

**UF UNIVERSITY of FLORIDA**  
**COLLEGE OF EDUCATION**  
**School of Human Development and Organizational Studies in Education**  
**Counselor Education Program**  
**MHS 6401 – Counseling Theories and Applications**  
**Tuesdays 9:35AM – 12:35PM**  
**Class location: NRNA 707A**  
**FALL 2025**  
**3 Credit Course**

**INSTRUCTOR CONTACT INFORMATION:**

**Name:** Deborah (Debbie) Smith, PhD, LPC, CPCS

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**Office:** Norman 1601

**Office Hours:** By appointment

**COURSE DESCRIPTION:**

A study of the major counseling theories, an exploration of how human nature changes, and the theoretical interventions to facilitate change.

**Purpose of the Course**

This introductory graduate-level course studies the major theories of counseling. To facilitate an understanding of the theories, the history and development of the theories will be explored. Also, the insights of a number of key thinkers will be introduced. This course will encourage learners to develop a strong critical stance and is designed to integrate rigorous academic dialogue with experiential learning. Students will be invited to learn and develop skills to deepen the mindfulness needed to cultivate human relationships that bring both therapeutic change and personal growth. A core emphasis is placed on the development of the theories of change, the histories of the theories, the strengths and weaknesses of the theories, the theoretical interventions, the application of theories in a clinical setting, and the synthesis of the theories; all leading to a better understanding of the students' personal theory of change.

**COURSE OBJECTIVES:**

This course will satisfy the Council for Accreditation of Counseling and Related Education Program's (CACREP, 2009) common core curriculum standards outlined in Section II.G in addition to the Clinical Mental Health Counseling, School Counseling, and Marriage, Couple, and Family Counseling standards

This course is designed to meet CACREP Accreditation Standards (*see Appendix C*).

By the end of the course, students will:

Identify and apply the key concepts of counseling theories (CACREP II, G, 3 b; II, G, 3, d; II, G, 5, d).

Understand the therapeutic process of counseling theories (CACREP II, G, 3, d; II, G, 5, d).

Demonstrate and apply counseling theories to diverse populations (CACREP II, B. 1; II, G, 2).

Recognize their personal worldview and belief system (CACREP II, G, 2, b; II, G, 2, c; II, G, 2, d; II, G, 2, e; II, G, 2, f).

Identify personal counseling beliefs and styles (CACREP II, G, 5, b; II, G, 5, c).

Identify a theoretical orientation to use, differentiate between the theories, and construct a therapeutic process based on theory (CACREP II, G, 5, d).

Analyze their personal skill set (CACREP II, G, 5, c).

Recognize and apply counseling issues and theories of change (CACREP II, G, 3, f).

Compare and contrast the application of various theories to particular issues (CACREP, II, G, 5, d).

Identify ethical issues in counseling (CACREP II, G. 1. j).

**PREREQUISITES:**

None

**Relation to Other Courses**

The course is designed to provide a foundational understanding of counseling theories that will help the counselor-in-training better conceptualize how humans change from that understanding, and provide a theoretical foundation on which all future development can be based.

**TEXTBOOKS:****Required:**

Yalom, I. (2009). *The gift of therapy*. HarperCollins Publishers.

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. Cengage. (ISBN- 10: 1305263723 | ISBN-13: 978-1305263727)

**METHOD OF INSTRUCTION:**

1. Lecture and classroom discussions
2. Classroom learning experience (e.g., small group activities, presentations)
3. Media (e.g., video, internet)

**SCHEDULE:**

**This course schedule is a living document. The instructor reserves the right to make adjustments/changes as the semester progresses.**

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

**SCHEDULE**

Date	Topic/s	Readings	Assignments
08/26	Introductions; Course Overview Syllabus		
09/02	Importance of Theory Person-Centered	Corey Ch 1 & 3, Yalom Ch 1-8	<b>Reflection</b>
09/09	Psychoanalytic Adlerian <b>Group Presentation</b>	Corey Ch 4 & 5, Yalom: Ch 9-17	<b>Reflection</b>
09/16	Existential Relational Cultural <b>Group Presentation</b>	Corey Ch 6 Yalom Ch 18-28	<b>Reflection</b>
09/23	Gestalt	Corey Ch 8, Yalom: Ch 29-38	<b>Reflection</b>
09/30	MIDTERM EXAM		<b>Reflection</b> <b>Midterm open at 9:35AM</b>
10/07	WORK WEEK		<b>MIDTERM EXAM DUE BY MONDAY 10/06 AT MIDNIGHT</b>
10/14	Attachment Polyvagal Theory	Yalom: Ch 39-46	<b>Reflection</b>
10/21	Postmodern Theories: Narrative Choice Reality Solution Focused	Corey Ch 11 & 13, Yalom Ch 47-57	<b>Reflection</b>

10/28	Cognitive Behavioral Theories: CBT REBT DBT <b>Group Presentation</b> ACT <b>Group Presentation</b>	Corey Ch 10 & 11, Yalom Ch 58-67	<b>Reflection</b> Submit one question for community panel
11/04	Systemic Theories Internal Family Systems	Corey Ch 14; Yalom Ch 68- 79	<b>Reflection</b>
11/11	Community Panel	Yalom Ch 80- 85	<b>Reflection</b>
11/18	Yalom Discussion; Theory Discussion/Presentation		<b>THEORY PAPER DUE FRIDAY 11/21</b>
11/25	HOLIDAY; NO CLASS		
12/02	FINAL EXAM		<b>FINAL EXAM DUE TUESDAY 12/9</b>

### COURSE ASSIGNMENTS:

#### Theoretical Orientation Paper (25%)

A goal of this course is to assist students in the process of identifying their personal theory of change in counseling. For this assignment, you will pull from the readings, discussions, and applications and begin to visualize and formulate your own style of counseling. Here you begin to integrate your values, likes and dislikes, skills, and how a theory(ies) resonates with you.

A theoretical orientation provides helpers with a framework for therapy that sets the foundation for *intentional counseling*. For the counselor, being intentional is a prerequisite to ethical and effective helping. Theory is an important factor in structuring therapy and directing interventions. When counselors get lost in the therapeutic process, theory can provide a roadmap.

**Finding your theoretical orientation: Consider your own values.** In order to choose a theoretical orientation that best fits you, you need to consider your values, life philosophy, and worldview honestly. In your paper, please write responses and reflections to the following questions. These questions will help you examine your values as they relate to the counseling process:

A. *What do you see as the timeframe of counseling?* Are you more oriented to the past, present, or future? To take this a step further, do you believe counseling is intended to work on current issues and feelings or to help people with issues and feelings from the past? Or, do you believe that people need to focus on their future feelings, thoughts, and behaviors?

B. *What is your view of people?* Do you believe people are essentially good, bad, or neutral? Do you

believe clients are good people with issues to work out? Conversely, are your clients bad people with an inherent defect that requires counseling? Are people somewhere in between, such as good people that do bad things?

C. *Who is in charge?* Is the counselor in charge of the therapy, or is the role shared equally with the client? If the role is shared, how much of it belongs to the client and how much belongs to the counselor? If the counselor is in charge, how is that established? How do you view your role as a counselor? Are you an expert, consultant, or friend?

D. *What do you want the client to learn?* Is the emphasis of counseling

D. *What do you want the client to learn?* Is the emphasis of counseling to gain insight, action, or both? Are you comfortable with clients leaving counseling with insight about their behaviors and feelings? Or, do you want the client to have insight and then “do” something with it? Do you pay attention to thoughts, feelings, behaviors, or all of them?

You will be asked to write a paper on your theory, which includes, but is not limited to:

- A. The rationale for choosing the theory(ies) including key points of the theory,
- B. Theoretical concepts/ Ideas unique to the theory,
- C. The relationship of the counselor and the client,
- D. The role the counselor plays in the process,
- E. The motivation or impetus for the client to change,
- F. Effectiveness through a literature review (minimum 5 peer-reviewed references) and,
- G. Strengths/weaknesses of the theory.

You can use the readings for this course and other current research related to support your statements. You must reference at least five peer-reviewed counseling journal articles (outside our textbook) in support of your theoretical orientations. The paper will have a minimum of **8 and a maximum of 10** pages including the cover page and reference pages. You must **include citations** within the paper and properly reference the citations on a separate reference page. The paper must be written in APA style.

***For more grading information, see the rubric in Appendix A.***

### **Exams (20%)**

Two exams will be given. The midterm exam will cover the material covered from the first day of class, until the middle of the semester. The final examination will cover the material from the midterm exam to the final reading assignment prior to the final exam. The exams will require you to use your working knowledge of theory and apply to client cases.

### **Reflection Papers (15%)**

Each week a short (1-2 page) reflection on the week's readings will be due. Write about a part of the theory that resonated with you and a critique of the theory. Any other personal realizations are welcomed.

### Group Presentation (20%)

This assignment will require working in groups to present a theory to the others in the class (see below for possible topics). The **30-45 minute presentation** will focus on delivering enough content about the theory for anyone who does not have knowledge of the theory to understand the theoretical foundations and how the theory is applied with a client. MHS 6401 Fall 2023 8

The presentations will include:

1. The main theorist(s) attributed to the development of the theory.
2. The key points (tenets) of the theory.
3. Ideas unique to the theory.
4. Any assumptions beneath the ideas (identifying the worldview elements behind the theory).
5. Implications of the ideas and assumptions.
6. The strengths and weaknesses of the theory.
7. Researching supporting the use of the theory.
8. The techniques associated with this theory.
9. A demonstration of the application of the theory (counselor's behavior, techniques, worldview).
10. A handout for classmates (this can be added to Google Drive).
11. An **individual** reflection. (*See the rubric in Appendix B for more details.*)

In the oral presentation, the presenters should connect with the class. Often, this means looking up from prepared materials to engage the class, *not* reading large amounts of materials to the class, but summarizing it for them.

***For more grading information, see the rubric in Appendix B.***

### Participation (20%)

Given the interactive nature of this course, participation is necessary in order to participate and develop knowledge and skills relating to counseling theories. Participation involves attending class meetings, completing readings prior to class, and sharing personal and professional insights and comments through class discussions and activities and is an important part of creating an active and engaging learning environment.

For each class session that a student attends AND participates they will earn 10 points. It is your choice to attend class and earn points, or not attend. Earning **all 10 participation points each class** includes arriving to class on time and being **actively involved** in the discussion and group activities within class time (e.g., asking questions, sharing experiences, or providing feedback). Even if a student attends class, all 10 points cannot be earned if they are not engaged in the class discussion/activity (e.g. surfing the web, chatting with classmates, texting, head down, or taking extended breaks outside class).

**\*Please speak to the instructor individually for any extenuating circumstances that may need to be considered.**

This portion of the final grade will be determined by:

### **1. Attendance**

Given the interactive nature of MHS 6401, attendance is necessary in class for students to develop the knowledge, dispositions, and skills to practice as ethical and effective counselors.

Therefore, for each class meeting students attend, they may earn 10 points (attended & participated) or five (5) points (attended, but limited participation), or no points (did not attend the class meeting).

Students are responsible for all missed assignments, lectures, announcements, and class discussions even when not present. Make-up tests will not be given. If you have a conflict with an exam date, speak with the instructor immediately during the first week of class. It is also advised to exchange contact information with one or more students in the class to get information on missed class discussions. You are allowed to miss ONE class during the semester with no penalty. *Attendance will be taken in each class.*

### **2. Preparation**

All students are required to actively participate in class discussions, assignments, and group projects. Because of the seminar format of this course, you are responsible for critically reading and preparing for class. Frequently, class will begin with student questions and comments based on assigned readings, and I will function primarily as a facilitator of the discussion. Active participation in this process, evidenced by thoughtful questions, comments, and responses to questions in a respectful atmosphere of “give-and-take” demonstrate your accepted responsibility for your learning in this course.

### **3. Involvement**

While in discussion groups, activities, or class discussions, respectful interaction with other people in the class, and listening attentively during lectures and when fellow students are contributing to the class discussion. Leaving early without a legitimate reason results in an absence for the class.

### **GRADES:**

<b>ASSIGNMENT</b>	<b>% OF GRADE</b>	<b>POSSIBLE POINTS</b>
Theoretical Orientation Paper	25	250
Midterm and Final Exams	20	200
Reflections	15	150
Group Presentation	20	200
Participation	20	200

TOTAL	100	1000
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Grade Grid/Breakdown	
1000-940	A
939-900	A-
899-870	B+
869-830	B
829-800	B-
799-770	C+
769-730	C

### COURSE POLICIES:

#### Class Participation Policy

Given the *interactive* nature of this course, attendance is necessary in order to participate and develop knowledge and skills relating to theories of change in counseling and psychotherapy. Participation involves attending class meetings, completing readings **prior** to class, and sharing personal and professional insights and comments through class discussions and activities.

For each class session that a student attends AND participates they will earn 10 points. It is your choice to attend class and earn points or not. Earning **all 10 participation points in each class** includes arriving to class on time and being **actively involved** in the discussion and group activities within class time (e.g., asking questions, sharing experiences, or providing feedback). Even if a student attends class, all 10 points cannot be earned if they are not engaged in the class discussion/activity (e.g. surfing the web, chatting with classmates, texting, head down, or taking extended breaks outside class).

**\*Please speak to the instructor individually for any extenuating circumstances that may need to be considered.**

#### Confidentiality

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2010) Ethical Standards, International Association of Marriage and Family Counselors (2011).

*When You Play the Role of Client in Practice Sessions:*

You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

*Practice:*

This is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you be able to demonstrate the required skills.

**ACADEMIC POLICIES AND RESOURCES:**

Visit the [Academic Policies and Resources webpage](#) to access current policies and university-wide support services. This includes, but is not limited to, attendance policy, disability resource center information, grading scale, evaluation verbiage, honor code information, in-class recording policy, and campus academic, health, and wellness resources. Link <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

**SUPPLEMENTAL SYLLABUS INFORMATION:**

Visit the [Supplemental Syllabus Canvas site](#) for information common across College of Education courses. This information is categorized by [UF Quality Matters \(UF QM\)](#), an initiative to ensure high-quality instruction across the University of Florida. These resources support student success and can answer many common questions. This includes, but is not limited to, information on academic integrity violation, technology requirements and support information, accessibility policies and statements for common technology used in courses, and additional academic and student support services.

## Appendix A

### Personal Theory Paper Rubric

This rubric will be used to assess the paper submitted. Please be sure to review this document in its entirety. The standards described below are based on research in best practices for individual faculty websites within higher education.

<b>Evaluation Criteria (200 points possible)</b>	<b>Possible Points</b>	<b>Points Earned</b>
Paper Format & Writing Quality (30 points possible)	30	
1. Eight (minimum) to ten (maximum) pages (including title page and references), Times New Roman 12 pt. font, double-spaced, 1-inch margins. At the end of the tenth page, the grading process will stop. For this reason, the author is encouraged not to exceed 10 pages.	5	
2. A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, etc.).	5	
3. References/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models).	5	
4. The paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts.	5	
5. The paper is well written, there is a logical flow, and there is a connection of ideas.	5	
6. The use of grammar and spelling are consistent to what is expected at the graduate level.	5	
Value Consideration (20 possible points)		
1. Timeframe: The topic of timeframe is explored and the author identifies his or her beliefs.	5	

2. View of people: The thoughts and beliefs the author holds on the “goodness” of people are addressed.	5	
3. Leadership: The author examines the role of leadership in counseling and explores who is in charge.	5	
4. Learn: Where the emphasis is placed (i.e. gain insight, take action, both) is identified.	5	
Theory (150 points possible)		
1. Rationale for choosing the theory: The rationale for choosing the theory is stated in a logical and fully explained.	20	
2. Theoretical concepts: The key theoretical concepts are explained.	20	
3. Relationship of counselor and client: The relationship between the counselor and client is identified and explained.	20	
4. Role of the counselor: The role the counselor plays in counseling is identified and discussed.	20	
5. Motivation for change: What causes a client to change is examined and discussed.	20	
6. Literature review: Current literature (within the past 5 years) is examined and used to examine the theory.	30	
7. Strengths/Weaknesses of the theory: The exploration of any noted strengths and weaknesses that are associated with the theory. This may also include any criticisms widely held of the theory or any ethical or multicultural issues linked to this theory.	20	
Total Points	200	

### Appendix B

#### Presentation Rubric: Theory and Demonstration Project

Theory/Theorist(s) \_\_\_\_\_

Group Members: \_\_\_\_\_

Segment	Possible points	Earned points
<b><i>1 Presentation</i></b>	<b><i>80</i></b>	
<b>Power Point, Google Slides, or Prezi</b> Organized format - flow and look presentation. Contains clear/concise information on slides, main concepts, includes models/visuals, easy to read. The presentation is not less than 20 minutes and not longer than 30 minutes.	40	
<b>Presenters:</b> Knowledgeable of the content, professional disposition and behavior, collaborative effort, polished and prepared.	40	
<b><i>2 Demonstration</i></b>	<b><i>50</i></b>	

Connected to the theory, incorporated important concepts, dissemination of information to audience, organized, engaging/interactive, original activity, and group effort. The presentation of the theory gives the viewers an idea of what the application of the theory would look like in practice. The demonstration is no shorter than 10 minutes and no longer than 15 minutes.	50	
<b><i>3 Handout</i></b>	<b><i>10</i></b>	
The handout will include main points from your theory (could use headings/ bullets/ or an outline format). This handout will include any terms/concepts/ stages/assessments and/or visual models that are tied to your theory.	10	
<b><i>4 Reflection</i></b>	<b><i>10</i></b>	
On the presentation date, each individual student will turn in to the professor a one-paragraph paper reflecting on the process of working in the group. The reflection should include, (a) what was learned during the process, (b) the roles, duties and responsibilities the student had in the group process, and, (c) indicating if one group member had a dramatically greater or lesser role in the process.	10	
<b><i>Total Points on this Assignment</i></b>	<b><i>150</i></b>	

### Appendix C

#### **CACREP Outcome-Based Program Area Standards:**

The 2009 CACREP Standards appeal for counselor education programs to document the knowledge and skill performance of key educational components for all program areas. MHS 6401 is a foundational course; the focus of the measurement is on the comprehension and application of basic facts, principles, and skills. Specifically, this course will use assignments to determine your mastery of the following knowledge/skill-based standards (Portions of the course also fulfill in part the following **CACREP Program Area Standards**)

<b>Clinical Mental Health Counseling</b>
<b>Foundations</b>
<b>Standard A: Knowledge</b>

<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Understands the history, philosophy, and trends in clinical mental health counseling.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
2. Understands ethical and legal considerations related to the practice of clinical mental health counseling	Exams Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
<b>Counseling, Prevention, And Intervention</b>			
<b>Standard C: Knowledge</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that	Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed

promote mental health in a multicultural society.			
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
9. Understands professional issues relevant to the practice of clinical mental health counseling	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed

#### Standard D: Skills and Practices

Standard Addressed	Relevant Assignments	Evaluation Criteria	Standard Met If:
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders	Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Exams Quizzes Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed

	Class participation		
<b>Diversity and Advocacy</b>			
<b>Standard E: Knowledge</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
<b>Standard F: Skills and Practices</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
<b>Marriage, Couple and Family Counseling</b>			
<b>Foundations</b>			
<b>Standard A: Knowledge</b>			

<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Knows the history, philosophy, and trends in marriage, couple, and family counseling	Exams Quizzes Theory Paper	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
3. Knows the roles of functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
5. Understands a variety of models and theories of marriage, couple, and family counseling	Exams Quizzes Theory Paper Group presentation Class participation		
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.	Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment listed
<b>Standard B: Skills and Practices</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment

2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems	Theory Paper	Provided in syllabus	Student fulfills an 80% or greater on each assignment
<b>Counseling, Prevention, and Intervention</b>			
<b>Standard C: Knowledge</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society	Theory Paper	Provided in syllabus	Student fulfills an 80% or greater on each assignment
2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment
3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment
<b>Standard D: Skills and Practices</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement	Theory Paper Group presentation	Provided in syllabus	Student fulfills an 80% or greater on each assignment

2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment
3. Uses systems theories to implement treatment, planning, and intervention strategies.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment
<b>SCHOOL COUNSELING</b>			
<b>Counseling, Prevention, and Intervention</b>			
<b>Standard C: Knowledge</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment
<b>Standard D: Skills and Practice</b>			
<b>Standard Addressed</b>	<b>Relevant Assignments</b>	<b>Evaluation Criteria</b>	<b>Standard Met If:</b>
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Exams Quizzes Theory Paper Group presentation Class participation	Provided in syllabus	Student fulfills an 80% or greater on each assignment
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