I. Course Description

CNEP 5322 Family Counseling Strategies This course focuses on the application of major theoretical models of family counseling. Emphasis is on related interventions and strategies that facilitate change in the counseling process, addressing addictions, violence, suicide and related problems confronting diverse family systems. 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. Several CACREP required competencies are included within this course as well as state proficiencies.

III. Proficiencies for Counselors

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. ExCET 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 Standards met in this class

(CACREP Standard B-2) Demonstrate the ability to select models or techniques appropriate to couples’ or families’ presenting problems.

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

(CACREP Standard C-4) Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

(CACREP Standard D-3) Uses systems theories to implement treatment, planning, and intervention strategies.

(CACREP Standard D-4) Demonstrates the ability to use procedures for assessing and managing suicide risk.

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

Student Learning Outcomes for the Course

Students will:

Demonstrate the ability to select models or techniques appropriate to couples’ or families’ presenting problems. (ratings on demonstration rubric during class demonstrations throughout the semester)

Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning. (ratings on case studies rubric and in class demonstrations when working with these cases and problems, final examination ratings).

Understand professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice. (demonstrated through the final written examination)

Use systems theories to implement treatment, planning, and intervention strategies. (ratings on in class counseling demonstration rubrics and completed treatment plans with
intervention strategies, and final written examination).

Demonstrate the ability to use procedures for assessing and managing suicide risk. (case studies rubric, and in class demonstration)

Apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective. (ratings on counseling demonstrations in class and information on the treatment plans in class and on the final examination)

(Several rubrics used to assess student learning outcomes are attached to this syllabus)

VI. Course Topics
Major topics considered are essential counseling strategies and current theoretical foundations of marriage, couple, and family counseling including key interventions related to theories, initial and post assessment issues, ethical practices, gender, class, and multicultural issues when working systemically with diverse couples and families.

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, 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.

VIII. Evaluation and Grade Assignment
A. Methods of Assessing Final Grades

Course demonstrations of ability to select models and techniques (interventions) in mcfc appropriate to presenting problems including addictions, domestic violence, suicide risk, and immigration. 20 points

Course demonstrations and responses to case studies using systems theories to implement treatment, planning & interventions . 10 points

Take home cases related to assessing and managing suicide risk, understanding professional issues: recognition reimbursement, and right to practice. 70 points

Final in class written examination over cases involving addictions in families domestic violence, suicide risk, and immigration. Additional topic include interviewing, suicide assessment, and case management discussion questions using a systems approach. 60 points

Final in class knowledge-based examination (mc questions) 70 points

(points are determined by assessment rubrics and total number correct on examinations)

B. Grading Scale
A = 90% of total points
B = 80% of total points  
C = 70% of total points  
D = 60% of total points

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Session 1 | Overview of class: systemic thinking, family counseling professional issues including recognition, reimbursement, and the right to practice, developmental issues, gender, and culture. Problems faced by families impeding their functioning including addictions in the family, self harm, and family violence. The process of family counseling/therapy and the practice of family therapy are covered. A family counseling demonstration is presented by the professor followed by family assessment/planning (GARF etc.).  
(Ch 1- Developmental framework, individual functioning, problem severity, therapy models, case integration; Ch.2- Applying family therapy models; Ch 3- Themes- Gender, race and culture, transitions, family structure; Ch 4- Common themes or practices- The therapeutic relationship (joining), family strengths, instilling hope, reframing resistance, the self as the therapist. |
| Session 2 | 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 session demonstrations of working with families including addiction issues, domestic violence, self harm. Working with immigrant families or families with immigration issues. Designing families and identifying techniques used in working with families facing diverse issues.  
(Ch 5- Assessment- the referral process, the intake process, beginning questions-interviewing skill development) |
| Session 3 | Family movie/video Diagnosing a family (use of the DSM, GARF), characteristics of interviews, developing a treatment plan, and managing the cases from a systems perspective.  
(Ch 6- Treatment Planning- Organizing treatment, defining the problem(s), addressing relational functioning, completing the GARF, setting goals, starting the treatment plan) |
| Session 4 | Family session demonstration using systems theories  
Debriefing on the use of theory and treatment plans  
Couple/Family techniques demonstrations  
(Ch 7- Relational assessments- genograms, tracking longitudinal sequences, timelines, hypotheses  
Developmentally appropriate treatment plans) |
| Session 5 | Working with diverse family systems, stepfamilies, single parent families, gay and lesbian families-  
Family sessions - Debriefing  
Couple/Family techniques demonstrations |
(Ch 8-Interventions for beliefs, behaviors, and emotions; assessing individual and relational functioning, problem severity, reconstructing belief systems, experimenting with new behaviors, homework)

Session 6  Working with families in crises and emergency counseling.

Family sessions – Debriefing

Couple/Family techniques demonstrations

**Take home final:** Cases on assessing and managing suicide risk. Identifying professional issues in mefc.: recognition issues, reimbursement, and right to practice.

(Ch 9- Evidence-based family therapy models, Case management & collaboration with schools, health care professionals, & other team members)

Session 7  Couple/Family techniques demonstrations

Family presentations (Assessing & treating substance abuse, violence, and suicide in families)

Debriefing

Session 8  Integrative Family Therapy: Illness in the family, Family challenges, Special Needs

Family sessions addressing issues with immigrants and using case management processes

Couple/Family techniques demonstrations

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

Family sessions - debriefing

Couple/Family techniques demonstrations,

Session 10  Final Exam : In class written examination over cases involving domestic violence, addictions, self harm, and immigration, identifying interviewing techniques, assessment measures, and case management plans.

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:


XI. Bibliography

*Articles provided throughout from: The Family Journal, Family Process, J. of Marital & Family Therapy, & The Family Psychologist.*

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](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.