These agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and the student during Practicum and Internship. Program faculty provide all supervision for practicum.

**PRACTICUM AND INTERNSHIP COURSE LOADS**

**S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment.**

Practicum:

Husson University faculty members who engage in supervision with practicum students do not exceed a 1:6 faculty to student ratio. Supervising 6 students is a 3 credit (1 course) faculty load. Faculty who provides supervision for less than 6 students receive a prorated course load (i.e., 2 supervisees = 1 credit). See Figure 3.S.1 for maximum loads and Figure 3.S.2 for enrolled loads below.

Internship:

In internship, program faculty provide group supervision through the internship class. Class loads are limited to 12 students. No faculty member provides individual /triadic supervision to internship students. The site supervisor provides the individual supervision as described below. See Figure 3.S.1 for maximum loads and Figure 3.S.2 for enrolled loads below.

*Figure 3.S.1 Practicum and Internship Faculty and Site Supervisor Maximum Load Cap*

CO 890 Practicum	
Class/Group Supervision provided by Counselor Education Faculty	1:12
Individual Supervision provided by University Supervisor	1:6

CO 881-886 SC Internship and CO 891-900 CMHC Internship	
Class seminar/Group Supervision provided by Counselor Education Faculty	1:12
One hour/week of individual supervision provided by Site Supervisor	Maximum 1:6 Program Practice 1:1 and not more than 1:2

*Figure 3.S.2 Practicum and Internship Faculty and Site Supervisor Enrolled Load*

CO 890 Practicum (number of students)					
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Class/Group Supervision provided by Counselor Education Faculty	9	Not offered	11	3	G1=8 G2=7
					*Two sections

Individual Supervision provided by University Supervisor	Genever =2 Lister =2 McCarthy =2 Stevens =3	n/a	Genever =3 McCarthy =4 Stevens =4	McCarthy =3	Edelman =2 Fucillo =2 Smith =5 Eikelboom =3 Genever =3
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CO 881-886 SC Internship and CO 891-900 CMHC Internship (number of students)					
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Clinical Mental Health Internship Class/Group Supervision provided by Counselor Education Faculty	10	12	5	6	6
School Counseling Internship Class/Group Supervision provided by Counselor Education Faculty	7	10	4	4	1

**T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment.**

Husson University faculty members who teach practicum and internship courses do not exceed the 1:12 faculty to student ratio. 12 students or less is a three-semester credit course load. See Figure 3.S.1 for maximum loads and Figure 3.S.2 for enrolled loads above.

**U. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.**

Husson University faculty members who provide group supervision to practicum and internship students do not exceed the 1:12 faculty to student ratio. See Figure 3.S.1 for maximum loads and Figure 3.S.2 for enrolled loads above.

**V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.**

Husson University does not offer a Counselor Education and Supervision doctoral program, and no doctoral students are working within the program; therefore, counselor education faculty does not provide supervision of doctoral students providing supervision.

## SECTION 4: EVALUATION IN THE PROGRAM

**Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.**

**The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.**

### **EVALUATION OF THE PROGRAM**

**A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.**

The Husson University Counseling and Human Relations program has a Comprehensive Assessment Plan ([2B01](#)) for systematically evaluating the program objectives, including student learning. For each of the types of data, the Comprehensive Assessment Plan outlines

1. data that will be collected
2. a procedure for how and when data is collected
3. a method for how the data will be reviewed or analyzed and
4. an explanation of how the data will be used for curriculum and program improvement.

Changes to the curriculum and program are guided by the outcomes of the program evaluation as demonstrated and reported in the annual Program Evaluation Executive Summary Report 20-21 ([4A01](#)). Multiple technologies are utilized to collect, manage, and analyze the data including Google Forms, ExamSoft, Google Sites, Qualtrics, Microsoft Excel, Microsoft Access, Microsoft Power BI, and SQL. In addition, the Husson University's Office of Assessment provides assistance in data management and analysis.

From the Comprehensive Assessment Plan (revised 2021), Program Evaluation Timeline, the following table (Figure 4. A.1 Plan of Action) shows the timeline on which the program assessment process is conducted. Faculty and advisory committee members participate in parts of this review. The process culminates with an annual program evaluation by faculty which, in turn, guides program modifications. Program goals are established each year at the annual program review and reflected in the Program Evaluation Executive Summary 20-21 ([4A01](#)) through the Plan of Action (Figure 4.A.1).

Figure 4.A.1 Plan of Action

<b>Program Objective 1:</b> The program will recruit, admit, and retain qualified applicants.			
<b>What</b>	<b>How</b> (Data gathered and analyzed)	<b>Who</b>	<b>When</b>
<p><u>Admission Process/Data</u> The program is evaluated on the number of applicants admitted and enrolled for the previous year in light of the target for enrollment for the program at the time. Faculty rating of applicants for admission is reviewed to evaluate the screening and admissions process. For the initial application to the graduate program, elements of the admissions application (undergraduate or graduate degree, GPA, test scores, if needed, statement of purpose essay, and recommendation) are rated. If invited for an admissions interview both the individual and group interviews are rated. Program faculty rate and screen applicants, conduct and rate interviews, and make admissions decisions.</p>	<p>N of applicants, admitted, declined N enrolled Review of Admission file and interview rating scores (see admissions tracking chart in Google Drive)</p>	<p>Program faculty</p>	<p>Annually</p>
<p><u>Diversity Data</u> Husson University collects diversity data on students. Data for Counseling and Human Relation students is reviewed for the purpose of understanding student diversity and to review and assess how well the program recruits and retains diverse students.</p>	<p>Reported institutional diversity data on enrolled students</p>	<p>Institutional Research/ Program faculty</p>	<p>Annually</p>
<p><u>Candidacy Data</u> Upon completion of 18 credits including specified required course (see <a href="#">HB07</a>, p. 10) and application for candidacy is made by the student. The application is rated by the advisor and a recommendation is made to the faculty. Students may be admitted, deferred, or denied by program faculty upon review.</p>	<p>A review of the number of students admitted to candidacy, deferred, or denied and related reasons are used to assess student retention and program effectiveness.</p>	<p>Program faculty/AA</p>	<p>Annually</p>

<p><u>Retention data</u> The program tracks student retention from year 1 to 2 and over a five- or seven-year period. Data on leaves of absence, remediation plans, recommendations for program change, and dismissals are also reviewed. 5= Human Relations 7= Clinical Mental Health Counseling and School Counseling</p>	<p>Retention data of enrolled students from year 1 to 2 as well as over 5- and 7-year periods leaves of absence remediation plans recommendations for program change dismissals</p>	<p>Program faculty</p>	<p>Annually</p>
<p><u>Graduation data</u> - The number of students who graduate each year is reviewed. As part of retention data, the number of students who persist and graduate within a five-year or seven-year period is reviewed.</p>	<p>Rates of enrolled students graduating in 5 years and 7 years</p>	<p>Program faculty</p>	<p>Annually</p>
<p><b>Program Objective 2:</b> The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations</p>			
<p><u>Curriculum Crosswalk</u> For CACREP accredited programs, a curriculum crosswalk which shows how courses are aligned with CACREP objectives is reviewed to determine where CACREP objectives are met</p>	<p>A curriculum crosswalk illustrates the alignment of courses and CACREP objectives. Review for consistency and any needed changes</p>	<p>Program faculty CACREP liaison</p>	<p>Annually</p>
<p><u>Course syllabi</u> are reviewed to determine that they clearly show where and how CACREP objectives are addressed</p>	<p>Course syllabi for each semester reviewed for alignment by CACREP liaison. All course syllabi reviewed by faculty each time a course is taught and recommend changes</p>	<p>Program faculty/CA CREP liaison</p>	<p>Each semester</p>
<p><u>Course Evaluations</u> Students are required to evaluate course delivery each semester through the Husson University course evaluation online form which must be completed in order to view grades. Course evaluation results are provided to faculty each semester for their review and shared with the Director. Faculty members use this</p>	<p>Students complete course evaluations in CAMS before receiving grades in each class. Course evaluations are reviewed and analyzed by faculty and program director for needed changes</p>	<p>Program faculty and Program Director</p>	<p>Each semester Annually during Faculty review</p>

information in course revision as part of the program assessment process.			
<u>Practicum and Internship Site Evaluation</u> Students in practicum and internship complete an evaluation of the placement site at the end of the experience. This data is reviewed by the clinical coordinator and used to work with the site to improve or determine whether or not the site is used for future placements.	Results of site evaluations are compiled and analyzed by the clinical coordinator and program director and used to inform use of site in the future and any changes needed to site practices	Clinical Coordinator and Program Director	Annually
<u>Site Supervisor/Liaison Evaluation</u> Site Supervisors in Internship and Site Liaisons in Practicum are formally evaluated by students and course faculty at the end of each experience. Results of the evaluations are shared with the supervisor/liaison and the program faculty and inform the Program Assessment process.	Results of evaluations for each supervisor are reviewed annually by the clinical coordinator and used to assess use of supervisors, liaisons, or needs for changes in procedures, training	Clinical Coordinator and Program Director	Annually
<u>Practicum University Supervisor Evaluation</u> Students in practicum evaluate their experience in supervision with their assigned University Supervisor. This data is used to review the supervision and make needed revision and to inform future training needs.	Results of each evaluation are reviewed annually by the supervisor, clinical coordinator, and program director and used to assess, modify future supervision. procedures, training, or supervision of supervision	University Supervisors, Clinical Coordinator Program Director	Annually Ongoing
<u>Site Supervisor (Internship) Evaluation of experience with Husson University</u> Internship site supervisors complete an evaluation of their experience in working with Husson University at the end of each internship. This data is used to review and revise the internship process and procedures.	Site Supervisors Evaluation of experience with Husson program results are reviewed by the clinical coordinator, program faculty, and director to determine needs for change in process and procedures	Internship Site Supervisor completes Clinical Coordinator reviews Faculty reviews for	Annually

		program evaluation	
<u>Key Performance Indicators of Student Learning</u> Determination of results Key Performance Indicators of student learning occur at intervals throughout the program.	Results are analyzed annually and used to determine curriculum changes, teaching approaches, course delivery, course sequence, test preparation, etc.	Program faculty	Annually Ongoing
<u>Professional Performance Review</u> Faculty members rate each student on professional dispositions every semester using a Professional Performance Review score sheet and rubric Students also evaluate themselves. Results are compiled and shared with each student every semester by the student's advisor.	Individual results are used to evaluate student growth and development. Compiled results for all students are used to evaluate the program and inform needed changes.	Program faculty and students	Each semester for student assessment Annually for program change
<u>Grade Point Average</u> A review of cumulative GPA (maintaining a minimum 3.0 is required throughout the program and for graduation).	Students are required to maintain a 3.0 GPA minimum throughout the program. Every semester the student advisor, program director, and AA review each student's GPA for compliance. Annually, the program faculty review average GPA data for graduates. Data is used to inform program change and student progression.	Program Director/advisors  Program faculty	Each semester for individual students Annually for graduates and program evaluation
<u>Comprehensive Assessment results</u> (CPCE, NCE, Praxis II) The CPCE is a required exit exam for CMHC and SC students. NCE is required for clinical licensure in Maine Praxis II SC exam is required for SC certification in Maine	Pass rates of CPCE) and the licensing exams, as well as the NCE for CMHC and Praxis II SC exam for SC) are reviewed and used to inform program changes related to curriculum,	Advisors for each student Testing coordinator  Program faculty	CPCE - Each administration for each test taker  Annually for each exam

	teaching and student learning		
<u>Alumni Survey</u> A survey of program alumni is conducted every 3 years.	Results of the survey are analyzed by program faculty and data used to inform program revisions	Program faculty	Every 3 years
<u>Employer Survey</u> A survey of employers of program alumni is conducted every 3 years.	Results are used to inform program changes.	Program faculty	Every 3 years
<b>Program Objective 3:</b> Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate			
<u>Licensing and certification exam pass rates</u> (NCE for CMHC and Praxis II School Counseling Exam for SC)	Data provided to Husson University by CCE and ETS on the number of graduates who passed licensing or certification exams are gathered and reviewed. Results are used to assess program success in meeting objective 3	Testing coordinator Program Faculty	Annually
<u>Credentialing rates:</u> CMHC - license; SC - certification The program administrative assistant tracks the credentialing of the CMHC and SC students through alumni contact, licensing board and certification site information.	The program uses data gathered to determine how many students seek and achieve licensing or certification. This data informs program revisions.	Admin. Assistant  Program faculty	For each graduate  Annually
<u>Employment rates</u> The program administrative assistant tracks the employment of students for those seeking employment within one year through alumni contact.	The program uses data gathered to determine how many students are employed in their field within one year of graduation. This data informs program revisions.	Administrative Assistant Program faculty	Annually
<b>Overall Program Evaluation</b>	Program Evaluation	Core faculty and Director	Annually

The annual program evaluation is conducted and results are analyzed in light of program mission and objectives.			
<b>Program Evaluation Summary</b> A summary report generated and shared with the Advisory Board and all stakeholders and posted to the program webpage	A summary report is generated and shared with the Advisory board and all stakeholders and posted to the program webpage	Faculty and Advisory Committee Shared with stakeholders and website	Annually

**B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.**

The counselor education program faculty uses the following to collect data and evaluate program objectives annually. A Program Evaluation Executive Summary ([4A01](#)) is published annually detailing analysis of data and the results of the program evaluation. The Program Evaluation Executive Summary ([4A01](#)) for 2020-2021 is published on the Husson University Counseling program website. The full data set used for analysis will be available for site visitors to view. Details of assessments for each objective are provided in the HU COHR Program Evaluation Assessment Tools document ([4B01](#)) and in the Comprehensive Assessment Plan ([2B01](#)). Data collected from each of the categories is detailed below:

1. Aggregate student assessment data that address student knowledge, skills, and professional dispositions is gathered for Program Objective 2 and 3:
  - a. Key Performance Indicators of Student Learning
  - b. Professional Performance Review (PPR) assessment of dispositions
  - c. Cumulative GPA
  - d. Comprehensive Assessment results (CPCE)
  - e. Licensing and certification exam pass rates (NCE for CMHC and Praxis II School Counseling Exam for SC)
  - f. Credentialing rates (CMHC, SC)
  - g. Employment rates
2. Demographic and other characteristics of applicants, students, and graduates is gathered for Program Objective 1:
  - a. Demographic and other characteristics of applicants, students, graduates
  - b. Admissions data
  - c. Diversity data (student)
3. Data from systemic follow up studies of graduates, site supervisors, and employers is gathered for Program Objective 2:
  - a. Practicum and internship site evaluations
  - b. Supervisor/Liaison evaluations

- c. University supervisor evaluations
- d. Alumni Survey
- e. Employer Survey

**C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.**

Faculty meet weekly to review and conduct program business and annually to formally review the program and make needed changes as demonstrated in agenda for Program Evaluation Retreat (4C01). An annual Program Evaluation Executive Summary (4A01) illustrates the results of the Comprehensive Program Assessment with recommendations for program modifications, p. 19. The report is distributed to stakeholders (students, alumni, faculty, University administrators, supervisors, employers, advisory committee members, and the public) at the annual advisory committee meeting and posted on the program webpage (1A02).

The 2020-2021 Program Evaluation was completed in October of 2021. The Program Evaluation Executive Summary 20-21 (4A01) is provided for review. It was shared with the Advisory committee (4D02) and students in the Town Hall meeting November 1, 2021 (4C03) and posted on the Husson University Counseling and Human Relations webpage for the public (1A02). Copies of the report were provided to the Provost and the Dean of the College of Sciences and Humanities. A notice to the Husson community, program alumni, current students, and the advisory committee was sent when the report was posted to the website.

Evidence of the use of program evaluation data to inform program modifications is evidenced in each Program Evaluation Executive Summary 2020-2021 (4A01, p. 19). Analysis of current data results in the generation of a needs list that becomes an inclusive list of Action Items. Action Items identified in the previous year's report is provided. Any items not completed are added to the Action Items for the current year. Action items provide a guide for program change.

The Action Items for 2021-2022 are summarized as follows from the Brief Summary of 2020-2021 (4C02) and can be seen in more detailed form in the Program Evaluation Executive Summary (4A01) as well:

Action Items:

- Complete CACREP re-accreditation. Prepare for DOE review of SC program.
- Work with marketing and website to improve visibility of program.
- Develop and implement online programming.
- Recruit and admit more students – goal increase enrollment by at least 10 students for fall 2022.
- Improve Professional Performance Review, Candidacy review processes.
- Shorten time to graduation- Review Internship structure toward completing in a timely fashion.
- Continue to work with Assessment Team on program data/Key Performance Indicator data/alignment between curriculum & CPCE exam. Establish consistent assessment practices.
- Continue to engage School Counseling students in opportunities to learn classroom management skills.

**D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.**

The annual Counseling and Human Relations Program Evaluation Executive Summary 20-21 ([4A01](#)) includes a summary of the program evaluation results for the master's programs. The report provides

1. a summary of the program evaluation results,
2. subsequent programs modifications and
3. substantial program changes

The report is published annually on the Counseling and Human Relations program website ([1A02](#)). Notification is sent to students, faculty, the College of Science and Humanities Dean and the Husson University Provost, and Advisory Committee members as seen in the advisory committee meeting agenda ([4D02](#)). The report is also sent to employers and site supervisors.

**E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.**

The Husson University Counseling Program Vital Statistics report ([4E01](#)) is posted annually on the Counseling and Human Relations program's website ([1A02](#)). For each master's level program, the report includes: the number of graduates for the past academic year, the pass rates on the National Counselor Exam (NCE) for Clinical Mental Health Counseling students (this is the licensing exam required in Maine), and the Praxis II School Counselor Exam for School Counseling students as required for certification in Maine. The program also includes completion rates and job placement rates for graduates from the previous year.

## **ASSESSMENT OF STUDENTS**

**F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.**

### **Key Performance Indicators of Student Learning**

1. The program assesses each student's progress throughout the program annually through identified Key Performance Indicators (KPIs) of Student Learning ([4F01](#)). KPIs cover each of

the eight core areas and include Clinical Mental Health Counseling and School Counseling specialty areas.

- Key Performance Indicators span the time that the student is in the program and involve multiple measures.
- Data from the KPIs is gathered each year and analyzed by program faculty during the annual program evaluation and reported in the Program Evaluation Executive Summary 20-21 ([4A01](#)). Results are used to inform program change as indicated in the Program Evaluation Executive Summary 20-21 ([4A01](#)).

Key Performance Indicators are listed below and related assessment tools are detailed in the document HU COHR Program Evaluation Assessment Tools ([4B01](#)).

### **Professional Orientation and Ethical Practice**

KPI/SLO: Students will demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards.

Measure 1: Final Exam (CO700)

Measure 2: Professional Issues Podcast (CO711)

Measure 3: Membership in ACA (CO700)

Measure 4: CPCE Domain Score: Professional Orientation and Ethical Practice domain

### **Social and Cultural Diversity**

KPI/SLO: Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society.

Measure 1: Diversity Project (CO704)

Measure 2: Final Evaluation for Internship (CO892 (SC) or CO893 (CMHC))

Measure 3: CPCE Domain Score

### **Human Growth and Development**

KPI/SLO: Students will demonstrate knowledge of human growth and development concepts and application of interventions appropriate to the nature and needs of persons in multicultural contexts.

Measure 1: Developmental Paper (CO702)

Measure 2: Final Exam (CO702)

Measure 3: CPCE Domain Score: Human Growth and Development domain

### **Career Development**

KPI/SLO: Students will demonstrate knowledge of career development theory and practice and application of that practice to all clients and contexts.

Measure 2: Career Theory Paper (CO722)

Measure 3: Exam results (CO722)

Measure 4: CPCE Domain Score: Career Development domain

### **Counseling and Helping Relationships**

KPI/SLO: Students will demonstrate counseling and consultation skills, models, and processes needed for entry level professional practice in diverse and multicultural contexts.

Measure 1: Techniques Final Tape (CO710)

Measure 2: 705 Multicultural Theories Integration Paper (CO705)

Measure 3: CPCE Domain Score: Counseling and Helping Relationships domain

### **Group Counseling and Group Work**

KPI/SLO: Students will demonstrate knowledge and skills of ethical practice and application of group process and theory in diverse settings

- Measure 1: 712 Practice Demonstration of Co-facilitation skills (CO712)
- Measure 2: 712 Multi-dimensional Group Proposal (CO712)
- Measure 3: CPCE Domain Score: Group domain

### **Assessment and Testing**

KPI/SLO: Students will demonstrate knowledge of psychometrics, standardized testing, and evaluation related to individual and group approaches to assessment.

- Measure 1: Exam Scores (CO721)
- Measure 2: Test Evaluation Paper (CO721)
- Measure 3: CPCE Domain Score: Assessment domain

### **Research and Program Evaluation**

KPI/SLO: Students will demonstrate knowledge of various quantitative and qualitative research methods, statistical analysis, needs assessments, and program evaluation.

- Measure 1: Lit Review & Research Proposal (CO703)
- Measure 2: Final Exam (CO703)
- Measure 3: CPCE Domain Score: Research and program Evaluation domain

### **Clinical Mental Health Counseling Specialty**

KPI/SLO: Clinical mental health students will demonstrate knowledge and skills of clinical mental health counseling issues including historical foundations, the role and function of the clinical mental health counselor, and working with diverse populations.

- Measure 1: Final Internship Evaluation (CO900)
- Measure 2: Case presentation (CO900)
- Measure 2: E-Portfolio (CO900)
- Measure 3: Final Exam in Clinical Diagnosis and Treatment Planning (CO846)

### **School Counseling Specialty**

KPI/SLO: School counseling students will demonstrate knowledge and skills of school counseling issues including historical foundations, the role and function of the school counselor, and working with diverse students and their families.

- Measure 1: Final Internship Evaluation (CO886)
- Measure 2: E-Portfolio (CO886)
- Measure 3: Comprehensive School Counseling Model Project (CO706)

**G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.**

The counselor education program faculty assess each student's professional dispositions each semester throughout the program using the Professional Performance Review (PPR) rubric ([1M01](#)).

1. The assessment process identifies twelve key dispositions and a rubric is used to score the assessment:
  - ability to accept personal responsibility
  - ability to accept professional responsibility
  - ability to deal with conflict
  - ability to express feelings effectively and appropriately
  - adaptability

- awareness of own impact on others
  - cooperativeness with others
  - initiative and motivation
  - openness to new ideas
  - self-reflection
  - willingness to accept and use feedback
2. The PPR ([1M01](#)) is completed by the faculty collectively for each student during an end of semester PPR meeting. The PPR is also completed by each student each semester as a self-evaluation. Results are shared with the students each semester. Faculty advisors meet with students when concerns regarding the individual PPR results arise and also when the student requests a meeting to review the PPR results.
 

Results from the PPR are reviewed for each student prior to Candidacy. Results are again considered prior to entry into Practicum and Internship.
  3. The compiled results of the PPR for all students are part of the annual program evaluation and used to assess student performance and inform program change. See Program Evaluation Executive Summary 2020-2021, p. 13 ([4A01](#)).

**H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.**

Students must maintain a 3.0 average throughout the program. No grade in a core class may be below a B. Each semester the Program Director reviews the GPAs of all students. Faculty report any grade below a B. Students must also be “developing” professional dispositions as measured by the Professional Performance Review ([1M01](#)) each semester and have minimally “met” all professional dispositions by graduation.

Faculty review student performance on an ongoing, informal basis through the student of concern time in weekly faculty meetings as seen in the Faculty Meeting Agenda Minutes ([1Y01](#)).

More formal reviews occur through Key Performance Indicator ([4F01](#)) assessments in core and specialty courses throughout the program (see [Syllabi folder](#)). The Professional Performance Review (PPR) ([1M01](#)) is conducted every semester and used to review students formally at Candidacy and when applying for Practicum and Internship. Professional dispositions, as measured by the PPR, are included in the determination of the student’s readiness to graduate and fitness for the profession. This ongoing evaluation with feedback to students helps with student retention as faculty are aware and can take action when intervention and remediation is needed.

Informal and formal mentoring, professional development plans for student success, and remediation plans have all been successful in retaining students. Results of all student performance both informal and formal are considered when program action is taken in the form of remediation and dismissal as seen in the Graduate Counseling and Human Relations Program Student Handbook ([HB07](#), p. 20).

## **EVALUATION OF FACULTY AND SUPERVISORS**

### **I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.**

The faculty guide students to follow the University guidelines for completing course evaluations provided in the student portal ([4I01](#)).

### **J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.**

Course evaluations ([4I01](#)) are conducted by Husson University each semester for each course. Students must complete the evaluation in order to receive their official grade as per university policy. Results of student evaluations for each course are sent to the program administrative assistant and program director and forwarded to program faculty at the end of each semester.

### **K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.**

Students complete an evaluation of the University Practicum Supervisor ([4K01](#)) at the end of practicum. Internship students have the opportunity to evaluate their Internship Site Supervisor(s) ([4K02](#)) at mid-term and at the end of the semester.

## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### C. CLINICAL MENTAL HEALTH COUNSELING

**Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.**

The MS in Clinical Mental Health Counseling program prepares students to specialize as clinical mental health counselors with the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. This 63-credit program is comprised of core and specialty courses, a 100-hour practicum, and a 900-hour internship. The curriculum sheet ([5C01](#)) details the course requirements for the program. Course descriptions can be found on the webpage and in each syllabi ([Syllabi folder](#)) for the program by clicking on the link for the course number.

The Curriculum Crosswalk ([2D01](#)) and 2021-2022 Course Syllabi (See [Syllabi folder](#)) indicate where and how each of the Clinical Mental Health Counseling objectives are covered in the curriculum. Courses that address each standard are listed below with links to each course syllabus. The chart below shows where each objective is covered in the curriculum and illustrates how objectives are aligned with instruction through lectures, activities, readings, etc. This information is also on each syllabus in the 2021-2022 Syllabus Folder.

#### 1. FOUNDATIONS

##### a. history and development of clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: Week 3 9/13 Who are Counselors? And Clinical Mental Health Counselors Readings: Neukrug CH 1 What is Counseling and Who is a Counselor? Neukrug CH 5 The History of the Counseling Profession-Vision 20/20 Statement Assignments: Expository Essay

##### b. theories and models related to clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 1-15; Lecture/Discussion: Psychoanalytic; Adlerian, Existential, Person-Centered, Emotion-Focused, Behavioral, Gestalt, CBT, REBT, Choice/Reality, Feminist, Postmodern Approaches, Family Systems, Motivational Interviewing, Emerging Approaches/Integrative Perspective; Activity: 25WS, Exit Tickets, Role Play, Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm and Final Exams

<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Creative Arts Interventions Play Therapy Solution-Focused Brief Counseling Reality Therapy Rational-Emotive Behavior Therapy Small Group Counseling Lectures: Incorporating Theory into Practice with Children and Adolescents CBT Approaches with Youth REBT & At-Risk Youth Play Therapy Activities: Expressive Intervention Counseling Role Plays Small Group Case Conceptualization & Treatment Plan Special Topics Resource Project Comprehensive Project
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c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: The individual Counseling Process; Lectures: Assessment, Diagnosis, and Treatment Planning with Children and Adolescents; Activities: Small Group Case Conceptualization & Treatment Plan Comprehensive Final
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Readings: DSM-5 Section I: DSM-5 Basics DSM-5 Section II: Diagnostic Criteria and Codes Lecture: Biopsychosocial & MSE Case Conceptualization Treatment Planning Activities: Group Vignette Activities Case Vignette Comprehensive Final Exam

d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO805 - Addictions Counseling: Treatment and Contemporary Issues</a>	Clinical Mental Health Counseling: neurobiological and medical foundation and etiology of addiction and co-occurring disorders (Assignment 2, Case Study, annotated bibliography)

e. psychological tests and assessments specific to clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson: Ch. 7 Selecting, Administering, Scoring, And Communicating Assessment Results

	Ch.13 Behavioral Assessment Ch. 14 Assessment in Marriage and Family Counseling Ch. 15 Diagnosis Ch.16 Monitoring and Evaluating Counseling DSM V Assessment sections Mental Measurement Class exploration: Psychological tests and assessments commonly used in clinical mental health counseling
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## 2. CONTEXTUAL DIMENSIONS

### a. roles and settings of clinical mental health counselors

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lectures: Week 3 9/13 Who are Counselors? And Clinical Mental Health Counselors-Week 4 10/4 Procedures of the Counseling Profession Readings: Neukrug CH 1 What is Counseling and Who is a Counselor? Neukrug CH 5 The History of the Counseling Profession Neukrug CH 4 Predecessors to the Counseling Profession: From Antiquity to Early Social Work, Psychology, and Psychiatry Assignment: Interview with a Counselor

### b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: DC 0-5; Lectures: Assessment, Diagnosis and Treatment Planning with Children and Adolescents; Activities: Expressive Intervention Counseling Role Plays Small Group Case Conceptualization & Treatment Plan Special Topics Resource Project Child/Adolescent Interview Comprehensive Project
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Reading: DSM 5 Section II: Diagnostic Criteria and Codes Lectures: Anxiety Disorders Depressive & Bipolar Related Disorders Disruptive, Impulse-Control, and Conduct Disorders Dissociative Disorders Elimination Disorders Feeding & Eating Disorders Gender Dysphoria Neurodevelopmental & Neurocognitive Disorders Obsessive-Compulsive Disorders Paraphilic Disorders Personality Disorders Schizophrenia Spectrum & Other Psychotic Features Sexual Dysfunctions

	<p>Sleep-Wake Disorders  Somatic Symptom and Related Disorders  Substance Related and Addictive Disorders; Trauma and Stressor Related Disorders  Other Conditions that may be of focus of Clinical Attention and Conditions for Further Study  Activities: Weekly Quizzes  Group Vignette Activities  Case Vignette  Comprehensive Final Exam</p>
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c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lecture: Case Conceptualization; Treatment Planning; Activities: Group Vignette Activities, Case Vignette, Comprehensive Final Exam

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	<p>Readings: DSM-5 Section I: DSM-5 Basics  DSM-5 Section II: Diagnostic Criteria and Codes  DSM-5 Section III: Emerging Measures and Models  Lectures: Anxiety Disorders  Depressive &amp; Bipolar Related Disorders  Disruptive, Impulse-Control, and Conduct Disorders  Dissociative Disorders  Elimination Disorders  Feeding &amp; Eating Disorders  Gender Dysphoria  Neurodevelopmental &amp; Neurocognitive Disorders  Obsessive-Compulsive Disorders  Paraphilic Disorders  Personality Disorders  Schizophrenia Spectrum &amp; Other Psychotic Features  Sexual Dysfunctions  Sleep-Wake Disorders  Somatic Symptom and Related Disorders  Substance Related and Addictive Disorders  Trauma and Stressor Related Disorders  Other Conditions that may be of focus of Clinical Attention and Conditions for Further Study  Activities: Weekly Quizzes  Group Vignette Activities</p>

	Case Vignette Comprehensive Final Exam
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e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO805 - Addictions Counseling: Treatment and Contemporary Issues</a>	Clinical Mental Health Counseling: potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (Assignment 2, Case Study, annotated bibliography)

f. impact of crisis and trauma on individuals with mental health diagnoses

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch.1 Approaching Crisis Intervention, Ch 7 Posttraumatic Stress Disorder, Briere and Scott, Part One. Trauma, Effects, and Assessment; Resource directory, Crisis intervention plan, trauma informed practice presentation, discussions

g. impact of biological and neurological mechanisms on mental health

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO702 - Human Growth and Development</a>	Module 2: General Principles of Human Growth and Development in Counseling, Ethics and Multicultural Considerations: 9/9; Quiz Module 1-3; Group Research Project: 10/7-10/28; Developmental Paper: 11/21; Final Exam

h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Readings: DSM-5 Section I: DSM-5 Basics DSM-5 Section II: Diagnostic Criteria and Codes DSM-5 Section III: Emerging Measures and Models Lectures: Anxiety Disorders Depressive & Bipolar Related Disorders Disruptive, Impulse-Control, and Conduct Disorders Dissociative Disorders Elimination Disorders Feeding & Eating Disorders Gender Dysphoria Neurodevelopmental & Neurocognitive Disorders Obsessive-Compulsive Disorders Paraphilic Disorders Personality Disorders Schizophrenia Spectrum & Other Psychotic Features

	Sexual Dysfunctions Sleep-Wake Disorders Somatic Symptom and Related Disorders Substance Related and Addictive Disorders Trauma and Stressor Related Disorders Other Conditions that may be of focus of Clinical Attention and Conditions for Further Study Activities: Weekly Quizzes Group Vignette Activities Case Vignette Comprehensive Final Exam
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i. legislation and government policy relevant to clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Professional Identity of Counselors- lecture and case study discussion 9/8; Licensing/Certification requirements in the job market paper 9/15

j. cultural factors relevant to clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO704 - Social and Cultural Diversity</a>	Literature Review; Lecture: Cultural factors relevant to clinical mental health and school counseling; Class Reading: Chapter 1: Mono-cultural Context of Counseling as a Helping Profession; Chapter 2: Demands for Multicultural Professional Counseling; Class Discussion: Journal Prompt 4; Cultural Identity Reflection Paper; Advocacy/Action Plan
<a href="#">CO705 - Theories of Counseling</a>	Lecture: Multicultural & Trauma Sensitive Approach; Activity: Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm & Final Exams

k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lectures: Week 5 9/27 Class Lecture: Counseling Alphabet Soup and Professional Associations-Week 10 11/1 Accreditation and Credentialing Reading: Neukrug CH 2- Professional Associations in Counseling and Related Fields Neukrug CH 7: Accreditation in Counseling and Related Fields Neukrug CH 8 Credentialing in Counseling and Related Fields-CACREP 2016, Assignments: Join ACA

<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Professional Identity of Counselors- lecture and case study discussion 9/8; Licensing/certification requirements in the job market paper due 9/15
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l. legal and ethical considerations specific to clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Working with the legal system- lecture/case study 9/29; working with vulnerable children and adults- Lecture /case studies 10/27; Ethical considerations for family and group work lecture/case study 11/3
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lecture: Legal & Ethical Issues when Counseling Youth; Activities: Expressive Intervention Counseling Role Plays Small Group Case Conceptualization & Treatment Plan Special Topics Resource Project, Comprehensive Project

m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lectures: Intro to Diagnosis & DSM-5, Biopsychosocial & MSE, Diagnostic Assessment, Case Conceptualization, Treatment Planning, Progress Notes Activities: Group Vignette Activities, Case Vignette, Comprehensive Final Exam

3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lectures: Intro to Diagnosis & DSM-5, Biopsychosocial & MSE, Diagnostic Assessment, Case Conceptualization, Treatment Planning, Progress Notes Activities: Group Vignette Activities, Case Vignette, Comprehensive Final Exam

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO705 - Theories of Counseling</a>	Reading: Corey CH 1-15; Lecture/Discussion: Psychoanalytic; Adlerian, Existential, Person-Centered, Emotion-Focused, Behavioral, Gestalt, CBT, REBT, Choice/Reality, Feminist, Postmodern Approaches, Family Systems, Motivational Interviewing, Emerging Approaches/Integrative Perspective; Activity: 25WS, Exit Tickets, Theory Review & Multicultural Analysis Paper, Book Review Summary & Presentation, Midterm and Final Exams
<a href="#">CO710 - Counseling Techniques</a>	Reading: Ivey Ch. 12, Erford- Sections 1-11; Lecture/Discussion: Solution Focused-Brief Counseling Techniques, Adlerian or Psychodynamic Counseling Techniques, Gestalt & Psychodrama Counseling Techniques, Mindfulness Techniques, Humanistic Counseling Techniques, Cognitive-Behavioral Techniques, Social Learning Techniques, Behavioral Techniques, Motivational Interviewing Skills, Trauma Sensitive Approach, Emerging Techniques; Activity: Counseling Skills Role Plays, Expressive Intervention/Technique Presentation & Summary, Video Recording Assignments Sessions 2-5, Final Skills Video & Reflection
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lectures: Treatment Planning Activities: Group Vignette Activities, Case Vignette, Comprehensive Final Exam

c. strategies for interfacing with the legal system regarding court-referred clients

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Rights of client and responsibilities of counselor-lecture/case study 9/22

d. strategies for interfacing with integrated behavioral health care professionals

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO846 - Clinical Diagnosis and Treatment Planning</a>	Lectures: Treatment Planning Activities: Group Vignette Activities, Case Vignette, Comprehensive Final Exam

e. strategies to advocate for persons with mental health issue

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lecture: Week 12 11/15 Advocacy and Social Justice-Week 13 11/22 Client Welfare Readings: 10: Culturally Competent Helping: Multicultural Counseling and Social Justice Work-Neukrug CH 9: Ethics in Counseling Assignments: Special Topics Presentation

## G. SCHOOL COUNSELING

**Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.**

The MS in School Counseling program is designed to prepare student to specialize as school counselors with the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. This is a 60-credit program is comprised of core and specialty courses, a 100-hour practicum, and a 600-hour internship. The MS in School Counseling curriculum sheet ([5G01](#)) and course descriptions found on the program webpage by clicking on the course number under curriculum detail the requirements for the program.

The Curriculum Crosswalk ([2D01](#)) and 2021-2022 Course Syllabi (see [Syllabi folder](#)) indicate where each of the School Counseling objectives are covered in the curriculum. Courses that address each standard are listed below with links to each course syllabus. The chart below shows where each objective is covered in the curriculum and illustrates how objectives are aligned with instruction through lectures, activities, readings, etc. This information is also on each syllabus in the 2021-2022 syllabus folder.

### 1. FOUNDATIONS

a. history and development of school counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lectures and Discussion: The history and development of School Counseling, School counseling programs, School Counselor Standards and Competencies; Reading: The Transformed School Counselor Chapter 1 Working In Today's Schools; Ch.7 Implementing the ASCA National Model; ASCA National Model Executive Summary; ASCA School Counselor Professional Standards and Competencies

b. models of school counseling programs

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion 1/19: Maine Comprehensive Model Reading 1/19: ASCA National Model Framework xii-31 Reading 1/19: ASCA National Model Implementation Guide 5-21 Assignment: Comprehensive School Counseling Program 4/20

c. models of P-12 comprehensive career development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion 3/23: Curricula Reading 3/23: ASCA National Model Framework 55-58, 68-77

d. models of school-based collaboration and consultation

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion 3/2: Collaboration, Annual Administrative Conference, Advisory council Assignment: Advisory Council section of CSCP 4/20 Reading 3/2: ASCA National Model Implementation Guide, 95-141 Reading ASCA National Model Framework, 58-68

e. assessments specific to P-12 education

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture: Assessments in P-12 education; Reading: The Transformed School Counselor, Ch. 3, p. 80-85 Applications of Assessment and Testing; ASCA Position Statement: High Stakes Testing
<a href="#">CO721 - Assessment in Counseling</a>	Reading: Whitson: Ch. 7 Selecting, Administering, Scoring, And Communicating Assessment Results Ch. 9 Intelligence and General Ability Testing Ch. 10 Assessing Achievement and Aptitude: Applications for Counseling Ch. 11 Assessment in Career Counseling Ch. 13. Behavioral Assessment Ch. 16 Monitoring and Evaluating Counseling; Class exploration: Assessments used in P-12 education

## 2. CONTEXTUAL DIMENSIONS

### a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: School Counselor as Leader, Advocate, and Systems Change Agent; Assignments: Professional Identity Paper - Leader section, Advocacy Paper; Leadership style activity; Readings: The Transformed School Counselor: Ch. 1 Working In Today's Schools, p. 21 Leaders and Advocates for School Improvement; p. 15 School Counseling Acting as Agents of Change; Ch. 4 School Counselors as Leaders; Ch. 5 School Counselors as Advocates

### b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: Consultation; Consulting styles activity and discussion, assignment: Professional Identity Paper- consultant section; Readings: The Transformed School Counselor: CH 12 School Counselors as Consultants; ASCA Position Statement: School, Family, Community Partnerships

### c. school counselor roles in relation to college and career readiness

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: School Counselor Role in College and Career Readiness; Professional Identity Paper - Career and College Ready section; Readings: The Transformed School Counselor: Ch. 14 All Students College and Career Ready; ASCA School Counselor Role Statements; ASCA Position Statement: College and Career Ready

### d. school counselor roles in school leadership and multidisciplinary teams

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: School Counselor Role in Leadership and Multidisciplinary Teams; Assignment: Professional Identity Paper - leader and consultant sections; Readings: The Transformed School Counselor: Ch. 4 School Counselors as Leaders; Ch. 10 Working with Special Needs Students - Utilizing Differentiated Systems; Ch. 13 School Counselors as Coordinators, Collaborators and Managers of Resources; ASCA Position Statement: Multi-tiered Systems of Support; ASCA National Model 4th Edition, p. 18 Collaboration

e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch13 Crisis in Schools, Resource directory, case discussions, Disaster paper.

f. competencies to advocate for school counseling roles

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: Advocacy for the School Counseling Profession and School Counseling Roles and Programs; Assignment: Advocacy Paper; Reading: The Transformed School Counselor, Ch. 5 The Ethics of Advocacy, Guiding Principles of Effective Advocacy

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Counseling At-Risk Children and Adolescents Counseling Children and Adolescents with Exceptionalities DC 0-5 Lectures: Counseling At-Risk Children and Adolescents; Activities: Counseling Role Play

h. common medications that affect learning, behavior, and mood in children and adolescents

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Lectures: Psychopharmacology in Counseling with Children & Adolescents

i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO805 - Addictions Counseling: Treatment and Contemporary Issues</a>	School Counseling: signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (Discussion 3, case study, annotated bibliography)

j. qualities and styles of effective leadership in schools

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: The School Counselor as Leader; Reading: The Transformed School Counselor Ch. 4 School Counselors as Leaders; Activity: Leadership styles; Assignment: Professional Identity Paper - leader section

k. community resources and referral sources

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion 1/19: Maine Comprehensive Model Exploring local referral resources
<a href="#">CO827 - Crisis Intervention</a>	James and Gilliland, Ch13 Crisis in Schools, Review of Maine's available resources for crisis in school settings. Resource directory

l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO700 - Orientation to the Professions of Counseling and Human Relations</a>	Lectures: Week 3 9/13 What is Counseling?: a History and School Counseling-Week 5 9/27 Class Lecture: Counseling Alphabet Soup and Professional Associations-Week 10 11/1 Accreditation and Credentialing-Guest Speaker from Maine School Counselors Association Reading: Neukrug CH 1 What is Counseling and Who is a Counselor? Neukrug CH 5 The History of the Counseling Profession, Neukrug CH 2- Professional Associations in Counseling and Related Fields, Neukrug, CH 7: Accreditation in Counseling and Related Fields Neukrug, CH 8 Credentialing in Counseling and Related Fields CACREP 2016 Assignments: -Join ACA
<a href="#">CO706 - School Counseling Programs</a>	Reflection #3 Attend a workshop, Board Meeting or Professional Development

m. legislation and government policy relevant to school counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: Legislation and Government Policy Relevant to School Counseling; Read: The Transformed School Counselor: Ch.6 Legal and Ethical Issues for School Counselors; Readings and Assignments: School Counselor Certification or Licensure requirements, FERPA, HIPAA, Maine Bully Prevention law, Maine Suicide Prevention Law, Maine law requiring School Counseling Comprehensive Programs, Child Abuse Reporting Laws, Confidentiality and Privileged Communication, Age of Consent laws, Title IX, Sexual Harassment, Special Education and 504, and related ASCA Position Statements as assigned
<a href="#">CO706 - School Counseling Programs</a>	Discussion 1/19: Maine Public Law, Ch. 45, LD 247 An Act To Increase the Amount of Time School Counselors and Social Workers Spend Providing Students Direct and Indirect Counseling

n. legal and ethical considerations specific to school counseling

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture: Ethical Decision Making; Readings: ACA Code of Ethics, ASCA Ethical Standards, The Transformed School Counselor, Ch. 6 Legal and Ethical Issues for School Counselors; Assignments: Ethics Case Studies
<a href="#">CO711 - Legal Ethical and Professional Issues in Counseling</a>	Working with the legal system- lecture/case study 9/29; working with vulnerable children and adults- Lecture /case studies 10/27; Ethical considerations for family and group work lecture/case study 11/3

3. PRACTICE

a. development of school counseling program mission statements and objectives

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion 1/19: Mission and Vision of school counseling programs Reading 1/19: ASCA National Model Implementation Guide, 5-21 ASCA National Model Framework, xii-31 4/20: Mission and Vision section of CSCP

b. design and evaluation of school counseling programs

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion and Review 1/19: Maine Comprehensive School Counseling Program Reading 4/6: ASCA National Model Framework for SC Programs, 77-116 ASCA National Model Implementation Guide, 141-156 4/20: Project Presentation - Your Comprehensive School Counseling program model to "School Board"

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lectures and Discussion: Classroom lesson development and delivery; Classroom management techniques; Readings: ASCA Student Standards: Mindsets & Behaviors for Student Success; Classroom management; ASCA National Model p. 55 Lesson Plans; Assignment: Classroom Lesson Plan
<a href="#">CO706 - School Counseling Programs</a>	Discussion 2/16: ASCA Mindsets & Behaviors Action Plan Reading 3/23: ASCA National Model Framework, 55-58; 68-77 Discussion 3/23: Lesson Planning, Curricula, Differentiation

	Assignment: Mindsets and Behaviors Action Plan section of CSCP 4/20
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d. interventions to promote academic development

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: School Counselor Role in Academic Development; Readings: The Transformed School Counselor, Ch. 1, p. 19 Advancing the Academic Agenda; ASCA Student Standards: Mindsets and Behaviors; ASCA Position Statement: Academic Development; Assignment: Professional Identity Paper - academic section

e. use of developmentally appropriate career counseling interventions and assessments

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: Career Counseling - developmentally appropriate career counseling interventions and assessments; Readings: The Transformed School Counseling, Ch. 14 All Students College and Career Ready w/ p. 472 Internet resources; Assignment: Professional Identity Paper: Career section; Resources: National Career Development Association. A Comprehensive Guide to Career Assessment, the Guide, 7th Edition, in total and Part II. 7. Career Assessment in K-12 (Brott); Curry & Milson (2014). Career Counseling in the P-12 Schools.; Whitfield, Feller, & Wood (2009). A Counselor's Guide to Career Assessment Instruments, 5th ed.
<a href="#">CO722 - Career Development and Counseling</a>	Sharf Chapter 7-8: Career Development in Childhood, Adolescent Career Development: In each chapter sections on Role of Occupational Information and Role of Assessment Instruments; Review of recommended resource: Curry & Milsom: Career and College Readiness Counseling in P-12 Schools, 3rd Edition ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College, Career and Life Readiness Standards for Every Student; Curriculum Plan assignment for School Counselors

f. techniques of personal/social counseling in school settings

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: The Individual Counseling Process Creative Arts Interventions Play Therapy Small Group Counseling Lectures: Assessment, Diagnosis, and Treatment Planning with Children and Adolescents

	Incorporating Theory into Practice with Children and Adolescents CBT Approaches with Youth REBT & At-Risk Youth Play Therapy Activities: Expressive Intervention Counseling Role Plays Small Group Case Conceptualization & Treatment Plan Special Topics Resource Project Comprehensive Project
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g. strategies to facilitate school and postsecondary transitions

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: Facilitating Student Success and Transitions; Assignment: Professional Identity Paper. Academic and Career sections; Readings: The Transformed School Counselor, Ch. 14 All Student College and Career Ready; ASCA Position Statements: Career Development; Individual Student Planning for Postsecondary Preparation; Letters of Recommendation; Retention, Social Promotion, and Age-Appropriate Placement

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: School Counselor Role in Social Emotional Learning; Readings: The Transformed School Counselor, Ch. 3, Counseling Theory in the Schools; Ch. 4 Counseling Practice in the Schools, Ch. 11 Creating a Safe, Supportive and Respectful School Culture; ASCA Mindsets and Behaviors for Student Success; Social Emotional Learning curriculum - Maine; ASCA Position Statement: Social Emotional Development; Assignment: Professional Identity Paper - social emotional section
<a href="#">CO723 - Counseling Young Children and Adolescents</a>	Readings: Working with Children, Adolescents, and Their Parents: Practical Applications of Developmental Theory The Individual Counseling Process Counseling Children with Exceptionalities Counseling Children and Adolescents from Diverse Backgrounds Working with Parents Working with Families Lectures: Legal and Ethical Issues when Counseling Youth Trauma Sensitive Practices for Children and Adolescents

	<p>Counseling Culturally Diverse Children &amp; Adolescents  Stages of Development &amp; the Counseling Process  Activities: Expressive Intervention  Counseling Role Plays  Small Group Case Conceptualization &amp; Treatment Plan  Special Topics Resource Project  Comprehensive Project</p>
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i. approaches to increase promotion and graduation rates

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	<p>Lecture and Discussion: Facilitating Student Success and Transition; Assignment: Professional Identity Paper. Academic and Career sections; Readings: The Transformed School Counselor, Ch. 14 All Student College and Career Ready; ASCA Position Statements: Career Development; Individual Student Planning for Postsecondary Preparation; Letters of Recommendation; Retention, Social Promotion, and Age-Appropriate Placement; ASCA Mindsets and Behaviors for Student Success; Social Promotion, and Age-Appropriate Placement</p>

j. interventions to promote college and career readiness

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	<p>Lecture and Discussion: School Counselor Role in College and Career Readiness; Readings: The Transformed School Counselor, Ch. 14 All Student College and Career Ready; ASCA Position Statement: Career Development; ASCA Mindsets and Behaviors for Student Success; Assignment: Professional Identity Paper - career and college readiness section; Resources: National Career Development Association; Curry &amp; Milson (2014). Career Counseling in the P-12 Schools.</p>

k. strategies to promote equity in student achievement and college access

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	<p>Lecture and Discussion: School Counselor Role in College and Career Readiness; Readings: The Transformed School Counselor, Ch. 9 Diversity Matters; Ch. 14 All Student College and Career Ready, ASCA Mindsets and Behaviors for Student Success; ASCA Position Statements: Equity for All Students and others; Assignment: Professional Identity Paper - career and college readiness section</p>

l. techniques to foster collaboration and teamwork within schools

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and discussion: Collaboration and Teaming; Readings: The Transformed School Counselor Ch. 13 School Counselors as Coordinators, Collaborators, and Managers of Resources; ASCA National Model 4th ed., p.18 Collaboration; Assignment: Professional Identity Paper - collaboration, and teamwork section

m. strategies for implementing and coordinating peer intervention programs

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO701 - The Role of School Counselor</a>	Lecture and Discussion: Peer Intervention Programs; Speakers: Restorative Practices, Peer Mentoring Programs; Readings: The Transformed School Counselor, Ch. 11, pp. 361 Steps to Developing a Peer Mediation Program; ASCA Position Statement on Peer Support Programs

n. use of accountability data to inform decision making

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussion 2/2 & 2/16: Collecting, analyzing, and using data to inform decision making and program development Assignment: Student Outcome Goals, School Data sections of CSCP 4/20 Reading 4/6: ASCA National Model Implementation Guide, 141-156 ASCA National Model Framework, 77-116

o. use of data to advocate for programs and students

Course Name	Lecture, Reading, or Learning Activity
<a href="#">CO706 - School Counseling Programs</a>	Discussions 2/2 & 2/16: Collecting, analyzing, and using data to inform decision making and advocate for program and students. Reflection #1: School Board Reading 4/6: Reading 4/6: ASCA National Model Implementation Guide, 141-156 ASCA National Model Framework, 77-116