I. Course Description
CNEP 5322 Family Counseling Strategies This course will focus on the application of major theoretical models of family counseling. Emphasis is on related interventions and strategies that facilitate change in the counseling process. Techniques are demonstrated from a systemic perspective.

II. Rationale
This course is essential for graduate students in counseling or related fields that work with couple and family systems. It is required for licensure in marriage and family therapy, certification in family therapy and in the marriage, couple, and family counseling program. A number of CACREP required competencies are included within this course as well as state proficiencies.

III. Proficiencies for Counselors: State Adopted
A. School counselor (state adopted)
   1. Learner Centered Knowledge
   2. Learner Centered Communication
   3. Learner Centered Professional Development
B. Professional Counselor (academic areas required by Texas State Board of Examiners of Licensed Professional Counselors)
   1. Counseling theories/techniques
   2. Social, cultural, and family issues
   3. Ethics and professional issues
C. Marriage and family therapist (academic course areas required by Texas State Board of Examiners of Licensed Marriage and Family Therapists)
   1. Theoretical Foundations
   2. Assessment and treatment
   3. Human development

IV. TExES Competencies
A. Competency 001 Human Development
B. Competency 002 Environmental Influences
C. Competency 003 Diversity
D. Competency 006 Responsive Services
E. Competency 009 Consultation and Collaboration with School Personnel
F. Competency 010 School-Home Relations
G. Competency 011 School Community Relationships
H. Competency 012 Ethical, Legal, and Professional Standards

V. Course Objectives and Student Learning Outcomes:
(CACREP Standard B-2) Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems. (ratings on demonstration rubric)

(CACREP Standard C-2) Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning. (ratings on case studies rubric and final examination ratings)

(CACREP Standard D-3) Uses systems theories to implement treatment, planning, and
intervention strategies. **(ratings on counseling demonstration rubric).**

(CACREP Standard  H-1) Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective. **(ratings on counseling demonstration and cases)**

VII. Instructional Methods and Activities

A. Each student will demonstrate knowledge of the course learning objectives through reading, videos, presentations, lecture, cooperative learning, role play, class activities, case studies and examinations.

B. Students will learn therapeutic interventions of different approaches through reading, observation, interactive learning experiences, videos, demonstrations of family counseling strategies, and role play.

C. Students will demonstrate skills in working with families and will demonstrate techniques in working with couples & families (30 points).

D. Students will actively participate in class demonstrations & discussions (20 points).

E. Students will complete a take-home examination (20 points) & and an in-class final examination (30 points).

VIII. Evaluation and Grade Assignment

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination(s)</td>
<td>50 Points</td>
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<tr>
<td>Class demonstrations</td>
<td>30 Points</td>
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<tr>
<td>Class participation</td>
<td>20 Points</td>
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<tr>
<td>Semester Grade</td>
<td>100 Points</td>
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B. Grading Scale

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = <60 points

IX. Course Schedule and Policies

**Professor:** Robert L. Smith, Ph.D.,
**Office:** ECDC 224
**Phone:** (361) 825-2307
**Fax:** (361) 825-3377
**Office Hrs.:** By Appointment
**e mail:** robert.smith@tamucc.edu
<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Overview of class: systemic thinking, social systems, developmental issues, gender, cultural issues. Problems faced by families impeding their functioning. The process of family counseling/therapy, the practice of family therapy. Family counseling demonstration by professor, family assessment/planning review (GARF etc.), groups organized, practice conducting an opening session, debriefing.</td>
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<tr>
<td>Session 2</td>
<td>Conducting an opening session with a family, Family counseling techniques lecture/discussion working with the family and individuals, textbook discussion, assignment of technique demonstrations and counseling sessions, designing a family, identifying techniques used in working with the family, group discussion, full class sharing.</td>
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<tr>
<td>Ethical &amp; legal issues in marriage, couple &amp; family counseling (ACA &amp; IAMFC Code of Ethics)</td>
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<tr>
<td>Session 3</td>
<td>Family movie/video Diagnosing a family and developing a treatment plan, examples provided, discussion of treatment plans for families in crises and emergency situations, Techniques &amp; Strategies</td>
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<tr>
<td>Session 4</td>
<td>Family sessions – Debriefing</td>
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<tr>
<td>Couple/Family techniques demonstrations</td>
<td></td>
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<tr>
<td>Session 5</td>
<td>Working with diverse family systems, stepfamilies, single parent families, gay and lesbian families-</td>
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<tr>
<td>Family sessions - Debriefing</td>
<td></td>
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<tr>
<td>Couple/Family techniques demonstrations</td>
<td>Take home section of Final Examination</td>
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<tr>
<td>Session 6</td>
<td>Working with families in crises and emergency counseling.</td>
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<tr>
<td>Family sessions – Debriefing</td>
<td></td>
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<tr>
<td>Couple/Family techniques demonstrations</td>
<td></td>
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<tr>
<td>Session 7</td>
<td>Couple/Family techniques demonstrations, Four presentations</td>
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<tr>
<td>Family sessions - debriefing</td>
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<tr>
<td>Session 8</td>
<td>Integrative Family Therapy: Illness in the family, Family challenges, Special Needs</td>
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<tr>
<td>Family sessions</td>
<td></td>
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</tbody>
</table>
Couple/Family techniques demonstrations

Session 9
Mixed marriage families, dual career families, rural families

Family sessions - debriefing
Couple/Family techniques demonstrations,

Session 10
Final Examinations  (take home returned & final in class)

Class Policies
Reading assignments, class attendance, and participation are considered mandatory. Many learning objectives will be met during class time and your active participation will enhance the learning experience for yourself and others. Incomplete grades will not be given after the university deadline for dropping a course except in the case of medical emergencies.

X. Textbooks
   A. Required:
   B. Supplemental, but not required:


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their
disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.