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Correlation of

***Counseling and Mental Health Services,* Palombit and McIntyre-Reiger**

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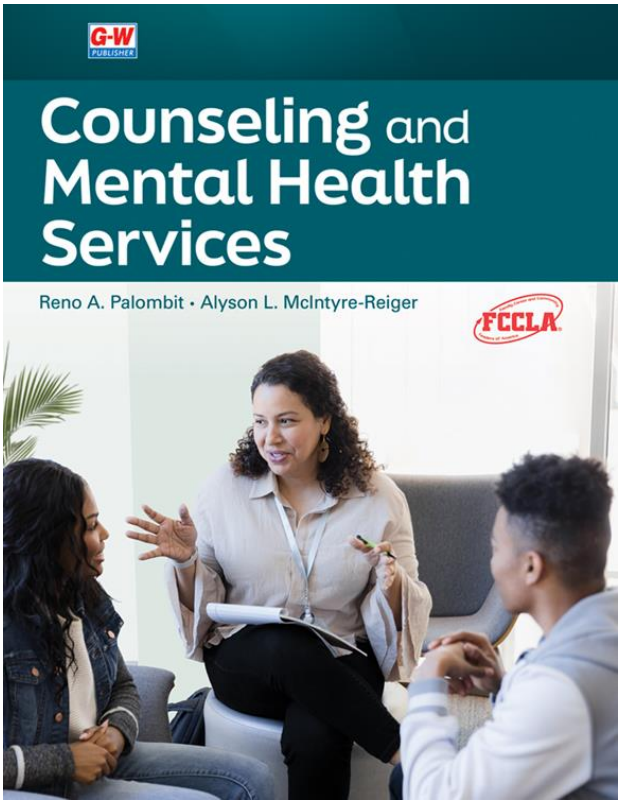
to

Broad Field Family and Consumer Sciences pre-PAC

The American Association of Family and Consumer Sciences (AAFCS) in collaboration with AAFCS members and business, industry, and education leaders developed the Pre-Professional Assessment and Certification (Pre-PAC) Program. AAFCS administers these standards-based assessments for pre-professionals in family and consumer sciences career areas. The background sources used in developing these assessments are driven by the industry standards with input from business and industry leaders, the NASAFACS National Standards for Family and Consumer Sciences, and the Career Clusters Initiative.

The following chart correlates the domains and competencies of the Broad Field Family and Consumer Sciences Pre-PAC assessment with the content of *Counseling and Mental Health Services*. For each competency, the chart lists the page number(s) that identify the content location.

After studying the content of this text, students will be able to achieve the following competencies:



Standards / Competencies	G-W Content
Standard 1: Interpersonal Relationships	
1A. Analyze functions and expectations of various types of relationships.	62-63 (Dimensions of Relationships), 68-70 (Families and Functionality)
1B. Analyze personal needs and characteristics and their effects on interpersonal relationships.	34-37 (Human Needs), 37-39 (Ecological Systems Theory), 41, 43-45 (Values and Beliefs)
1C. Demonstrate communication skills that contribute to positive relationships.	50-51 (Communication), 74-76 (Satir Family Communication Styles)
1D. Demonstrate standards that guide behavior in interpersonal relationships.	63-67 (Attachment Theory)
Standard 2: Life Span & Human Development	

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Standards / Competencies	G-W Content
2A. Analyze principles of human growth and development across the life span.	63-67 (Attachment Theory), 94-102 (Theories in Developmental Psychology), 105 (Social and Emotional Development), 109-112 (Fidelity in Identity), 116-118 (Galinsky's stages of parenthood), 147-149 (Moral Development), 194-195 (Vygotsky's Sociocultural Theory of Cognitive Development)
2B. Analyze conditions that influence human growth and development.	105-107 (Child Abuse, Neglect, and Adverse Childhood Experiences), 107-109 (Decision-Making in Adolescence), 119-120 (Depression and Dementia), 296-301 (Trauma), 301-304 (Bullying and Violence), 321-323 (Substance Use Disorders)
2C. Analyze strategies that promote growth and development across the life span.	103-105 (Facilitating Development), 110 (mindsight exercises), 118, 315-321 (Coping and Resiliency), 351-355 (Wellness Practices)
Standard 3: Family Well-being	
3A. Analyze the effects of family as a system on individuals and society.	68-70 (Families and Functionality)
3B. Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	73-74, 81-82, 85, 140-142
3C. Analyze and promote roles and responsibilities of parenting.	63-67 (Attachment Theory), 69, 115-118 (Caregiving)
3D. Evaluate and promote parenting practices that maximize human growth and development.	115-118 (Caregiving)
3E. Evaluate and promote support systems that provide services for parents/families.	209-213 (Special Education), 225-229 (Treating ASD), 284-285 (Family Therapy)
Standard 4: Career Connections	
4A. Analyze strategies to manage multiple roles and responsibilities.	117-119, 367-370, 400-404 (Communication Techniques)
4B. Demonstrate transferable and employability skills in school, community and workplace settings.	17, 23-26 (employability skills), 365, 369-373, 380-382, 395-397 (counseling skills), 400-404 (Communication Techniques), 404-406 (Cultural Competence), 454
4C. Evaluate the reciprocal effects of individual and family participation in community activities.	See G-W title *Principles of Human Services*.
Standard 5: Family & Consumer Resources	
5A. Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money.	34-37 (Human Needs) Also see G-W title *Principles of Human Services*.
5B. Analyze the relationship of the environment to family and consumer resources.	32-34 (Nature and Nurture), 37-39 (Ecological Systems Theory), 69 (Functional Families)

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Standards / Competencies	G-W Content
5C. Analyze policies that affect consumer rights and responsibilities.	424-425 (Health Insurance), 426-427 (Policies and Regulatory Agencies), 437-438 (Information Management)
5D. Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions.	See G-W title *Principles of Human Services*.
5E. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	See G-W title *Principles of Human Services*.
Standard 6: Nutrition and Wellness	
6A. Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information.	See G-W title *Principles of Human Services*.
6B. Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information.	See G-W title *Principles of Human Services*.
6C. Evaluate factors that affect food safety from selection through consumption.	See G-W title *Principles of Human Services*.
6D. Evaluate the influence of science and technology on food composition, safety, and other issues.	See G-W title *Principles of Human Services*.

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