

Learning Objectives for the Counseling Psychology Master's Comprehensive Exam

The following learning objectives have been prepared to assist you in your preparation for the master's comprehensive examination in the area of Counseling. A review of content related to these learning objectives should provide you with the foundation required for a successful mastery of the content.

1. Students should be familiar with the terminology used in testing and assessment. This terminology consists of the following:
 - psychological testing, psychological assessment
 - reliability and validity (including the various types of these)
 - criterion-referenced, norm-referenced, and content-referenced
 - z-score, t-score, standard score, percentile score
 - mean, standard deviation, standard error of measurement
2. Students should be familiar with the purpose of testing and assessment.
3. Students should be aware of criticisms and limitations of testing and assessment.
4. Students should be familiar with various multicultural issues involved in testing and assessment.
5. Students should be familiar with the purposes and uses of a variety of tests including the following: Outcome Questionnaire-45 (OQ-45), the Strong Interest Inventory (SII), the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), the Wechsler Adult Intelligence Scale (WAIS-IV), and the Personality Assessment Inventory (PAI).
6. Students should be familiar with the ACA Code of Ethics, APA Ethical Principles of Psychologists and Code of Conduct, and Nebraska State Laws as they pertain to the practice of counseling and applied psychology.
7. Students should be familiar with the various institutional bodies (e.g., state licensing boards) that regulate the practice of counselors and mental health practitioners, and the sanctions they can impose.
8. Students should be able to identify professional values, principles, and issues affecting counselors and trainees.
9. Students should be familiar with ethical decision-models and be able to apply these models when presented with ethical dilemmas/scenarios.
10. Students should be able familiar with best practices in providing ethical care and addressing potential complaints or charges of ethical violations.
11. Students should be familiar with the various components of ethical practice in the different roles that a counselor may take (e.g., as supervisor, educator, gatekeeper).
12. Students should be familiar with major legal cases (e.g., Tarasoff) and their implications for ethical practice.
13. Students should be familiar with the major counseling approaches categorized as humanistic-experiential, learning/cognitive, and psychoanalytic/psychodynamic.
14. Students should be familiar with the premises and principles of mindfulness based therapies which include ACT and DBT.
15. Students should be able to define cognitive diffusion and mindfulness.
16. Students should be able to demonstrate knowledge of the therapist's role and the values by which the therapist conducts counseling.
17. Students should be familiar with the core premises of psychodynamic therapy such as transference, countertransference, resistance, and interpretation.
18. Students should understand the principle of cognitive re-structuring.

19. Students should be familiar with the change processes of the primary counseling approaches.
20. Students should be familiar with the strengths and limitations of each of the core counseling theories.
21. Students should be familiar with several post-modern counseling approaches.
22. Students should understand the philosophical underpinnings of the major counseling theories.
23. Students should be able to identify primary intervention techniques of the major counseling theories.
24. Students should be familiar with counseling skills that are used across most forms of psychotherapy (e.g., self-disclosure; empathy; confrontation).
25. Students should be able to identify the differences among 'following' (i.e., non-directive) counselor responses.
26. Students should be able to identify the differences among 'leading' (i.e., probes) counselor responses.
27. Students should be familiar with counselor responses that can lead to negative outcomes.
28. Students should be knowledgeable about core therapeutic factors in groups.
29. Students should know the contributors to public esteem in group therapy.
30. Students should be familiar with factors to screen for, before admitting an individual to a counseling group.
31. Students should be familiar with problematic behaviors and styles in groups.
32. Students should know how to start and how to end or terminate a group.
33. School counseling students should be familiar with the limits of confidentiality for their work with students in schools.
34. School counseling students should understand the requirements put on schools and school counselors by federal laws.
35. School counseling students should understand their obligations when suicide-ality has been identified.
36. School counseling students should be familiar with the ASCA model for school counselors.
37. School counseling students should be familiar with the requirements of mandated reporting when abuse is suspected.
38. School counseling students should understand the Tarasoff Case and its influence on the practice of school counseling.
39. School counseling students should be familiar with the achievement gap in schools.
40. Students should understand the philosophical underpinnings of core multicultural constructs related to oppression, discrimination, racism, and privilege.
41. Students should understand what constitutes multicultural and social justice counseling.
42. Students should have knowledge of the major racial/ethnic and White identity models.
43. Students should understand constructs related to acculturation and worldview.
44. Students should have knowledge on cultural humility.
45. Students should have knowledge on microaggressions.
46. Students should have knowledge on racial trauma.
47. Students should have knowledge on intersectionality.
48. Students should understand the philosophical underpinnings of core career development theories
49. Students should have knowledge on the central tenets that have guided the development of traditional career theories.
50. Students should understand the role of context and culture on the career development process.
51. Students should have knowledge on career assessments related to interests, personality, values, and career development.
52. Students should have broad knowledge on various career interventions that can be employed with diverse groups