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 by 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. 10 points each. (30 points)
2. Essay examination: There is one essay exam to measure competencies related to ethical dilemmas and treatment issues. This examination will be in case study format. (30 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. (10 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. (10 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. (10 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. (10 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>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice Exams</td>
<td>30</td>
</tr>
<tr>
<td>Essay Examinations</td>
<td>30</td>
</tr>
<tr>
<td>Dyadic Adjustment Scale</td>
<td>10</td>
</tr>
<tr>
<td>Research Critique</td>
<td>10</td>
</tr>
<tr>
<td>Treatment Plans</td>
<td>10</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

B. Grading Scale

A = 90-100; B = 80-89; C = 70-79; D = 60– 69; F = 59 and below
IX. A. **This is a fluid schedule and may be adjusted accordingly to class needs.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/2013</td>
<td>Overview of course; systemic view of couples; family life cycle; healthy couple relationships; culture</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2/5/2013</td>
<td>Theories of Couples Therapy: Behavioral and multigenerational</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2/12/2013</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>2/19/2013</td>
<td>An integrated model</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td><strong>Exam One Due</strong></td>
<td></td>
</tr>
<tr>
<td>2/26/2013</td>
<td>Legal and ethical issues; couple assessment; diagnosis, goal setting, and treatment planning</td>
<td>Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>3/5/2013</td>
<td>Treatment strategies; demonstrations</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>3/12/2013</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>3/19/2013</td>
<td>Communication and relationship education; premarital and prevention; conflict negotiation</td>
<td>Chapters 8 &amp; 10</td>
</tr>
<tr>
<td></td>
<td><strong>Exam Two Due</strong></td>
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</tr>
<tr>
<td>3/26/2013</td>
<td>Intimacy and sexuality</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>4/2/2013</td>
<td>Divorce; infidelity in relationships</td>
<td>Chapter 11</td>
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<tr>
<td>4/9/2013</td>
<td>Infidelity in relationships</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>4/16/2013</td>
<td>Couples and alcohol problems; intimate partner violence</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td><strong>Exam Three Due</strong></td>
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<tr>
<td>4/23/2013</td>
<td>Blended couples; same-sex couples</td>
<td>Chapters 14 &amp; 15</td>
</tr>
<tr>
<td>4/30/2013</td>
<td>Societal trends</td>
<td>Professional Journals</td>
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<tr>
<td></td>
<td><strong>Essay Exam Due</strong></td>
<td></td>
</tr>
<tr>
<td>5/7/2013</td>
<td>Poster presentations</td>
<td><strong>Posters Due in Class</strong></td>
</tr>
</tbody>
</table>

April 12, Friday - Last day to drop a class  
May 6, Monday - Last day to withdraw from the University  
May 8, Wednesday - Reading Day  
May 17, Friday – Hooding Ceremony  
May 18, Saturday - Spring Commencement

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. Learning objectives must be met in order to pass the course.

Attendance is expected and required. 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 per day and will not be accepted after the second day.

Out of class work requires APA (6th ed.) formatting (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 expressed 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 a possible 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.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.

XIV. Rubrics
A. Dyadic Adjustment Scale: Guidelines for Analysis (10 points)

**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 (5 points)**
   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 (5 points)**
   - No central idea -1.5
   - Focus on the test rather than application possibilities in counseling couples -1.5
   - No description of how DAS could be useful in formulating a treatment plan, selecting interventions and treatments, and measuring outcomes for couples counseling? -1.5
   - Lack of perspective or connection to how assessment can be used in counseling couples - .5

2. **Organization (2 points)**
   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 (2 points)**
   - Intro poorly constructed -1/4 pt.
   - No logical flow -1/4 pt.
   - No main theme per paragraph -1/4 pt.
   - Transitions missing or clumsy -1/4 pt.
   - Information from DAS vague or undefined -1/4 pt.
   - Conclusion poor -1/2 pt.

3. **Grammar and style (2 points)**
   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 (2 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 – 1/10 point, up to 10
Unclear writing style -1/2 point
Simple word choices and repetition -1/2 point

4. Required formatting as specified by APA 6th edition (1 point)
   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 (1 point)
Page length not met -1/2 point
Margins and/or font size and type incorrect -1/4 point
Missing Heading Information -1/4 point

B. Style Guide and Grading Rubric for Research Article Reports (10 points)

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 (5 points)
   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 -3
Excessive personal thoughts and opinions -1
Lack of perspective or connection to how research informs practice of counseling -1

II. Organization (2 points)
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
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 (2 points)
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
Each mistake -1/10, up to 10
Unclear writing style -.5
Incorrect word choices and repetition -.5
IV. Required formatting (1 point)
Your research report should be
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 (2-3 pages)
I. Reference page (1 page) listing your research article in APA 6th edition format

Deducting points for Formatting
Page length not met -.3
Incorrect title page -.2
Margins and/or font size and type incorrect -.3
Missing Heading Information -.2

One useful source for APA 6th edition style is http://owl.english.purdue.edu/owl/resource/560/1/.

C. Outcome and Effectiveness Research Articles for Couples Counseling


doi:10.1177/0269215508090161


D. Grading Rubric for Ethical Decision Making Discussion (30 points)

**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. **Essay Exam** will be comprised of a thread discussion of an assigned ethical case dilemma. Group discussion thread 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>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
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</thead>
<tbody>
<tr>
<td>Discussion could be described as follows: Does not include basic use of recommended <strong>decision making model</strong>; discussion does not or poorly addresses <strong>balance between issues and parties</strong> to the ethical dilemma; little to no attention paid to the <strong>context(s)</strong> of the situation; poor or no <strong>plan</strong> of action; no reference to the ACA <strong>Code of Ethics</strong> and Texas <strong>LPC and LMFT</strong> rules.</td>
<td>Discussion meets the following minimum guidelines: Some use of recommended <strong>decision making model</strong>; limited discussion addressing <strong>balance between issues and parties</strong> to the ethical dilemma; scant attention paid to the <strong>context(s)</strong> of the situation; <strong>plan</strong> poorly described or doesn’t involve collaboration with all rightful parties to the situation; scant references to the ACA <strong>Code of Ethics</strong> and Texas <strong>LPC and LMFT</strong> rules.</td>
<td>Discussion meets following basic guidelines: Discussion of ethical dilemma uses recommended <strong>decision making model</strong>; not fully developed discussion addressing <strong>balance between issues and parties</strong> to the ethical dilemma; basic attention paid to the <strong>context(s)</strong> of the situation; <strong>plan</strong> doesn’t involve adequate collaboration with all rightful parties to the situation; vague reference to the ACA <strong>Code of Ethics</strong> and Texas <strong>LPC and LMFT</strong> rules.</td>
<td>In depth discussion occurs as follows: Thoughtful discussion of ethical dilemma using recommended <strong>decision making model</strong>; reflections grounded in addressing <strong>balance between issues and parties</strong> to the ethical dilemma; close attention paid to the <strong>context(s)</strong> of the situation; devising a <strong>plan</strong> that involves collaboration with all rightful parties to the situation; reference to the ACA <strong>Code of Ethics</strong> and Texas <strong>LPC and LMFT</strong> rules.</td>
</tr>
</tbody>
</table>
E. Special Topics Poster Presentation (10 points)

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 (10 points)

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>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 69%</td>
<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>
<tr>
<td>70 – 79%</td>
<td>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.</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>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.</td>
</tr>
<tr>
<td>90 – 100%</td>
<td>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.</td>
</tr>
</tbody>
</table>