



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

**Course Title:** Family Counseling  
**Course Number:** CNS-6050  
**Course Date:** Fall 2020  
**Course Meeting Times:** Wednesdays, 5:15 P.M. – 7:15 P.M.  
**Course Location:** Lawrence Hall – Room 202  
**Course Designation:** Level II Course (Required for the Clinical Mental Health Counseling Program and School Counseling Program)  
**Semester Hours:** 3  
**Prerequisites:** Level I Courses  
**Limitation on Enrollment:** 18

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**Instructor:** Dr. Thomas DeGeorge, Ph.D., LPC  
**Email:** thomas.degeorge@rosemont.edu  
**Phone:** 610.527.0200, x2390  
**Office:** Good Counsel Hall – Room 209-B  
**Office Hours:** T (1:00 P.M. – 4:00 P.M.); W (2:00 P.M. – 5:00 P.M.)

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**Course Description:** This course presents as an introduction to family counseling and therapy. Class sessions will address both conceptual and practical skills in working with families, specifically families with children and/or adolescents. The course is designed to provide a

foundation for conceptualizing the dynamics of familial relationships. Couples counseling and marital therapy will be reviewed.

**Rosemont Mission Statement:** Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

**Professional Performance Evaluation:** Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of

grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

**Note:** The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

## **I. Student Learning Outcomes**

Upon completion of this course, students will be able to:

- A.** Develop proficiency in applying basic family therapy interventions to specific clinical situations with an awareness of client and counselor background.
- B.** Identify how environmental factors, protective factors, and inhibitory factors influence family dynamics and contribute to potential problems presented in the therapeutic process.
- C.** Develop a basic theoretical understanding of systems thinking, family counseling theory, and an informed view of the historical development and foundations of family therapy.
- D.** Determine how multicultural characteristics may influence counseling approach and an understanding of family dynamics to work effectively with various demographics of people.
- E.** Evaluate traditional approaches utilized in family therapy with postmodern views and approaches in family therapy as a means to formulate a personal model of family therapy practice.
- F.** Analyze the bidirectional influence of historical and modern-day social structures on families and the individual for conceptualization and appropriate treatment services.
- G.** Implement effective therapeutic skills during the assessment process to build a therapeutic alliance and engage in intervention planning.

## **II. Course Content**

- A.** Introduction, philosophy, of Family Therapy
  - a. Definition of Family Therapy
  - b. Goals and purposes
  - c. Philosophical bases

- d. Ethical standards and legal issues
- B. The Evolution of Family Therapy**
  - a. Role and identity of the counselor
    - i. Professional identity
    - ii. Change agent
    - iii. Individual v Family counseling
    - iv. Couple's Therapy
- C. Nature of Change Systems, and Attachment**
  - b. Palo Alto Group
  - c. Change Systems Theory
  - d. Attachment Theory
  - e. Observation skills
  - f. Clarifying skills
- D. Basic Techniques of Family Therapy**
  - g. Standards of Family counseling
  - h. Legal concepts, codes, and rules
  - i. Standards of practice for various age groups
  - j. Client records
  - k. Confidentiality
  - l. Scope and limits of practice
- C. Multicultural Aspects**
  - a. Self and other-awareness
  - b. Counseling techniques
  - c. Lifespan
  - d. Disability status
  - e. Sexual orientation
  - f. Gender identity
  - g. Race and ethnicity
- D. Intergenerational Family Systems theory**
  - a. Cybernetics
  - b. Systems Theory
  - c. Social Constructionism
  - d. Attachment Theory
  - e. Working Concepts of Family Theory

- E. Bowen Family Systems
  - a. History
  - b. Basic Model
    - 1. Differentiation of Self
    - 2. Emotional Triangles
    - 3. Multigenerational Emotional Processes
    - 4. Emotional Cutoff
    - 5. Societal Emotional Process
    - 6. Normal Family Development
    - 7. Development of Behavior Disorders
    - 8. How Therapy Works
  - c. Family Structure
- F. Strategic Family therapy
  - a. History
  - b. The Basic Model
    - 1. Normal Family Development
    - 2. Development of Behavior Disorders
  - c. Current Status of the Model
- G. Structural Family Therapy
  - a. Evolution of the Model
  - b. The Basic Model
  - c. Therapy
    - 1. Assessment
    - 2. Therapeutic Techniques
- H. Human Validation Process Model
  - a. Symbolic/Experiential theory & techniques
- I. Psychoanalytic Family Therapy
  - a. Evolution of the Model
  - b. The Basic Model
    - 1. Freudian Drive Psychology
    - 2. Self-Psychology
    - 3. Object Relations Theory
    - 4. Development of Behavior Disorders
- J. Cognitive-Behavioral Family Therapy

- K. Postmodern Techniques
  - a. Solution Focused Therapy
    - 1. Accentuating the Positive
    - 2. Evolution of the Model
  - b. Therapy
    - 1. Assessment
    - 2. Therapeutic Techniques
- L. Postmodern Techniques
  - a. Narrative Therapy
- M. Family Therapy in Addiction

### III. **Methods of Instruction**

- A. Lecture and discussion
- B. Group Discussions
- C. Course readings
- D. Role play
- E. Video presentations
- F. Case studies

### IV. **Methods of Assessment**

Assessment	Points
A. Attendance and Participation	10 X 1 = 10-Points
B. Case Study Summaries	5 X 5 = 25-Points
C. Genogram	20-Points
D. Family Treatment Paper	25-Points
E. Role Play	20-Points
<b>Total</b>	<b>100-Points</b>

- A. **Attendance and Participation (Stump the Class):** After each weekly reading assignment, students will write 5-Questions associated with the content of the reading. Questions will demonstrate the depth and understanding of the assigned reading. The instructor will select random questions during class sessions for students to respond. The questions will function to track acquisition of content and will be submitted to the

instructor.

**Total Points:** 10 X 1 = 10-Points

**Student Learning Outcomes:** A - G

- B. **Case Study Summaries:** Five different case studies will be assigned as they relate to specific family therapy theories. Students will analyze each family case study and provide a case summary in the form of an intake progress note. Students will then apply and develop a treatment plan incorporating the assigned theory, as determined by the instructor. At minimum, each case study response should be 2-pages in length. For one of the five case studies, students will be free to choose any family theory presented in class and develop their plan of treatment. For the final case study, students will state and defend their selected approach, as if in a multidisciplinary team meeting.

**Total Points:** 5 X 5 = 25- points

**Student Learning Outcomes:** A, D, E, G

- C. **Genogram:** Students will explore family development using the tool of a genogram by interviewing a volunteer of a different multicultural background from their own about his or her family history. The genogram can be constructed in whatever form the student wishes but must be clear and contain at least 3 generations. A 2-4 page paper will accompany the genogram discussing what was learned about the family, the process of completing the genogram, cultural issues, and any other key issues identified by the student. The assignment must include a discussion of how these issues may influence the student's work as a therapist, including any counter-transference issues that may arise. Each genogram will be presented in class.

**Total Points:** 20-Points

**Student Learning Outcomes:** A, C, D, E, F, G

- D. **Family Treatment Paper:** Students will watch a movie about a family experiencing some degree of difficulty and apply one family therapy theory or model as a possible means of working effectively with the family portrayed in the movie. Discussion will include the following:

- (1) Why you chose to work with the therapy theory or model.
- (2) Specific ways in which you would apply the theory or model.

- (3) Diagnosis and associated symptomatology of the character(s) in the movie.
- (4) Treatment plan and description of a course of therapy, including goals and objectives for the family and individual(s) within the family, if appropriate.
- (5) An understanding of how you will know any treatment objectives or goals have been reached.
- (6) Appropriate APA Formatting, specifically no abstract, at least 2 peer reviewed journal or book references, and be between 7 and 10 pages of content (not including title and reference pages).

**Total Points:** 25-Points

**Student Learning Outcomes:** B, C, D, E, F, G

- E. **Role Play:** During the final weeks of class students will participate in role playing activities, alternating between being a family therapist and family members/couples to engage in a mock therapy session. Role play assignments will be issued by the instructor. The “therapist” role will have other students as support in a “team approach” while working with the presented “family.”

**Total Points:** 20-Points

**Student Learning Outcomes:** A - G

## V. Final Grade Scale

**Note:** All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

**Attendance Policy:** Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

**Academic Integrity:** Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

**Class Assignments:** Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

**Communications:** Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

**Disability Statement:** If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

**Student Concerns:** Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

**Cell Phone Use:** In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

**Use of Laptops or Other Electronic Devices:** The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

**Recording Lectures:** Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

**Inclement Weather:** The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

**Course Website:** Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

**Submitting Papers Electronically:** Writing assignments for this course are to be submitted electronically via the course website.

**Rosemont College 2018-2019 Graduate Academic Calendar:**

[https://rosemont.edu/\\_resources/site-pdfs/registrar/2018-2019\\_sgps\\_academic\\_calendar.pdf](https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf)

**VI. Required Textbook and Equipment**

Nichols, M. (2013). *The Essentials of Family Therapy (6th ed.)*. New York City, NY:

Pearson

**VII. Tentative Course Schedule**

<b>Date</b>	<b>Topics/Activities</b>	<b>Assignments Due</b>
Week 1: 09/05/2018	Overview of the field and course	<b>Lecture</b> <b>Review of syllabus</b>
Week 2: 09/12/2018	Nature of Change Systems, and Attachment	<b>Palo Alto Group: Change Systems theory applied to family therapy. Working with Attachment Styles</b>
Week 3: 09/19/2018	Basic Techniques	<b>Lecture/Experiential Activity</b> <b>Case Study Summary</b>
Week 4: 09/26/2018	Intergenerational Family Systems theory	<b>Lecture/discussions</b> <b>Case Study Summary</b>
Week 5: 10/03/2018	Bowen Family Systems Genograms	<b>Lecture / Discussion</b> <b>Case Study Summary</b>
Week 6: 10/10/2018	Strategic Family therapy	<b>Lecture / Discussion</b> <b>Case Study Summary</b>
Week 7: 10/17/2018	Structural Family Therapy	<b>Lecture / Discussion</b> <b>Case Study Summary</b>

Week 8: 10/24/2018	Human Validation Process Model & Symbolic/Experiential theory & techniques	<b>Experiential Activity</b> <b>Theory review</b>
Week 9: 10/31/2018	Psychoanalytic Family Therapy	<b>Lecture/Discussion</b> <b>Genogram Due</b>
Week 10: 11/07/2018	Cognitive-Behavioral Family Therapy	<b>Lecture/Discussion</b>
Week 11: 11/14/2018	Postmodern Techniques: Solution Focused Therapy	<b>Lecture/Discussion</b> <b>Role Play</b>
Week 12: 11/21/2018	<b>Thanksgiving Holiday- No Class</b>	
Week 13: 11/28/2018	Postmodern Techniques: Narrative Therapy	<b>Lecture/Discussion</b> <b>Role Play</b>
Week 14: 12/05/2018	Family Therapy in Addiction	<b>Lecture/Discussion</b> <b>Role Play</b> <b>Family Treatment Paper Due</b>

## VIII. Bibliography

### A. Print Resources

Carr, A. (2014). The evidence base for family therapy and systemic interventions for child-focused problems. *Journal of Family Therapy*. 36(2), 107-157.

Baldo, T. & Softas-Nall, B. (2002). There's no place like home: Redefining commitment. *The Family Journal: Counseling and Therapy for Couples and Families*, 10(2), 210-212.

Burge, S. K., Becho, J., Ferrer, R. L., Wood, R., Talamantes, M., & Katerndahl, D. (2014). Safely examining complex dynamics of intimate partner violence. *Families, Systems, & Health*. 32(3), 259-270.

Davis, K. (2001). Structural-strategic family counseling: A case study in elementary school counseling. *Professional School Counseling*, 4(3), 180-186.

- Doerries, D. & Foster, V. (2001). Family counselors as school consultants: Where are the solutions? *The Family Journal: Counseling and Therapy for Couples and Families*, 9(4), 391- 397.
- Kraus, I. (1998). A fresh look at school counseling: A family-systems approach. *Professional School Counseling*, 1(4), 12-17.
- Mullins, L., Gillaspay, S., Molzon, E. & Chaney, J., (2014). Parent and family interventions in pediatric psychology: Clinical applications. *Clinical Practice in Pediatric Psychology*, 2(3), 281-293
- Nelson, J. (2006). For parents only: A strategic family therapy approach in school counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 14(2), 180-183.
- Rotter, J. & Boveja, M. (1999). Family therapists and school counselors: A collaborative endeavor. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(3), 276- 279. 14
- Softas-Nall, B., Beadle, M. Newell, J. & Helm, H. (2008). Attitudes of family therapists on the disclosure of extramarital affairs. *The Family Journal: Counseling and Therapy for Couples and Families*. 16(4), 328-337.
- Softas-Nall, B. & Francis, P. (1998). A solution-focused approach to a family with a suicidal member. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(3), 227-230.
- Softas-Nall, B., Baldo, T., & Jackson, S. (1997). Facilitating the transition from individual sessions to systemic family sessions: Issues of supervision and training. *The Family Journal: Counseling and Therapy for Couples and Families*, 5, 257-262.
- Williamson, J., Softas-Nall, B., & Miller, J. (2003). Grandmothers raising grandchildren: An exploration of their experiences and emotions. *The Family Journal: Counseling and Therapy for Couples and Families*, 11(1), 23-32. Readings Relevant to School Counseling and Family Systems Caffery,
- Van Velsor, P. & Cox, D. (2000). Use of the collaborative drawing technique in school counseling practicum: An illustration of family systems. *Counselor Education and Supervision*, 40(2), 141-152.

### C. Non-Print Resources

American Counseling Association: <http://www.counseling.org>

American School Counselors Association: [www.asca-ins.com/](http://www.asca-ins.com/)

CACREP: [www.cacrep.org](http://www.cacrep.org)

Center for AIDS Intervention Research: <http://www.cair.mcw.edu/index.asp>

Culture-based resource: [www.nativeweb.com](http://www.nativeweb.com)

Distance career counseling: [www.readyminds.com](http://www.readyminds.com)

National Board of Certified Counselors (NBCC): [www.nbcc.org](http://www.nbcc.org)

National Clearinghouse for Alcohol & Drug Information (NCADI): <http://www.health.org/>

U.S. Department of Health and Office of Minority Health Resource Center: [www.omhrc.org](http://www.omhrc.org)

### IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas ( <b>1a. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation, Family Treatment Paper	(A) (C)
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 interorganizational collaboration and consultation ( <b>1b. Professional Counseling Orientation and Ethical Practice</b> ).	Case Study Summaries, Family Treatment Paper	(A) (C)
Professional counseling organizations, including membership benefits, activities, services to members and current issues ( <b>1f. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation	(C)

Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ( <b>1g. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation, Role Play	(C) (G)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling ( <b>1i. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation, Case Study Summaries, Role Play	(G)
The role of counseling supervision in the profession ( <b>1m. Professional Counseling Orientation and Ethical Practice</b> ).	Case Study Summaries, Role Play	(E) (G)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ( <b>2a. Social and Cultural Diversity</b> ).	Attendance and Participation, Genogram, Family Treatment Paper	(A) (B) (D) (F)
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others ( <b>2d. Social and Cultural Diversity</b> ).	Genogram, Family Treatment Paper	(A) (B) (D) (F)
The effects of power and privilege for counselors and clients ( <b>2e. Social and Cultural Diversity</b> ).	Genogram, Role Play	(A) (D)
Help-seeking behaviors of diverse clients ( <b>2f. Social and Cultural Diversity</b> ).	Genogram, Role Play	(B) (D)
The impact of spiritual beliefs on clients' and counselors' worldviews ( <b>2g. Social and Cultural Diversity</b> ).	Genogram	(A) (B) (D)
Theories of individual and family development across the lifespan ( <b>3a. Human Growth and Development</b> ).	Attendance and Participation, Case Study Summaries, Genogram	(A) (B) (C) (E) (F)
Theories of normal and abnormal personality development ( <b>3c. Human Growth and Development</b> ).	Case Study Summaries	(B) (C) (F)

Systemic and environmental factors that affect human development, functioning, and behavior ( <b>3f. Human Growth and Development</b> ).	Case Study Summaries, Genogram, Family Treatment Paper	<b>(B) (C) (F)</b>
A general framework for understanding differing abilities and strategies for differentiated interventions ( <b>3h. Human Growth and Development</b> ).	Case Study Summaries, Family Treatment Paper	<b>(D) (F)</b>
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan ( <b>3i. Human Growth and Development</b> ).	Attendance and Participation, Case Study Summaries, Genogram	<b>(D) (G)</b>
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors ( <b>4b. Career Development</b> ).	Case Study Summaries, Genogram, Family Treatment Paper	<b>(B) (C)</b>
Approaches for assessing the conditions of the work environment on clients' life experiences ( <b>4d. Career Development</b> ).	Case Study Summaries, Genogram	<b>(B) (F)</b>
Strategies for facilitating client skills development for career, educational, and life-work planning and management ( <b>4h. Career Development</b> ).	Family Treatment Paper	<b>(A) (G)</b>
Theories and models of counseling ( <b>5a. Counseling and Helping Relationships</b> ).	Attendance and Participation, Case Study Summaries	<b>(A) (C) (E)</b>
A systems approach to conceptualizing clients ( <b>5b. Counseling and Helping Relationships</b> ).	Case Study Summaries, Genogram, Family Treatment Paper	<b>(B) (C) (F)</b>
Counselor characteristics and behaviors that influence the counseling process ( <b>5f. Counseling and Helping Relationships</b> ).	Role Play	<b>(A)</b>
Essential interviewing, counseling, and case conceptualization skills ( <b>5g. Counseling and Helping Relationships</b> ).	Family Treatment Paper, Role Play	<b>(G)</b>
Developmentally relevant counseling treatment or intervention plans ( <b>5h. Counseling and Helping Relationships</b> ).	Case Study Summaries, Family Treatment Paper	<b>(A) (D) (F)</b>

Development of measureable outcomes for clients <b>(5i. Counseling and Helping Relationships)</b> .	Case Study Summaries, Family Treatment Paper	<b>(F) (G)</b>
Evidenced-based counseling strategies and techniques for prevention or intervention <b>(5j. Counseling and Helping Relationships)</b> .	Attendance and Participation, Case Study Summaries, Family Treatment Paper	<b>(A) (C) (E) (G)</b>
Processes for aiding students in developing a personal model of counseling <b>(5n. Counseling and Helping Relationships)</b> .	Attendance and Participation, Family Treatment Paper, Role Play	<b>(C) (E)</b>
Dynamics associated with group process and development <b>(6b. Group Counseling and Group Work)</b> .	Role Play	<b>(A) (B)</b>
Therapeutic factors and how they contribute to group effectiveness <b>(6c. Group Counseling and Group Work)</b> .	Role Play	<b>(A)</b>
Types of groups and other considerations that affect conducting groups in various settings <b>(6f. Group Counseling and Group Work)</b> .	Case Study Summaries, Role Play	<b>(A)</b>
Use of environmental assessments and systematic behavioral observations <b>(7j. Assessment and Testing)</b> .	Case Study Summaries, Family Treatment Paper	<b>(B)</b>
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice <b>(8a. Research and Evaluation)</b>	Family Treatment Paper	<b>(E)</b>
Identification of evidence-based counseling practices <b>(8b. Research and Evaluation)</b>	Attendance and Participation, Case Study Summaries	<b>(E)</b>

<b>CACREP Specialty Standards (Clinical Mental Health Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
B. Theories and models related to clinical mental health counseling	Attendance and Participation, Case Study Summaries	(A) (C) (E)
C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Case Study Summaries	(G)
<b>2. Contextual Dimensions</b>		
A. Roles and settings of clinical mental health counselors	Case Study Summaries, Family Treatment Paper, Role Play	(A)
B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Attendance and Participation, Case Study Summaries	(F)
C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Attendance and Participation, Case Study Summaries, Role Play	(A)
D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Family Treatment Paper	(G)
J. Cultural factors relevant to clinical mental health counseling	Genogram	(A) (B) (D) (F)
K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Attendance and Participation, Role Play	(C) (G)
L. Legal and ethical considerations specific to clinical mental health counseling	Attendance and Participation, Case Study Summaries, Role Play	(D) (G)
<b>3. Practice</b>		
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Case Study Summaries, Family Treatment Paper, Role Play	(A) (E) (F) (G)

<b>CACREP Specialty Standards (School Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Contextual Dimensions</b>		
B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Case Study Summaries, Family Treatment Paper	<b>(A)</b>
F. Competencies to advocate for school counseling roles	Case Study Summaries	<b>(G)</b>
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Family Treatment Paper	<b>(B)</b>
N. Legal and ethical considerations specific to school counseling	Attendance and Participation, Role Play	<b>(D) (G)</b>
<b>3. Practice</b>		
F. Techniques of personal/social counseling in school settings	Case Study Summaries, Family Treatment Paper	<b>(G)</b>
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Genogram, Family Treatment Paper	<b>(A) (B) (C)</b>