

# Accreditation Standards - Group Analysis

Accreditation Standard

Dates

CACREP 2016

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Class

Program

CMHC, School Counseling, Addictions  
Counseling, CMHC/School,  
CMHC/Addictions, Addictions/School

Total Students Being Assessed: **126**

STANDARD LEVEL COUNTS		
Standards	Meets*	Does Not Meet*
history and philosophy of the counseling profession 2.F.1.a	46	0
the multiple professional roles and functions of c 2.F.1.b	21	0
counselors' roles and responsibilities as members 2.F.1.c	22	0
The role and process of the professional counselor 2.F.1.d	28	0
Advocacy processes needed to address institutional 2.F.1.e	3	0
professional counseling organizations, including m 2.F.1.f	21	1
professional counseling credentialing, including c 2.F.1.g	44	1
current labor market information relevant to oppor 2.F.1.h	21	1
ethical standards of professional counseling organ 2.F.1.i	45	0
technology's impact on the counseling profession 2.F.1.j	22	0
strategies for personal and professional self-eval 2.F.1.k	46	0
self-care strategies appropriate to the counselor	22	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
2.F.1.l		
The role of counseling supervision in the professi	22	0
2.F.1.m		
Multicultural and pluralistic characteristics with	3	0
2.F.2.a		
Theories and models of multicultural counseling, c	27	0
2.F.2.b		
Multicultural counseling competencies.	27	0
2.F.2.c		
The impact of heritage, attitude, beliefs, underst	27	0
2.F.2.d		
The effects of power and privilege for counselors	3	0
2.F.2.e		
Help-seeking behaviors of diverse clients.	3	0
2.F.2.f		
The impact of spiritual beliefs on clients' and co	27	0
2.F.2.g		
Strategies for identifying and eliminating barrier	27	0
2.F.2.h		
Theories of individual and family development acro	43	2
2.F.3.a		
Theories of learning.	25	0
2.F.3.b		
Theories of normal and abnormal personality develo	46	1
2.F.3.c		
Biological, neurological, and physiological factor	43	2
2.F.3.e		
Systemic and environmental factors that affect hum	25	0
2.F.3.f		
Effects of crisis, disasters, and trauma on divers	19	2
2.F.3.g		
A general framework for understanding differing ab	1	0
2.F.3.h		
Ethical and culturally relevant strategies	3	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
for pro 2.F.3.i		
Theories and models of career development, counsel 2.F.4.a	24	0
Approaches for conceptualizing the interrelationsh 2.F.4.b	24	0
Processes for identifying and using career, avocat 2.F.4.c	0	0
Approaches for assessing the conditions of the wor 2.F.4.d	0	0
Strategies for assessing abilities, interests, val 2.F.4.e	24	0
Strategies for career development program planning 2.F.4.f	24	0
Strategies for advocating for diverse clients' car 2.F.4.g	0	0
Strategies for facilitating client skill developme 2.F.4.h	24	0
Method of identifying and using assessment tools a 2.F.4.i	0	0
Ethical and culturally relevant strategies for add 2.F.4.j	0	0
Theories and models of counseling. 2.F.5.a	46	1
A systems approach to conceptualizing clients. 2.F.5.b	46	1
Theories, models, and strategies for understanding 2.F.5.c	23	1
Ethical and culturally relevant strategies for est 2.F.5.d	0	0
The impact of technology on the the counseling pro 2.F.5.e	0	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
Counselor characteristics and behaviors that influ 2.F.5.f	24	0
Essential interviewing, counseling, and case conce 2.F.5.g	24	0
Developmentally relevant counseling treatment or i 2.F.5.h	0	0
Development of measurable outcomes for clients 2.F.5.i	0	0
Evidence-based counseling strategies and technique 2.F.5.j	48	0
Strategies to promote client understanding of and 2.F.5.k	16	0
Suicide prevention models and strategies 2.F.5.l	0	0
Crisis intervention, trauma-informed, and communit 2.F.5.m	12	0
Processes for aiding students in developing a pers 2.F.5.n	22	1
Theoretical foundations of group counseling and gr 2.F.6.a	43	0
Dynamics associated with group process and develop 2.F.6.b	43	0
Therapeutic factors and how they contribute to gro 2.F.6.c	43	0
Characteristics and functions of effective group l 2.F.6.d	43	0
Approaches to group formation, including recruitin 2.F.6.e	43	0
Types of groups and other considerations that affe 2.F.6.f	19	0
Ethical and culturally relevant strategies for des 2.F.6.g	19	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
Direct experiences in which students participate a 2.F.6.h	14	0
Historical perspectives concerning the nature and 2.F.7.a	0	0
Methods of effectively preparing for and conductin 2.F.7.b	24	0
Procedures for assessing risk of aggression or dan 2.F.7.c	24	0
Use of assessments for diagnostic and intervention 2.F.7.e	45	0
Basic concepts of standardized and non-standardize 2.F.7.f	0	0
Statistical concepts, including scales of measurem 2.F.7.g	24	0
Reliability and validity in the use of assessments 2.F.7.h	0	0
Use of assessments relevant to academic/educationa 2.F.7.i	0	0
Use of environmental assessments and systematic be 2.F.7.j	0	0
Use of symptom checklists, and personality and psy 2.F.7.k	0	0
Use of assessment results to diagnose developmenta 2.F.7.l	24	0
Ethical and culturally relevant strategies for sel 2.F.7.m	0	0
The importance of research in advancing the counse 2.F.8.a	23	1
Identification of evidence-based counseling practi 2.F.8.b	47	1
Needs assessments 2.F.8.c	23	1

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
Development of outcome measures for counseling pro 2.F.8.d	23	1
Evaluation of counseling interventions and program 2.F.8.e	23	1
Qualitative, quantitative, and mixed research meth 2.F.8.f	47	1
Designs used in research and program evaluation 2.F.8.g	47	1
Statistical methods used in conducting research an 2.F.8.h	47	1
Analysis and use of data in counseling 2.F.8.i	23	1
Ethical and culturally relevant strategies for con 2.F.8.j	47	1
theories and models of addiction related to substa 5.A.1.b	0	0
principles and philosophies of addiction-related s 5.A.1.c	0	0
principles, models, and documentation formats of b 5.A.1.d	0	0
neurological, behavioral, psychological, physical, 5.A.1.e	0	0
psychological tests and assessments specific to ad 5.A.1.f	0	0
potential for addictive and substance use disorder 5.A.2.b	0	0
factors that increase the likelihood for a person, 5.A.2.c	0	0
regulatory processes and substance abuse policy re 5.A.2.d	0	0
importance of vocation, family, social networks, a 5.A.2.e	0	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
role of wellness and spirituality in the addiction 5.A.2.f	0	0
culturally and developmentally relevant education 5.A.2.g	0	0
classifications, indications, and contraindication 5.A.2.h	0	0
diagnostic process, including differential diagnosis 5.A.2.i	0	0
cultural factors relevant to addiction and addictions 5.A.2.j	0	0
professional organizations, preparation standards, 5.A.2.k	0	0
legal and ethical considerations specific to addiction 5.A.2.l	0	0
strategies for reducing the persisting negative effects 5.A.3.e	0	0
strategies for helping clients identify the effects 5.A.3.f	0	0
evaluating and identifying individualized strategies 5.A.3.g	0	0
strategies for interfacing with the legal system 5.A.3.h	0	0
history and development of clinical mental health 5.C.1.a	22	0
theories and models related to clinical mental health 5.C.1.b	46	1
principles, models, and documentation formats of behavioral health 5.C.1.c	24	0
neurobiological and medical foundation and etiology 5.C.1.d	21	0
psychological tests and assessments	24	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
specific to cl 5.C.1.e		
roles and settings of clinical mental health couns 5.C.2.a	22	0
etiology, nomenclature, treatment, referral, and p 5.C.2.b	45	0
mental health service delivery modalities within t 5.C.2.c	12	0
diagnostic process, including differential diagnos 5.C.2.d	45	0
potential for substance use disorders to mimic and 5.C.2.e	45	0
impact of crisis and trauma on individuals with me 5.C.2.f	21	0
impact of biological and neurological mechanisms o 5.C.2.g	21	0
classifications, indications, and contraindication 5.C.2.h	1	0
legislation and government policy relevant to clin 5.C.2.i	12	0
cultural factors relevant to clinical mental healt 5.C.2.j	3	0
professional organizations, preparation standards, 5.C.2.k	22	0
legal and ethical considerations specific to clini 5.C.2.l	21	0
record keeping, third party reimbursement, and oth 5.C.2.m	12	0
intake interview, mental status evaluation, biopsy 5.C.3.a	0	0
techniques and interventions for prevention and tr 5.C.3.b	0	0

# Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
strategies for interfacing with the legal system r 5.C.3.c	12	0
strategies for interfacing with integrated behavior 5.C.3.d	12	0
strategies to advocate for persons with mental hea 5.C.3.e	12	0
history and development of school counseling 5.G.1.a	21	1
models of school counseling programs 5.G.1.b	5	0
models of P-12 comprehensive career development 5.G.1.c	5	0
models of school-based collaboration and consultat 5.G.1.d	5	0
school counselor roles as leaders, advocates, and 5.G.2.a	5	0
school counselor roles in school leadership and mu 5.G.2.d	5	0
characteristics, risk factors, and warning signs o 5.G.2.g	1	0
common medications that affect learning, behavior, 5.G.2.h	0	0
qualities and styles of effective leadership in sc 5.G.2.j	5	0
use of developmentally appropriate career counseli 5.G.3.e	0	0
techniques of personal/social counseling in school 5.G.3.f	0	0
interventions to promote college and career readin 5.G.3.j	4	0

*Meets and Does Not Meet are based on the minimal acceptable value*

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
history and philosophy of the counseling profession 1 2.F.1.a	46 (100%)
the multiple professional roles and functions of counselors 1 2.F.1.b	21 (100%)
counselors' roles and responsibilities as members of the profession 2 2.F.1.c	22 (100%)
The role and process of the professional counselor 3 2.F.1.d	28 (100%)
Advocacy processes needed to address institutional issues 4 2.F.1.e	3 (100%)
professional counseling organizations, including membership 2 2.F.1.f	21 (95%) 1
professional counseling credentialing, including certification 1 2.F.1.g	44 (98%) 1
current labor market information relevant to the profession 5 2.F.1.h	21 (95%) 1
ethical standards of professional counseling organizations 6 2.F.1.i	45 (100%)
technology's impact on the counseling profession 3 2.F.1.j	22 (100%)
strategies for personal and professional self-evaluation 7 2.F.1.k	46 (100%)
self-care strategies appropriate to the counselor 1 2.F.1.l	22 (100%)
The role of counseling supervision in the profession 4 2.F.1.m	22 (100%)
Multicultural and pluralistic characteristics with diverse populations 8 2.F.2.a	3 (100%)
Theories and models of counseling 3	27 (100%)

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
multicultural counseling, c 9 2.F.2.b	
Multicultural counseling competencies. 5 2.F.2.c	27 (100%)
The impact of heritage, attitude, beliefs, underst 10 2.F.2.d	27 (100%)
The effects of power and privilege for counselors 11 2.F.2.e	3 (100%)
Help-seeking behaviors of diverse clients. 2 2.F.2.f	3 (100%)
The impact of spiritual beliefs on clients' and co 3 2.F.2.g	27 (100%)
Strategies for identifying and eliminating barrier 6 2.F.2.h	27 (100%)
Theories of individual and family development acro 4 2.F.3.a	43 (96%) 2
Theories of learning. 7 2.F.3.b	25 (100%)
Theories of normal and abnormal personality develo 5 2.F.3.c	46 (98%) 1
Biological, neurological, and physiological factor 8 2.F.3.e	43 (96%) 2
Systemic and environmental factors that affect hum 6 2.F.3.f	25 (100%)
Effects of crisis, disasters, and trauma on divers 7 2.F.3.g	19 (90%) 2 (10%)
A general framework for understanding differing ab 8 2.F.3.h	1 (100%)
Ethical and culturally relevant strategies for pro 9 2.F.3.i	3 (100%)
Theories and models of career development, counsel 9 2.F.4.a	24 (100%)

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
Approaches for conceptualizing the interrelationships 10 2.F.4.b	24 (100%)
Processes for identifying and using career, avocacat 1 2.F.4.c	
Approaches for assessing the conditions of the wor 1 2.F.4.d	
Strategies for assessing abilities, interests, val 11 2.F.4.e	24 (100%)
Strategies for career development program planning 2 2.F.4.f	24 (100%)
Strategies for advocating for diverse clients' car 2 2.F.4.g	
Strategies for facilitating client skill developme 12 2.F.4.h	24 (100%)
Method of identifying and using assessment tools a 1 2.F.4.i	
Ethical and culturally relevant strategies for add 13 2.F.4.j	
Theories and models of counseling. 1 2.F.5.a	46 (98%) 1
A systems approach to conceptualizing clients. 3 2.F.5.b	46 (98%) 1
Theories, models, and strategies for understanding 3 2.F.5.c	23 (96%) 1
Ethical and culturally relevant strategies for est 14 2.F.5.d	
The impact of technology on the the counseling pro 4 2.F.5.e	
Counselor characteristics and behaviors that influ 4	24 (100%)

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
2.F.5.f	
Essential interviewing, counseling, and case conce 15	24 (100%)
2.F.5.g	
Developmentally relevant counseling treatment or i 5	
2.F.5.h	
Development of measurable outcomes for clients 5	
2.F.5.i	
Evidence-based counseling strategies and technique 6	48 (100%)
2.F.5.j	
Strategies to promote client understanding of and 6	16 (100%)
2.F.5.k	
Suicide prevention models and strategies 10	
2.F.5.l	
Crisis intervention, trauma-informed, and communit 1	12 (100%)
2.F.5.m	
Processes for aiding students in developing a pers 16	22 (96%) 1
2.F.5.n	
Theoretical foundations of group counseling and gr 1	43 (100%)
2.F.6.a	
Dynamics associated with group process and develop 2	43 (100%)
2.F.6.b	
Therapeutic factors and how they contribute to gro 17	43 (100%)
2.F.6.c	
Characteristics and functions of effective group l 2	43 (100%)
2.F.6.d	
Approaches to group formation, including recruitin 3	43 (100%)
2.F.6.e	
Types of groups and other considerations that affe 3	19 (100%)
2.F.6.f	
Ethical and culturally relevant strategies for des 4	19 (100%)
2.F.6.g	

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
Direct experiences in which students participate a 4 2.F.6.h	14 (100%)
Historical perspectives concerning the nature and 5 2.F.7.a	
Methods of effectively preparing for and conductin 18 2.F.7.b	24 (100%)
Procedures for assessing risk of aggression or dan 5 2.F.7.c	24 (100%)
Use of assessments for diagnostic and intervention 6 2.F.7.e	45 (100%)
Basic concepts of standardized and non-standardize 19 2.F.7.f	
Statistical concepts, including scales of measurem 6 2.F.7.g	24 (100%)
Reliability and validity in the use of assessments 7 2.F.7.h	
Use of assessments relevant to academic/educationa 7 2.F.7.i	
Use of environmental assessments and systematic be 8 2.F.7.j	
Use of symptom checklists, and personality and psy 20 2.F.7.k	
Use of assessment results to diagnose developmenta 8 2.F.7.l	24 (100%)
Ethical and culturally relevant strategies for sel 9 2.F.7.m	
The importance of research in advancing the course 9 2.F.8.a	23 (96%)
Identification of evidence-based counseling practi 10 2.F.8.b	47 (98%)

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS		
Needs assessments 10 2.F.8.c	23 (96%)	1
Development of outcome measures for counseling pro 2 2.F.8.d	23 (96%)	1
Evaluation of counseling interventions and program 21 2.F.8.e	23 (96%)	1
Qualitative, quantitative, and mixed research meth 3 2.F.8.f	47 (98%)	1
Designs used in research and program evaluation 22 2.F.8.g	47 (98%)	1
Statistical methods used in conducting research an 1 2.F.8.h	47 (98%)	1
Analysis and use of data in counseling 1 2.F.8.i	23 (96%)	1
Ethical and culturally relevant strategies for con 2 2.F.8.j	47 (98%)	1
theories and models of addiction related to substa 3 5.A.1.b		
principles and philosophies of addiction-related s 23 5.A.1.c		
principles, models, and documentation formats of b 1 5.A.1.d		
neurological, behavioral, psychological, physical, 24 5.A.1.e		
psychological tests and assessments specific to ad 2 5.A.1.f		
potential for addictive and substance use disorder 3 5.A.2.b		
factors that increase the likelihood for a person, 1 5.A.2.c		
regulatory processes and substance abuse policy re 25 5.A.2.d		

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
importance of vocation, family, social networks, a 1 5.A.2.e	
role of wellness and spirituality in the addiction 1 5.A.2.f	
culturally and developmentally relevant education 4 5.A.2.g	
classifications, indications, and contraindication 2 5.A.2.h	
diagnostic process, including differential diagnosis 4 5.A.2.i	
cultural factors relevant to addiction and addictions 1 5.A.2.j	
professional organizations, preparation standards, 26 5.A.2.k	
legal and ethical considerations specific to addiction 2 5.A.2.l	
strategies for reducing the persisting negative effects of 27 5.A.3.e	
strategies for helping clients identify the effects 3 5.A.3.f	
evaluating and identifying individualized strategies 28 5.A.3.g	
strategies for interfacing with the legal system a 4 5.A.3.h	
history and development of clinical mental health 29 5.C.1.a	22 (100%)
theories and models related to clinical mental health 5 5.C.1.b	46 (98%) 1
principles, models, and documentation formats of b 30	24 (100%)

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
5.C.1.c	
neurobiological and medical foundation and etiolog 6	21 (100%)
5.C.1.d	
psychological tests and assessments specific to cl 7	24 (100%)
5.C.1.e	
roles and settings of clinical mental health couns 8	22 (100%)
5.C.2.a	
etiology, nomenclature, treatment, referral, and p 4	45 (100%)
5.C.2.b	
mental health service delivery modalities within t 5	12 (100%)
5.C.2.c	
diagnostic process, including differential diagnos 31	45 (100%)
5.C.2.d	
potential for substance use disorders to mimic and 6	45 (100%)
5.C.2.e	
impact of crisis and trauma on individuals with me 32	21 (100%)
5.C.2.f	
impact of biological and neurological mechanisms o 2	21 (100%)
5.C.2.g	
classifications, indications, and contraindication 7	1 (100%)
5.C.2.h	
legislation and government policy relevant to clin 33	12 (100%)
5.C.2.i	
cultural factors relevant to clinical mental healt 8	3 (100%)
5.C.2.j	
professional organizations, preparation standards, 9	22 (100%)
5.C.2.k	
legal and ethical considerations specific to clini 34	21 (100%)
5.C.2.l	
record keeping, third party reimbursement, and oth 10	12 (100%)
5.C.2.m	

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
intake interview, mental status evaluation, biopsy 11 5.C.3.a	
techniques and interventions for prevention and tr 12 5.C.3.b	
strategies for interfacing with the legal system r 13 5.C.3.c	12 (100%)
strategies for interfacing with integrated behavio 14 5.C.3.d	12 (100%)
strategies to advocate for persons with mental hea 35 5.C.3.e	12 (100%)
history and development of school counseling 15 5.G.1.a	21 (95%) 1
models of school counseling programs 2 5.G.1.b	5 (100%)
models of P-12 comprehensive career development 3 5.G.1.c	5 (100%)
models of school-based collaboration and consultat 36 5.G.1.d	5 (100%)
school counselor roles as leaders, advocates, and 4 5.G.2.a	5 (100%)
school counselor roles in school leadership and mu 5 5.G.2.d	5 (100%)
characteristics, risk factors, and warning signs o 6 5.G.2.g	1 (100%)
common medications that affect learning, behavior, 7 5.G.2.h	
qualities and styles of effective leadership in sc 37 5.G.2.j	5 (100%)
use of developmentally appropriate career counseli 8 5.G.3.e	
techniques of personal/social	

# Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
counseling in school 38 5.G.3.f	
interventions to promote college and career readin 9 5.G.3.j	4 (100%)