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Educational requirements and instructions for applicants who did not graduate from a CACREP accredited clinical mental health counseling program

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South Carolina Department of Labor, Licensing and Regulation
**South Carolina Board of Examiners for Licensure of
Professional Counselors, Marriage and Family
Therapists, Addiction Counselors
and Psycho-Educational Specialists**

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**EDUCATIONAL REQUIREMENTS AND INSTRUCTIONS FOR APPLICANTS
WHO DID NOT GRADUATE FROM A CACREP ACCREDITED
CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

An applicant who did not graduate from a CACREP accredited clinical mental health counseling program must demonstrate on their graduate transcript successful completion of one (1) three-hour graduate level course in each of the following areas:

- (a) Human growth and development: coursework content providing an understanding of the nature and needs of individuals at all developmental levels, normal and abnormal human behavior, personality theory, and learning theory (all) within cultural contexts; and
- (b) Social and cultural foundations: coursework content providing an understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles; and
- (c) Helping relationships: coursework content providing an understanding of philosophic bases of helping processes, counseling theories and their applications, helping skills, consultation theories and applications, helper self-understanding and self-development, and facilitation of client or consultee change; and
- (d) Groups: coursework content providing an understanding of group development, dynamics, and counseling theories; group leadership styles, group counseling methods and skills, and other group approaches; and
- (e) Lifestyle and career development: coursework content providing an understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation; and
- (f) Appraisal: coursework content providing an understanding of group and individual education and psychometric theories and approaches to appraisal, data, and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes; and
- (g) Research and evaluation: coursework content providing an understanding of types of research, basic statistics, research report development, research implementation, program evaluation, needs assessment, and ethical and legal considerations; and

- (h) Professional orientation: coursework content providing an understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing; and
- (i) Psychopathology and/or diagnostics: coursework content providing an understanding of psychopathology, abnormal psychology, abnormal behavior, etiology dynamics, treatment of abnormal behavior and an understanding of the diagnostics of Psychopathology; and

PRACTICUM

A minimum of one (1) supervised one hundred (100) hour counseling practicum.

INTERNSHIP

Complete an internship, as part of a degree program, of at least six hundred (600) hours under the supervision of a qualified licensed mental health practitioner that included experience assessing and treating clients with more serious problems as categorized in standard diagnostic nomenclature.

REQUIRED GRADUATE LEVEL COURSEWORK:

Graduate transcript(s) must demonstrate successful completion of the *required* graduate coursework (each course must be three semester hours or 4.5 quarter hours. Only one course may be used to fulfill one requirement.). Include with your application or have sent directly to the Board your official sealed transcript from all graduate institutions you attended. The coursework description must be copied from the catalogue for the year in which the courses were taken.



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COURSEWORK DESCRIPTION AND VERIFICATION FORM

This form is for applicants who did not attend a CACREP accredited clinical mental health counseling program.

Required Graduate-Level Coursework:

Graduate transcript(s) must demonstrate successful completion of the following graduate coursework (each course must be three semester hours or 4.5 quarter hours. Only one course may be used to fulfill one requirement.).

Include with your application or have sent directly to the Board your official sealed transcript from all graduate institutions you attended. The coursework description must be copied from the catalogue for the year in which the courses were taken.

Indicate next to each core requirements the course title, number credit hours and the institution where it was taken. If a course is determined to not fit a particular category, your transcript will be reviewed for other course possibilities.

Coursework Categories	Course Title	Course No.	Credit Hours	Institution Where Course Was Taken
1. Human Growth and Development				
2. Social and Cultural Foundations				
3. Helping Relationships				
4. Group Dynamics, Processing and Counseling				
5. Lifestyle and Career Development				
6. Appraisal of Individuals				
7. Research and Evaluation				
8. Professional Orientation				
9. Psychopathology and/or 9a.				
9a. Diagnostics of Psychopathology				

DEFINITION OF CATEGORIES FOR REQUIRED COURSEWORK

Human Growth and Development

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, normal and abnormal human behavior, personality theory, and learning theory within cultural contexts. Studies in this area include but are not limited to:

- a. Theories of individual and family development and transitions across the life span;
- b. Theories of learning and personality development;
- c. Human behavior, including an understanding of developmental crises, disability, addictive behavior, psychopathology and environmental factors as they affect both normal and abnormal behavior;
- d. Strategies for facilitating development over the life span; and
- e. Ethical considerations

Social and Cultural Foundations

Studies that provide an understanding of societal changes and trends in a multicultural and diverse society, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles. Studies in this area include but are not limited to:

- a. Multicultural and pluralistic trends including characteristics and concerns of diverse groups;
- b. Attitudes and behavior based on such factors as age, race, religious preference, gender, socioeconomic status and intellectual ability;
- c. Individual, family and group strategies with diverse populations; and
- d. Ethical considerations.

The Helping Relationship

Studies that provide an understanding of philosophic bases of helping processes, counseling theories and their applications, helping skills, consultation theories and applications, helper self-understanding and self-development, and facilitation of client or consultee change. Studies in this area include but are not limited to:

- a. Counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
- b. Basic interviewing, assessment and counseling skills;
- c. Counselor or consultant characteristics and behaviors that influence helping processes, including age, gender, ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- d. Client or consultee characteristics and behaviors that influence helping processes, including age, gender, ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; and
- e. Ethical considerations.

Group Dynamics, Processing and Counseling

Studies that provide an understanding of group development, dynamics and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches. Studies in this area include, but are not limited to:

- a. Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors;
- b. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. Group counseling methods, including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods of evaluation of effectiveness;
- e. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups; and
- f. Ethical considerations.

Lifestyle and Career Development

Studies that provide understanding of career development theories, occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation. Studies in this area include but are not limited to:

- a. Career development theories and decision-making models;
- b. Career, vocational, educational, and labor market information resources; visual and print media, and computer- based career information systems;
- c. Career development program planning, organization, implementation, administration and evaluation;
- d. Interrelationships among work, family, and other life roles and factors, including multicultural and gender issues as related to career development;
- e. Career and educational placement, follow-up and evaluation;
- f. Assessment instruments and techniques relevant to career planning and decision-making;
- g. Computer-based career development applications and strategies, including computer-assisted career guidance systems;
- h. Career counseling processes, techniques and resources, including those applicable to specific populations; and
- i. Ethical considerations.

Appraisal of Individuals

Studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information-gathering methods, validity and reliability; psychometric statistics; factors influencing appraisals; use of appraisal results in helping processes; and understanding of individual and group approaches to assessment and evaluation. Studies in this area include but are not limited to:

- a. Theoretical and historical bases for assessment techniques;
- b. Validity, including evidence for establishing content, construct and empirical validity;
- c. Reliability, including methods of establishing stability, internal and equivalence reliability;
- d. Appraisal methods, including environmental assessment, performance assessment, individual and group test inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- e. Psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors and correlations;
- f. Age, gender, ethnicity, language, disability and culture factors related to the assessment and evaluation of individuals and groups;
- g. Strategies for selecting, administering, interpreting and using assessment and evaluation instruments and techniques in counseling; and
- h. Ethical consideration in appraisal.

Research and Evaluation

Studies that provide an understanding of types of research methods, basic statistics, research report development, research implementation, program evaluation, needs assessment, and ethical and legal considerations. Studies in this area include but are not limited to:

- a. Basic types of research methods to include qualitative and quantitative research designs;
- b. Basic parametric and nonparametric statistics;
- c. Principles, practices and applications of needs assessment and program evaluation;
- d. Uses of computers for data management and analysis; and
- e. Ethical and legal considerations in research.

Professional Orientation

Studies that provide an understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing. Studies in this area include but are not limited to:

- a. History of the helping profession, including significant factors and events;
- b. Professional roles and functions, including similarities and differences with other types of professionals;
- c. Professional organizations, primarily the American Counseling Association (ACA), its divisions, branches and affiliates, including membership benefits, activities, services to members and current emphases;
- d. Ethical standards of the ACA and related entities, ethical and legal issues and their applications to various professional activities (e.g. appraisal, group work);

Professional Orientation Continued

- e. Professional preparation standards, their evolution and current applications;
- f. Professional credentialing including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues; and
- g. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

Psychopathology

Studies that provide an understanding of psychopathology, abnormal psychology, abnormal behavior, etiology dynamics and treatment of abnormal behavior. Studies in this area include but are not limited to:

- a. The understanding of various forms of abnormal behavior and psychopathology in children, adolescents, and adults;
- b. Focus on the etiology and morbidity of differing mental disorders;
- c. Assessment techniques when evaluating psychological disorders, including personality and behavior;
- d. Evaluate the psychometric properties of personality and behavior assessment instruments;
- e. Determine the benefits and limitations of assessment, including current legal and ethical issues;
- f. Determine how to integrate information from various sources in order to more fully describe personality and behavioral patterns;
- g. Introduction to the science and art of clinical assessment as a foundation for the actual practice of assessment in school and community mental health settings;
- h. Practical training in the process of clinical assessment as associated with the specific disorders, which is focused on the use of assessment techniques in a professionally and ethically responsible manner; and
- i. Focus on the serious problems, other than adjustment disorders and V codes and codes that are assigned to normal lifecycle transitional conflicts. Serious problems are defined in standard diagnostic nomenclature (*Diagnostic and Statistical Manual of Mental Disorders*).

And/or

Diagnostics of Psychopathology

Studies that provide an understanding of the diagnostics of psychopathology. Studies in this area include but are not limited to:

- a. Use of the *DSM* in relation to the psychology of deviant or abnormal behavior;
- b. The understanding of the history and theories of abnormal psychology in the field through lecture, readings, the Internet, group discussions, and research;
- c. The understanding of diagnoses in the version of the *DSM* that was current when the course was taken;
- d. The application of this knowledge through exercises, assignments, class participation and videotaped role-plays;
- e. The application of this knowledge through assessment, treatment plans, counseling, projects and presentations; and
- f. Counseling theory, diagnosis of *DSM* disorders, techniques and interventions.



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LPC PRACTICUM and INTERNSHIP REVIEW

This form is for applicants who did not attend a CACREP accredited clinical mental health counseling program.

An applicant must demonstrate the following:

Practicum: completed a minimum of one (1) supervised one hundred (100) hour counseling practicum; and
Internship: completed an internship, as part of a degree program, of at least six hundred (600) hours under the supervision of a qualified licensed mental health practitioner that included experience assessing and treating clients with more serious problems as categorized in standard diagnostic nomenclature.

Name: _____

PRACTICUM

Institution/Place of Employment: _____

Address: _____

Director of Program: _____

Major Supervisor: _____

From: (MM/YY) _____ To: (MM/YY) _____ Total Hours: _____

INTERNSHIP

Institution/Place of Employment: _____

Address: _____

Director of Program: _____

Major Supervisor: _____

From: (MM/YY) _____ To: (MM/YY) _____ Total Hours: _____

Did the internship include experience assessing and treating serious problems? YES NO

INTERNSHIP

Institution/Place of Employment: _____

Address: _____

Director of Program: _____

Major Supervisor: _____

From: (MM/YY) _____ To: (MM/YY) _____ Total Hours: _____

Did the internship include experience assessing and treating serious problems? YES NO

Total number of hours counseling experience provided by practicum: _____

Total number of hours counseling experience provided by internships: _____