**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6530 – DEVELOPMENTAL PSYCHOLOGY: LIFESPAN**

Psychology 6530: *Developmental Psychology – Lifespan* addresses issues of human growth and development through instruction aimed at providing the student with an understanding of the nature and needs of individuals at all developmental levels, including:

1. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
2. Theories of individual and family development across the lifespan
3. Theories of learning
4. Theories of normal and abnormal personality development
5. Theories of etiology of addictions and addictive behaviors
6. Systemic and environmental factors that affect human development, functioning, and behavior
7. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
8. A general framework for understanding differing abilities and strategies for differentiated interventions
9. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
10. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
11. Approaches for conceptualizing the interrelationships among and between work, mental well-being,

relationships, and other life roles and factors

1. Common medications that affect learning, behavior, and mood in children and adolescents
2. Interventions to promote academic and learning mindsets and competencies
3. Techniques to support successful social and emotional development in school settings
4. Mindsets and competencies to critically examine the connections between social, familial, emotional, and behavior problems, and academic achievement

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6330 – PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT**

**AND TEST THEORY**

Psychology 6330: *Principles of Psychological Measurement and Test Theory* presents instruction aimed at providing the student with an understanding of individual and group approaches to assessment and evaluation, including all the following:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. Methods of effectively preparing for and conducting initial assessment meetings
3. Assessments specific to P – 12 education
4. Use of assessments for diagnostic and intervention planning purposes
5. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
6. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
7. Reliability and validity in the use of assessments
8. Use of assessments relevant to academic/educational, career, personal, and social development
9. Use of environmental assessments and systematic behavioral observations
10. Use of symptom checklists, and personality and psychological testing
11. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
12. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
13. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6460 – ETHICAL, LEGAL, & ~~PROFESSIONAL~~ (TRANSITION)\* ISSUES**

**IN SCHOOL COUNSELING**

Psychology 6460: *Ethical, Legal, and Professional Issues in School Counseling* provides instruction in the areas of professional school counselor identity, foundations of school counseling and contextual dimensions of school counseling including:

1. Legislation and government policy relevant to school counseling
2. Legal and ethical considerations specific to school counseling
3. Use of developmentally appropriate career literacy interventions and assessments
4. Strategies to facilitate school and postsecondary transitions
5. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
6. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
7. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
8. Procedures for identifying trauma and abuse and for reporting abuse

\*New title pending USU EPC approval

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6240 – COMPREHENSIVE SCHOOL COUNSELING PROGRAMS**

Psychology 6240: *Comprehensive School Counseling Programs* Provides instruction in comprehensive counseling and guidance program development, professional school counselor identity, and coordination of counseling program components as they relate to the total school community including:

1. History and development of school counseling
2. History and philosophy of the counseling profession and its specialty areas
3. The role and process of the professional counselor advocating on behalf of the profession
4. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
6. Strategies for career development program planning, organization, implementation, administration, and evaluation
7. Needs assessments
8. Evaluation of counseling interventions and programs
9. Analysis and use of data in counseling
10. School counselor roles as data driven leaders, advocates, collaboration and systemic change agents in P-12 schools
11. Community resources and referral sources professional organizations, preparation standards, and credentials relevant to the practice of school counseling
12. Development of school counseling program mission statements and objectives
13. Systemic dropout prevention
14. Strategies to promote equity in student achievement and college access
15. Use of accountability data to inform decision making

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6350 – INTRODUCTION TO THEORIES OF INTERVENTION IN PSYCHOLOGY**

Psychology 6350: *Introduction to Theories of Intervention in Psychology* provides instruction aimed at developing an understanding of interviewing and counseling skills including:

1. Theories and models of counseling
2. A systems approach to conceptualizing clients
3. Counselor characteristics and behaviors that influence the counseling process
4. Essential interviewing, counseling, and case conceptualization skills
5. Developmentally relevant counseling treatment or intervention plans
6. Evidence-based counseling strategies and techniques for prevention and intervention
7. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
8. Processes for aiding students in developing a personal model of counseling
9. Self-care strategies appropriate to the counselor role
10. The impact of technology on the counseling process

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6340 – CONSULTATION IN THE SCHOOLS**

Psychology 6340: *Consultation in the Schools* is designed to provide students with a general framework for understanding and practicing consultation and to apply the theoretical material to case studies. The following concepts will be covered:

1. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
3. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
4. Theories, models, and strategies for understanding and practicing consultation
5. Strategies to promote client understanding of and access to a variety of community based resources
6. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
7. Models of school-based collaboration and consultation
8. School counselor roles as data driven leaders, advocates, collaboration and systemic change agents in P-12 schools
9. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
10. School counselor roles in school leadership and multidisciplinary teams
11. Techniques to foster collaboration and teamwork within schools

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6260 – CAREER DEVELOPMENT**

Psychology 6260: *Career Development* presents instruction aimed at providing students with an understanding of career development and related life factors, including the following:

1. Theories and models of career development, counseling, and decision making
2. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
3. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
4. Approaches for assessing the conditions of the work environment on clients' life experiences
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
6. Strategies for career development program planning, organization, implementation, administration, and evaluation
7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
8. Strategies for facilitating client skill development for career, educational, and lifework planning and management
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
10. Ethical and culturally relevant strategies for addressing career development
11. Models of P-12 career literacy
12. Use of developmentally appropriate career literacy interventions and assessments

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6130 – EVIDENCE-BASED PRACTICE: SCHOOL INTERVENTION**

Psychology 6130: *Evidence-Based Practice: School Intervention* will focus primarily on the behavioral and cognitive behavioral treatment of common childhood disorders. Students will be trained to develop and implement empirically supported treatments for mild childhood and adolescent disorders. Instruction will also be aimed at providing instruction directed toward the following learning objectives:

1. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
2. School counselor roles and responsibilities in relation to the school emergency management plans, and Crises, disasters, and trauma
3. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
4. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
5. Community resources and referral sources professional organizations, preparation standards, and credentials relevant to the practice of school counseling
6. Interventions to promote academic and learning mindsets and competencies
7. Techniques to support successful social and emotional development in school settings
8. Mindsets and competencies to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
9. Techniques to support successful social and emotional development in school settings
10. Strategies for implementing and coordinating peer intervention programs
11. Help-seeking behaviors of diverse clients
12. Essential interviewing, counseling, and case conceptualization skills
13. Developmentally relevant counseling treatment or intervention plans
14. Development of measurable outcomes for clients
15. Evidence-based counseling strategies and techniques for prevention and intervention
16. Suicide prevention models and strategies
17. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
18. Procedures for identifying trauma and abuse and for reporting abuse
19. Use of environmental assessments and systematic behavioral observation

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Program**

**PSYCHOLOGY 6290 – DIVERSITY ISSUES IN TREATMENT AND ASSESSMENT**

Psychology 6290: *Diversity Issues in Treatment and Assessment* presents instruction aimed at providing students with an understanding of the cultural context of relationships, issues, and trends in a multi-cultural and diverse society. Factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities will all be explored through the following learning objectives:

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
3. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
4. Multicultural counseling competencies
5. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
6. The effects of power and privilege for counselors and clients
7. Help-seeking behaviors of diverse clients
8. The impact of spiritual beliefs on clients' and counselors' worldviews
9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
11. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
12. Techniques to support successful social and emotional development in school settings
13. Strategies to promote equity in student achievement and college access

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6370 – PRACTICUM IN SCHOOL COUNSELING**

Psychology 6370: *Practicum in School Counseling* is designed to be an integrative experience where students will spend an average of 10 hours per week in school counseling practicum experiences. Students are to draw upon all the didactic instruction they've received in the program to date. Application of theory, skills and knowledge of comprehensive guidance systems will be expected. Students will be exposed to a number of theories and professional activities associated with comprehensive guidance programs in schools including:

1. Competencies to advocate for school counseling roles
2. Systemic dropout prevention
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
4. The role and process of the professional counselor advocating on behalf of the profession
5. Strategies for personal and professional self-evaluation and implications for practice
6. Self-care strategies appropriate to the counselor role
7. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
8. Counselor characteristics and behaviors that influence the counseling process
9. Essential interviewing, counseling, and case conceptualization skills
10. Suicide prevention models and strategies
11. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
12. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6420 – GROUP COUNSELING IN THE SCHOOLS**

Psychology 6420: *Group Counseling in the Schools* presents instruction aimed at providing students with an understanding of both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

1. Theoretical foundations of group counseling and group work

2. Dynamics associated with group process and development

3. Therapeutic factors and how they contribute to group effectiveness

4. Characteristics and functions of effective group leaders

5. Approaches to group formation, including recruiting, screening, and selecting members

6. Types of groups and other considerations that affect conducting groups in varied settings

7. Ethical and culturally relevant strategies for designing and facilitating groups

8. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6390 – PROGRAM EVALUATION IN THE SCHOOLS**

Psychology 6390: *Program Evaluation in the Schools* is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2. Identification of evidence-based counseling practices
3. Needs assessments
4. Development of outcome measures for counseling programs
5. Evaluation of counseling interventions and programs
6. Qualitative, quantitative, and mixed research methods
7. Designs used in research and program evaluation
8. Statistical methods used in conducting research and program evaluation
9. Analysis and use of data in counseling
10. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
11. School counselor roles as data driven leaders, advocates, collaboration and systemic change agents in P-12 schools
12. Use of data driven leadership to create systemic change
13. Use of accountability data to inform decision making
14. Technology's impact on the counseling profession

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6610 – COLLEGE AND CAREER READINESS FOR SCHOOL COUNSELORS**

Psychology 6610: *College and Career Readiness for School,* Specific course objectives are as follows:

1. Models of P-12 comprehensive plan for college and career readiness
2. School counselor roles in relation to plan for college and career readiness
3. Use of developmentally appropriate career literacy interventions and assessments
4. Strategies to facilitate school and postsecondary transitions
5. Interventions to promote college and career readiness
6. Strategies to promote equity in student achievement and college access

**STANDARDS FOR UTAH SCHOOL COUNSELOR EDUCATOR PROGRAMS**

**Professional School Counselor Education Program**

**Utah State University, Department of Psychology**

**Learning Objectives: Derived from the Standards for Utah School Counselor Education Programs**

**PSYCHOLOGY 6580 – COLLABORATIVE CLASSROOM INSTRUCTION, LEADERSHIP, PROFESSIONAL ISSUES**

1. Design and evaluation of school counseling program, core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
2. Models of school counseling programs
3. School counselor roles as data drive leaders, advocates, collaboration and systemic change agents in P-12 schools
4. School counselor roles in relation to plan for college and career readiness
5. School counselor roles in school leadership and multidisciplinary teams
6. School counselor’s roles and responsibilities in relation to the school emergency management plans, crises, disasters, and trauma
7. Competencies to advocate for school counseling roles
8. Community resources and referral sources professional organizations, preparation standards, and credentials relevant to the practice of school counseling
9. Qualities and styles of effective leadership in schools
10. Use of data driven leadership to create systemic change
11. Interventions to promote college and career readiness
12. Techniques to foster collaboration and teamwork within schools
13. Professional counseling organizations, including membership benefits, activities, services to members, and current issues