I. Course Description
Research, identification, and design of systemic models of prevention and intervention that foster the healthy development of children, teens, and adults. Focus will be on pedagogical methods, assessment and implementation of culturally respectful approaches that invite collaboration of schools, family, community, and other contextual resources.

II. Rationale
Course content is founded on the assumption that the system in which a person lives and works is a powerful influence in individual development and achievement; thus effective intervention programs and services will necessarily include systemic interventions.

III. State Adopted Proficiencies
N/A

IV. TExES Competencies
N/A

V. Course Objectives
Doctoral CACREP Standards
1. III-C-1 Understands theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.
2. III-C-4 Knows pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning
3. IV E-4 Knows models and methods of program evaluation.

Additional Course Objectives
4. Research and discuss current models/structured programs integrating systems-based interventions in school and community settings.
5. Research and learn of outcome studies on family system interventions in school and community settings.

Student Learning Outcomes
a. Students will demonstrate knowledge of theories pertaining to systems as evidenced by successful completion of a pedagogical learning experience relevant to teaching the major models of family counseling and successful results on course exams. (CACREP Standard III-C-1)
b. Students will demonstrate knowledge of pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning as measured by successful integration of such issues in the prevention/intervention program assignment as well as course exams. (CACREP Standard III-C-4)

c. Students will demonstrate knowledge of models and methods of program evaluation as evidenced by successful completion of the prevention/intervention program assignment. (CACREP Standard IV-E-4)

d. Students will demonstrate the ability to research and discuss current models/structured programs integrating systems-based interventions in school and community settings. Outcome will be measured by course exams and designing an implementation-ready intervention/prevention program involving families.

e. Students will demonstrate knowledge of outcome studies on family system interventions in school and community settings. Outcome will be measured by contribution to an annotated bibliography.

VI. **Course Topics**
History and overview of the major models of family therapy/counseling; pedagogy; applications and outcome studies of systemic approaches in school and community settings in the prevention and treatment of problems i.e. personal or societal concerns, interpersonal relationships, motivation, academic achievement, retention, career/life planning; ethnicity and diversity issues; program design; use of technology including online instruction/pedagogy.

VII. **Instructional Methods and Activities**
Instructional methods will be organized around in class and online learning and will include readings, discussion, lecture, student prepared learning activities, collaboratively constructed annotated bibliography, live/video demonstrations, and individual and interactive learning.

VIII. **Evaluation and Grade Assignment**
A. **Online chapter tests**
Chapter Self-Tests are designed to help better understand the course content. The tests consist of multiple choice and discussion questions over the chapter content. Tests will be open on Thursday evenings at 6:00 P.M. and close on Thursday evenings at 5:45 pm. Exception: Chapters 1-7 self tests (there is no self test for chapter 3) will be available from the beginning of the semester until June 10 at 11:59 P.M. Each multiple choice test will be available unlimitedly until a percentage of 90% or above is achieved. See matrix for evaluation guide. Remember the tests are being released for the week the chapters are assigned; this means you may have to complete three to four chapter tests per week. The tests will close on Thursday so as to introduce new content material for classes the next week.

B. **Participation in weekly online discussions.**
Each student is required to actively participate in weekly discussions of assigned readings by creating original posting each week and responding to at least two classmates’ original postings. Instructions on how to create an original posting and create replies is located in the Start Here Folder. Professor and students will initiate discussions revolving around case studies, ethical dilemmas, current issues, and text and other readings. See matrix for evaluation guide. Each student is expected to join on-line discussion.

<table>
<thead>
<tr>
<th></th>
<th>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
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<tbody>
<tr>
<td>Less than required number of contributions; statements inaccurate or comments not related to theory, case, topic.</td>
<td>Comments based totally on course content, text or readings; little self reflection, comparison or integration of ideas; statements not based on; writing poorly edited; awkward construction or poor flow of ideas.</td>
<td>Some thin discussion of personal reflections on topic, course content, or readings; vague connections to material; contribution somewhat reflective but not fully engaged in material; some mistakes in writing.</td>
<td>Thoughtful discussion of topic using guide above; reflections grounded in course materials; minimal errors in writing; ideas developed using well constructed sentences and flowing paragraphs.</td>
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C. **Key Terms and Additional Readings**
   You should be familiar with key terms, readings, and resources introduced in each chapter Lists of key terms and readings are available in the course content folder under the specific chapter. Professor will also assign specific articles for discussion and chat rooms.

D **School or community prevention/ intervention program involving families**
   Student will demonstrate the ability to design and evaluate the outcome of a family based school or community prevention/intervention program that addresses a specific need i.e. attitude toward school or education, motivation for learning, interpersonal relationships, academic achievement, retention, and career/life planning, etc. A program evaluation plan must be included. Each student will present their program to the class.

E. **Contribution to cohort annotated bibliography**
   Conduct a literature review of the past five years of ACA publications pertaining to applications of family counseling in school and community settings. Each student will contribute at least 3 articles on interventions and programs using systems theory in the prevention or treatment of an identified problem i.e. attitude toward school or
education, motivation for learning, family relationships, academic achievement, retention, and career/life planning, etc. Give preference to articles based on research or evaluation of the program. Each student should include at least 1 article that address the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in counselor education programs. Collaborate with cohort members so there will be no duplications in bibliography. Submit annotated bibliography by posting to designated online location. Learning objectives III. C. F.

F. *Pedagogy Training*

Attend and participate in presentation on integrated approach to teaching, training, and supervision.

- **30%** Online chapter tests including multiple choice and essay questions.
- **30%** Online activities, discussions, chat room.
- **30%** Prevention/ intervention program involving families
- **10%** Annotated bibliography on research/evaluation
- **100%** Total grade

IX. **Course Schedule and Policies**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; SOURCES</th>
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<tbody>
<tr>
<td>June 5</td>
<td>Overview of Class and Family Counseling Theories</td>
</tr>
<tr>
<td></td>
<td>Introduction to Technology and Online Learning</td>
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<td></td>
<td>Video: History of Family Therapy</td>
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<tr>
<td></td>
<td>Introduction to Marriage and Family Chapters 1 &amp; 2</td>
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<td></td>
<td>First online chapter tests</td>
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<tr>
<td>June 7</td>
<td>Resilience in the family</td>
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<td></td>
<td>Fundamental Concepts Chapters 3 &amp; 4</td>
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<td></td>
<td>Multicultural issues</td>
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<td></td>
<td>Video: Monica McGoldrick</td>
</tr>
<tr>
<td>June 12</td>
<td><strong>Online Study</strong> Bowen Family Systems Therapy Ch. 5</td>
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<tr>
<td></td>
<td>Ethical Genogram Assignment See Peluso (2003) in Bibliography</td>
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<tr>
<td>June 14</td>
<td><strong>Online Study</strong> Strategic Family Therapy Ch. 6</td>
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<td></td>
<td>Structural Family Therapy Ch. 7</td>
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<td>June 19</td>
<td>Program Evaluation</td>
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<td></td>
<td>Experiential Family Therapy Ch. 8</td>
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<td></td>
<td>Psychoanalytic Family Therapy Ch. 9</td>
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<tr>
<td>June 21</td>
<td>Cognitive-Behavioral Family Therapy Ch. 10</td>
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<tr>
<td></td>
<td>Ethical issues <strong>Chat Room</strong></td>
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<tr>
<td></td>
<td><strong>Annotated bibliography due online</strong></td>
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<tr>
<td>June 26</td>
<td>Family Therapy in the 21st Century Ch. 11</td>
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<tr>
<td></td>
<td>The changing meaning of marriage</td>
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<tr>
<td>June 28</td>
<td>Video: Insoo Kim Burg</td>
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<tr>
<td></td>
<td>Solution Focused Therapy Ch.12</td>
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<td></td>
<td>Narrative Therapy Ch. 13</td>
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</table>
The class has been designed for doctoral students to grasp an in depth understanding of the applications of the major models of family therapy, gain the knowledge and skills necessary to teach marriage and family counseling, and develop school and community based prevention/intervention programs inclusive of families. Meaningful participation, collaboration, and interactive learning are mandatory for the success of in class and online pedagogical experiences. Class work will be in APA format. An incomplete grade will not be given after the university deadline for dropping a course except in the case of medical emergencies. Late assignments will be penalized 10%.

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.

X.    Textbook

XI.    Bibliography


**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.tamucc.edu/provost/university_rules/index.html](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**

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