



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

**Course Title:** Offender Treatment  
Course Number: CNS-6350  
Course Date: Summer 2022  
Course Meeting Times: Mondays 7:30-9:30pm with 30  
 minutes asynchronous per week  
Course Location: Community Center, 208/  
 Curtis Hall, 253 Cedar Crest  
Course Designation: Level II Elective Course (Clinical Mental Health Counseling  
 Program Only)  
Semester Hours: 3  
Prerequisites: Level I Courses  
Limitation on Enrollment: 18

Instructor: Dr. Thomas Starr  
 Email:  
 Phone:  
 Office: Good Counsel Hall - Room 208-B  
 Office Hours:

**Course Description:** This course is designed to provide a basic understanding of counseling techniques and the relationships with adult offenders in our society. Major topics to be covered include mental health issues common with adult offenders, assessment and diagnosis of adult offenders, role of counselors working with adult offenders, and current treatment approaches. The role of political ideology and social context in generating and supporting different correctional strategies 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 successful completion of this course, students will be able to:

- A. Understand the role of political ideology in American corrections and apply this knowledge to explain how ideology and social context shape corrections.
- B. Assess the connections between mental health and offending behaviors to implement appropriate counseling strategies for treatment intervention.
- C. Research and analyze different types of rehabilitation and treatment programs currently employed by practitioners for specific demographics of offenders.
- D. Comprehend assessment tools and processes based on legal and ethical standards utilized with offenders.
- E. Engage in appropriate consultation and collaboration with other members of the court system to advocate for the needs of offenders as well as supervision with clinical mental health personnel to attend to personal self-care.
- F. Facilitate effective re-integration into everyday society and address appropriate life transitions and career decision-making.

## **II. Course Content**

- A. Introduction
  - a. Syllabus Review
  - b. What is Corrections?
  - c. What is Correctional Counseling?
  - d. Mental Health and Crime
  - e. The Role of the Counselor
- B. Assessment and Treatment Planning
  - a. Gathering Data
  - b. Diagnostic and Classification Stage
  - c. Recidivism Prediction
  - d. Treatment Planning
  - e. Referral
  - f. Forensic Assessment of Adult Offenders
- C. Legal and Ethical Issues
  - a. Rights of the Correctional Offender
  - b. Confidentiality

- c. Duty to Warn and the Case of Tarasoff
  - d. Ethics in Correctional Counseling
- D. Cross Cultural Issues
  - a. Defining cultural competence
  - b. Culture of the client
  - c. Culture of the Counselor
  - d. Specific Racial and Cultural Groups
- E. Family Systems Therapy and Counseling
  - a. Multigenerational Transmission of Dysfunction
  - b. Bowenian Systems
  - c. Behavioral Family Therapy
- F. Group Therapy
  - a. Educating Offenders and the Group Process
  - b. The Four Stages of the Group Process and the Duties of the Counselor
- G. Substance Abuse Counseling and Co-Occurring Disorders
  - a. Stages of Substance Abuse and the Offender
  - b. Treating Substance Abuse and Co-Occurring Disorders
  - c. Relapse Prevention/Coping/Self Knowledge/Maintenance
- H. Anger Management and Domestic Abuse Counseling
  - a. Treatment approaches with Category One, Two and Three Batterers
  - b. The Duluth Model
  - c. The Domestic Abuse Project Model
- I. Female Offenders
  - a. Women in Therapy
  - b. Feminist Therapy, Marginalization and Diversity
- J. Sex Offenders
  - a. Addressing Denial and the Four Domains of Treatment
  - b. The Five “Cs” in Sex Offender Treatment
- K. Offender Recidivism
  - a. Risk Assessment
  - b. Feedback Loop in Therapy
  - c. Re-integration
  - d. Life transitions

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

- A. Discussion Board Postings

- B. Assigned Readings
- C. Group Assignments
- D. Case Studies

#### IV. Methods of Assessment

Assessment	Points	Due Date
A. Synchronous Class Participation	15-Points	Weekly
B. Asynchronous Class Participation: Discussion Board Postings (13)	15-Points	Due Weekly – Weeks 2-15
C. Pop Culture Movie Review	20-Points	Due in Week 7 - 6/20/2022
D. Case Files (2)	10 x 2 = 20-Points	Case Study 1 Due in Week 4 - 5/30/2022 Case Study 2 Due in Week 11 – 7/18/2022
E. Counselor Identity Reflection	30-Points	Due in Week 15 – 8/15/2022
<b>Total</b>	<b>100-Points</b>	

##### A. Synchronous Class Participation:

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association Code of Ethics, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.

- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

**B. Asynchronous Class Participation: Discussion Board Postings:** Throughout the semester students will respond to 13 different questions based on the assigned readings for the course. Questions will be posted within a weekly discussion forum so that students may respond to the question(s) and review the responses of peers for 13 weeks during Weeks 2-15. Students will respond to these discussion board posts on a weekly basis. Responses to questions must be thorough and infuse concepts and components of the assigned readings to demonstrate appropriate analysis of the question(s). Students must respond to one additional peer.

**Total Points: 15-Points**

**Student Learning Outcomes:** A - F

**C. Pop Culture Movie Review:** Students will work within groups of 3-4 students to watch a film based upon a topic related to offender treatment and create a presentation that analyzes characteristics of the film from a counseling perspective. The following films based upon specific subject matter may be selected for analysis:

- The Woodsman: Caucasian male incarcerated as a sex offender and pedophile attempting to re-integrate into society
- Chapter and Verse: African American man previously incarcerated attempting to re-integrate into society
- The Grey Area: The experience of females behind bars as well as the incidents that led to their incarceration and their ability to function within the family system
- This is Crazy: Criminalizing Mental Health: The stories of individuals experiencing mental health issues in the prison system

These films aim to help students gain an understanding of the specific implications in the assessment and treatment offenders. The following must be included in your presentation:

- (1.) Brief synopsis of the film
- (2.) Methods to improve clinical or professional practices
- (3.) Multicultural considerations of the client(s) included in the film

- (4.) Treatment and intervention plan (evidenced-based) for client(s) include within the film
- (5.) Relapse prevention plan for rehabilitation and success, i.e. career development post-incarceration
- (6.) Ethical considerations when working with the client(s) in the film
- (7.) Self-care considerations when working with the client(s) in the film

**Total Points:** 20-Points

**Student Learning Outcomes:** A, B, C, E, F

- D. **Case Files:** Students will receive two (2) articles describing a criminal offender from the local newspaper. Students will review the article and analyze its content based on a counseling perspective within a 2-3 page paper that includes the following:
- (1.) What would you like to ask the offender and why?
  - (2.) What developmental areas of past and present would be relevant to review if you had the opportunity to assess and treat this person?
  - (3.) What form of assessment would you use, i.e. type of interview and assessments with psychometric properties?
  - (4.) How would you approach treatment and intervention for this individual, including collaboration and consultation with the legal system?
  - (5.) What would be included in the relapse prevention plan for this individual?
  - (6.) What potential biases may you encounter when working with this individual?

**Note:** Case files could contain material that could be upsetting due to the criminal nature of the individual. Please speak to the instructor if you are sensitive to certain crimes.

**Total Points:** 10 X 2 = 20 Points

**Student Learning Outcomes:** A, B, C, D, F

- E. **Counselor Identity Reflection:** Students will complete a 7-8 page reflection paper (title and reference pages not included) on counselor identity. The paper will review aspects related to your strengths, areas of improvement, and potential biases when working with criminal offenders. Please take the time to review and consider your own responses to the Pop Culture Movie Review and Case Files as well as the content within the presentations of your peers to the Pop Culture Movie Review. The reflection paper should include the following components:
- (1.) An overview of interests and areas of strength towards offender treatment with supportive statement indicating why you feel certain aspects are considered an area of strength
  - (2.) An overview of your areas of improvement towards offender treatment. In this section

you should include information on areas of interest but consider these aspects from a perspective of future growth.

(3.) A discussion of potential biases that may create difficulties for the student to abide by legal and ethical standards towards offender treatment.

(4.) A review of potential efforts to overcome these biases in an effort to become a stronger counselor focused on working with offenders, i.e. training, supervision, consultation, etc. Please be as specific as possible regarding these efforts.

(5.) A statement of personal philosophy towards offender treatment that includes ideas related to your approach and infuses components of your areas of strength and areas of improvement as well as the most important aspect of offender treatment from your own perspective.

(6.) APA Formatting throughout the paper with scholarly references.

**Total Points:** 30-Points

**Student Learning Outcomes:** A, E

#### V. **Final Grade Scale**

**Note:** All students in the Graduate Counseling Program should strive to receive a grade of **“B” or higher.** If a student fails to do so, the student may be required to **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**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C.: Author.

Hanser, R. D., Mire, S. M., & Braddock, A. (2011). *Correctional counseling*. Boston, MA: Prentice Hall.

**VII. Tentative Course Schedule**

<b>Date</b>	<b>Topics/Activities</b>	<b>Assignments Due</b>
Week 1: 05/09/2022	Hanser et al.: Chapter 1 The Role of the Correctional Counselor	
Week 2: 05/16/2022	Hanser et al.: Chapter 2 Legal, Ethical, and Cross Cultural Issues	<b>Discussion Board Posting-1</b>
Week 3: 05/23/2022	Hanser et al.: Chapter 3 Assessment, Classification, & Treatment Planning	<b>Discussion Board Posting-2</b>

Week 4: 05/30/2022	Hanser et al.: Chapter 4 Rapport-Building, Person-Centered Techniques, & Goal-Setting	<b>Discussion Board Posting-3</b>  <b>Case File (1)</b>
Week 5: 06/06/2022	Hanser et al.: Chapter 5 Common Theoretical Counseling Perspectives	<b>Discussion Board Posting-4</b>
Week 6: 06/13/2022	Hanser et al.: Chapter 6 Family Systems Therapy and Counseling	<b>Discussion Board Posting-5</b>
Week 7: 06/20/2022	Hanser et al.: Chapter 7 Group Therapy	<b>Discussion Board Posting-6</b>  <b>Pop Culture Movie Review</b>
Week 8: 06/27/2022	Hanser et al.: Chapter 8 Substance Abuse Counseling & Co-occurring disorders	<b>Discussion Board Posting-7</b>
Week 9: 07/04/2022	Summer Break	
Week 10: 07/11/2022	Hanser et al.: Chapter 9 Youth Counseling and Juvenile Offenders	<b>Discussion Board Posting-8</b>
Week 11: 07/18/2022	Hanser et al.: Chapter 10 Anger Management and Domestic Abuse Counseling/Facilitating	<b>Discussion Board Posting-9</b>  <b>Case File (2)</b>
Week 12: 07/25/2022	Hanser et al.: Chapter 11 Female Offenders and Correctional Counseling	<b>Discussion Board Posting-10</b>
Week 13: 08/01/2022	Hanser et al.: Chapter 12 Sex Offenders	<b>Discussion Board Posting-11</b>
Week 14: 08/08/2022	Hanser et al.: Chapter 13 HIV/AIDS, Dying/Grief & Mourning, Older Offenders, & Suicide Issues	<b>Discussion Board Posting-12</b>
Week 15: 08/15/2022	Hanser et al.: Chapter 14 Evaluation, Effectiveness, Relapse, & Offender Recidivism	<b>Discussion Board Posting-13</b>  <b>Counselor Identity Reflection</b>

### VIII. **Print Resources**

- Alavi, S. S., Ferdosi, M., Jannatifard, F., Eslami, M., Alaghemandan, H. & Setare, M. (2012). Behavioral addiction versus substance addiction: Correspondence of psychiatric and psychological views. *International Journal of Preventative Medicine*, 3(4), 290-294.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- American Psychiatric Association. (2013). *Substance-related and addictive disorders*. Retrieved from <http://www.dsm5.org/documents/substance%20use%20disorder%20fact%20sheet.pdf>.
- Applegate, B. K., Cullen, F. T., Fisher, B. S. (1997). Public support for correctional treatment: The continuing appeal of their rehabilitative ideal. *The Prison Journal*, 77, 237-258.
- Baliouis, M., Huband, N., Duggan, C., McCarthy, L., & Vollm, B. (2015). Development and validation of a treatment progress scale for personality disordered offenders. *Personality and Mental Health*, 9(2), 107-123. doi:10.1002/pmh.1291.
- Bonta, J. (2002). Offender risk assessment: Guidelines for selection and use. *Criminal Justice and Behavior*, 29, 355-379.

- Caufield, L. S., Wilkinson, D. J., & Wilson, D. (2016). Exploring alternative terrain in the rehabilitation and treatment of offenders: Findings from a prison-based music project. *Journal of Offender Rehabilitation, 55*(6), 396-418. doi:10.1080/10509674.2016.11.
- Crane, C. A. Eckhardt, C. I., & Schlauch, R. C. (2015). Motivational enhancement mitigates the effects of problematic alcohol use on treatment compliance among partner violent offenders: Results of a randomized clinical trial. *Journal of Consulting and Clinical Psychology, 83*(4), 689-695. doi:10.1037/a0039345.
- Dana, R. H., Behn, J.D. & Gonwa, T. (1992). A checklist for the examination of cultural competence in social service agencies. *Research of Social Work Practice, 2*, 220-233.
- Eno Louden, J. & Manchak, S. K. (2018). Social networks and treatment adherence among Latino offenders with mental illness. *Psychological Services, 15*(1), 109-118. doi:10.1037/ser0000167.
- Gibbs, J. C., Potter, G. & Goldstein, A. (1995). *The EQUIP program: Teaching youth to think and act responsibly through a peer-helping approach*. Champaign, IL: Research Press.
- Hanser, R. D. (2006) *Special needs offenders in the community*. Upper Saddle River, NJ: Prentice Hall.
- McCollister, K. E. & French, M. T. (2001). *The economic cost of substance abuse treatment in criminal justice settings*. Miami, FL: University of Miami. Retrieved from: [www.amityfoundation.com/lib/libarch/CostPrisonTreatment.pdf](http://www.amityfoundation.com/lib/libarch/CostPrisonTreatment.pdf).
- Mire, S. M., Forsythe, C., & Hanser, R. D. (2007). Jail diversion: Addressing the needs of offenders with mental illness and co-occurring disorders. *Journal of Offender Rehabilitation, 45*(1/2), 19-31.
- Tollefson, D. R., & Phillips, I. (2015). A Mind-Body Bridging treatment program for domestic violence offenders: Program overview and evaluation results. *Journal of Family Violence, 30*(6), 783-794. Doi:10.1007/s10896-015-9715-9.
- Webster, G. (2018). Psychoanalytic complexity theory: An application to the treatment of child sexual offenders. *Psychoanalytic Psychology, 35*(1), 83-92. doi:10.1037/pap0000120

**IX. CACREP Standards Assessment Crosswalk**

<b>2016 CACREP Standard</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
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>	Discussion Board Postings, Pop Culture Movie Review, Case Files, Counselor Identity Reflection	<b>(B) (C) (D) (E) (F)</b>
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients <b>(1e. Professional Counseling Orientation and Ethical Practice).</b>	Discussion Board Postings, Pop Culture Movie Review, Case Files	<b>(A) (C) (E) (F)</b>
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>	Pop Culture Movie Review	<b>(D)</b>
Self-care strategies appropriate to the counselor role <b>(1l. Professional Counseling Orientation and Ethical Practice).</b>	Pop Culture Move Review, Counselor Identity Reflection	<b>(E)</b>
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others <b>(2d. Social and Cultural Diversity).</b>	Pop Culture Movie Review, Case Files	<b>(C) (F)</b>
The effects of power and privilege for counselors and clients <b>(2e. Social and Cultural Diversity).</b>	Discussion Board Postings, Pop Culture Movie Review, Case Files	<b>(A) (D)</b>
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination <b>(2h. Social and Cultural Diversity).</b>	Discussion Board Postings, Pop Culture Movie Review	<b>(A) (D)</b>

Theories of individual and family development across the lifespan ( <b>3a. Human Growth and Development</b> ).	Case Files	(B) (F)
Theories of normal and abnormal personality development ( <b>3c. Human Growth and Development</b> )	Pop Culture Movie Review, Case Files	(B) (F)
Theories and etiology of addictions and addictive behaviors ( <b>3d. Human Growth and Development</b> ).	Discussion Board Postings, Pop Culture Movie Review	(B) (D)
Biological, neurological, and physiological factors that affect human development, functioning, and behavior ( <b>3e. Human Growth and Development</b> ).	Discussion Board Postings, Pop Culture Movie Review, Case Files	(B) (C) (E) (F)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors ( <b>4b. Career Development</b> ).	Pop Culture Movie Review, Case Files	(A) (B) (F)
Approaches for assessing the conditions of the work environment on clients' life experiences ( <b>4d. Career Development</b> ).	Pop Culture Movie Review	(A) (F)
A systems approach to conceptualizing clients ( <b>5b. Counseling and Helping Relationships</b> ).	Discussion Board Postings, Pop Culture Movie Review, Case Files	(A) (B) (F)
Essential interviewing, counseling, and case conceptualization skills ( <b>5g. Counseling and Helping Relationships</b> ).	Pop Culture Movie Review, Case Files	(B) (D)
Developmentally relevant counseling treatment or intervention plans ( <b>5h. Counseling and Helping Relationships</b> )	Pop Culture Movie Review, Case Files	(B) (C) (D) (F)
Development of measurable outcomes for clients ( <b>5i. Counseling and Helping Relationships</b> )	Pop Culture Movie Review, Case Files	(B) (F)
Evidence-based counseling strategies and techniques for prevention and intervention ( <b>5j. Counseling and Helping Relationships</b> )	Pop Culture Movie Review	(C)
Processes for aiding students in developing a personal model of counseling ( <b>5n. Counseling and Helping Relationships</b> )	Counselor Identity Reflection	(C) (E)



Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide ( <b>7c. Assessment and Testing</b> ).	Pop Culture Movie Review, Case Files	(B) (D)
Use of assessments for diagnostic and intervention planning purposes ( <b>7e. Assessment and Testing</b> ).	Pop Culture Movie Review, Case Files	(B) (D) (F)
Use of assessment results to diagnose developmental, behavioral, and mental disorders ( <b>7l. Assessment and Testing</b> ).	Pop Culture Movie Review, Case Files	(B) (D) (E)
Ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results ( <b>7m. Assessment and Testing</b> ).	Discussion Board Postings, Pop Culture Movie Review, Case Files	(B) (D) (E)
Identification of evidence-based counseling practices ( <b>8b. Research and Evaluation</b> )	Pop Culture Movie Review	(C)

<b>Section 5 – Entry Level Specialty Areas (Clinical Mental Health Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Discussion Board Postings, Pop Culture Movie Review, Case Files	(B) (C) (E) (F)
E. Psychological tests and assessments specific to clinical mental health counseling	Pop Culture Movie Review, Case Files	(B) (D) (F)
<b>2. Contextual Dimensions</b>		
A. Roles and settings of clinical mental health counselors	Discussion Board Postings, Pop Culture Movie Review, Case Files, Counselor Identity Reflection	(B) (C) (D) (E) (F)
B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Discussion Board Postings, Pop Culture Movie Review	(B) (D)
E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Discussion Board Postings, Pop Culture Movie Review	(B) (D)
J. Cultural factors relevant to clinical mental health counseling	Pop Culture Movie Review, Case Files	(C) (F)

L. Legal and ethical considerations specific to clinical mental health counseling	Pop Culture Movie Review	<b>(D)</b>
<b>3. Practice</b>		
A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Pop Culture Movie Review, Case Files	<b>(B) (D) (F)</b>
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Pop Culture Movie Review, Case Files	<b>(B) (C) (D) (F)</b>
C. Strategies for interfacing with the legal system regarding court-referred clients	Discussion Board Postings, Pop Culture Movie Review, Case Files	<b>(E)</b>
E. Strategies to advocate for persons with mental health issues	Discussion Board Postings, Pop Culture Movie Review, Case Files	<b>(A) (C) (E) (F)</b>