

Competencies in Professional Counseling and Related Human Services

(Introduction, Table of Contents, and Counseling Master's Competency Grid)

Product of joint CCPTP/SCP Master's Competencies Work Group

September 2012

INTRODUCTION to *Competencies in Professional Counseling and Related Human Services*
(Counseling Master's Competency Grid)

A working group was convened by the Council of Counseling Psychology Training Programs and co-sponsored by the Society of Counseling Psychology to develop a set of competencies that could be used to guide competency development at the masters-level for professional counseling programs (i.e., mental health counseling). The competencies were designed to be relevant for individuals who will enter professional practice as licensed professional counselors. Some but not all competencies in the constructed grid can be applied to other contexts such as school counseling. However, the group was aware that a different set of competencies would be needed for another master's-level specialty such as in school counseling master's training. The working group included Michael J. Scheel (co-chair), Nadya A. Fouad, James Lichtenberg (co-chair), and Margo A. Jackson. Each has been a training director in an APA-accredited doctoral program in Counseling Psychology and has also been involved in training masters –prepared professional counselors. Their master's programs varied by size of student cohort (from 12- 100), size of faculty (3-7), type of institution (public and private), region of country (Midwest and Northeast), size of city in which student are trained (90,000 to 8 million) and type of practicum training available (in-house clinic to external practicum sites).

The group met for 2 ½ days in September 2011. Their charge was to draft masters-level developmental competencies that would (a) capture the breadth of competency domains relevant to entry level practice as a professional counselor, (b) identify the core aspects of those domains and (c) identify the developmental trajectory for a master's in professional counseling.

The group began by clarifying the following assumptions:

- Professional counseling includes psycho-educational interventions, psychotherapy, mental health counseling, systems change interventions, and career counseling and interventions.
- Professional counseling occurs in schools, hospitals, agencies, university counseling centers, organizations, or university student services.
- Professional counseling is distinct from professional doctoral-level psychology, and the professional socialization of counselors is also distinct.
- Interventions may be at the individual, family, group, or system level.
- The competencies students develop in their master's program will prepare them for additional post-master's supervised experience to be a professional counselor or for entry into a doctoral program in professional psychology
- The specific requirements of post-master's supervised experience are determined by each state's licensing or certification board.
- The master's degree in professional counseling consists of at least 48 semester credit hours or 2 full time years of study/preparation.

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- The master's degree in professional counseling includes at least two semesters of supervised practicum in counseling, psychotherapy, or responsive services in schools, with appropriate supervision.
- The competencies are designed to be flexible, not to be proscriptive, and to be adapted for each individual program's emphasis.
- The competencies focus on individual student learning outcomes, rather than on program accreditation. However, the competencies need to relate to accreditation standards. Thus the group decided to first delineate the competencies, and then evaluate how they related to the Master's in Counseling Accreditation Program standards.
- The group decided to organize the benchmarks developmentally, with the first level to be assessed early in the program and the second level at the point of degree conferral. This was done for two reasons: (a) to provide mechanisms for annual evaluation and (b) to provide a timely means to intervene in any identified competency problem.
- Programs can set their own minimal expected level of competence for each competency domain as well as for overall performance.
- The ratings for each competency would be "lacking" "emerging" "proficient"
- Flexibility exists in determining the period of "early" development and should be determined by individual programs. The "exit" stage is intended to be assessed at the end of the master's program of training.
- Although many of the competencies are identified discretely, they are in fact, integrated and infused throughout the curriculum.
- The competencies form the basis for general training in professional counseling and should not be identified as competencies specific to counseling psychology. That said, some core values of counseling psychology such as social justice and an emphasis in training on diversity and multicultural competence are evident in a review of the MA competencies. .

Process.

The domains identified at the doctoral level provided a starting point from which the group could determine a) the appropriateness of the competency for professional counselors at the master's level, b) the appropriateness of the benchmark of each competency for early development and entry to post-master's supervised experience, c) the appropriateness of the behavioral indicators at the master's level, d) other needed domains of competency not

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covered by the 2009 Competency Benchmarks, and e) linked each MCAC professional domain standard (8a-8k) to one or more of the competencies.

We submitted this draft in September 2011 for comment to CCPTP, SCP, and other relevant training groups with the following questions (and asking respondents to keep in mind that professional counseling is broadly defined as delineated in the above assumptions):

1. Are there any missing competency domains?
2. Are any of the competencies not needed or not essential for entry-level supervised professional counselors?
3. Are there additional behavioral examples?
4. Are the examples appropriate for each stage (early and exit)?
5. How well do the MCAC professional domain standards align with the competencies and are there suggestions for better alignment?
6. Other feedback?

In June 2012, the working group reviewed feedback and comments collected, further edited the master's competency grid, and now disseminates these documents as resources that may be used for adaptation by counseling master's training programs.

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key to Counseling Master’s Competency Grid:

5 CLUSTERS (IN BOLD CAPS)

→ **11 Core Competencies (in Bold Italics)**

→ Essential Components

→ Indicators

→ Examples

Added column on left for proposed alignment with MCAC accreditation standards]

I. PROFESSIONALISM

A. Professional Values and Attitudes

1. Integrity
2. Deportment
3. Accountability
4. Concern for the Welfare of Others
5. Professional Identity

B. Individual and Cultural Diversity

1. Self as Shaped by Individual and Cultural Diversity and Context
2. Others as Shaped by Individual and Cultural Diversity and Context
3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
4. Applications based on Individual and Cultural Context

C. Ethical/Legal Standards and Policy

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3. Ethical Conduct

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3. Self-Care
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3. Scientific Foundation of Professional Practice

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4. Diagnosis
5. Conceptualization and Recommendations
6. Communication of Assessment Findings

C. Intervention

1. Intervention Planning
2. Skills
3. Intervention Implementation
4. Progress Evaluation

V. SYSTEMS

A. Interdisciplinary Systems

1. Knowledge of the Shared and Distinctive Contributions of Other Professions

B. Advocacy

1. Empowerment
2. Systems Change

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**COMPETENCIES IN PROFESSIONAL COUNSELING
AND RELATED HUMAN SERVICES***

The competency areas are represented at two levels of development in a master's degree program: (a) early and (b) exit. The former is hoped to reflect a student's competency attainment at an early stage in the graduate program. Flexibility exists such that individual programs have the freedom to determine the appropriate time in their program to rate early stage competencies. For instance, competencies directly related to practicum training or being in a supervisory relationship cannot be rated until engaged in (formative evaluation) or completion of that activity (summative evaluation), and that may not occur in some cases until the second year of a master's program; the latter (i.e., exit level of development) is intended to reflect an expected level of competence at the conclusion of the student's masters-level program of studies. We recognize and wish to respect that the coverage and emphases of these competencies and the level of proficiency expected may differ among different counseling master's programs.

***The following competencies are intended to capture the domains expected for entry-level readiness for supervised post-masters practice leading to licensure/certification in many areas of professional counseling. To facilitate use of these competencies by programs, the follow rating levels are suggested for competency attainment: (1) lacking, (2) emergent, and (3) proficient.**

I. PROFESSIONALISM

MCAC Domain	A. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attit	
8.a, k	1. Integrity - Honesty, personal responsibility and adherence to professional values	
	Understands professional values; honest, responsible Examples: <ul style="list-style-type: none"> • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Demonstrates ethical behavior and basic knowledge relevant professional ethical principles and codes of conduct 	Adherence to professional values infuses wo recognizes situations that challenge adheren values Examples: <ul style="list-style-type: none"> • Identifies situations that challenge profess supervisor guidance as needed • Demonstrates ability to discuss failures an professional values with supervisors that t as occurring within a training setting
8.a, k	2. Deportment	
	Understands how to conduct oneself in a professional manner Examples: <ul style="list-style-type: none"> • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts 	Communication and physical conduct (incl professionally appropriate, across different Examples: <ul style="list-style-type: none"> • Demonstrates awareness of the impact be public and profession • Utilizes appropriate language and demear communications
8.a, k	3. Accountability	
	Accountable and reliable Examples:	Accepts responsibility for own actions Examples:

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	<ul style="list-style-type: none"> • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills • Plans and organizes own workload • Follows policies and procedures of institution • Follows through on commitments 	<ul style="list-style-type: none"> • Completes required case documentation p • Accepts responsibility for meeting deadlin • Available when “on-call” • Acknowledges errors • Utilizes supervision to strengthen effective
8.a, k	4. Concern for the Welfare of Others	
	<p>Demonstrates awareness of the need to uphold and protect the welfare of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Displays initiative to help others • Articulates importance of concepts of confidentiality, privacy, and informed consent • Demonstrates compassion (awareness of suffering and the wish to relieve it) for others 	<p>Acts to understand and safeguard the welfare of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Displays respect in interpersonal interaction those from divergent perspectives or backgrounds • Determines when response to client needs meets personal needs
8.a,k	5. Professional Identity	
	<p>Demonstrates beginning understanding of self as professional; “thinking like a professional counselor”</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the program and profession (training model, core competencies) • Demonstrates knowledge about practicing within one’s competence 	<p>Displays emerging professional identity as professional</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has membership in professional organization • Attends colloquia, workshops, conferences • Consults literature relevant to client care • Uses resources (e.g., supervision, literature) for professional growth
	B.Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals and communities who represent various cultural and personal background and characteristics defined broadly.	
8.d,k	1. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on gender, identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context	
	<p>Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates dimensions of diversity (e.g., race, gender, sexual orientation) 	<p>Monitors and applies knowledge of self as a professional in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses knowledge of self to monitor effectiveness of interventions • Initiates supervision about diversity issues
8.d,k	2. Others as Shaped by Individual and Cultural Diversity and Context	
	<p>Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals • Articulates beginning understanding of the way culture and context are a consideration in working with clients 	<p>Applies knowledge of others as cultural beings in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding that others may have different identities • Initiates supervision about diversity issues
8.d,k	3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context	
	<p>Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals 	<p>Applies knowledge of the role of culture in interactions between self and others in assessment, treatment, and consultation of diverse individuals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Understands the role that diversity may play in interactions with others

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	<ul style="list-style-type: none"> Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship 	<ul style="list-style-type: none"> Initiates supervision about diversity issues
8.d,k	4. Applications based on Individual and Cultural Context	
	<p>Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional work. Understands the need to consider ICD issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues)</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates basic knowledge of literatures on individual and cultural differences Engages in respectful interactions that reflect ICD knowledge Seeks out literature on individual and cultural differences to inform interactions with diverse others 	<p>Applies knowledge, sensitivity, and understanding of ICD issues to work effectively with diverse others in treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates knowledge of ICD literature Works effectively with diverse others in professional settings Demonstrates awareness of effects of oppression on self and others
	C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional practice with individuals, groups, and organizations.	
8.a,k	1. Knowledge of Ethical, Legal and Professional Standards and Guidelines	
	<p>Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent Identifies key documents/policies that guide the practice of professional counseling Demonstrates beginning knowledge of ethical principles and the ACA ethics code 	<p>Demonstrates intermediate level knowledge of relevant ethical/professional codes, standards, statutes, rules, and regulations</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies ethical dilemmas effectively Actively consults with supervisor to act upon ethical dilemmas of practice Addresses ethical and legal aspects within professional settings Discusses ethical implications of professional actions Recognizes and discusses limits of own ethical practice Demonstrates intermediate knowledge of typical legal issues including child and elder abuse reporting, confidentiality, and informed consent
8.a,k	2. Awareness and Application of Ethical Decision Making	
	<p>Demonstrates awareness of the importance of applying an ethical decision model to practice</p> <p>Examples:</p> <ul style="list-style-type: none"> Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence) Demonstrates awareness of an ethical decision making model through responses to case vignettes 	<p>Demonstrates the application of an ethical decision model to practice by applying it to ethical dilemmas</p> <p>Examples:</p> <ul style="list-style-type: none"> Uses an ethical decision-making model when working with clients under supervision Identifies ethical implications in cases and discusses elements present in ethical dilemma or question Discusses ethical dilemmas and decision making in supervision meetings, presentations, practicum settings
8.a,k	3. Ethical Conduct	
	<p>Displays ethical attitudes and values</p> <p>Examples:</p> <ul style="list-style-type: none"> Evidences desire to help others Shows honesty and integrity; values ethical behavior Demonstrates personal courage consistent with ethical values of professional counselors Displays appropriate boundary management 	<p>Integrates own moral principles/ethical values into professional conduct</p> <p>Examples:</p> <ul style="list-style-type: none"> Is able to articulate knowledge of own moral principles and values in discussions with supervisors and clients Is able to spontaneously discuss intersection of professional ethical and moral issues

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	D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness of competencies; with appropriate self-care.	
8.a,k	1. Reflective Practice	
	<p>Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)</p> <p>Examples: Demonstrates openness to:</p> <ul style="list-style-type: none"> considering own personal concerns and issues recognizing impact of self on others articulating attitudes, values, and beliefs toward diverse others self-identifying multiple individual and cultural identities systematically reviewing own professional performance with supervisors/teachers 	<p>Displays broadened self-awareness; utilizes self-reflectivity regarding professional practice (reflection-in-action); uses resources to enhance reflectivity; demonstrates reflection-in-action</p> <p>Examples:</p> <ul style="list-style-type: none"> Is able to articulate attitudes, values, and beliefs toward others Recognizes impact of self on others Self-identifies multiple individual and cultural identities Is able to describe how others experience the role one might play within a group Responsively utilizes supervision to enhance performance Reviews own professional performance via supervision Displays ability to adjust professional performance when required
8.a,k	2. Self-Assessment	
	<p>Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates awareness of competencies for professional training Develops initial competency goals for early training (with input from faculty) 	<p>Demonstrates broad, accurate self-assessment; consistently monitors and evaluates practice; recognizes limits of knowledge/skills, and to seek knowledge/skills</p> <p>Examples:</p> <ul style="list-style-type: none"> Self-assessment comes close to congruence with peers and supervisors Identifies areas requiring further professional development Writes a personal statement of professional development Identifies learning objectives for overall training Systemically and effectively reviews own performance via videotape or other technology
8.a,k	3. Self-Care (attention to personal health and well-being to assure effective professional functioning)	
	<p>Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates benefits of engaging in self-care Makes use of opportunities to engage in self-care 	<p>Monitors issues related to self-care with supervision; recognizes central role of self-care to effective practice</p> <p>Examples:</p> <ul style="list-style-type: none"> Takes action recommended by supervisor to engage in effective training Maintains/alters weekly schedule to allow for self-care
8.k	4. Participation in Supervision Process	
	<p>Demonstrates straightforward, truthful, and respectful communication in supervisory relationship 3</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates willingness to admit errors and accept feedback Acknowledges supervisor’s differing viewpoints in supervision 	<p>Effectively participates in supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Seeks supervision to improve performance; accepts feedback, and integrates feedback into performance Initiates discussion with supervisor of own performance in session Seeks supervisor’s perspective on client performance

II. RELATIONAL

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	A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.	
8.a,k	1. Interpersonal Relationships	
	<p>Displays interpersonal skills Examples:</p> <ul style="list-style-type: none"> • Listens and is empathic with others • Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Receives feedback • Works cooperatively and collaboratively with peers 	<p>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professional disciplines 3</p> <p>Examples:</p> <ul style="list-style-type: none"> • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Involved in departmental, institutional, or professional governance • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives
8.a,k	2. Affective Skills	
	<p>Displays affective skills Examples:</p> <ul style="list-style-type: none"> • Demonstrates affect tolerance • Tolerates interpersonal conflict • Demonstrates awareness of inner emotional experience • Demonstrates emotional maturity • Listens to and acknowledges feedback from others • Notices and expresses feelings • Demonstrates comfort with a range of emotions • Affect does not overwhelm judgment • Is flexible when things don’t go according to plan 	<p>Negotiates differences and handles conflict effectively; provides effective feedback to others and receives feedback 3</p> <p>Examples:</p> <ul style="list-style-type: none"> • Makes appropriate disclosures regarding personal and professional situations • Acknowledges own role in difficult interactions • Initiates discussion regarding disagreements with supervisors • Efforts to resolve disagreements do not escalate and do not harm among the parties involved • Seeks clarification in challenging interpersonal situations • Demonstrates understanding of diverse views and perspectives in interactions • Accepts and implements supervisory feedback • Maintains affective equilibrium and focus on client needs in the face of client distress • Tolerates ambiguity and uncertainty
8.a,k	3. Expressive Skills	
	<p>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills Examples:</p> <ul style="list-style-type: none"> • Written work is organized, easy to understand, and conveys the main points • Shares opinions with others using language that others can understand • Non-verbal behavior is consistent with verbal communications 	<p>Communicates clearly using verbal, nonverbal, and written skills in professional context; demonstrates clear and concise professional language</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses professional terms and concepts appropriate to professional discussions, case reports, etc. • Understands terms and concepts used in professional contexts and others’ case reports • Communication is understandable, consistent, and clear across modalities • Prepares clearly written assessment reports • Presents clinical process to supervisor in a clear and summarized way • Provides verbal feedback to client regarding diagnosis using language the client can understand • Presents clear, appropriately detailed clinical information

III. SCIENCE

	A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for
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	knowledge.	
8.a,k	1. Scientific Mindedness	
	Displays critical scientific thinking Examples: <ul style="list-style-type: none"> • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings 	Values and applies scientific methods to pro Examples: <ul style="list-style-type: none"> • Uses literature to support ideas in case con • Formulates appropriate questions regardin • Generates hypotheses regarding own cont process and outcome
8.b,c, d,e,f, g,i,j	2. Scientific Foundation of Professional Counseling	
	No expectation at this level	Demonstrates understanding of counseling a science Examples: <ul style="list-style-type: none"> • Demonstrates understanding of core scient • Demonstrates basic knowledge of the biolo • Demonstrates understanding of human dev • Cites scientific literature to support an argu • Evaluates scholarly literature on a topic as
8.b,c, d,e,f, g,h, i,j	3. Scientific Foundation of Professional Practice	
	No expectation at this level	Understands the scientific foundation of pro Examples: <ul style="list-style-type: none"> • Understands the development of evidence • Cites scientific literature to support an argu • Evaluates scholarly literature on a practice

IV. APPLICATION

	A. Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of patient factors.	
8.c,e, k	1. Knowledge and Application of Evidence-Based Practice	
	Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological practice applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling Examples: <ul style="list-style-type: none"> • Articulates the relationship of EBP to professional counseling • Identifies basic strengths and weaknesses of different assessment and intervention approaches 	Applies knowledge of evidence-based practice bases of assessment, intervention, and other applications integrated with clinical expertise Examples: <ul style="list-style-type: none"> • Demonstrates knowledge of interventions a use based on EBP • Demonstrates the ability to select intervent and consultation methods for different prob related to the practice setting • Investigates existing literature related to pr • Writes a statement of own theoretical persp intervention strategies • Creates a treatment plan that reflects succo

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		empirical findings, clinical judgment, and consultation with supervisor
	B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups,	
8.h,i	1. Knowledge of Measurement and Psychometrics	
	<p>Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of the benefits and limitations of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction 	<p>Selects assessment measures with attention to validity Examples:</p> <ul style="list-style-type: none"> • Identifies appropriate assessment measures for practice site • Consults with supervisor regarding selection of appropriate measures
8.h,i	2. Knowledge of Assessment Methods	
	<p>Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam Examples:</p> <ul style="list-style-type: none"> • Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam) 	<p>Demonstrates awareness of the strengths and limitations of traditional assessment measures, administration, scoring and interpretation of measures appropriate to their level of training Examples:</p> <ul style="list-style-type: none"> • Demonstrates intermediate level ability to administer, score and interpret assessment measures for various populations • Collects accurate and relevant data from structured interviews and mini-mental status exam
8.h,i j,k	3. Application of Assessment Methods	
	No expectation at this level	<p>Demonstrates knowledge of measurement and assessment in clinical functioning and practice settings Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of need to base assessment on multiple sources of information • Demonstrates awareness of need for selection of appropriate measures appropriate to population/problem
8.c,h	4. Diagnosis	

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	<p>Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies DSM criteria Describes normal development consistent with broad area of training 	<p>Applies concepts of normal/abnormal behavior and diagnosis in the context of stages of human diversity (what is the appropriate level to expect)</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates relevant developmental features applied to presenting question Demonstrates ability to identify problem area and differential diagnosis
8.e,h, j	5. Conceptualization and Recommendations	
	<p>Demonstrates basic knowledge of formulating diagnosis and case conceptualization</p> <p>Examples:</p> <ul style="list-style-type: none"> Discusses diagnostic formulation and case conceptualization in courses Prepares basic reports which articulate theoretical material 	<p>Utilizes systematic approaches of gathering information and decision-making</p> <p>Examples:</p> <ul style="list-style-type: none"> Presents cases and reports demonstrating use of case material Makes clinical decisions based on connecting hypotheses and recommendations
8.h	6. Communication of Assessment Findings	
	No expectation at this level	<p>Demonstrates awareness of models of reporting notes</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates knowledge of content of notes Demonstrates knowledge of organization of progress notes
	C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals and organizations (e.g., career, group, family, and/or systems-level interventions).	
8.e,f, g,k	1. Intervention planning	
	<p>Displays basic understanding of the relationship between assessment and intervention</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing) Articulates a basic understanding of how assessment guides the process of intervention 	<p>Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates a theory of change and identifies interventions to implement change Writes case conceptualization reports and plans incorporating evidence-based practice
8.e,f, g,k	2. Skills	
	<p>Displays basic helping skills</p> <p>Examples:</p> <ul style="list-style-type: none"> Displays helping skills, such as empathic listening, framing problems during role plays. Uses non-verbal communication such as eye-contact and body positioning with role play clients to convey interest and concern 	<p>Displays clinical skill in developing the therapeutic relationship</p> <p>Examples:</p> <ul style="list-style-type: none"> Develops rapport with clients Develops therapeutic relationships through role play
8.e,f, g,k	3. Intervention Implementation	

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	<p>Demonstrates basic knowledge of intervention strategies Examples:</p> <ul style="list-style-type: none"> • Is able to articulate awareness of theoretical basis of intervention and some general strategies • Is able to articulate awareness of the concept of evidence-based practice 	<p>Implements evidence-based interventions Examples:</p> <ul style="list-style-type: none"> • Case presentations demonstrate application of evidence-based practice • Discusses evidence based practices during treatment
8.h,j,k	4. Progress Evaluation	
	<p>Demonstrates basic knowledge of the assessment of intervention progress and outcome Examples:</p> <ul style="list-style-type: none"> • Identifies measures of treatment progress and outcome by name • Is able to articulate an understanding of the use of repeated assessment to guide treatment • Appropriately administers and scores treatment progress and outcome measures 	<p>Evaluates intervention progress and modification on the basis of their evaluation of clients’ progress Examples:</p> <ul style="list-style-type: none"> • Describes instances of lack of progress and response • Demonstrates ability to evaluate treatment and evidence based interventions
V. SYSTEMS		
	A. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with multiple disciplines.	
8.e	1. Knowledge of the Shared and Distinctive Contributions of Other Professions	
	<ul style="list-style-type: none"> • No expectation at this level 	<p>Demonstrates the ability to collaborate and work with other professions/ professionals through incorporation of their skills and contributions Examples:</p> <ul style="list-style-type: none"> • Cooperates with others in task completion • Demonstrates willingness to listen to others • Consults with mental health professionals • Elicits others viewpoints and perspectives
	B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the institutional, and/or systems level.	
8.d,e,f,g	1. Empowerment	
	<p>Demonstrates awareness of problems as possessing social, political, economic and cultural factors that impact individuals, systems, and institutions. Examples:</p> <ul style="list-style-type: none"> • Articulates social, political, economic or cultural factors that may impact on human development and functioning • Demonstrates consideration of social, political, economic, and cultural factors in the therapeutic process 	<p>Uses awareness of the social, political, economic and cultural factors that may impact human development in the provision of services Examples:</p> <ul style="list-style-type: none"> • Identifies specific barriers to client improvement and access to resources • Assists client in development of self-advocacy skills
8.d,e,f,g	2. Systems Change	
	<p>Understands the differences between individual and institutional level interventions and system-level change Examples:</p> <ul style="list-style-type: none"> • Articulates role of therapist as change agent outside of direct client/patient contact • Demonstrates awareness of institutional and systems level barriers to change 	<p>Promotes change to enhance the functioning of systems Examples:</p> <ul style="list-style-type: none"> • Identifies target issues/agencies most relevant to client • Formulates and engages in plan for action • Demonstrates understanding of appropriate systems level change

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		advocate on behalf of client
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