



Counseling Psychology MFT Program

AAMFT Core Competencies by Course

Overview of the Competencies

- 6 Domains: Content Areas
- 128 Total Competencies: Specific knowledge or skills

6 General Domains

- **Research and Program Evaluation: Knowing the relevant research and how to evaluate one's effectiveness**
 - **Legal Issues, Ethics, and Standards: Understanding legal and ethical aspects of practice**
 - Therapeutic Interventions: Effecting change in the therapy room
 - **Treatment Planning and Case Management: Developing a plan of care**
 - **Clinical Assessment and Diagnosis: Assessing mental health and systemic/relational functioning**
 - **Admission to Treatment: Getting therapy started**

The following list is arranged by course titles (courses in the counseling psychology MFT program at CLU). The six general domains are listed for each course and the core competencies that were prioritized as "a focus" of the course is listed under the course domain. Please refer to the core competencies listed under each course to see what competencies will be acquired in each course.

Law and Ethics PSYC 520

Research:

1. Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

Law Ethics:

1. Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
2. Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
3. Know policies and procedures of the practice setting.
4. Understand the process of making an ethical decision.
5. Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
6. Recognize ethical dilemmas in practice setting.
7. Recognize when a legal consultation is necessary.
8. Recognize when clinical supervision or consultation is necessary.
9. Monitor issues related to ethics, laws, regulations, and professional standards.
10. Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and

11. Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.

Intervention: None

Treatment Planning:

1. Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.
2. Evaluate level of risks, management of risks, crises, and emergencies.
3. Participate in case-related forensic and legal processes.

Clinical Assessment: None

Admission to Treatment:

1. Obtain consent to treatment from all responsible persons.
 2. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
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Survey of Psychopharmacology PSYC 515

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning:

1. Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
3. Diagnose and assess client behavioral and relational health problems systemically and contextually.

Admission to Treatment: None

Domestic Violence and Abuse PSYC 526

Research: None

Law and Ethics:

1. Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.

Intervention:

1. Facilitate clients developing and integrating solutions to problems.
2. Defuse intense and chaotic situations to enhance the safety of all participants.
3. Empower clients and their relational systems to establish effective relationships with each other and larger systems.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Evaluate level of risks, management of risks, crises, and emergencies.
3. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

4. Participate in case-related forensic and legal processes.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Understand the clinical needs and implications of persons with comorbid disorders (substance abuse and mental health; heart disease and depression).
3. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
4. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
5. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
6. Consider the influence of treatment on extra-therapeutic relationships.
7. Diagnose and assess client behavioral and relational health problems systemically and contextually.
8. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
9. Apply effective and systemic interviewing techniques and strategies.
10. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
11. Identify clients' strengths, resilience, and resources.
12. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.

Admission to Treatment:

1. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
2. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
3. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
4. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
5. Evaluate case for appropriateness for treatment within professional scope of practice and competence.
6. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).

Counseling Skills PSYC 516

Research: None

Law and Ethics: None

Intervention:

1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Develop a clear plan of how sessions will be conducted.
3. Evaluate level of risks, management of risks, crises, and emergencies.

Clinical Assessment:

1. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
2. Assess each clients' engagement in the change process.
3. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
4. Diagnose and assess client behavioral and relational health problems systemically and contextually.
5. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
6. Apply effective and systemic interviewing techniques and strategies.
7. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
8. Identify clients' strengths, resilience, and resources.
9. Elucidate presenting problem from the perspective of each member of the therapeutic system.
10. Assess ability to view issues and therapeutic processes systemically.
11. Assess the therapist-client agreement of therapeutic goals and diagnosis.

Admission to Treatment: None

Psychopathology PSYC 510

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning:

1. Evaluate level of risks, management of risks, crises, and emergencies.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
3. Understand the clinical needs and implications of persons with comorbid disorders (substance abuse and mental health; heart disease and depression).
4. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
5. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
6. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
7. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
8. Diagnose and assess client behavioral and relational health problems systemically and contextually.
9. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.

Admission to Treatment: None

Systems of Counseling & Psychotherapy PSYC 512

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning: None

Clinical Assessment:

1. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
2. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
3. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.

Admission to Treatment:

1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
 2. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
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Principles & Techniques in Child Therapy PSYC 540

Research: None

Law and Ethics: None

Intervention:

1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
2. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
3. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Reframe problems and recursive interaction patterns.
5. Generate relational questions and reflexive comments in the therapy room.
6. Engage each family member in the treatment process as appropriate.
7. Facilitate clients developing and integrating solutions to problems.
8. Defuse intense and chaotic situations to enhance the safety of all participants.
9. Empower clients and their relational systems to establish effective relationships with each other and larger systems.
10. Modify interventions that are not working to better fit treatment goals.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Evaluate level of risks, management of risks, crises, and emergencies.
3. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
3. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
5. Assess each clients' engagement in the change process.
6. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
7. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
8. Consider the influence of treatment on extra-therapeutic relationships.
9. Diagnose and assess client behavioral and relational health problems systemically and contextually.
10. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
11. Apply effective and systemic interviewing techniques and strategies.
12. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
13. Assess family history and dynamics using a genogram or other assessment instruments.
14. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
15. Identify clients' strengths, resilience, and resources.
16. Elucidate presenting problem from the perspective of each member of the therapeutic system.
17. Assess ability to view issues and therapeutic processes systemically.
18. Assess the therapist-client agreement of therapeutic goals and diagnosis.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
3. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
4. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
5. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).

Research Synthesis & Evaluation PSYC 561

Research:

1. Know the extant MFT literature, research, and evidence-based practice.
2. Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.

3. Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.
4. Recognize opportunities for therapists and clients to participate in clinical research.
5. Critique professional research and assess the quality of research studies and program evaluation in the literature.
6. Determine the effectiveness of clinical practice and techniques.

Law and Ethics: None

Intervention: None

Treatment Planning: None

Clinical Assessment:

1. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision-making.

Admission to Treatment:

1. Obtain consent to treatment from all responsible persons.
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Diagnostic & Therapeutic Interviewing for MFTs PSYC 530

Research: None

Law and Ethics: None

Intervention:

1. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

Treatment Planning:

1. Develop a clear plan of how sessions will be conducted.
2. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment: None

Admission to Treatment:

1. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
 2. Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system
 3. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
 4. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
 5. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
 6. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
 7. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
 8. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
 9. Obtain consent to treatment from all responsible persons.
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Substance Abuse and Dependency PSYC 524

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).
3. Evaluate level of risks, management of risks, crises, and emergencies.
4. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment: None

Admission to Treatment:

1. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
 2. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
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Principles & Techniques in Adolescent Therapy PSYC 541

Research: None

Law and Ethics: None

Intervention:

1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
2. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
3. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Reframe problems and recursive interaction patterns.
5. Generate relational questions and reflexive comments in the therapy room.
6. Engage each family member in the treatment process as appropriate.
7. Facilitate clients developing and integrating solutions to problems.
8. Defuse intense and chaotic situations to enhance the safety of all participants.
9. Empower clients and their relational systems to establish effective relationships with each other and larger systems.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
3. Evaluate level of risks, management of risks, crises, and emergencies.
4. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.

3. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
5. Assess each clients' engagement in the change process.
6. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
7. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
8. Consider the influence of treatment on extra-therapeutic relationships.
9. Diagnose and assess client behavioral and relational health problems systemically and contextually.
10. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
11. Apply effective and systemic interviewing techniques and strategies.
12. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
13. Assess family history and dynamics using a genogram or other assessment instruments.
14. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
15. Identify clients' strengths, resilience, and resources.
16. Elucidate presenting problem from the perspective of each member of the therapeutic system.
17. Assess ability to view issues and therapeutic processes systemically.
18. Assess the therapist-client agreement of therapeutic goals and diagnosis.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
3. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
4. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
5. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).

Lifespan Human Development PSYC 517

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning: None

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).

Admission to Treatment: None

Personal Psychotherapy PSYC 5XT

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning:

1. Utilize time management skills in therapy sessions and other professional meetings.

Clinical Assessment: None

Admission to Treatment: None

Cultural Diversity PSYC 522

Research: None

Law and Ethics: None

Intervention:

1. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

Treatment Planning:

1. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).

Admission to Treatment: None

Group Therapy PSYC 534

Research: None

Law and Ethics: None

Intervention: None

Treatment Planning: None

Clinical Assessment: None

Admission to Treatment:

1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
 2. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
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Counseling Practicum PSYC 591

Research: None

Law and Ethics:

1. Report information to appropriate authorities as required by law.

Intervention:

1. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
2. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
3. Reframe problems and recursive interaction patterns.
4. Generate relational questions and reflexive comments in the therapy room.
5. Engage each family member in the treatment process as appropriate.
6. Facilitate clients developing and integrating solutions to problems.
7. Defuse intense and chaotic situations to enhance the safety of all participants.
8. Empower clients and their relational systems to establish effective relationships with each other and larger systems.
9. Modify interventions that are not working to better fit treatment goals.
10. Move to constructive termination when treatment goals have been accomplished.
11. Integrate supervisor/team communications into treatment.
12. Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
13. Evaluate ability to deliver interventions effectively.
14. Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
15. Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
16. Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).
17. Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.
18. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.
3. Understand the effects that psychotropic and other medications have on clients and the treatment process.
4. Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).
5. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
6. Prioritize treatment goals.
7. Develop a clear plan of how sessions will be conducted.
8. Structure treatment to meet clients' needs and to facilitate systemic change.
9. Manage progression of therapy toward treatment goals.
10. Manage risks, crises, and emergencies.
11. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
12. Assist clients in obtaining needed care while navigating complex systems of care.
13. Develop termination and aftercare plans.
14. Evaluate progress of sessions toward treatment goals.

15. Recognize when treatment goals and plan require modification.
16. Evaluate level of risks, management of risks, crises, and emergencies.
17. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.
18. Advocate with clients in obtaining quality care, appropriate resources, and services in their community.
19. Utilize time management skills in therapy sessions and other professional meetings.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
3. Understand the clinical needs and implications of persons with comorbid disorders (substance abuse and mental health; heart disease and depression).
4. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
5. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
6. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
7. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making.
8. Assess each clients' engagement in the change process.
9. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
10. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
11. Consider the influence of treatment on extra-therapeutic relationships.
12. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
13. Diagnose and assess client behavioral and relational health problems systemically and contextually.
14. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
15. Apply effective and systemic interviewing techniques and strategies.
16. Administer and interpret results of assessment instruments.
17. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
18. Assess family history and dynamics using a genogram or other assessment instruments.
19. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
20. Identify clients' strengths, resilience, and resources.
21. Elucidate presenting problem from the perspective of each member of the therapeutic system.
22. Evaluate assessment methods for relevance to clients' needs.
23. Assess ability to view issues and therapeutic processes systemically.
24. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
25. Assess the therapist-client agreement of therapeutic goals and diagnosis.
26. Utilize consultation and supervision effectively.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
 2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
 3. Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system
 4. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
 5. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
 6. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
 7. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
 8. Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
 9. Obtain consent to treatment from all responsible persons.
 10. Evaluate case for appropriateness for treatment within professional scope of practice and competence.
 11. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
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Gender and Sexuality PSYC 518

Research: None

Law and Ethics: None

Intervention:

1. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
2. Match treatment modalities and techniques to clients' needs, goals, and values.
3. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Empower clients and their relational systems to establish effective relationships with each other and larger systems.
5. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Treatment Planning: None

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
3. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
5. Assess each clients' engagement in the change process.

6. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
7. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
8. Consider the influence of treatment on extra-therapeutic relationships.
9. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
10. Diagnose and assess client behavioral and relational health problems systemically and contextually.
11. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
12. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
13. Identify clients' strengths, resilience, and resources.
14. Elucidate presenting problem from the perspective of each member of the therapeutic system.
15. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
16. Assess the therapist-client agreement of therapeutic goals and diagnosis.

Admission to Treatment: None

Principles & Techniques in Couples Therapy PSYC 542

Research: None

Law and Ethics: None

Intervention:

1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
2. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
3. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Reframe problems and recursive interaction patterns.
5. Generate relational questions and reflexive comments in the therapy room.
6. Engage each family member in the treatment process as appropriate.
7. Facilitate clients developing and integrating solutions to problems.
8. Defuse intense and chaotic situations to enhance the safety of all participants.
9. Empower clients and their relational systems to establish effective relationships with each other and larger systems.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
3. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).

2. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
3. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
5. Assess each clients' engagement in the change process.
6. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
7. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
8. Consider the influence of treatment on extra-therapeutic relationships.
9. Diagnose and assess client behavioral and relational health problems systemically and contextually.
10. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
11. Apply effective and systemic interviewing techniques and strategies.
12. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
13. Assess family history and dynamics using a genogram or other assessment instruments.
14. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
15. Identify clients' strengths, resilience, and resources.
16. Elucidate presenting problem from the perspective of each member of the therapeutic system.
17. Assess ability to view issues and therapeutic processes systemically.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
3. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
4. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
5. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).

Counseling Practicum II PSYC 542

Research: None

Law and Ethics:

1. Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
2. Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
3. Know policies and procedures of the practice setting.
4. Understand the process of making an ethical decision.
5. Recognize situations in which ethics, laws, professional liability, and standards of practice apply.

6. Recognize ethical dilemmas in practice setting.
7. Recognize when a legal consultation is necessary.
8. Recognize when clinical supervision or consultation is necessary.
9. Monitor issues related to ethics, laws, regulations, and professional standards.
10. Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
11. Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
12. Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
13. Take appropriate action when ethical and legal dilemmas emerge.
14. Report information to appropriate authorities as required by law.
15. Practice within defined scope of practice and competence.
16. Obtain knowledge of advances and theory regarding effective clinical practice.

Intervention:

1. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
2. Match treatment modalities and techniques to clients' needs, goals, and values.
3. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Reframe problems and recursive interaction patterns.
5. Generate relational questions and reflexive comments in the therapy room.
6. Engage each family member in the treatment process as appropriate.
7. Facilitate clients developing and integrating solutions to problems.
8. Defuse intense and chaotic situations to enhance the safety of all participants.
9. Empower clients and their relational systems to establish effective relationships with each other and larger systems.
10. Modify interventions that are not working to better fit treatment goals.
11. Move to constructive termination when treatment goals have been accomplished.
12. Integrate supervisor/team communications into treatment.
13. Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
14. Evaluate ability to deliver interventions effectively.
15. Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
16. Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
17. Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).
18. Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.
19. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.

3. Understand the effects that psychotropic and other medications have on clients and the treatment process.
4. Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).
5. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
6. Prioritize treatment goals.
7. Develop a clear plan of how sessions will be conducted.
8. Structure treatment to meet clients' needs and to facilitate systemic change.
9. Manage progression of therapy toward treatment goals.
10. Manage risks, crises, and emergencies.
11. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
12. Assist clients in obtaining needed care while navigating complex systems of care.
13. Develop termination and aftercare plans.
14. Evaluate progress of sessions toward treatment goals.
15. Recognize when treatment goals and plan require modification.
16. Evaluate level of risks, management of risks, crises, and emergencies.
17. Assess session process for compliance with policies and procedures of practice setting
18. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.
19. Advocate with clients in obtaining quality care, appropriate resources, and services in their community.
20. Utilize time management skills in therapy sessions and other professional meetings.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
3. Understand the clinical needs and implications of persons with comorbid disorders (substance abuse and mental health; heart disease and depression).
4. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
5. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
6. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
7. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making.
8. Assess each clients' engagement in the change process.
9. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
10. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
11. Consider the influence of treatment on extra-therapeutic relationships.
12. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
13. Diagnose and assess client behavioral and relational health problems systemically and contextually.

14. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
15. Apply effective and systemic interviewing techniques and strategies.
16. Administer and interpret results of assessment instruments.
17. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
18. Assess family history and dynamics using a genogram or other assessment instruments.
19. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
20. Identify clients' strengths, resilience, and resources.
21. Elucidate presenting problem from the perspective of each member of the therapeutic system.
22. Evaluate assessment methods for relevance to clients' needs.
23. Assess ability to view issues and therapeutic processes systemically.
24. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
25. Assess the therapist-client agreement of therapeutic goals and diagnosis.
26. Utilize consultation and supervision effectively.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
3. Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system
4. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
5. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
6. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
7. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
8. Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
9. Obtain consent to treatment from all responsible persons.
10. Evaluate case for appropriateness for treatment within professional scope of practice and competence.
11. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).

Survey of Psychological Testing for MFTs PSYC 550

Research: None

Law and Ethics: None

Intervention:

1. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

Treatment Planning: None

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
3. Understand the clinical needs and implications of persons with comorbid disorders (substance abuse and mental health; heart disease and depression).
4. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
5. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
6. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making.
7. Assess each clients' engagement in the change process.
8. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
9. Diagnose and assess client behavioral and relational health problems systemically and contextually.
10. Administer and interpret results of assessment instruments.
11. Elucidate presenting problem from the perspective of each member of the therapeutic system.
12. Evaluate assessment methods for relevance to clients' needs.

Admission to Treatment:

1. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
 2. Complete case documentation in a timely manner and in accordance with relevant laws and policies.
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Principles & Techniques in Family Therapy PSYC 543

Research: None

Law and Ethics: None

Intervention:

1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
2. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
3. Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Reframe problems and recursive interaction patterns.
5. Generate relational questions and reflexive comments in the therapy room.
6. Engage each family member in the treatment process as appropriate.
7. Facilitate clients developing and integrating solutions to problems.
8. Defuse intense and chaotic situations to enhance the safety of all participants.
9. Empower clients and their relational systems to establish effective relationships with each other and larger systems.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.

3. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
3. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
5. Assess each clients' engagement in the change process.
6. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
7. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
8. Consider the influence of treatment on extra-therapeutic relationships.
9. Diagnose and assess client behavioral and relational health problems systemically and contextually.
10. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
11. Apply effective and systemic interviewing techniques and strategies.
12. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
13. Assess family history and dynamics using a genogram or other assessment instruments.
14. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
15. Identify clients' strengths, resilience, and resources.
16. Elucidate presenting problem from the perspective of each member of the therapeutic system.
17. Assess ability to view issues and therapeutic processes systemically.
18. Assess the therapist-client agreement of therapeutic goals and diagnosis.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
3. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
4. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
5. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).

Specializations

Research: Course Specific

Law and Ethics: Course Specific

Intervention: Course Specific

Treatment Planning: Course Specific

Clinical Assessment: Course Specific

Admission to Treatment: Course Specific

Counseling Practicum III PSYC 593

Research:

1. Know the extant MFT literature, research, and evidence-based practice.

Law and Ethics:

1. Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
2. Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
3. Know policies and procedures of the practice setting.
4. Understand the process of making an ethical decision.
5. Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
6. Recognize ethical dilemmas in practice setting.
7. Recognize when a legal consultation is necessary.
8. Recognize when clinical supervision or consultation is necessary.
9. Monitor issues related to ethics, laws, regulations, and professional standards.
10. Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
11. Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
12. Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
13. Take appropriate action when ethical and legal dilemmas emerge.
14. Report information to appropriate authorities as required by law.
15. Practice within defined scope of practice and competence.
16. Obtain knowledge of advances and theory regarding effective clinical practice.

Intervention:

1. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
2. Match treatment modalities and techniques to clients' needs, goals, and values.
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6. Engage each family member in the treatment process as appropriate.
7. Facilitate clients developing and integrating solutions to problems.
8. Defuse intense and chaotic situations to enhance the safety of all participants.
9. Empower clients and their relational systems to establish effective relationships with each other and larger systems.
10. Modify interventions that are not working to better fit treatment goals.
11. Move to constructive termination when treatment goals have been accomplished.

12. Integrate supervisor/team communications into treatment.
13. Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
14. Evaluate ability to deliver interventions effectively.
15. Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
16. Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
17. Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).
18. Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.
19. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

Treatment Planning:

1. Know which models, modalities, and/or techniques are most effective for presenting problems.
2. Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.
3. Understand the effects that psychotropic and other medications have on clients and the treatment process.
4. Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).
5. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
6. Prioritize treatment goals.
7. Develop a clear plan of how sessions will be conducted.
8. Structure treatment to meet clients' needs and to facilitate systemic change.
9. Manage progression of therapy toward treatment goals.
10. Manage risks, crises, and emergencies.
11. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
12. Assist clients in obtaining needed care while navigating complex systems of care.
13. Develop termination and aftercare plans.
14. Evaluate progress of sessions toward treatment goals.
15. Recognize when treatment goals and plan require modification.
16. Evaluate level of risks, management of risks, crises, and emergencies.
17. Assess session process for compliance with policies and procedures of practice setting.
18. Advocate with clients in obtaining quality care, appropriate resources, and services in their community.
19. Utilize time management skills in therapy sessions and other professional meetings.

Clinical Assessment:

1. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
3. Understand the clinical needs and implications of persons with comorbid disorders (substance abuse and mental health; heart disease and depression).

4. Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
5. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
6. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
7. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making.
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9. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
10. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
11. Consider the influence of treatment on extra-therapeutic relationships.
12. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
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16. Administer and interpret results of assessment instruments.
17. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
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19. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
20. Identify clients' strengths, resilience, and resources.
21. Elucidate presenting problem from the perspective of each member of the therapeutic system.
22. Evaluate assessment methods for relevance to clients' needs.
23. Assess ability to view issues and therapeutic processes systemically.
24. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
25. Assess the therapist-client agreement of therapeutic goals and diagnosis.
26. Utilize consultation and supervision effectively.

Admission to Treatment:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
3. Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system
4. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
5. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
6. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
7. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
8. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.

9. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
10. Facilitate therapeutic involvement of all necessary participants in treatment.
11. Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
12. Obtain consent to treatment from all responsible persons.
13. Establish and maintain appropriate and productive therapeutic alliances with the clients
14. Solicit and use client feedback throughout the therapeutic process.
15. Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers.
16. Manage session interactions with individuals, couples, families, and groups.
17. Evaluate case for appropriateness for treatment within professional scope of practice and competence.
18. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
19. Complete case documentation in a timely manner and in accordance with relevant laws and policies.
20. Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality.