I. Course Description
Course content will facilitate understanding of parent-child interactional patterns across the life-cycle and development of educational and therapeutic strategies to prevent and/or treat difficulties in the parent-child relationship. Topics include assessment issues, children and teens in larger contexts, developmentally appropriate interventions, and special problems and populations.

II. Rationale
This course is a core class in the marriage and family counseling track. Community and school counseling track students and students from other related areas may take the class as an elective.

III. State Adopted Proficiencies for Counselors covered in this class are the following:
Learner-Centered Knowledge:

A. School Counselor (State Adopted)
   1. Learner Centered Knowledge
   2. Equity in Excellence for All Learners
   3. Learner Centered Support System
B. Professional Counselor (Academic Competencies required by Texas State Board of Licensed Professional Counselors)
   1. Counseling Methods/Techniques
   2. Social, Cultural, and Family Issues
   3. Ethics and Professional Issues
C. Marriage and Family Therapist (Academic Areas required by the Texas State Board of Examiners of Marriage and Family Therapists)
   1. Assessment and treatment in marriage and family therapy
   2. Ethics and professional issues
   3. Human development
   4. Family studies

IV. TExES Competencies

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
(2) counseling and consultation theories and practices;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
(7) learners' developmental characteristics and needs and their relevance to educational and career choices;
(8) legal and ethical standards, practices, and issues;

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must: (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
(5) coordinate resources for students within the school and community; 
(9) use counseling-related research techniques and practices to address student needs; and 
(10) advocate for a developmental guidance and counseling program that is responsive to all students.

**Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

1. collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
2. implement effective referral procedures to facilitate the use of special programs and services; and
3. act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

1. understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
2. advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

The certified school counselor must:

1. support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
2. facilitate parent/guardian involvement in their children's education;
3. develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

1. use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
2. strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

**V. Course objectives and Outcomes (2009 Standards)**

*PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.*

**Marriage, Couple, and Family Counseling:**

**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.
SLO: Students explain family development, life cycle, sociology, phenomenology, wellness, culture, aging, violence, and above referenced concerns as measured by a successful passing rate of 80% on a comprehensive exam, parenting strategies research project (Family Interview), parent education program presentation, and class discussion participation grade.

**CACREP Standard A-7:** Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.
SLO: Students identify the impact of crises, disasters, and traumatic events on couples and families as measured by a successful passing rate of 80% on a comprehensive exam and Family Interview Report.

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

**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.

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

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.
SLO: Students demonstrate preventive, developmental, and wellness approaches in MCFC as measured by a successful passing rate of 80% on a parenting strategies research project (Family Interview), parent education program presentation, and class discussion participation grade.

CACREP Standard D-2: Uses systems theory to conceptualize issues in marriage, couple, and family counseling.
SLO: Students display the use of systems theory in conceptualizing MCFC issues as measured by a successful passing rate of 80% on a comprehensive exam, parenting strategies research project (Family Interview), and class discussion participation grade.

CACREP Standard E-1: Understands how living in a multicultural society affects couples and families.
SLO: Students identify how living in a multicultural society affects couples and families as measured by a successful passing rate of 80% on a comprehensive exam, parenting strategies research project (Family Interview), and class discussion participation grade.

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-4: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).
CACREP Standard E-5: Understands the effect of local, state, and national policies, programs, and services on diverse family systems.
CACREP Standard G-2: Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

CACREP Standard G-3: Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.
SLO: Students explain the effects of addiction, trauma, psychopharmacology, physical/mental health, and wellness on couple and family functioning as measured by a successful passing rate of 80% on a comprehensive exam, parenting strategies research project (Family Interview), and Parenting Education Presentation.

CACREP Standard H-2: Uses systems assessment models and procedures to evaluate family functioning.
SLO: Students demonstrate assessment models and procedures to evaluate family functioning as measured by a successful passing rate of 80% on a comprehensive exam and completion of the case conceptualization assignment.

CACREP Standard H-3: Determines which members of a family system should be involved in treatment.
SLO: Students clarify which members of a family system should be involved in treatment as measured by a successful passing rate of 80% on a comprehensive exam, and completion of the case conceptualization assignment.

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.

CACREP Standard J-3: Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.
SLO: Students understand and utilize data of increase effectiveness of MFC as measured by a successful passing rate of 80% on a comprehensive exam, parenting education presentation project, and class discussion participation grade.

School counseling:

CACREP Standard F-4: Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
SLO: Students demonstrate engaging parents, guardians, and families to promote the academic and personal/social development of students as measured by a successful passing rate of 80% on a comprehensive exam, parenting education presentation project, and class discussion participation grade.

CACREP Standard G-2: Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
SLO: Students explain the symptoms of substance abuse in children and adolescents, as well as in the home, as measured by a successful passing rate of 80% on a comprehensive exam and parenting education presentation project.

CACREP Standard M-1: Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
CACREP Standard M-3: Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

CACREP Standard M-5: Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
SLO: Students identify strategies/methods for working with guardians, family, and communities toward empowerment as measured by a successful passing rate of 80% on a comprehensive exam, parenting education presentation project, and class discussion participation grade.

CACREP Standard N-1: Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
SLO: Students explain working with parents, guardians, and families to address problems that affect student success as measured by a successful passing rate of 80% on a comprehensive exam, parenting education presentation project, and class discussion participation grade.

VI. Course Topics
Family counseling with child and teen problems, treating children in context, developmental issues, special problems, diverse populations, advocacy, legal/ethical issues, prevention, parent education, and counseling approaches including structural, solution focused, narrative, integrative, emotionally focused and internal family systems.

VII. Instructional methods and activities
Lecture, cooperative/interactive learning, video, out-of-class and in-class assignments, case studies, role play, examination

VIII. Evaluation and Grade Assignment

Course Requirements:

Comprehensive Examination. There will be a take-home comprehensive examination on material from textbooks, lecture, discussion. The test is lengthy, so students are urged to utilize study materials accordingly through the semester. Students should not procrastinate when preparing for the exam. Please see Class Policies for further details regarding academic honesty. 20 points.

Participation/topic quiz. You will be responsible for attending each class and being prepared to contribute to class
discussing by completing the assigned reading material on the session topic. Students are to be prepared for a written/oral short “topic quiz,” given intermittently during the course. These short quizzes will not be announced prior to the class session in which they are given. Scores on each oral/written topic quiz, as well as unexcused absences and tardy arrivals, will be calculated into points given for participation. Promptness is expected, as is staying for the entire class. Please see Class Policies for further details. 10 points.

Family interview. Interview your primary guardian(s), such as a parent/grandparent, who played a significant role in your development. (If a primary caretaker is not available, you can interview an adult who has been a role model and was a strong influence when you were a child/adolescent.) Please note that placing the interview within a theoretical context is an essential part of this learning experience, and only presenting a personal reflection, without the comparison perspective, will not be accepted.

Place the guardians’ orientation and parenting strategies within the framework of material covered in your textbook chapters, and write a report on what you learned about yourself, your family, and how the background information would color your work in counseling children/adolescents. Your report must include a Genogram of your family that covers at least three (3) generations (yours and two others preferably the two that precede yours.) In addition, your report may include: a) a description of your family’s culture and any multicultural issues and attitudes, and effects thereof; b) events in the family that were considered traumatic (either then or in retrospect) and the impact on the family; and, c) issues related to health or psychological well-being, including addictions and the impact on your family.

Basically, ask questions to understand the guardian’s “philosophy of parenting” and evaluate that personal philosophy through one of the perspectives described in your textbook. Expand upon information in the text by using additional resources, as well. Feel free to share your impressions on the guardian(s) actions—positive, negative, or between. Please be sure to provide citations to support your evaluation. A minimum of five (5) sources in addition to material from textbook(s) or supplemental information posted by the instructor on Blackboard is required. Please format citations and a list of references in correct APA style. Please turn in your assignment, printed on paper. The report is to be 8-10 pages long, formatted according to APA guidelines. See class policies for further details. 25 points.

As directed by the instructor, students will work in pairs or form groups to complete the following two projects. Please form different pairs/groups for the Parenting Education Presentation and Case Conceptualization projects. Simply stated, any group members from the Parent Ed Project may NOT be in your Case Conceptualization group. Please work with different people. Please submit the “Group Evaluation by Members” form at the end of the semester for each of the two projects.

Please read Class Policies re: managing possible problems between group members. Remember to consult the instructor EARLY in the semester if problems arise—don’t wait until it is too late to take action. Learning to effectively work in groups is part of professional skills development.

Parenting education presentation and handout. Your group will devise a hypothetical parent training program based on books, articles, and course material—think in terms of primary prevention education and counseling. Group members will read 2-3 books on parenting, plus 3-5 journal articles (in addition to material provided by the instructor in class or on Blackboard). The books can be “popular” parenting books directed toward the general public (as long as they come from a reputable source) as well as those from more scholarly sources. The journal articles need to come from scholarly sources such as professional publications. Your group will decide which program components will be included, examples include parent education, skills training, support groups, family/individual counseling, etc. Groups will give a 15-20 minute presentation providing an overview of your hypothetical program and offer an example of the program’s parenting skills information. (A power point presentation is not required, but this format may be used if desired.) The focus is on being able offer parenting strategies in a concrete manner—but to also explain these strategies within the context of particular family counseling model(s) we have studied in class. Your group will present as if you are speaking at a community conference, telling parents about your program—offering information on both specific parenting strategies and the theoretical perspective(s) on which the interventions are based. Your group can focus on a particular age range, for example, teenagers, elementary students, etc. Please also provide a handout related to your presentation. Do more than just print power-point slides for the handout; along with summarizing your presentation, focus on also providing practical additional activities and information. 25 points.
**Case Conceptualization.** Utilizing the case scenario provided, write a 4-5 page paper that includes the use of systems assessment models and procedures that could be used to evaluate family functioning. (Remember to use family systems models discussed in class—models presented in the textbook and handouts—as the theoretical lens in this project.) Also determine which members of the family system should be involved in the treatment process. The focus is on assessment and evaluation of family functioning, but also examine some model-driven interventions could be helpful. In addition to material provided by the instructor in class or on Blackboard, students are required to use current and relevant research from scholarly sources. 20 points.

Please submit a paper copy in correct APA style to the instructor. A minimum of five (5) sources in addition to material from textbook(s) or supplemental information posted by the instructor on Blackboard is required. Remember the need for analyzing and using current relevant data as you research your topic, such as providing information on evidence based interventions. Your research should include relevant information from scholarly, governmental, and professional association sources that is current; specifically, the copyright date on your sources should be less than six years old. Please also refer to Class Policies.

**Grading:**

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
<td>60 - 69</td>
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**IX. Course Schedule and Policies**

CNEP 5326.002, Family Counseling with Children and Adolescents, Tue, Aug 26-Dec 1, 2015, 4:20-6:50 PM

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Tue, Sep 1</td>
<td><strong>Introduction to course.</strong> NOTE calendar dates that the entire class will meet as a group. On weeks when the class does not meet as a whole, students are expected to meet in groups to complete assignments, doing library research, etc.</td>
<td>Please talk to instructor during first class if accommodations are needed, (Required supplemental material posted on Blackboard, noted in syllabus, or distributed during class sessions.) SIGN UP for groups, presentations. PLS NOTE ASSIGNMENT and PRESENTATION DEADLINES!</td>
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<tr>
<td>Tue, Oct 6</td>
<td>Solution-Focused Therapy. Different views, including the strengths perspective, on minors with problems.</td>
<td>Bailey: Ch 1 Greene: Ch 1, 2</td>
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<tr>
<td>Tue, Oct 20</td>
<td>Narrative therapy, and Collaborative Language Systems.</td>
<td>Bailey: Ch 2, 3</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Tue, Oct 27</td>
<td>Emotionally Focused Family Therapy, Attachment.</td>
<td>Bailey: Ch 5&lt;br&gt;Family interview report due this session.</td>
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<td>Group presentations.</td>
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<td>Tue, Nov 3</td>
<td>Depression and families. Children experiencing anxiety. Strategies for</td>
<td>Bailey: Ch 8, 9&lt;br&gt;Greene: Ch 3, 4</td>
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<td>moderating conflict.</td>
<td>Group presentations.</td>
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<td>Tue, Nov 10</td>
<td>Violence and victimization.</td>
<td>Bailey: Ch 6, 7</td>
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<td>Group presentations.</td>
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<td>Case conceptualization paper due this session.</td>
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<tr>
<td>Tue, Nov 17</td>
<td>Diagnosing ADHD. Oppositional patterns in children. Treatment and</td>
<td>Bailey: Ch 11, 12&lt;br&gt;Greene: Ch 1-4 (cont’d)</td>
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<td>interventions.</td>
<td>Group presentations.</td>
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<td>“Group Evaluation by Members” forms due this class.</td>
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<td>Take-home examination due at START of class session. (Late exams will not be accepted.)</td>
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<tr>
<td>Tue, Dec 1</td>
<td>Conceptualizing case and treatment. ADHD and ODD. Interventions to</td>
<td>Bailey: Ch 11, 12 (cont’d)</td>
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<tr>
<td></td>
<td>mitigate conflict, build strengths. Consolidation and application</td>
<td>Greene: Ch 5, 6, 8</td>
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<td>of material from course.</td>
<td>(Please bring your case conceptualization project for discussion.)</td>
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<td></td>
<td></td>
<td>Remaining Group presentations.</td>
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**Communication and office hours:**

**Instructor:** B. Joseph Biberstein, Ph.D., LPC

For emails or voicemails, please **be sure to reference** your name, course number/title, and date/time so it is clear which class you are in.

**Phone:** (361) 825-3325. Please call during business hours, M-Th from 9:00 AM to 5:00 PM, and Fri from 9:00 AM to noon. Please send an email for communication outside of office hours, and on weekends/holidays. Cell phone text messages and computer instant-messaging are **not** accepted by the instructor.

**Email:** Joseph.Biberstein@tamucc.edu or BJBiberstein@mac.com

To facilitate responding to emails, please also **include a correct return email address** in the message body or signature.

**Meetings by appointment.** Please email to schedule an appointment.

**Statement of Civility***

Texas A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast focusing on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.


*This policy also applies to interaction with guest speakers and members of our community.*

**Class Policies**

**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.

**Students needing special accommodations** should make arrangements at the beginning of the semester—at least one week prior to specified deadlines for examinations or assignments. (Please do not approach the instructor and ask for special accommodations after a deadline has been missed, or if a student is unhappy with a grade, etc.) Students with mobility, communication, learning, and health issues that qualify under the Americans with Disabilities Act need to make arrangements through the appropriate university office and provide the required paperwork to the instructor—prior to the deadline for the assignment or examination.

Students needing accommodations for situations that may not qualify under ADA definitions, such as needing special translation services, are reminded to make arrangements with the instructor at least one week before posted deadlines.

**Attendance**

You will be responsible for attending each class and **being prepared to contribute to group and/or class discussion** by completing the assigned reading material on the session topic prior to class. Counseling/therapy in various venues requires a high level of personal responsibility within the profession to maintain client welfare. **You will be graded on participation, professional/ethical conduct, and preparation for discussion.**

Class attendance is mandatory. It is the student’s responsibility to be present if roll is called or to sign an attendance roster when distributed. To receive an “excused absence” for a class session, or to explain need for tardiness/leaving early, notification must be given via email BEFORE the class session—do not just casually notify the instructor verbally. Unexcused absences, and multiple incidents of tardiness/leaving early, will affect points given for participation. **Promptness is expected, as is staying for the entire class.**

However, please be respectful and do **NOT** come to class if you are ill, and please do **not** bring a sick child to class. If using the protocol described to inform the instructor, illness would be considered an excused absence. Please consider the wellbeing of the group; **please do not expose fellow students to a possibly contagious illness.**

**If there is tardiness or absence for any reason (excused or unexcused), it is the student’s responsibility to have a thorough understanding of material covered during the missed class time and to obtain handouts, notes, etc., from another student. When absent, students are still responsible for assignment deadlines.**

**Confidentiality**

**Maintaining confidentiality is expected.** Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Taking photographs and making audio/video recordings during class are not allowed unless there is full disclosure and prior consent given by all parties involved. If you wish to share with others outside the class, **discuss only your own reactions or experiences** and maintain confidentiality regarding other’s input. **This is an ethical issue.**

**Professional Courtesy**

Please be respectful and **turn off cell phones, pagers,** and other electronic media devices during class. **Students who talk on the phone, text messages during a class session, or are using any sort of media device, rather than participating in classroom activities, will be asked to leave the class session and will not be given credit for attending that session.** In case of being on-call for work or a family emergency, to maintain professional courtesy, the correct protocol is to inform the instructor before class, put the phone on “silent notification” or “vibrate,” and quietly leave the room to talk or text.

**Please be courteous and pick up your trash such as paper, food/ drink containers.** The instructor should not have to pick up your trash for the room to be left neat and clean for others.

A free exchange of ideas in the classroom is needed to understand different viewpoints and explore a variety of perspectives. Therefore, **verbal or physical aggression will not be tolerated.** Actions such as cursing or a demeaning verbal attack on any individual or group will result in the student being asked to leave the class session, and the student will not be given credit for attendance or assignments/examinations due that session. Such infractions may also result in other disciplinary or remedial actions. Please refer to the Statement of Civility.

In addition, attire should conform to common community standards as to what would be appropriate for a young
child to see. Individuals wearing attire that does not meet these reasonable standards, such as clothing showing obscene words or images, will result in the student being asked to leave the class session, and the student will not be given credit for attendance or assignments/ examinations due that session.

**Academic Honesty**

Any material—a sentence, paragraph, chart, drawing, photograph—that is copied or quoted from any print or electronic source, or resulting from another party’s efforts, must have the associated citation/reference—or this is considered plagiarism and subject to disciplinary action as described in the current university catalog. For example, if a student uses software with a copy/paste function to take another person’s work from the internet and the student claims/intimates that the work is his/her own, this is committing plagiarism. Each student is responsible for completing his or her own assignments for class. If a student asks another individual to complete work that will be misleadingly labeled as the student’s own efforts, this is a form of academic dishonesty.

Unless an assignment is explicitly described as a group project, each student is required to do his or her own work on assignments and take-home examinations. Given the ethics and accepted standard of conduct for our profession, any overture to unfairly collaborate, such as to give or get “help” on an assignment that is intended to be individual work, is academic dishonesty.

In a profession in which fidelity and trustworthiness are essential, if a student has knowledge of an act of academic dishonesty, the student is obligated to report the dishonesty to the instructor.

A grade of “0” or “F” will be given in cases of academic dishonesty, such as described above, or for work that has been previously submitted in another class and is being resubmitted for a current assignment. Students may be required to use specified software to verify that work was not plagiarized. Students will be given instructions regarding registration and instructions on use of the software.

**Assignments**

**Each student is responsible for having access to a computer to retrieve class information posted electronically, such as through Blackboard, and to verify that the student’s email address that is registered with the university system is a current (and working) email address so the instructor can use the university’s “email class” function to send class notices and required/supplemental material—or each student must get the material from another student in the class. Do not ask the instructor to make individual copies or re-send material to individual students.**

Required reading/supplemental material will be noted as such when emailed or posted. Please be reminded that required and supplemental material is intended to expand the students’ knowledge base, promote critical thinking skills, and foster discussion. As such, a wide variety of viewpoints will be presented. The information is provided for general educational purposes, and opinions expressed by these authors cannot be assumed to represent the views of the instructor or university.

Examinations, papers, and assignments with a due date specified in the syllabus, will not be accepted after the due date. Students are given ample notification of course requirements and due dates. Students with an unexcused absence during examinations will not be able to take a make-up exam. (Please do not ask to be an exception for an excused absence. For a student with an excused absence, it is the student’s responsibility to make arrangements with the instructor to take a make-up exam or quiz.

All work, such as papers and reference lists, will be typed in the current APA format. If correct APA style is not used, the overall grade on the assignment will be lowered. Students’ work (papers, typed responses to examinations, and the like) must have all necessary references/citations in correct APA style, current edition, when outside sources are quoted or used for reference. Please do not turn in a copy of the original resource of cited information to the instructor, such as a copy of a journal article, unless specifically instructed to do so. Points may be deducted if students do not write at a collegiate level, using complete sentences, correct grammar/ punctuation, and proofreading spelling.

Students are reminded that they are at an educational level at which references should come from professional/scholarly sources. In other words, use peer-reviewed journals, professional texts, and the like. Using popular resources of sometimes questionable merit, such as the several internet “encyclopedias” that are appropriate for students in high school, will result in the loss of points on your grade.

A paper copy of reports, examinations, and assignments (not an electronic copy) is due on or before the specified date, with multiple pages stapled. Work should not be unbound, nor should a paper clip be used. Do not use a plastic report cover or put assignments in any sort of folder. For assignments, when the number of pages is specified, this refers to the body of the work, and not reference lists, title page, etc.
After receiving a graded assignment and getting instructor approval to do a “rewrite,” to submit a rewritten assignment for a higher grade, pls remember the following. “Rewrites” are due in 7 days, at the start of the next class session. (If it is the end of the semester, the instructor will announce the date/location for submissions. On rare occasions, individual deadlines will be set by the instructor, but only in the case of an emergency.) Please remember: Late submissions for “rewrites” will not be accepted. For a “rewrite” grade…In addition to the rewritten assignment, students are required to submit:

1. The original assignment/paper (that was previously graded).
2. The original grading rubric that was completed by the instructor and given to the student.
3. The first paper’s originality report from the Turnitin submission (if applicable).

If students do not follow the above requirements, please note that the “rewrite” will not be accepted for grading.

Students’ assignments, such as examinations, papers, and other assignments, will only be kept for two weeks after the last class meeting of the course. After this time, for confidentiality, students’ work will be shredded. If a student wants to retrieve a graded assignment after the last class session, arrangements need to be made at least one week before the due date of the project.

For examinations and all assignments, it is the student’s responsibility to be sure to put their name on their work or test form and to “bubble in” the name on a scantron in order to receive a grade. It is also the student’s responsibility to have a pencil available every class session for unannounced quizzes, write legibly, and complete computer-graded forms so they can be scored accurately. Also, it is the student’s responsibility to submit a scantron that can be electronically graded, that is, no folding, tearing, wrinkling, and the like. If a scantron form is damaged or not properly identified, the test will not be graded and considered “no credit.” If there is talking during an examination or unauthorized use of written material such as notes, texts, etc., the student will be asked to leave and will fail that examination with the grade of zero. In most cases, the student will be asked to not write on the original test so it can be reused.

For PowerPoint presentations, because of university equipment variability, please store PowerPoint presentations on two types of electronic media such as CD and memory stick. If you are giving a presentation that requires equipment such as a PowerPoint projector, computer (and if internet connection is needed) it is the student’s responsibility to notify the instructor by email at least one week prior to your presentation date so that arrangements can be made.

Incomplete grades will be granted only when extraordinary circumstances arise and are the exception to the rule. Be aware that incomplete grades require paperwork from the student as well as from the professor, it is the student’s responsibility to meet with the instructor at least two weeks prior to the deadline for turning in grades if an incomplete is a necessity.

Group Work

When group work is assigned, there are occasional problems with one or more members not being responsible to the others in the group. If there are problems with an individual not attending meetings or not completing assignments by an agreed date, etc., students are reminded to inform the instructor as soon as possible. Do not wait until shortly before the assignment deadline to inform the instructor because then it is too late for remedial action. It is each student’s individual responsibility to notify the instructor in a timely manner if it appears that certain group members are not contributing to a class project. In addition, when group work is assigned, students will also be asked to complete a confidential evaluation form of fellow group members. (For those group members who are not responsible for completing their equitable share of work, those members will lose points on their grade.)

Communication

For emails or voicemails, please be sure to reference your name, course number/title, and class date/time so it is clear which course you are in. To facilitate responding to emails, please also include a correct return email address in the message body or signature. Cell phone text messages and computer instant-messaging are not accepted by the instructor. (Receipt of emails or voicemails may not be verified.) Please note that the instructor has provided office and personal telephone numbers and email addresses to facilitate communication. As the instructor is preparing to exit the classroom, please do not expect to be able to have an extended conversation after a class session. Such impromptu communications do not provide required confidentiality, and typically, the instructor will need to leave to teach another class. For personal communications, please email, call, or set an appointment to meet with the instructor. Also, please recognize that the instructor will talk about an issue directly relating to counseling or your experience as a student, but is not in a position to offer advice on general personal problems. To avoid dual relationships, the instructor cannot act as a personal counselor for students’ general problems and will
recommend working with a mental health professional.

Though courtesy and thoughtful intentions are appreciated, please do not send forwarded jokes, chain letters, solicitations for donations, and similar SPAM-type emails to the instructor. Please only send emails directly relating to university business or the field of counseling.

X. Textbook(s)  The textbook(s) adopted for this course are:


Also, required and supplemental reading selections—and general course information—will be provided by the instructor, with material provided during class sessions or electronic copies posted on Blackboard.

XI. Bibliography

Please refer to the reference lists and resources posted by the instructor in Blackboard.

The knowledge bases that support course content and procedures include:

A. Some Video Resources in the Bell Library Media Center

*Active Parenting Today [Kit]
*Understanding the defiant child [videorecording]/Russell A. Barkley
*Early Childhood STEP [kit]: Systematic Training for Effective Parenting of Children under Six [videorecording]/ Don Dinkmeyer, Sr., Gary D. McKay, & Don Dinkmeyer, Jr.
*STEP-Systematic Training for Effective Parenting [videorecording]/Don Dinkmeyer, Sr., Gary D. McKay, Don Dinkmeyer, Jr.
*STEP Teen Systematic Training For Effective Parenting Of Teens [videorecording]/Don Dinkmeyer Sr., Gary D McKay, Don Dinkmeyer Jr.
*STEP: Systematic training for effective parenting Spanish [kit]: padres eficaces con entrenamiento sistemático [PECES] / Don Dinkmeyer, Gary D. McKay ; [traducción: Clara de Barranco]

B. Bibliography


Boston, Allyn & Bacon.

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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
Please also refer to Class Policies regarding students requesting 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.
### Presentation/Handout Grading Rubric (25 points)

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**Content**
Completeness of literature review; responsiveness to directions; support for assertions; use of appropriate strategies; clarity in application of theory/model(s)

**Structure**
Organization; presentation follows a logical flow; evidence of original and critical thinking

**Style**
Format; citations; mechanics
Family Interview Grading Rubric (25 points)

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</table>

**Content**
Thorough explanation of perspective, evaluated accurately within context of theoretical orientation; completeness of literature review; responsiveness to directions; support for assertions

**Structure**
Organization; paper follows a logical flow; evidence of original and critical thinking

**Style**
Format; citations; mechanics
## Case Conceptualization Paper Grading Rubric (20 points)

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CASE STUDY DISCUSSION

Mari and Jon. Marina, 17-year-old female, of bicultural background (Latina and Anglo), is struggling socially and academically during her senior year of high school, and lives with her siblings in her parents’ suburban home in a small Southern city. Mr. and Mrs. Guerra are small business owners, operating a retail store featuring the sale and installation of home water and air filtering systems. Mrs. Guerra works part-time as an administrator and bookkeeper for the business, and considers her “main job” to be caring for their four children, which includes Mari’s siblings, 16-year-old Jon at 16 years and “the twins,” Suzi and Marcos at 12-years-old. With the faltering economy, Mr. and Mrs. Guerra have been reduced staff and have been logging long hours at the store, and they rely on Mari and Jon to help with the store on a part-time basis as well as supervising the twins while their parents were at work. Typically, the parents are known to drink alcohol minimally, only a few times each year, usually on holidays or during celebrations with extended family.

Mari failed the 10th grade because of absences and poor grades that coincided with the start of using alcohol and marijuana. She explained to her counselor that it was “boring at home” because of the Guerra’ extended hours at the store. Mari expanded that she and her friends were able to effectively “…watch the younger kids okay and still smoke a little [marijuana].” Mari has gone through periods of sobriety during the last 3 years, sometimes lasting as long as 6 months. She vacillates between recognizing the detrimental effects of alcohol and marijuana on her academic and social life, and minimizing her misuse as “no big deal.” Mari reported that she feels “invisible” at school except to her small circle of close friends. Even during her periods of sobriety, Mari complains about feeling “tired all the time” and during the past two years, sometimes she has to “make herself leave the house.” Mari has been sneaking out at night to “hang” with her friends, but she feels compelled to meet her familial obligations.

Jon, known for his outgoing personality, has been a class leader in student government and athletics; he is part of the “popular crowd” at the high school. Jon received scholastic and athletic notice at the yearly awards banquets. Jon had always been described as a “busy baby” and in later years as “hyper.” Jon says that his thoughts sometimes “zig-zag-around,” but he has been academically successful—with occasional reprimands from school administrators for talking too much and “clowning around” in class. However, during the recent semester, Jon’s grades in some of his classes have begun to fluctuate. Mr. and Mrs. Guerra have talked to their son about “partying” with his friends repeatedly. Additionally, Mrs. Guerra is often frustrated by her inability to personally supervise her children at home because she is needed at the family business. When she is on “home duty” Mrs. Guerra is frequently out of the house, driving the twins to their extracurricular activities of soccer and piano lessons.

Mari has been feeling much self-recrimination, blaming herself for the negative consequences of her brother’s experimentation with alcohol and tobacco. Jon recently got a warning ticket from a police officer for approaching a man at a convenience store, asking that beer and cigarettes be purchased for his friends. Mr. and Mrs. Guerra grounded Jon for six weeks, not allowing him to drive anywhere except to school and work. At this point, they noticed that Mari seemed more reticent and withdrawn lately. Mr. and Mrs. Guerra have discussed starting family counseling in addition to her individual therapy.