



Intergenerational Family Systems Therapy

Spring 2025
Three Credit Hours

I. CONTACT INFORMATION

Instructor: Tonya Elliott PhD LMFT

Email Address: telliott@ulm.edu

Office Location: Virtual, via Zoom:

Office Hours: By Appointment – please e-mail to request

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails will receive a response within 48 hours (during university operating hours).

Course Description

This course is designed to center a cultural lens to trauma informed family systems therapy. We will primarily focus on cultural and trauma informed adaptations to Bowen's family systems theory as it relates to the intergenerational transmission process. Culturally informed assessment strategies, case-conceptualization and treatment planning will be covered as well as third party reimbursement and related practice management. Key issues such as gender roles, intergenerational family patterns, historical trauma, interpersonal violence, unemployment, underemployment, socioeconomic changes and the impact of migration on family wellness will be covered.

This is a 100% online course with a synchronous requirement on the dates listed on the schedule found towards the end of the syllabus. Students will attend the scheduled sessions in order to gain full credit for the course.

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Class Policies and Procedures

Required Textbooks

McGoldrick, M & Hardy, K. (2019) *Revisioning Family Therapy: Addressing Diversity in Clinical Practice* 3rd Edition. Guilford Press. ISBN: 978-1462531936

Supplemental required readings:

Duran, E., (2019) *Healing the Soul Wound (Second Edition): Trauma Informed Counseling for Indigenous Communities*. Teachers College Press. ISBN: 978-0807761397

Menakem, R., (2017) *My Grandmothers Hands*: Las Vegas Nevada: Central Recovery Press ISBN: 978-1942094470

Optional Readings:

Gibson, R., (2008) *My Body My Earth*

Page, C. & Woodland, E. (2023) *Healing Justice Lineages: Dreaming at the crossroads of liberation, collective care and safety*. iUniverse. ISBN: 978-0595488230

Additional suggested readings:

Page, C. & Woodland, E. (2023) *Healing Justice Lineages: Dreaming at the crossroads of liberation, collective care and safety*. North Atlantic Books. ISBN: 978-1623177140

Hubl, T., Avritt, J., (2020) *Healing Collective Trauma: A process for integrating our intergenerational and cultural wounds*. Sounds True. ISBN: 978-1683647379

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students bare responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Prerequisites

None

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Practice and demonstrate trauma informed family therapy techniques
- Conceptualize client cases within a trauma informed intergenerational family systems theoretical framework
- Integrate and synthesize theoretical intention with foundational family counseling skills
- Understand the role that culture plays in working with diverse families
- Practice and demonstrate culturally informed family therapy techniques

Objectives

Program Objective related to CACREP 5.F. MCFC

Students will demonstrate *content* knowledge related to the Marriage, Couple, and Family concentration that will be measured at two points in time with a success rate of 70% or higher.

CACREP Standards

From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the CMHC 5.F.

Standards MCFC

impact of interpersonal violence on marriages, couples, and families	2.
interactions of career, life, and gender roles in marriages, couples, and families	3.
impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families	4.
the impact of migration on family functioning	5.
theories and models of marriage, couple, and family counseling	6.
third-party reimbursement and other practice and management issues in marriage, couple, and family counseling	14.

Course Topics

Understanding Intergenerational/ Historical Trauma and the Impact on Family Wellness.
Trauma informed family counseling techniques
Culturally informed family therapy techniques
Family Systems case conceptualization
Record keeping and third party reimbursement issues with family therapy

Student Performance Evaluation: Criteria and Procedures

1. Discussion Boards (10%)

Due Thursdays and Sundays @ 11:59 pm CST on Weeks 1,2,4,7,10, and 14 (6 total):

On assigned weeks, there will be a discussion prompt posted to Canvas . The prompt will be visible to students by Monday at 8am CST of each week. Students must make 1 original post AND 2 response posts to receive full credit for that week's discussion. Students will have until Thursday at 11pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts.

Students are free to respond to the discussion prompts using written OR video format. Students can use varied formats for responses each week.

Written posts: In order to foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of “Good job!”, “I agree”, “Thanks!”, etc. are welcome but do not count towards the 50 word minimum. Abbreviated posts will not receive full credit.

Video posts: Alternatively, students may fulfill **both original and response** discussion requirements at once by recording a small group discussion (3-4 total peers) with other peers in their course section. Each student must discuss their own responses as well as engage with one another's responses. To receive credit, each student should post the group discussion video link to their own separate discussion post.

2. Cultural Genogram (10% total)

Students will complete a 15 min cultural genogram video presentation. After conducting family of origin research via interviewing family members and using genealogy information, put together an 8-10 slide powerpoint presentation beginning with at least 2 genogram slides. In addition to traditional genogram information, please include racial/ cultural factors, migration patterns, spirituality/ religious factors and anything else relevant from our course material. Please make a key indicating how you are identifying these factors on your genogram.

See Video Instruction by Dr. Elliott

3. Book Reviews (30% total-15% each)

Following the required reading schedule, journal and take notes on each book and turn in a 2 page book review on each of the following books. In your reviews, please include the following headings and corresponding details:

- A summary of the overall book content
- How this information has changed/influenced you personally and professionally
- How this information will impact your clinical practice.

Duran, E., (2019) *Healing the Soul Wound (Second Edition): Trauma Informed Counseling for Indigenous Communities*. Teachers College Press. ISBN: 978-0807761397

Menakem, R., (2017) *My Grandmothers Hands*: Las Vegas Nevada: Central Recovery Press
ISBN: 978-1942094470

4. Live Zoom Sessions (10%)

Scheduled Weeks 3, 6, 9, 12, and 16

Students will attend an initial 1.5 hour orientation via Zoom January 7pm-9pm CST. Students will attend 4 subsequent 1-hour small group supervision sessions, to be formed and scheduled by the instructor based on week 1 availability poll.

This grade is earned through active participation and engagement in our live classes, not attendance alone. You are expected to attend all synchronous classes. Due to the abbreviated nature of our live meetings, one absence from a live class/supervision will result in one full letter grade reduction and require the completion of an additional remediation assignment, and more than one absence from a live class supervision will result in a failing grade for this course. Students who arrive to a live class/supervision more than 10 minutes late or leave more than 10 minutes early will not receive attendance credit.

5. Community Mental Health Trauma Informed Power Point Presentation (15%)

Due Sunday @ 11pm Week 13

Pretend that you have been hired to present on “How to run a trauma informed mental health center”. Using concepts from course readings and adding additional peer reviewed research speak to the following topics.

- How does working in a mental health clinic potentially mimic family of origin relationships?
- What are some basic principles of running a trauma informed workplace?

- Why is it important for leadership to model trauma informed relationships with therapists who are also conducting trauma work with families?
- What are three tools to reduce racial/cultural microaggressions in systems.

6. Family Systems Trauma Informed Case Conceptualization (15%) KPI

Students will complete a Family Systems Trauma Informed/ culturally adapted case conceptualization of a case scenario provided by the instructor. Utilizing the format provided in week 1. The conceptualization will support students in integrating their understanding of biopsychosocial elements of the client’s experiences within a trauma informed family systems theoretical framework. **(Watch case conceptualization video by Dr. Elliott).** This exam will serve as the Key Performance Indicator #1 for the CACREP Standards 5.F. MCFC. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

7. Course Reflection Journal/ Video Project (10%)

Watch Instruction Video by Dr. Elliott

Evaluation and Grade Assignment

10%	Discussion Boards
10%	Cultural Genogram-
30%	Book Reviews
(15% Each)	Healing the Soul Wound – Due Week 5 My Grandmothers Hands - Due Week 13
15%	Community Mental Health Trauma Informed Team Power Point Presentation- Due Week 11
15%	Family Systems Trauma Informed Case Conceptualization & Treatment Plan - Due Week 16
10%	Course Reflection Journal Video or Written- Due Week 16
10%	Live Zoom Sessions

Grades will be assigned as follows: ***

- A = 100-90%
- B = 89 – 80%
- C = 79 –70%
- D = 69 – 60%

Syllabus content and schedule subject to change

F = 59-0 %

Additional Class Policies and Procedures

Professionalism:

Students are expected to demonstrate counseling dispositions and behaviors consistent with those of professional counselors-in-training as outlined by the Counselor Competencies Scale—Revised (CCS-R) and engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*.

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: Papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day. Assignments will not be accepted after one week after the due date. No assignments will be accepted after the last day of class.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Covid Policies: Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus. Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities. As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#).

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

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If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

Course Schedule

Week	Assigned Readings, Video lectures and Live Zoom Sessions	Assignments
Original discussion posts due Thursdays. 2 replies to peers due Sundays 11:59 All Assignments due Sundays at 11:59 p.m.		
Week One- January 16 th -21st	Live/Recorded Zoom Orientation: Wednesday 7:30pm-9pm CST via Zoom McGoldrick & Hardy: Pgs Chapter 1 The power of Naming Chapter 2 Re-Visioning Gender, Re-Visioning Power, Equity, Accountability and Refusing to Silo Chapter 3 Social Class, Rising, Inequality and the American Dream Duran- Pgs 14-50 Chapter 1 Wounding Seeking Wounding: The Psychology of Internalized Oppression Chapter 2 Overpathologizing Original People: Chapter 3 The Healing Therapeutic Circle	Discussion 1 Using examples from the McGoldrick & Hardy (2023) reading discuss one topic of particular interest, such as the power of naming. Discuss how this topic might change how you envision yourself practicing family therapy from a cultural and/or trauma informed perspective.
Week Two- January 22 nd – 28th	Video Lecture Dr. Elliott Spirituality, Suffering & Resilience: A Trauma Informed Cultural Lense to Working with Families McGoldrick & Hardy: Chapter 4 The Sociocultural Trauma of Poverty: Theoretical and Clinical Considerations for Working with the Poor Chapter 5 Spirituality, Suffering and Resilience. Chapter 6 Homelessness and the Spiritual Meaning of Home Duran- Pgs 50-111 Chapter 4 Historical Trauma: Treating the Soul Wound Chapter 5 The Spirit of Alcohol Chapter 6 Diagnosis: Treating Emotional Problems as Living Entities	Discussion 2 Using examples from the McGoldrick & Hardy (2023) reading discuss one topic of particular interest, such as the effects of poverty and/or homelessness on family mental health. Discuss how this topic might change how you envision yourself practicing family therapy from a cultural and/or trauma informed perspective.

Syllabus content and schedule subject to change

Week Three-
January 29th –
February 4th

Live Zoom
Wednesday 7:30pm-9pm CST via Zoom

McGoldrick & Hardy:
Chapter 7 Transnational Journeys
Chapter 8 Climbing Up the Rough Side of the Mountain:
Hope, Culture and Therapy
Chapter 9 Toward a Psychology of the Oppressed:
Understanding the Invisible Wounds of Trauma

Duran Pgs 112-167
Chapter 7 All Conditions Normal Working with Veterans
Chapter 8 Community Intervention

Week Four-
February 5th – 11th

Video Lecture Dr. Elliott:
**Case stories on incorporating ceremony with
Native families.**

McGoldrick & Hardy:
Chapter 10 Native American Identity Transformation:
Integrating a Naming Ceremony with Family Therapy
Chapter 11 Letting My Spirits Guide Me: Multicultural and
Multiracial Legacies
Chapter 12 Moving Toward Multiracial legitimacy: A
Personal Reflection

Discussion 3

Using examples from the McGoldrick & Hardy (2023) reading discuss one topic of particular interest, such as Indigenous identity or talking about spirit guides in Indigenous Family Counseling. Discuss how this topic might change how you envision yourself practicing family therapy from a cultural and/or trauma informed perspective.

Week Five-
February 12- 18th

Video/ Guest Speaker TBA
McGoldrick & Hardy:

Chapter 13 On Being a Black Dominican
Chapter 14 Facing the Black Shadow: Power from the
Inside Out
Chapter 15 White Privilege and Male Privilege: A Personal
Account of Coming to See Correspondences through Work
in Women's Studies

**Healing the Soul Wound Book
Review** Due Sunday at Midnight

Week Six-
February 19- 25

Live Zoom
Wednesday 7:30pm-9pm CST via Zoom

McGoldrick & Hardy:
Chapter 16 Dismantling White Male Privilege within
Family Therapy
Chapter 17 The Inevitable Whiteness of Being (White):
Whiteness and Intersectionality in Family Therapy Practice

Syllabus content and schedule subject to change

Chapter 18 Brown in America: Living with Racial and Religious Bias

Menakem:

Chapter 1 Your Body Your Blood
Chapter 2 Black, White, Blue and You
Chapter 3 Body to Body, Generation to Generation

Week Seven-
February 26-
March 3rd

McGoldrick & Hardy:

Chapter 19 Black Genealogy Revisited: Restorying and African American Family
Chapter 20 White Privilege, Pathological Shame and Guilt and the Perversion of Morality
Chapter 21 The Discovery of My Multicultural Identity

Menakem:

Chapter 4 European Trauma and the Invention of Whiteness
Chapter 5 Assaulting the Black Heart
Chapter 6 Violating Black Body

Discussion 4

Using examples from the McGoldrick & Hardy (2023) reading discuss one topic of particular interest, such as Black genealogy or pathological shame and guilt. Discuss how this topic might change how you envision yourself practicing family therapy from a cultural and/or trauma informed perspective.

Week Eight-
March 4th- 10th

McGoldrick & Hardy:

Chapter 22 Going Home: One Orphan's Journey from Chicago to Poland and Back
Chapter 23 Hyperlinked Identity: A Generative Resource in a Divisive World
Chapter 24 The Semitism Schism, Revisited: Jewish-Palestinian Legacies in a Family Therapy Context

Menakem:

Chapter 7 The False Fragility of the White Body
Chapter 8 White Body Supremacy and the Police Body
Chapter 9 Changing the World Begins with your Body

Cultural Genogram

Due Sunday at Midnight

Week Nine-March
11-17th

Live Zoom
Wednesday 7:30pm-9pm CST via Zoom

McGoldrick & Hardy:

Chapter 25 No Single-Issue Lives: Identity Transitions and Transformations Across the Life Cycle
Chapter 26 Working With LGBTQ Families
Chapter 27 Same-Sex Couples: Successful Coping with Minority Stress

Menakem:

Chapter 10 Your Soul nerve
Chapter 11 Settling and Safeguarding your Body
Chapter 12 The Wisdom of Clean Pain

Week Ten-March
18th-24th

McGoldrick & Hardy:

Chapter 28 Working with Immigrant Refugee Families
Chapter 30 A Fifth-Province Approach to Intracultural
Issues in an Irish Context: Marginal Illuminations

Menakem:

Chapter 13 Reaching Out to Other Bodies
Chapter 14 Harmonizing with Other Bodies
Chapter 15 Mending the Black Heart and Body
Chapter 16 Mending the White Heart and Body

Discussion 5

Using examples from the McGoldrick & Hardy (2023)
Reading, discuss best practices for readying yourself to work with marginalized families from multiple racial lenses. Discuss how this may inform your clinical work with families.

Week Eleven-
March 25th-31st

McGoldrick & Hardy:

Chapter 31 The Power of Song to Promote Healing, Hope, and Justice: Lessons from the African American Experience
Chapter 32 Interracial Asian Couples: Beyond Black and White

Menakem:

Chapter 18 Body Centered Activism
Chapter 19 Creating Culture
Chapter 20 Cultural Healing for African Americans
Chapter 21 Whiteness without Supremacy

**Community Mental Health
Trauma Informed Team
Power Point Presentation**

Due Sunday at Midnight

Week Twelve-
April 1st-7th

Spring Break

No Assignments this week

Week Thirteen-
April 8th-14th

Live Zoom
Wednesday 7:30pm-9pm CST via Zoom

**My Grandmothers Hands Book
Review Due Sunday at Midnight****McGoldrick & Hardy:**

Chapter 34 Social Justice in Family Therapy Training: The Power of Personal Family Narratives

Chapter 36 A Letter to Family Therapists in the 21st Century

Week Fourteen-
April 15th-21st

McGoldrick & Hardy:

Chapter 38 Relational Healing and Organizational Change in the Time of Evidence

Chapter 39 Expanding Bowen's Concept of Societal Emotional Processes through Historic Ethnography: An Anthropological Exploration of the Human Connection with the Environment

Discussion 6

Using examples from the McGoldrick & Hardy (2023) reading discuss the relationship human beings have with the environment and how it may affect mental wellness in families. Discuss how this topic might expand your understanding of Bowen's Family Systems Theory as it relates to Societal Emotional processes.

Week Fifteen-
April 22nd-28th

Video Lecture: Third-party reimbursement and other practice and management issues in marriage, couple, and family counseling.
Dr. Elliott

Finish Menekem
My Grandmothers Hands

Week Sixteen-
April 19th- May
5th

Live Zoom Session: Discussion/Reflection of Course

Family Case Conceptualization Due
(CACREP 3.E.3, 3.E.13, 3.E.14, 3.E.15, 3.E.16)

Week Seventeen
May 6th-12th

Wrap up all final course material and make sure everything is turned in.
Yay! You are all done!

KPI Assessment COUN 6059 Grading Rubric

Syllabus content and schedule subject to change

This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standards	Performance Level 1-5
	MCFC	
impact of interpersonal violence on marriages, couples, and families		2.
interactions of career, life, and gender roles in marriages, couples, and families		3.
impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families		4.
the impact of migration on family functioning		5.
theories and models of marriage, couple, and family counseling		6.
third-party reimbursement and other practice and management issues in marriage, couple, and family counseling		14.

This data will be collected and stored in Tevera.