I. Course Description
This course is designed to familiarize students with intimate relationships, marriage, and the assessment and treatment of the couple relationship. Topics include, but are not limited to, sexuality, societal trends, roles, gender, diversity, premarital counseling and preventive approaches.

II. Rationale
This course is a core course for marriage and family track students. Community and school track students, as well as graduate students from similar professional areas, may take this course as an elective.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors (N/A)

IV. TExES Competencies (N/A)

V. Course Objectives/Learning Outcomes (Standards in bold indicate outcomes which are primarily met and measured in this class)
This course is designed to enable students to demonstrate understanding of the following CACREP marriage, couple, and family counseling standards:

A. CACREP Standard B-1: Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

B. CACREP Standard C-3: Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

C. CACREP Standard E-2: Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

D. CACREP Standard E-5: Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

E. CACREP Standard I-1: Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.

F. CACREP Standard I-3: Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.
G. CACREP Standard J-1: Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

H. CACREP Standard J-2: Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments. See

I. CACREP Standard A-6: Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

J. CACREP Standard C-1: Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

K. CACREP Standard C-2: Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

L. CACREP Standard D-1: Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

M. CACREP Standard D-2: Uses systems theory to conceptualize issues in marriage, couple, and family counseling.

N. CACREP Standard E-1: Understands how living in a multicultural society affects couples and families.

O. CACREP Standard E-4: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

P. CACREP Standard G-2: Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

Q. CACREP Standard G-3: Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

R. CACREP Standard H-2: Uses systems assessment models and procedures to evaluate family functioning.

S. CACREP Standard H-3: Determines which members of a family system should be involved in treatment.

T. CACREP Standard J-3: Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

Learning Outcomes
Upon completion of the course students will:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling (CACREP Standard B-1). Achievement is evidenced by students resolving an Ethical Dilemma (Essay Exam One)

2. Understand human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning (CACREP Standard C-3). Achievement is evidenced by 80% of students earning a B or above on examination over Chapter 9 of textbook.
3. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples) CACREP Standard E-2. Achievement is evidenced by 80% of students earning a B or Above on Essay Exams 2 and 3 Case Conceptualization and Treatment Plan and Presentation of Poster.

4. Understand the effect of local, state, and national policies, programs, and services on diverse family systems (CACREP Standard E-5). Achievement is evidenced by 80% of students earning a B or Above on Essay Exams 2 and 3 Case Conceptualization and Treatment Plan and Presentation of Poster.

5. Understand how to critically evaluate research relevant to the practice of marriage, couple, and family counseling (CACREP Standard I-1). Achievement is evidenced by a Critique of a Research Article

6. Acquire knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling (CACREP Standard I-3). Achievement is evidenced by a Critique of a Research Article.

7. Apply relevant research findings to inform the practice of marriage, couple, and family counseling (CACREP Standard J-1). Achievement is evidenced by a Critique of a Research Article and Treatment Plans

8. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments (CACREP Standard J-2) Achievement is evidenced by a Dyadic Adjustment Scale analysis and Treatment Plan.

VI. Course Topics
The major topics to be covered are: legal and ethical standards, human sexuality and the couple relationship, societal trends, multicultural and diverse family systems, research relevant to couple and family counseling, evidence based practice strategies, and developing measurable outcomes.

VII. Instructional Methods and Activities
This course combines lecture, discussion, demonstration, and experiential activities including role plays to facilitate student learning. Each student is expected to contribute to course learning by actively listening and participating in lectures, class discussions, and activities.

VIII. Evaluation and Grade Assignment
A. Methods of evaluation and criteria for grade assignments are as follows:
1. Examinations: There are three objective examinations covering assigned readings and lectures. 100 points each. (300 points)
2. Essay examinations: There are three essay exams to measure competencies related to ethical dilemmas and treatment issues. These examinations will be in case study format. 100 points each. (300 points)

3. Journal article critique: Read and critically evaluate 1 article on outcome effectiveness research relevant to counseling couples. Select article from list provided by instructor or obtain prior approval from instructor for optional selections (approximately 2-3 typed pages in APA format). One source for articles can be found in The Family Journal online through Bell Library. 100 points.

4. Each student will take and self score the dyadic adjustment scale and write a 2-3 page paper about the process and reflect on the how the assessment might be useful in couple assessment, couple counseling, and evaluation of couple counseling outcomes. 100 points.

5. Students will work in small groups to complete couple counseling treatment plans with measurable outcomes and evidence based treatment strategies using case material from videotapes, role-plays, and case studies. 100 points

6. Each student will independently research and increase understanding of a specific couple problem or special population (e.g. aging/retirement, bicultural couples, domestic violence, infertility problems, multi problem couple, couple impacted by economic conditions, unemployment, pre-marital counseling, remarriage issues, same sex couples, dual career couples, medical and psychiatric issues, couples and chronic or terminal illness of a child etc.). Results will be presented through a poster session. Poster must include intervention strategies plus handouts to be posted on Blackboard with references. Brochures and community resource list will enhance class learning experience. Obtain professor approval of topic so there will be no duplications. 100 points.

VIII. Evaluation and Grade Assignment

A. Methods of Evaluation 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>Multiple Choice Exams</td>
<td>300</td>
</tr>
<tr>
<td>Essay Examinations</td>
<td>300</td>
</tr>
<tr>
<td>Dyadic Adjustment Scale</td>
<td>100</td>
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<tr>
<td>Research Critique</td>
<td>100</td>
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<tr>
<td>Treatment Plans</td>
<td>100</td>
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<tr>
<td>Poster Presentation</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

B. Grading Scale

A = 900-1000; B = 800-899; C = 700-799; D = 600–699; F = 590 and below
## IX. Course Schedule and Policies
### A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/09</td>
<td>Overview of course; systemic view of couples; family life cycle; healthy couple relationships; culture</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>7/10</td>
<td>Theories of Couples Therapy: Behavioral and multigenerational</td>
<td>Chapters 2</td>
</tr>
<tr>
<td>7/11</td>
<td>Theories: Structural, strategic, solution-focused, and narrative, emotionally focused couples therapy, Gottman’s approach, evidence-based approaches</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>7/12</td>
<td>An integrated model</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>7/16</td>
<td>Legal and ethical issues; couple assessment; diagnosis, goal setting, and treatment planning</td>
<td>Chapters 5 and 6 Exam One Due</td>
</tr>
<tr>
<td>7/17</td>
<td>Treatment strategies; demonstrations</td>
<td>Chapter 7 Essay Exam I Due</td>
</tr>
<tr>
<td>7/18</td>
<td>Communication and relationship education; premarital and prevention;</td>
<td>Chapters 8</td>
</tr>
<tr>
<td>7/19</td>
<td>Conflict negotiation</td>
<td>Chapter 10 Exam Two Due</td>
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<tr>
<td>7/23</td>
<td>Intimacy and sexuality</td>
<td>Chapters 9 Essay Exam II Due</td>
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<tr>
<td>7/24</td>
<td>Divorce; infidelity in relationships</td>
<td>Chapter 11</td>
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<tr>
<td>7/25</td>
<td>Infidelity in relationships</td>
<td>Chapter 12</td>
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<tr>
<td>7/26</td>
<td>Couples and alcohol problems</td>
<td>Chapter 13</td>
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<tr>
<td>7/30</td>
<td>Intimate partner violence</td>
<td>Exam Three Due</td>
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<tr>
<td>7/31</td>
<td>Blended couples; same-sex couples;</td>
<td>Chapter 14 and 15</td>
</tr>
<tr>
<td>8/01</td>
<td>Societal trends</td>
<td>Professional Journals</td>
</tr>
<tr>
<td>8/02</td>
<td>Poster presentations</td>
<td>Posters Due in Class</td>
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<tr>
<td>8/06</td>
<td>Demonstrations</td>
<td>Essay Exam Three</td>
</tr>
</tbody>
</table>
B. Class policies
Reading assignments are to be completed prior to class, and students are expected to be prepared to participate in seminar-style discussions of material and other class activities. Attendance is expected at all classes. Learning objectives must be met in order to pass the course. Attendance is required, and instructor must be notified and approve of excused or unavoidable absences. More than one missed class will result in the semester grade being lowered by 10 points. Late work will be penalized 10 points, and no work will be accepted past 8/8. Out of class work will use APA (6th ed.) format (12 pt. font, double spaced, 5-space indentions for paragraphs, 1-inch margins, title page, etc.). Electronic devices may not be used in class unless express permission is obtained from the instructor. Students who must have cell phones on are required to set them to silent/vibrate, and shall not accept calls or respond to texts unless there is an emergency. Academic honesty must be observed, and plagiarism or other forms of academic dishonesty will result in a 0 for that work, filing of academic dishonesty paperwork with the appropriate university office, and perhaps a failing grade in the course. Incomplete grade requests, in accordance with College of Education policy, are granted only in extraordinary circumstances and must be requested in advance by the student.

X. Required textbook

XI. Supplemental reading and references


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 Rule 13.02.99.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.tamu.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.

XIV. Rubrics
A. Dyadic Adjustment Scale: Guidelines for Analysis

CNEP 5324 Measurement of CACREP Standard J-2: Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

ASSIGNMENT: The Dyadic Adjustment Scale (DAS) is a self report measure of relationship adjustment. Requiring only 5-10 minutes to administer to couples or individuals, the instrument assists in determining the degree of relationship satisfaction couples are experiencing. Subscales of the DAS include Dyadic Satisfaction, Dyadic Consensus, Dyadic Cohesion, and Affectional Expression. Take and self score the DAS according to the instructions and plot your raw scores on the DAS profile. Write a 2-3 page paper about your experience taking the assessment and explain how you might use it along with a clinical interview and/or other assessments to help couples examine their relationships. Discuss how responses to individual items could serve as a basis for discussion. Are there contraindications for using the DAS? Reflect on usefulness of the DAS with diverse couples. Any words or ideas not your own should be quoted. It is plagiarism to copy directly from any source without using quotation marks and citing the source.
GRADING RUBRIC: Your paper will be graded according to these guidelines:

1. **Content (50%)**
   A. Does paper have a central idea that can be expressed in 1 or 2 simple sentences?
   B. Does paper have adequate summary and discussion using assignment guidelines?
   C. Does paper contain thoughts and ideas based on your test results?
   D. Does paper address several perspectives?
   E. Does paper describe how could the DAS could be useful in formulating a treatment plan, selecting interventions and treatments, and measuring outcomes for couples counseling?

**Examples of Points deducted for issues with content (50 points)**
- No central idea -15
- Focus on the test rather than application possibilities in counseling couples -15
- No description of how DAS could be useful in formulating a treatment plan, selecting interventions and treatments, and measuring outcomes for couples counseling? -15
- Lack of perspective or connection to how assessment can be used in counseling couples -5

2. **Organization (20%)**
   A. Does paper have introduction that gives the reader a sense of the paper’s focus?
   B. Is there a conclusion that summarizes the paper or offers some final perspective on the topic?
   C. Is the paper ordered in a way that is logical, clear, and easy to follow?
   D. Does each paragraph have a central idea?
   E. Does the paper flow, with clear and logical transitions between paragraphs?
   F. Are personal views clearly defined and is information from the DAS well integrated into the flow of the paper?

**Points deducted for issues with organization (20 points)**
- Intro poorly constructed -3
- Thesis statement missing -3
- No logical flow -3
- No main theme per paragraph -3
- Transitions missing or clumsy -3
- Information from DAS vague or undefined -2
- Conclusion poor -3

3. **Grammar and style (20%)**
   A. Are there grammatical or spelling problems?
   B. Is the writing style clear?
   C. Is word choice simple and straightforward?
   D. Are sentences cohesive?

**Examples of Points deducted for Grammar and Style (20 points)**
- Certain grammar errors are inexcusable at this level. Among them are errors in subject/verb agreement, misuse or absence of apostrophes, verb tense shifts, misplaced or dangling modifiers, and incomplete sentences. Papers containing more than ten grammatical errors will be returned to be revised and resubmitted with the best possible grade for revision being 80%.
Each mistake -1, up to 10
Unclear writing style -5
Simple word choices and repetition -5

4. **Required formatting as specified by APA 6th edition (10%)**
   A. Typed double-spaced in a word document
   B. 1 inch margins on all sides
   C. 12 point font
   D. Times New Roman or similar standard type
   E. Running head on title page
   F. Page header at the top of pages
   G. Title page (1 page) includes Title of Your Paper; Your name; Texas A&M University-Corpus Christi; CNEP 5324 and date
   H. Body of paper (1-2 pages)

**Points deducted for formatting (10 points)**
Page length not met -5
Margins and/or font size and type incorrect -3
Missing Heading Information -2

B. **Style Guide and Grading Rubric for Research Article Reports**

**CNEP 5324 Measurement of**
- **CACREP Standard I-1**: Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.
- **CACREP Standard I-3**: Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.
- **CACREP Standard J-1**: Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

Assignment: Read and critically evaluate an article on outcome effectiveness research relevant to counseling couples. Select article from list provided by instructor or obtain prior approval from instructor. One source for articles can be found in *The Family Journal* online through Bell Library.

I. **Content (50%)**
   A. Does the summary of the article include the following?
      1. identified problem
      2. purpose of the study
      3. very brief synopsis of the literature review
      4. explanation of the basic research design
      5. description of the sample
      6. inclusion of diversity and multiculturalism issues
      7. explanation of how data was analyzed
      8. results of study and how findings support the hypothesis and purpose
      9. how results inform the practice of counseling
      a. how study is important or not important to counseling practice?
b. how results of study can be used in a practical way by counselors to evaluate counseling outcomes?

c. Does this study contribute to evidenced based practice research? If so, how?

10. your perspective
   a. What information was not included that you would want to know?
   b. What is one idea that impressed you?
   c. What is your overall assessment of this research article?

**Deducting points for content.**
Summary of article rather than analysis using above questions as guide -30
Excessive personal thoughts and opinions -10
Lack of perspective or connection to how research informs practice of counseling -10

II. Organization (20%)
A. Does the paper have an introduction that gives the reader a sense of the paper’s focus?
B. Does the paper have a conclusion that includes a summary or offers some final perspective on the topic?
C. Is the paper ordered in a way that is logical, clear, and easy to follow?
D. Does each paragraph have a central idea?
E. Does the paper flow with clear and logical transitions between paragraphs?
F. Is information from the article clearly defined and well integrated into the flow of the paper?

**Deducting points for organization (20 points)**
Introduction poorly constructed -3
Thesis statement missing -3
No logical flow -3
No main theme per paragraph -3
Transitions missing or clumsy -3
Sources from article undefined or unclear -2
Conclusion poor -3

III. Grammar and style (20%)
A. Are there grammatical or spelling problems?
B. Is the writing style clear?
C. Is word choice simple and straightforward?
D. Were sentences cohesive?

**Deducting Points for Grammar and Style (20 points)**
Each mistake -1, up to 10
Unclear writing style -5
Incorrect word choices and repetition -5
**NOTE:** Papers with more than 10 grammar mistakes and unclear writing will be returned to be corrected and resubmitted with highest grade possible being 80%)

IV. Required formatting (10%)
Your research report should be
C. Outcome and Effectiveness Research Articles for Couples Counseling


doi:10.1097/01.NNR.0000319496.67369.37


substance-abusing patients: Effects on relationship adjustment and drug-using behavior. 
substance-abusing dyads: The effect of couples therapy. Professional Psychology: 
Research and Practice, 40(3), 257-263. 
Fals-Stewart, W., Kashdan, T. B., O'Farrell, T. J., & Birchler, G. R. (2002). Behavioral couples 
therapy for drug-abusing patients: effects on partner violence. Journal of Substance 
Abuse Treatment, 22(2), 87-96. 
relationship therapy for alcoholism: a randomized clinical trial examining clinical 
couples therapy for alcoholism and drug abuse: Where we’ve been, where we are and 
where we’re going. Journal of Cognitive Psychotherapy, 19, 229-246. 
substance abuse: rationale, methods, and findings. NIDA Science & Practice 
Perspectives, 2(2), 30-41. 
Individual versus conjoint interpersonal psychotherapy for depressed patients with 
controlled trial evaluating the effect of a support and education programme for spouses of 
doi:10.1177/0269215508090161 
Goering, P. N., Lancee, W. J., & Freeman, J. J. (1992). Marital support and recovery from 
depression. British Journal of Psychiatry, 10, 29-42. 
Gondolf, E. (2004). Evaluating batterer counseling programs: A difficult task showing some 
effects and implications. Aggression and violent behavior, 9(6), 605. 
Process, 38, 159-166. 
time: A study of alternative models. Family Process, 38, (2), 143-158. 
will divorce: Exploratory analyses using 14-year longitudinal data. Family Process, 
41(1), 83-96. 
education: Social policy and public health perspectives. Journal of Family Psychology, 
22(4), 497-505.


patterns and strategies among couples in everyday life. *Qualitative Research in Psychology, 4*(1), 29-47.


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**D. Grading Rubric for Ethical Decision Making Discussion**

**CNEP 5324 Measurement of**

- **CACREP Standard B-1**: Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

Using the Tarvydas Integrative Decision-Making Model of Ethical Behavior (2007) as a guide, discuss assigned case dilemmas in small self selected groups. **Exam 3** will be comprised of a discussion thread discussion of an assigned ethical case dilemma. Group discussion thread is expected to be complete by April 13 at 4:00 P.M. and will be evaluated according to the rubric below. An individual’s grade could possible vary from other group members’ grades due to following requirements. Individual expectations include making at least 3-4 contributions in the form of comments, observations, questions, reactions, and or references to the case dilemma, the decision making model, and the ACA, LPC, or LMFT Codes of Ethics relevant to the case dilemma. Individual students must respond, react, or engage with other group members in order
to reach a consensus. It is possible to ‘agree to disagree” for reasons clearly stated in the
discussion thread. The overall discussion should be in depth enough to cover relevant issues
related to the dilemma and give clear direction for possible course(s) of actions.

<table>
<thead>
<tr>
<th></th>
<th>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion could be described as follows:</td>
<td>Does not include basic use of recommended decision making model; discussion does not or poorly addresses balance between issues and parties to the ethical dilemma; little to no attention paid to the context(s) of the situation; poor or no plan of action; no reference to the ACA Code of Ethics and Texas LPC and LMFT rules.</td>
<td>Discussion meets the following minimum guidelines: Some use of recommended decision making model; limited discussion addressing balance between issues and parties to the ethical dilemma; scant attention paid to the context(s) of the situation; plan poorly described or doesn’t involve collaboration with all rightful parties to the situation; scant references to the ACA Code of Ethics and Texas LPC and LMFT rules.</td>
<td>Discussion meets following basic guidelines: Discussion of ethical dilemma uses recommended decision making model; not fully developed discussion addressing balance between issues and parties to the ethical dilemma; basic attention paid to the context(s) of the situation; plan poorly described or doesn’t involve adequate collaboration with all rightful parties to the situation; vague reference to the ACA Code of Ethics and Texas LPC and LMFT rules.</td>
<td>In depth discussion occurs as follows: Thoughtful discussion of ethical dilemma using recommended decision making model; reflections grounded in addressing balance between issues and parties to the ethical dilemma; close attention paid to the context(s) of the situation; devising a plan that involves collaboration with all rightful parties to the situation; reference to the ACA Code of Ethics and Texas LPC and LMFT rules.</td>
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E. Special Topics Poster Presentation

CNEP 5324 Measurement of

- CACREP Standard E-2: Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

Name of Student(s): _____________________________________________________________

Poster Topic: __________________________________


1. Organization of poster including neat appearance.
2. Information appropriately focused on the couple relationship
3. Comprehensive coverage of selected problem/population
4. Inclusion of appropriate counseling strategies for selected problem/population
5. Addressed issues related to multicultural and diverse family systems
6. Usefulness of information for counselors working with couples
7. Ability to dialogue with peers and answer questions about problem/population
8. Relevance of references and other resources
9. Quality of Handout
10. Evidence of research (in library and or community) necessary to present accurate and helpful information

Additional comments:
F. Rubric and Guidelines for Case Conceptualization and Treatment plan

CNEP 5324 Measurement of
- CACREP Standard E-2: Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).
- CACREP Standard E-5: Understands the effect of local, state, and national policies, programs, and services on diverse family systems.
- CACREP Standard J-1: Applies relevant research findings to inform the practice of marriage, couple, and family counseling.
- CACREP Standard J-2: Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

Directions: Conceptualize assigned case scenario using what you learned from readings and class activities. Develop treatment plan based on the Integrative model presented in text in addition to guidelines provided below. Describe how you could facilitate the couple through all five stages of the model.

Case discussion of couple should include:
1. Relevant societal trends and treatment issues
2. Relevant multicultural and diversity concerns
3. Possible effect of local, state, and national policies, programs, & services

Guidelines for discussing each stage of the integrative model:

Stage 1: Student will demonstrate an understanding of the individual viewpoints of each partner. Student will then discuss how interventions that can assist couples in reaching an interactive definition of the problem.

Stage 2: Student will discuss how the problem can be externalized. Students will discuss how they can collaboratively develop one behavioral, one cognitive, and one affective goal with the couple.

Stage 3: Students will develop at least one intervention per goal in order to facilitate shifts in behavior, emotion, and cognition. Student will identify strengths of both partners and indicate how they can instill or encourage hope. Interventions will be should be assessed for congruence with goal. Outcome effectiveness research needs to be cited to justify the selection of at least one intervention.

Stage 4: Student will identify potential roadblocks and describe how the counselor can prepare couples to deal with future obstacles and stay committed to change and growth.

Stage 5: Students will discuss how couple and counselor will know when counseling goals have been reached, how to decrease anxiety about termination, and identify how couple could celebrate their success.
<table>
<thead>
<tr>
<th>Rubric and Guidelines for Case Conceptualization and Treatment plan</th>
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</thead>
<tbody>
<tr>
<td><strong>0 - 69%</strong></td>
</tr>
<tr>
<td>Poor case conceptualization that does not closely follow above guidelines; discussion inaccurate or poorly grounded in course materials; poor writing with too many errors or mistakes; poorly constructed sentences and paragraphs.</td>
</tr>
</tbody>
</table>

| **70 – 79%** |
| Conceptualization of case only vaguely referencing guidelines above; some comments inaccurate or not grounded in course materials; mistakes or errors in writing or writing poorly edited; awkward construction of some sentences or paragraphs. |

| **80 – 89%** |
| Thoughtful conceptualization of case referring to most of the details in guidelines above; most comments accurate and grounded in course material; some errors or mistakes in writing; some ideas may not be well developed; a few sentences and paragraphs may not be well constructed. |

| **90 – 100%** |
| Thoughtful and detailed conceptualization of case referring to all guidelines above; all comments accurate and grounded in course materials; only minimal errors in writing; ideas developed using well constructed sentences and flowing paragraphs. |