TAMU-CC College of Education
Applications of Family Counseling

CNEP 6319  Instructor: Marvarene Oliver, Ed.D., LPC, LMFT
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Summer I, 2013  Office hours: M W TBA
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I. Course Description
Research, identification, and design of systemic models of prevention and intervention that foster the healthy development of individuals in school and community settings. Focus will be both on assessment and implementation of culturally respectful approaches that invite collaboration with the family, school, community, and other contextual resources of children, adolescents, and adults.

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. II-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. II-C-4 Knows pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning

Additional Course Objectives
3. Research and discuss current models/structured programs integrating systems-based interventions in school and community settings.
4. 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 II-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 II-C-4)

c. 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.

d. 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 (e.g., personal or societal concerns, couple, marital, and family 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. Examinations
Examinations are designed to help better understand the course content as it relates to theory. Examinations will be completed outside of class, and will be submitted via turnitin. Examinations will generally be due before the class in which material will be discussed. (30%)

B. Ethical genogram.
Construct an ethical genogram utilizing the Peluso article (see bibliography) as a guide. (10%)

C. Participation in online discussions.
Students will actively participate in discussions of assigned readings by creating an original posting for assigned topics for those weeks class meets wholly or partially online. In addition, students will respond to at least three colleague postings in a significant way. Information concerning creation of original postings and replies is located in Start Here section of your Blackboard homepage. 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. (20%)

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<tr>
<th></th>
<th>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
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<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; 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 posted online; 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 the text and readings. Professor will assign specific articles for discussion threads.

D **School or community prevention/intervention program 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 (e.g., attitude toward school or education, motivation for learning, interpersonal relationships, academic achievement, retention, and career/life planning, domestic/family violence) A program evaluation plan must be included. Each student will present their program to the class. (30%)

E. **Contribution to cohort annotated bibliography**
Conduct a literature review of the past five years of ACA publications pertaining to applications of couple and/or family counseling in school and community settings. Each student will contribute at least three (3) articles on interventions and programs using systems theory in the prevention or treatment of an identified problem (e.g., attitude toward school or education, motivation for learning, family relationships, domestic/family violence, academic achievement, retention, career/life planning). Give preference to articles based on research or evaluation of the program. Each student should include at least one article that addresses 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. (10%)
30% Examinations
10% Ethical genogram
15% Online activities, discussions, in-class participation
30% Prevention/intervention program involving families
15% Annotated bibliography on research/evaluation
100% Total grade

IX. Tentative Course Schedule and Policies

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<tr>
<th>DATE</th>
<th>TOPICS &amp; SOURCES</th>
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<tr>
<td>June 4</td>
<td>Overview of Class and Family Counseling Theories</td>
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<td>Video</td>
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<td>Carr text, Chapters 1 &amp; 2</td>
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<td>June 6</td>
<td>Resilience in the family</td>
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<td>Multicultural issues</td>
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<td>Video: Monica McGoldrick</td>
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<td>June 11</td>
<td>Efficacy and Common Factors Research in Family Therapy</td>
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<td>Family Therapy Research Ch. 14</td>
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<td>Ethical Genogram Assignment due: See Peluso (2003) in Bibliography</td>
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<tr>
<td>June 13</td>
<td>Theories that Focus on Behaviors Ch. 3</td>
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<td>Theories that Focus on Belief Systems Ch. 4</td>
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<td>Video and discussion</td>
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<td><strong>Exam I due by 6:00 p.m., Turnitin time</strong></td>
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<tr>
<td>June 18</td>
<td>Theories that Focus on Context Ch. 5</td>
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<td>Integrative Theories Ch. 6</td>
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<td>Video and discussion</td>
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<td><strong>Exam II due by 6:00 p.m., Turnitin time</strong></td>
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<td>June 20</td>
<td><strong>Online class</strong></td>
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<td>Stages of Family Therapy Ch 7</td>
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<td>Problem Formulation Ch 8</td>
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<td>Ethical issues <strong>Chat Room</strong></td>
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<td><strong>Annotated bibliography due online</strong></td>
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<td>June 25</td>
<td>Interventions for various models Ch 9</td>
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<td>Video and discussion</td>
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<td>June 27</td>
<td>Family Therapy with Children and Adolescents Ch 10, 11</td>
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<td>July 2</td>
<td>Family Therapy with Adults; Couples Therapy, Ch 12-13</td>
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<td><strong>Final Project due online:</strong> Prevention/intervention program</td>
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Reflection

**Videos shown are subject to change, depending on the needs and expertise of class participants.**

The class has been designed for doctoral students to develop 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%.

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. 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.