

# PROFESSIONAL COUNSELING AND SOCIAL WORK

A Comparative Analysis of the  
Educational Preparation  
of the Two Professions



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## INTRODUCTION

The professions of counseling and social work both require master's level education and the delivery of clinical mental health services. The education and training of the two professions, when described as comparable because of their similarities and differences, are not generally well-understood.

To provide greater understanding of the issue, this analysis compares the current education and clinical training standards set out by the two professions: the Council for Accredited Counseling and Related Professions (CACREP) and the Council on Social Work Education (CSWE). In order to practice independently, graduates of these programs must also fulfill additional requirements prescribed by state licensure or certification laws, including passage of an examination and completion of additional hours of supervised experience.

## OVERVIEW

### *Key Similarities and Differences*

#### Human Development and Behavior

- Both sets of standards require coursework on the application of these theories to practice. However, there are significant differences in the content areas that receive particular emphasis.
- Counselor education standards require coursework including "addictive behavior" and "psychopathology" in the social work curriculum. Both normal and abnormal behavior, abnormal behavior is not singled out.
- Social work education standards require attention to "the impact of social and economic forces on individuals and social systems." The CACREP standards include material on "environmental factors" and their effect on human behavior, but do not emphasize "social and economic forces" (CACREP, 1994).
- Counselor education standards emphasize a "strategic" approach to facilitating human development over the lifespan. This perspective is not implicit in the social work curriculum, but is not emphasized in the CSWE standards.

#### Diversity

- Both sets of standards require coursework based on age, race, religious preferences, abilities, sexual orientation, and ethnicity.

and culture, gender, socioeconomic status, and intellectual ability, as well as effective and appropriate strategies for working with diverse populations.

- The CACREP standards also address differences resulting from diverse "family patterns";
- Social work education standards require "theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation and oppression" of people of color, women, gay and lesbian persons, and other populations-at-risk. These issues may be addressed in counselor education programs, but they are not emphasized in the CACREP standards.

### Professional Practice

- Both counselor and social work education standards prepare students to engage in a professional helping relationship. There are some important differences, however, in the subject matter that is emphasized in this area by the two professions.
- The counselor education standards in this content area are focused entirely on the knowledge and skills needed to engage in an effective counseling relationship with individuals and groups. The CSWE curriculum is focused broadly on the knowledge and skills needed to enhance the well-being of people in environmental conditions that affect people adversely. This includes, but presumably is not limited to, counseling.

### Research

- Both sets of standards require comparable coursework in qualitative and quantitative research, program evaluation, and statistical methodology.

### Ethics

- Both sets of standards include comparable content on ethical issues and considerations.

### Appraisal and Assessment

- Counselor education standards require extensive student interpretation of assessment techniques, methods, and results. Curriculum content is specified in great detail in this area.
- Social work education standards discuss assessment in a very limited way: the "social work practice" part of the standards includes reference to the "examination of client strengths and problem areas in the interactions among individuals and between their environments" and "collecting and assessing data".

### Group Work

- Counselor education standards require extensive study in group dynamics and the methods of group counseling and other types of group work.
- The social work education standards do not require studies in these areas.

### Promotion of Social and Economic Justice

- Social work education standards require programs to "provide students with the skills to promote social change and to implement a wide range of interventions that further the achievement of individual and collective social and economic justice".
- There is no comparable requirement in the counselor education standards.

### Career and Lifestyle Development

- Counselor education standards require extensive study in career development and related factors. This includes the theories of career development and decision-making; the relationship between family and life roles and work; career and vocational information resources; assessment techniques; and career counseling processes and techniques.
- Social work education standards do not include any specific content related to career development.

### Social Welfare Policy

- Social work education standards require curriculum content on "the history and current patterns of provision of social welfare services" and the analysis of social policy "with the context of historical and contemporary factors" and "in light of principles of social and economic justice".
- Counselor education standards do not require studies of social policy of this breadth or extent. The "professional orientation" section of the CACREP standards does require content on public policy, but it is related specifically to accreditation and credentialing and the delivery of counseling services. Moreover, these studies are not required to be framed in the context of "social justice".

### Credit Hours

- Social work education standards require programs to provide "two academic years of full-time study" but do not set out a specific number of mandated credit hours. CACREP/E-accredited programs range from 48 to more than 60 semester credit hours.
- Counselor education standards do not require completion of a specific number of semester credit hours. Community Counseling programs must be 48 semester credit hours; Marriage and Family Counseling/Therapy and Mental Health Counseling programs must be 60 semester credit hours.
- Social work education standards permit students who hold a bachelor's degree in a social

work to obtain graduate credit for some of their baccalaureate course work. The CACR standards bar programs from providing graduate credit for baccalaureate work.

### Supervised Experience and Clinical Training

- Both sets of standards require programs to provide extensive supervised experience and clinical training.
- Students enrolled in social work education programs must complete a "supervised field practicum" that consists of 1000 clock hours. Students enrolled in counseling education programs must complete a supervised practicum and internship. The total duration of supervised training must be 1000 clock hours for Community Counseling programs and 900 clock hours for Marriage and Family Counseling, Therapy and Mental Health Counseling programs.
- The supervised experience required for social work must involve the application of knowledge, values and ethical and practice skills to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely. This may include direct service work with clients.
- Counseling education standards, on the other hand, require that the experience be in the provision of individual and group counseling and carrying out related activities. They further mandate that not less than 2000 hours of the total hours of supervised experience be direct service to clients.

### Concentration Program

- Counseling education standards set out additional, specific curricular requirements for several areas of program concentration, including Community Counseling, Community with Specialization in Gerontological Counseling, Marriage and Family Counseling/Therapy, and Mental Health Counseling.
- Social work education standards do not prescribe an additional specific curricular concentration areas. The focus of social work concentration areas, as well as their content, is determined by each program.

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## **References**

Commission on Accreditation, Council on Social Work Education, *Handbook of Accreditation Standards and Procedures*, 1994.

Council for Accreditation of Counseling and Related Professions, *CACREP Standards and Procedures Manual*, 1994.

# Comparative Analysis of the Accreditation Standards for the Educational Preparation of Master's-Level Professional Counselors and Social Workers

Accreditation Body	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Commission on Accreditation of the Council on Social Work Education
<p>5999 Stevenson Avenue Alexandria, VA 22304 (703) 823-9800, extension 301</p>	<p>1600 Duke Street Alexandria, VA 22314-3424 (703) 663-8900</p>	
<p><b>Institutional Requirements</b></p> <p>Postsecondary Accreditation</p>	<p>Must be one of the six regional accrediting bodies or by a national accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation</p>	
<p><b>Faculty Requirements</b></p> <p>Adjunct faculty must have a graduate degree in counselor education or a closely related field; relevant experience in the counseling profession; and membership in appropriate professional organizations and certifications and/or licenses pertinent to the profession.</p>	<p>Chief administrator must have a master's degree and doctoral degree in social work or a related field.</p>	
<p>Membership in appropriate professional organizations and certifications and/or licenses pertinent to the profession.</p>	<p>A balance of doctoral level faculty. Faculty of 4 to 7 is "desirable".</p>	
<p>Programs must have 3 full-time equivalent faculty and 3 full-time equivalent faculty who provide instruction in counselor education.</p>	<p>Programs must have 6 full-time equivalent faculty.</p>	
<p>10:1 ratio of full-time equivalent faculty to full-time students</p>	<p>12:1 ratio of full-time equivalent faculty to full-time students</p>	

Core Program and Curriculum	Requires program curriculum for all students to include content in eight content-core areas	Requires program to provide the following: All students with a "professional foundation" that includes curricular
	<p>1. "HUMAN GROWTH AND DEVELOPMENT" studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. theories of individual and family development and development across the lifespan;</li> <li>b. theories of learning and personal development;</li> <li>c. human behavior, including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior;</li> <li>d. strategies for facilitating development over the lifespan; and</li> <li>e. social considerations</li> </ul>	<p>The professional foundation must include content about theories and knowledge of the human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, religious and cultural contexts and communities). The human behavior and social development curriculum must provide an understanding of the interrelations among biological, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems interact or develop and how people in maintaining or achieving optimal health and well-being. Content of critical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations."</p>

Core Program and Curriculum	4. SOCIAL AND CULTURAL FOUNDATIONS - studies that provide an understanding of issues and	"Diversity"
	<p>Studies in a multicultural and diverse society. Studies in this area include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. multicultural and pluralistic trends, including characteristics of diverse groups,</li> <li>b. attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.</li> <li>d. populations; and</li> <li>e. ethical considerations.</li> </ul>	<p>Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations. Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, the underserved by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin."</p>
		<p>Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Each curriculum must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups. Each</p>
		<p>that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.</p>



Area	Counselor Education	Social Work Practice
<p>Processes. Studies in this area include, but are not limited to the following:</p>	<p>Studies that provide</p>	<p>Social Work Practice</p>
<p>a. counseling and consultation theories including individual and systems perspectives as well as coverage of relevant research and factors</p>	<p>The content of the professional foundation program is characterized by mutually collaborative, and respect for the client system</p>	<p>Foundational practice content emphasizing professional relationships that are characterized by mutual collaboration, and respect for the client system</p>
<p>b. basic interviewing, assessment, and consultation applications, behaviors that influence helping processes</p>	<p>values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate</p>	<p>focuses on the examination of client strengths and the interventions among individuals, between people, and between individuals and communities.</p>
<p>Verbal and nonverbal behaviors and personal characteristics, orientations, and skills; client or consultee characteristics that influence helping processes; including age, gender and ethnic differences; verbal and nonverbal behaviors and personal characteristics, traits, capabilities; and circumstances; and</p>	<p>critical considerations.</p>	<p>outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.</p>

Curriculum	Counseling theories, group counseling methods and skills, and other group work approaches, but are not limited to, the following:	No comparable requirement
<p>a. principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors;</p> <p>b. group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;</p> <p>c. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;</p>	<p>understanding of group development, formation, and maintenance</p> <p>standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness;</p> <p>approaches used for other types of group work, including task groups, prevention groups, support groups and therapy groups; and</p>	
	<p>counselor orientations and behavioral approaches</p>	

Core Program and 5. CAREER AND LIFESTYLE DEVELOPMENT

Curriculum	Development and related life factors. Students who elect to pursue this area will find it most helpful in the following areas:	No component
	<p>Students that provide an understanding of career development and related life factors. Students who elect to pursue this area will find it most helpful in the following areas:</p> <ul style="list-style-type: none"> <li>a. career development theories and decision models with opportunity</li> <li>b. career, vocational, educational, and labor market information resources, visual and print media, and computer-assisted career intervention systems;</li> <li>c. career development program planning, organization, implementation, administration and evaluation;</li> <li>d. interrelationships among work, family, and other life roles and factors including multicultural and gender issues related to career development;</li> <li>e. career and educational placement, follow-up and evaluation;</li> <li>f. assessment instruments and techniques relevant to career planning and decision-making;</li> <li>g. computer based career development applications and strategies, including computer-assisted career guidance systems;</li> <li>h. career counseling processes, techniques and resources, including those applicable to specific populations; and</li> <li>i. ethical considerations.</li> </ul>	

Core Program and Curriculum

Curriculum

6. APPRAISAL - studies that provide an understanding of individual and group approaches

See Social Work PRACTICE above.

	<ul style="list-style-type: none"> <li>a. theoretical and historical bases for assessment techniques;</li> <li>b. validity including evidence for establishing content, construct, and empirical validity;</li> <li>c. reliability including methods of establishing stability, internal and equivalence reliability;</li> <li>d. appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;</li> <li>e. psychometric statistics including types of assessment scores, measures of central tendency, measures of variability, standard errors, and correlations;</li> </ul>	
	<ul style="list-style-type: none"> <li>g. strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling; and</li> <li>h. ethical considerations in appraisal.</li> </ul>	

Curriculum	Research	Evaluation
<p>studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations. Research studies in this area include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. basic types of research methods to include qualitative and quantitative research designs;</li> <li>b. basic parametric and nonparametric statistics;</li> <li>c. principles, practices, and applications of needs assessment and program evaluation;</li> <li>d. uses of computers for data management and analysis; and</li> <li>e. ethical and legal considerations in research.</li> </ul>	<p>The foundation curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and for evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content.</p>	<p>The research content must include qualitative and quantitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.</p>
	<p>Each program must identify how the research curriculum contributes to a scientific knowledge for practice."</p>	

Curriculum	Core Program and	See "SOCIAL WORK PRACTICES" ABOVE.
	<p>8. PROFESSIONAL ORIENTATION - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structure, standards, and credentialing. Studies in this area include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. history of the helping professions including significant factors and events;</li> <li>b. professional roles and functions including similarities and differences with other types of professionals;</li> </ul>	
	<ul style="list-style-type: none"> <li>d. ethical standards of ACA and related entities, ethical and legal issues, and their application to various professional activities (e.g., appraisal, group work);</li> <li>e. professional organization standards, their evolution, and current applications;</li> <li>f. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and</li> <li>g. public policy processes including the role of the professional Council of Directors of the profession and its clientele.</li> </ul>	<p>(American Counseling Association), its divisions, branches, and affiliates, including the following: employees including management.</p>

<p><b>Core Program and Curriculum</b></p>	<p>NO comparable requirement.</p>	<p><b>"Promotion Of Social And Economic Justice.</b>                  Programs of social work education must provide an understanding of the dynamics and consequences of social and economic justice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that further the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for countering the causes and effects of institutionalized forms of oppression."</p>
<p>See "PROFESSIONAL ORIENTATION" above.</p>	<p></p>	<p><b>"Social Welfare Policy And Services</b>                  The foundation social welfare policy and services content must include the history and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of principles of social and economic justice."</p>

**SCHOOL LEVEL SOCIAL WORK EDUCATION**

**Core Program and Curriculum**

Content for ethical considerations is required by each of the core areas set out above.

**"Social Work Values and Ethics"**

Programs of social work education must provide specific knowledge about social work values and their ethical implications for

students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

Social workers' professional relationships regard for individual worth and dignity, and are advanced by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

Social workers respect the individual's right to make independent decisions and to participate actively in the helping process.

Social workers are committed to assisting client systems to obtain needed resources.

Social workers strive to make social institutions more humane and responsive to human needs.

Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

Social workers are responsible for their own ethical conduct, the quality of their practice, and the continuous growth in the knowledge and skills of their profession."



Master's Level Social Work Education

<p><b>Field Practicum and/or Internship</b></p>	<p>Students must complete a supervised practicum of a minimum of 100 clock hours that includes the following: 40 hours of direct service with clients (at least one-fourth of which are in group work).</p>	<p>Students must complete supervised field practicum of a minimum of 900 clock hours provides "supervised experience in the application of knowledge, values and</p>
	<ul style="list-style-type: none"> <li>1 hour per week of individual supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;</li> <li>1 1/2 hours per week of group supervision with other students in a supervised over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member.</li> </ul>	<p>No comparable requirements for hours of direct service with clients, group work, and frequency and duration of supervision.</p>
	<p>Following the practicum, students must complete a supervised internship of 600 clock hours that offer opportunities for students to engage in both individual counseling and group work and enable them to perform "a variety of activities that a regularly employed staff member in the setting would be expected to perform". The internship must include the following:</p> <ul style="list-style-type: none"> <li>240 hours of direct service with clients appropriate to the program of study;</li> <li>1 hour per week of individual supervision throughout the internship;</li> <li>1 1/2 hours per week of group supervision;</li> <li>"use of a variety of professional resources such as assessment instruments, computers, print and and information and referral to appropriate providers".</li> </ul>	<p>personnel, professional reference, research</p>

**Master's Level Counselor Education**

**Master's Level Social Work Education**

Field Practicum and/or Internship	The ratio of students to faculty members providing individual supervision shall not exceed 10:1	No comparable requirements except that:
	<p>Group supervision seminars may not exceed 10 students</p> <p>Site supervisors must have a master's degree in counseling or a closely related field, appropriate certifications and/or licenses, and a minimum of 2 years of professional experience</p>	<ul style="list-style-type: none"> <li>in determining faculty assignments, "workload credit" must be given to faculty who select and evaluate field instruction settings and provide liaison between students and field settings</li> <li>full-time appointment with no less than 25% release from other duties of that position</li> </ul>
		<p>"Field instructors" should have master's degrees in counseling or social work except in exceptional circumstances"</p>
<b>Concentration Program and Curriculum</b>	<p>Programs must meet curricular content standards for one or the following / areas of concentration:</p> <ul style="list-style-type: none"> <li>Community counseling (48 semester hours or 72 quarter hours)</li> <li>Community counseling with a Specialization in Gerontological Counseling (48 semester hours or 72 quarter hours)</li> <li>Community Counseling with a Specialization in Gerontological Counseling (48 semester hours or 72 quarter hours)</li> <li>Marriage And Family Counseling/Therapy (60 semester hours or 90 quarter hours)</li> <li>Mental Health Counseling (60 semester hours or 90 quarter hours)</li> </ul>	<p>Programs must include curricular standards for students for advanced social work practice in an identifiable concentration area". Concentrations:</p> <ul style="list-style-type: none"> <li>must be established "within an organizing framework that is consistent with the nature, spirit, and traditional values" of social work and its traditional values"</li> <li>must "have curricular coherence and logic"</li> <li>must be "anchored in the professional and the professional foundation"</li> <li>may include "fields of practice, problem areas, populations, settings, methods or roles," and practice contexts and perspectives."</li> </ul>
	<ul style="list-style-type: none"> <li>School Counseling (48 semester hours or 72 quarter hours)</li> <li>School Counseling (48 semester hours or 72 quarter hours)</li> <li>School Counseling (48 semester hours or 72 quarter hours)</li> <li>School Counseling (48 semester hours or 72 quarter hours)</li> </ul>	<p>Programs must provide "two academic years of full-time study". Programs range from 48 to 63 semester credits: 48-63 hours. Students with a bachelor's in social work may be granted "advanced standing" and complete the program with fewer credit hours.</p>
	<p>Programs may participate in graduate credit for bachelor's level coursework.</p>	<p>Programs must include curricular standards for students for advanced social work practice in an identifiable concentration area". Concentrations:</p> <ul style="list-style-type: none"> <li>Community counseling (48 semester hours or 72 quarter hours)</li> <li>Community counseling with a Specialization in Gerontological Counseling (48 semester hours or 72 quarter hours)</li> <li>Community Counseling with a Specialization in Gerontological Counseling (48 semester hours or 72 quarter hours)</li> <li>Marriage And Family Counseling/Therapy (60 semester hours or 90 quarter hours)</li> <li>Mental Health Counseling (60 semester hours or 90 quarter hours)</li> </ul>

Concentration Curriculum Program and Curriculum	COMMUNITY COUNSELING (48 semester credit hours)	No comparable requirements.
	<p>In addition to the common experiences set out above, program's must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas:</p> <p>A. <u>Foundations of Community Counseling</u></p> <p>1. historical, cultural, economic, and political dimensions of the mental health movement;</p> <p>2. roles, functions, and professional identity of community counseling workers;</p> <p>3. structures and operations of professional organizations, training standards, credentialing, licensure, and ethical codes pertaining to the practice of community counseling;</p> <p>4. professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice; and</p> <p>5. implications of sociocultural, demographic, and lifestyle diversity relevant to community counseling.</p> <p>B. <u>Contextual Dimensions: Community Counseling</u></p> <p>1. roles of community counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings;</p> <p>2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;</p> <p>3. theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and evaluation procedures.</p>	

Concentration Program and Curriculum	COMMUNITY COUNSELING (continued)	No comparable requirements.
	<p>4. general principles of community intervention, consultation, education and outreach; characteristics of human services programs and networks, public, private, and volunteer, in local communities.</p> <p>C. <u>Knowledge and Skills for the Practice of Community Counseling</u></p>	
	<p>1. client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, race, ethnicity, gender, illness, developmental transitions, and</p>	
	<p>2. principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help;</p>	
	<p>3. effective strategies for promoting client resources;</p>	
	<p>4. principles of conducting an intake interview and mental health history for planning counseling interventions; and</p>	
	<p>5. effective strategies for client advocacy in public policy and government relations issues.</p>	

<b>Concentration Program and Curriculum</b>	<b>COMMUNITY COUNSELING (continued)</b> <u>Clinical Instruction</u>	No comparable requirements.
	<ul style="list-style-type: none"><li>600 clock hour internship must be in a community setting under appropriate supervision.</li><li>200 clock hours of fieldwork are required for the program and/or specialization.</li></ul>	

Concentration Program and Curriculum	COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING (48 semester credit hours)	No comparable requirements.
<p>In addition to the core curricula set out above, programs must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas.</p>	<p>A. <u>Foundations of Gerontological Counseling</u></p>	
	<p>1. history, philosophy, and trends in gerontological counseling;</p> <p>2. settings for practice of gerontological counseling, including public and private agencies, and residential settings;</p> <p>3. roles and functions of gerontological counselors; ethical and legal issues in gerontological counseling;</p> <p>4. policies, laws, and regulations relevant to gerontological counseling;</p>	
	<p>5. professional organizations and preparation standards relevant to the practice of gerontological counseling; and</p> <p>6. implications of sociocultural, demographic, and lifestyle diversity relevant to gerontological counseling.</p>	
	<p>B. <u>Contextual Dimensions: Gerontological Counseling</u></p>	
	<p>Studies that provide an understanding of social service needs and the network of services available to assist older persons, as well as the roles of gerontological counselors as members of service provision teams involved, but are not limited to the following:</p>	
	<p>1. the aging network service delivery system;</p> <p>2. informal support networks;</p>	

Concentration Program and Curriculum	COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING (continued)	No comparable requirements.
	<p>1. continuum of community care options including adult day care, residential and long-term care</p> <p>2. social service needs of older persons including</p> <p>3. strategies for community assessment and intervention.</p> <p><u>Knowledge and Skills for the Practice of Gerontological Counseling</u></p> <ol style="list-style-type: none"> <li>1. Normative Experiences of Aging</li> <li>a. advocacy for lifespan wellness and empowerment for older persons;</li> <li>b. extensive knowledge of human development in later life;</li> <li>c. attitudes toward older persons and the individual and societal consequences of aging;</li> <li>d. normal and pathological aspects of aging;</li> <li>e. relationship between physical and psychological aspects of aging and factors affecting the physical and mental health in later life; and</li> <li>f. career and lifestyle options for older persons.</li> </ol> <ol style="list-style-type: none"> <li>2. Impaired Older Persons                     <ol style="list-style-type: none"> <li>a. acute, chronic, and terminal illness;</li> <li>b. organic brain syndromes, including Alzheimer's disease;</li> <li>c. substance use and abuse;</li> <li>d. depression and suicide; and</li> <li>e. prescription medications and problems with polypharmacy.</li> </ol> </li> </ol>	

Concentration Program and Curriculum	COMMUNITY COUNSELING WITH A SPECIALIZATION IN	No comparable requirements.
	<p>COMMUNITY COUNSELING WITH A SPECIALIZATION IN</p> <p>3. Special Population Situations and Issues</p> <ul style="list-style-type: none"> <li>a. older women, older men, single living, and sexuality;</li> <li>b. loss, grief, survivorship, and loneliness;</li> </ul> <p>and their adult children, and</p> <p>d. elder abuse and other crimes against older persons</p>	
	<p>4. Gerontological Counseling Techniques and Methods</p> <ul style="list-style-type: none"> <li>a. life review, lifestyle and early recollection assessment and intervention;</li> <li>b. family counseling and group work;</li> <li>c. creative arts therapies, including bibliotherapy;</li> <li>d. reality orientation, remotivation, and resocialization therapies;</li> <li>e. peer helping programs and peer helper training;</li> <li>f. psychoeducational and social network interventions;</li> <li>g. strategies for coping with loss, grief, and transitions; and</li> <li>h. techniques for facilitating wellness and empowerment.</li> </ul>	



**Concentration Program and Curriculum**

**COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING (continued)**  
Clinical Instruction

No comparable requirements.

Practicum should include a minimum of 240 hours of direct contact with older persons, their families, and caregivers. Clinical experiences should provide opportunities to:

1. recognize and 'appropriately' provide for any limitations of older clients;
2. assess gerontological client needs and develop/implement appropriate preventive, developmental, and remedial interventions, and treatment plans;
3. access community services to meet identified client needs;
4. demonstrate ability to negotiating and successful terminate a gerontological counseling relationship, including appropriate termination;
5. demonstrate application of ethical and legal standards with older persons; and
6. recognize and deal appropriately with transference.

and community resources

**Concentration Program and Curriculum**

**MARRIAGE AND FAMILY COUNSELING/THERAPY (60 semester credit hours)**

No comparable requirements.

In addition to the core curricula, select structure set out above, programs must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas:

1. history of marriage and family counseling/therapy including philosophical and etiological premises that define the practice of marriage and family counseling/therapy,
2. structure and operations of professional organizations, training standards, and credentialing bodies pertaining to the practice of marriage and family counseling/therapy (as per IAMFC Code of Ethics);
3. ethical and legal issues and legal precedents that relate specifically to the practice of marriage and family counseling/therapy (e.g., IAMFC Code of Ethics);

right to practice:

1. role of marriage and family counseling/therapy in a variety of practice settings and in relation to other helping professionals and
2. implications of sociocultural, demographic, and other helping professional and
3. counseling/therapy.

views of marriage and family counselors/therapists

in a variety of practice settings and in relation to



**Master's Level Counselor Education**

**Master's Level Social Work Education**

<b>Concentration Program and Curriculum</b>		
	<p><b>MARRIAGE AND FAMILY COUNSELING/THERAPY (continued)</b></p> <p><u>Clinical Instruction</u></p> <p>Practicum must include work with couples and families. 600 clock hour internship must include 240 hours of direct work primarily with couples and families "demonstrating systemic approaches".</p>	<p>No comparable requirements.</p>

**Concentration Program and Curriculum**

**MENTAL HEALTH COUNSELING**  
 (60 semester hour credits)

**MAJOR REQUIREMENTS**

<p>In addition to the core curricula set out above, students must demonstrate knowledge and skill in each of the following areas:</p>	<p>A. <u>Foundations of Mental Health Counseling</u></p> <ol style="list-style-type: none"> <li>1. historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling;</li> <li>2. roles, functions, and professional identity of mental health counselors;</li> <li>3. structures and operations of professional organizations, training standards, credentialing</li> </ol>	<p>degrees and ethical codes pertaining to the practice</p>
<p></p>	<ol style="list-style-type: none"> <li>4. implications of professional issues unique to mental health counseling including but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status; and</li> <li>5. implications of sociocultural, demographic, and lifestyle diversity relevant to mental health counseling.</li> </ol>	<p></p>
<p></p>	<p>B. <u>Contextual Dimensions: Mental Health Counseling</u></p> <ol style="list-style-type: none"> <li>1. assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal and fiscal dimensions of the public and private mental health care systems;</li> </ol>	<p></p>

**Concentration Program**

(continued)

	<ol style="list-style-type: none"> <li>2. theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems;</li> <li>3. principles, theories, and practices of community intervention, including programs and facilities for aftercare, and the human services network in local communities; and</li> <li>4. theoretical and applied approaches to management of mental health services and programs in the public and private sectors; principles and practices for establishing and</li> </ol>	
	<p>and procedures for determining accountability and cost containment.</p>	
	<p><b>Health Counseling</b></p> <ol style="list-style-type: none"> <li>1. general principles of etiology, diagnosis, treatment and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices for the promotion of optimal mental</li> </ol>	
	<ol style="list-style-type: none"> <li>2. specific models and methods for assessing mental status; identification of abnormal, deviant, or psychopathological behavior, and the interpretation</li> </ol>	
	<ol style="list-style-type: none"> <li>3. application of techniques for maintaining and crisis intervention, brief, intermediate, and long-term approaches.</li> </ol>	

Concentration Program and Curriculum	MENTAL HEALTH COUNSELING (continued)	No comparable requirements.
	<p>4. basic classifications, indications, and</p> <p>purpose of identifying effects and side effects of such medications:</p> <p>principles of conducting an intake interview and mental health history for planning and managing client caseload;</p> <p>6. specialized consultation skills for effective living and work environments to improve relationships, communications and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies;</p> <p>7. the application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy; and</p> <p>8. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding for affecting mental health services in general and the practice of mental health counseling in particular.</p> <p><u>Clinical instruction</u></p>	
	<p>A total of 900 clock hours of supervised experience, including a minimum of 300 clock hours working in an appropriate setting under the direct supervision of a</p> <p><u>Qualified mental health counselor for a Certified Clinical Mental Health Counselor.</u></p>	