Accreditation Standards - Group Analysis

Tevera

Accreditation Standard	Dates
CACREP 2016	-

Group	Program
	Clinical Mental Health Counseling

Total Interns Being Assessed: **34**

STANDARD LEVEL COUNTS		
Standards	**Meets***	**Does Not Meet***
history and philosophy of the counseling professio 2.F.1.a	29	0
the multiple professional roles and functions of c 2.F.1.b	28	2
counselors' roles and responsibilities as members 2.F.1.c	27	3
The role and process of the professional counselor 2.F.1.d	29	1
Advocacy processes needed to address institutional 2.F.1.e	28	1
professional counseling organizations, including m 2.F.1.f	28	2
professional counseling credentialing, including c 2.F.1.g	28	2
current labor market information relevant to oppor 2.F.1.h	30	0
ethical standards of professional counseling organ 2.F.1.i	28	1
technology's impact on the counseling profession 2.F.1.j	28	2
strategies for personal and professional self-eval 2.F.1.k	18	11
self-care strategies appropriate to the counselor 2.F.1.l	27	3
The role of counseling supervision in the	32	3

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STANDARD LEVEL COUNTS		
professi 2.F.1.m		
Multicultural and pluralistic characteristics with 2.F.2.a	26	3
Theories and models of multicultural counseling, c 2.F.2.b	25	4
Multicultural counseling competencies. 2.F.2.c	27	7
The impact of heritage, attitude, beliefs, underst 2.F.2.d	30	0
The effects of power and privilege for counselors 2.F.2.e	26	3
Help-seeking behaviors of diverse clients. 2.F.2.f	25	4
The impact of spiritual beliefs on clients' and co 2.F.2.g	28	2
Strategies for identifying and eliminating barrier 2.F.2.h	29	0
Theories of individual and family development acro 2.F.3.a	28	2
Theories of learning. 2.F.3.b	27	2
Theories of normal and abnormal personality develo 2.F.3.c	27	2
Theories and etiology of addictions and addictive 2.F.3.d	29	0
Biological, neurological, and physiological factor 2.F.3.e	26	4
Systemic and environmental factors that affect hum 2.F.3.f	30	0
Effects of crisis, disasters, and trauma on divers 2.F.3.g	27	3
A general framework for understanding differing ab 2.F.3.h	27	2

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STANDARD LEVEL COUNTS		
Ethical and culturally relevant strategies for pro 2.F.3.i	30	0
Theories and models of career development, counsel 2.F.4.a	26	3
Approaches for conceptualizing the interrelationsh 2.F.4.b	25	4
Processes for identifying and using career, avocat 2.F.4.c	28	1
Approaches for assessing the conditions of the wor 2.F.4.d	27	2
Strategies for assessing abilities, interests, val 2.F.4.e	28	1
Strategies for career development program planning 2.F.4.f	27	2
Strategies for advocating for diverse clients' car 2.F.4.g	27	2
Strategies for facilitating client skill developme 2.F.4.h	28	2
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	26	3
Theories and models of counseling. 2.F.5.a	27	2
A systems approach to conceptualizing clients. 2.F.5.b	29	0
Theories, models, and strategies for understanding 2.F.5.c	27	2
Ethical and culturally relevant strategies for est 2.F.5.d	26	3
The impact of technology on the the counseling pro 2.F.5.e	30	0

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STANDARD LEVEL COUNTS		
Counselor characteristics and behaviors that influ 2.F.5.f	34	1
Essential interviewing, counseling, and case conce 2.F.5.g	32	2
Developmentally relevant counseling treatment or i 2.F.5.h	29	1
Development of measurable outcomes for clients 2.F.5.i	27	2
Evidence-based counseling strategies and technique 2.F.5.j	28	1
Strategies to promote client understanding of and 2.F.5.k	28	1
Suicide prevention models and strategies 2.F.5.l	28	1
Crisis intervention, trauma-informed, and communit 2.F.5.m	29	2
Theoretical foundations of group counseling and gr 2.F.6.a	29	0
Dynamics associated with group process and develop 2.F.6.b	27	2
Therapeutic factors and how they contribute to gro 2.F.6.c	29	0
Characteristics and functions of effective group l 2.F.6.d	28	1
Approaches to group formation, including recruitin 2.F.6.e	29	0
Types of groups and other considerations that affe 2.F.6.f	28	1
Ethical and culturally relevant strategies for des 2.F.6.g	29	0
Direct experiences in which students participate a 2.F.6.h	28	1

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STANDARD LEVEL COUNTS		
Historical perspectives concerning the nature and 2.F.7.a	26	3
Methods of effectively preparing for and conductin 2.F.7.b	28	1
Procedures for assessing risk of aggression or dan 2.F.7.c	27	2
Procedures for identifying trauma and abuse and fo 2.F.7.d	29	0
Use of assessments for diagnostic and intervention 2.F.7.e	28	1
Basic concepts of standardized and non-standardize 2.F.7.f	28	1
Statistical concepts, including scales of measurem 2.F.7.g	29	0
Reliability and validity in the use of assessments 2.F.7.h	28	1
Use of assessments relevant to academic/educationa 2.F.7.i	28	2
Use of environmental assessments and systematic be 2.F.7.j	29	0
Use of symptom checklists, and personality and psy 2.F.7.k	27	2
Use of assessment results to diagnose developmenta 2.F.7.l	29	1
Ethical and culturally relevant strategies for sel 2.F.7.m	28	1
The importance of research in advancing the counse 2.F.8.a	30	0
Identification of evidence-based counseling practi 2.F.8.b	28	2
Needs assessments 2.F.8.c	29	0

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STANDARD LEVEL COUNTS

Standard	Meets	Does Not Meet
Development of outcome measures for counseling pro 2.F.8.d	28	1
Evaluation of counseling interventions and program 2.F.8.e	28	1
Qualitative, quantitative, and mixed research meth 2.F.8.f	28	1
Designs used in research and program evaluation 2.F.8.g	28	1
Statistical methods use din conducting research an 2.F.8.h	28	1
Analysis and use of data in counseling 2.F.8.i	29	0
Ethical and culturally relevant strategies for con 2.F.8.j	29	0
impact of crisis and trauma on individuals with me 5.C.2.f	0	0
assessments specific to P-12 education 5.G.1.e	0	0
characteristics, risk factors, and warning signs o 5.G.2.g	0	0
signs and symptoms of substance abuse in children 5.G.2.i	0	0

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

STANDARD LEVEL DISTRIBUTION CHARTS

Standard	Distribution	
history and philosophy of the counseling professio 1.a 2.F.1.a	29 (100%)	
the multiple professional roles and functions of c 1.b 2.F.1.b	28 (93%)	2 (7%)
counselors' roles and responsibilities as members 1.c 2.F.1.c	27 (90%)	3 (10%)
The role and process of the	29 (97%)	1

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Standard	Distribution
professional counselor 1.d 2.F.1.d	
Advocacy processes needed to address institutional 1.e 2.F.1.e	28 (97%) / 1
professional counseling organizations, including m 1.f 2.F.1.f	28 (93%) / 2 (7%)
professional counseling credentialing, including c 1.g 2.F.1.g	28 (93%) / 2 (7%)
current labor market information relevant to oppor 1.h 2.F.1.h	30 (100%)
ethical standards of professional counseling organ 1.i 2.F.1.i	28 (97%) / 1
technology's impact on the counseling profession 1.j 2.F.1.j	28 (93%) / 2 (7%)
strategies for personal and professional self-eval 1.k 2.F.1.k	18 (62%) / 11 (38%)
self-care strategies appropriate to the counselor 2 2.F.1.l	27 (90%) / 3 (10%)
The role of counseling supervision in the professi 1.l 2.F.1.m	32 (91%) / 3 (9%)
Multicultural and pluralistic characteristics with 2.F.2.a	26 (90%) / 3 (10%)
Theories and models of multicultural counseling, c 1.m 2.F.2.b	25 (86%) / 4 (14%)
Multicultural counseling competencies. 2.a 2.F.2.c	27 (79%) / 7 (21%)
The impact of heritage, attitude, beliefs, underst 2.b 2.F.2.d	30 (100%)
The effects of power and privilege for counselors 1 2.F.2.e	26 (90%) / 3 (10%)

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STANDARD LEVEL DISTRIBUTION CHARTS

Help-seeking behaviors of diverse clients. 2.c
2.F.2.f
| 25 (86%) | 4 (14%) |

The impact of spiritual beliefs on clients' and co 2.d
2.F.2.g
| 28 (93%) | 2 (7%) |

Strategies for identifying and eliminating barrier 2.e
2.F.2.h
| 29 (100%) |

Theories of individual and family development acro 2.f
2.F.3.a
| 28 (93%) | 2 (7%) |

Theories of learning. 2.g
2.F.3.b
| 27 (93%) | 2 (7%) |

Theories of normal and abnormal personality develo 2.h
2.F.3.c
| 27 (93%) | 2 (7%) |

Theories and etiology of addictions and addictive
2.F.3.d
| 29 (100%) |

Biological, neurological, and physiological factor 3.a
2.F.3.e
| 26 (87%) | 4 (13%) |

Systemic and environmental factors that affect hum
2.F.3.f
| 30 (100%) |

Effects of crisis, disasters, and trauma on divers 3.b
2.F.3.g
| 27 (90%) | 3 (10%) |

A general framework for understanding differing ab
2.F.3.h
| 27 (93%) | 2 (7%) |

Ethical and culturally relevant strategies for pro 3.c
2.F.3.i
| 30 (100%) |

Theories and models of career development, counsel 3.d
2.F.4.a
| 26 (90%) | 3 (10%) |

Approaches for conceptualizing the interrelationsh
2.F.4.b
| 25 (86%) | 4 (14%) |

Processes for identifying and using career, avocat 3.e
2.F.4.c
| 28 (97%) | 1 |

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Standard	Distribution
Approaches for assessing the conditions of the wor 2.F.4.d	27 (93%) — 2 (7%)
Strategies for assessing abilities, interests, val 3.f 2.F.4.e	28 (97%) — 1
Strategies for career development program planning 3.g 2.F.4.f	27 (93%) — 2 (7%)
Strategies for advocating for diverse clients' car 3.h 2.F.4.g	27 (93%) — 2 (7%)
Strategies for facilitating client skill developme 3.i 2.F.4.h	28 (90%) — 3 (10%)
Method of identifying and using assessment tools a 4.a 2.F.4.i	
Ethical and culturally relevant strategies for add 4.b 2.F.4.j	26 (90%) — 3 (10%)
Theories and models of counseling. 4.c 2.F.5.a	27 (93%) — 2 (7%)
A systems approach to conceptualizing clients. 2 2.F.5.b	29 (100%)
Theories, models, and strategies for understanding 4.d 2.F.5.c	27 (93%) — 2 (7%)
Ethical and culturally relevant strategies for est 2.F.5.d	26 (90%) — 3 (10%)
The impact of technology on the the counseling pro 4.e 2.F.5.e	30 (100%)
Counselor characteristics and behaviors that influ 4.f 2.F.5.f	34 (97%) — 1
Essential interviewing, counseling, and case conce 4.g 2.F.5.g	32 (94%) — 2 (6%)
Developmentally relevant counseling treatment or i 4.h	29 (97%) — 1

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STANDARD LEVEL DISTRIBUTION CHARTS

2.F.5.h		
Development of measurable outcomes for clients 4.i	27 (93%)	2 (7%)
2.F.5.i		
Evidence-based counseling strategies and technique	28 (97%)	1
2.F.5.j		
Strategies to promote client understanding of and 4.j	28 (97%)	1
2.F.5.k		
Suicide prevention models and strategies 5.a	28 (97%)	1
2.F.5.l		
Crisis intervention, trauma-informed, and communit 5.b	33 (94%)	2 (6%)
2.F.5.m		
Theoretical foundations of group counseling and gr 5.c	29 (100%)	
2.F.6.a		
Dynamics associated with group process and develop 5.d	27 (93%)	2 (7%)
2.F.6.b		
Therapeutic factors and how they contribute to gro 5.e	29 (100%)	
2.F.6.c		
Characteristics and functions of effective group l	28 (97%)	1
2.F.6.d		
Approaches to group formation, including recruitin 5.f	29 (100%)	
2.F.6.e		
Types of groups and other considerations that affe	28 (97%)	1
2.F.6.f		
Ethical and culturally relevant strategies for des 5.g	29 (100%)	
2.F.6.g		
Direct experiences in which students participate a 5.h	28 (97%)	1
2.F.6.h		
Historical perspectives concerning the nature and 5.i	26 (90%)	3 (10%)
2.F.7.a		
Methods of effectively preparing for and conductin	28 (97%)	1
2.F.7.b		

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STANDARD LEVEL DISTRIBUTION CHARTS

Procedures for assessing risk of aggression or dan 5.j
2.F.7.c

27 (93%)	2 (7%)

Procedures for identifying trauma and abuse and fo 5.k
2.F.7.d

29 (100%)

Use of assessments for diagnostic and intervention
2.F.7.e

28 (97%)	1

Basic concepts of standardized and non-standardize 5.l
2.F.7.f

28 (97%)	1

Statistical concepts, including scales of measurem 5.m
2.F.7.g

29 (100%)

Reliability and validity in the use of assessments 5.n
2.F.7.h

28 (97%)	1

Use of assessments relevant to academic/educationa 6.a
2.F.7.i

28 (93%)	2 (7%)

Use of environmental assessments and systematic be 6.b
2.F.7.j

29 (100%)

Use of symptom checklists, and personality and psy 6.c
2.F.7.k

27 (93%)	2 (7%)

Use of assessment results to diagnose developmenta 6.d
2.F.7.l

29 (97%)	1

Ethical and culturally relevant strategies for sel 6.e
2.F.7.m

28 (97%)	1

The importance of research in advancing the counse 6.f
2.F.8.a

30 (100%)

Identification of evidence-based counseling practi 6.g
2.F.8.b

28 (93%)	2 (7%)

Needs assessments 6.h
2.F.8.c

29 (100%)

Development of outcome measures for counseling pro
2.F.8.d

28 (97%)	1

Evaluation of counseling

28 (97%)	1

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STANDARD LEVEL DISTRIBUTION CHARTS

interventions and program 7.a 2.F.8.e	
Qualitative, quantitative, and mixed research meth 7.b 2.F.8.f	28 (97%) 1
Designs used in research and program evaluation 7.c 2.F.8.g	28 (97%) 1
Statistical methods use din conducting research an 7.d 2.F.8.h	28 (97%) 1
Analysis and use of data in counseling 7.e 2.F.8.i	29 (100%)
Ethical and culturally relevant strategies for con 2.F.8.j	29 (100%)
impact of crisis and trauma on individuals with me 7.f 5.C.2.f	
assessments specific to P-12 education 5.G.1.e	
characteristics, risk factors, and warning signs o 7.g 5.G.2.g	
signs and symptoms of substance abuse in children 5.G.2.i	