I. Course Description
CNEP 5322 Strategies in Marriage, Couple, and Family Counseling
The focus of this course is on the application of current theoretical models and interventions when working with couples and families. Emphasis is on evidence-based interventions and strategies that facilitate change. Problems addressed include addictions, violence, suicide, and other mental and behavioral health issues.

The class uses Blackboard for discussions, teacher-student, and student-student interactions, and information. Content on blackboard includes power point lectures and cases.

II. Rationale
This course is essential for graduate students in counseling or related fields that work with couple and family systems. It is required for licensure in marriage and family therapy, certification in family therapy and in the marriage, couple, and family counseling programs. Several accreditation competencies are included within this course as well as state proficiencies.

III. Proficiencies for Counselors
A. School counselor (state adopted)
   1. Learner Centered Knowledge
   2. Learner Centered Communication
   3. Learner Centered Professional Development
B. Professional Counselor (academic areas required by Texas State Board of Examiners of Licensed Professional Counselors)
   1. Counseling theories/techniques
   2. Social, cultural, and family issues
   3. Ethics and professional issues
C. Marriage and family therapist (academic course areas required by Texas State Board of Examiners of Licensed Marriage and Family Therapists)
   1. Theoretical Foundations
   2. Assessment and treatment
   3. Human development

IV. ExCET Competencies
A. Competency 001 Human Development
B. Competency 002 Environmental Influences
C. Competency 003 Diversity
D. Competency 006 Responsive Services
E. Competency 009 Consultation and Collaboration with School Personnel
F. Competency 010 School-Home Relations
G. Competency 011 School Community Relationships
H. Competency 012 Ethical, Legal, and Professional Standards

V. Course Objectives and Student Learning Outcomes:

CACREP Standards and student learning outcomes met in this class are documented using artifacts (completed papers, exam results, cases, treatment plan etc.) that are placed in each student's portfolio

STANDARD
principles and models of assessment and case conceptualization from a systems perspective

(ARTIFACTS)

STANDARD
assessments relevant to marriage, couple, and family counseling

(ARTIFACTS)

STANDARD
family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments

(ARTIFACTS)

STANDARD
techniques and interventions of marriage, couple, and family counseling

(ARTIFACTS)

STANDARD
conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

(ARTIFACTS)

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

VII. Instructional Methods and Activities

A. Each student will demonstrate knowledge of the course learning objectives through reading, presentations, electronic learning, lecture, cooperative learning, case studies, and examinations.

B. Students will learn therapeutic interventions of different approaches through reading, power pt., observations, interactive learning experiences, demonstrations of family counseling strategies, and role-play.

VIII. Evaluation and Grade Assignment

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<thead>
<tr>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>Participation</td>
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A = 90% +
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

IX. Course Schedule
Strategies of Marriage, Couple, & Family Counseling Class Sessions

Come prepared to class having read chapters 1,2,3,5,6,7 & 8 from the textbook by Tomlison and readings posted.

Session #1
Wednesday May 31
- Course overview
- Learning objectives (Portfolio)
- Syllabus
- Learning from our families exercise
- Terminology
- The basics of Marriage, Couple, and Family Counseling
- Video
- Homework

Session #2
Monday June 5th
- Power point review of theories and techniques (placed on Blackboard)
- Group activity on concepts and terminology (pick items)
- First session with couples---Joining, listening, reflection, supportive statements, goals, hope
- (Principles of Assessment Book)
- The interview (Motivational Interviewing)
- Techniques presentations review
- demonstration of techniques- professor
- Exception questions, scaling questions (practice using)

Session #3
Wednesday June 7th
- Defining a family small group exercise
- Working with families
- Assessments: Genograms, Family Mapping, Symptoms Inventory
- A single parent family (case conceptualize, review of the system, concerns, hypotheses, goals)
- Demonstration with the single parent family- professor
- Debriefing
- Quiz on theories
- Portfolio review

Session #4
Monday June 12th
- Treatment plans – conceptualizing family systems- use of systems thinking
- Single parent family treatment plan
• Designing families using genograms (groups of 4-5)
• Designing a treatment plan for each family (groups of 4-5)
• Counseling families utilizing treatment plans
• Debriefing
• Preparation for midterm

Session #5  
Wednesday June 14th

• Midterm examination (multiple choice and cases)
• Conceptualizing cases: Large group discussion—hypothesis, strengths, goals, techniques, other
• Technique demonstrations (4)
• Turn in treatment plans

Session #6  
Monday June 19th

• Measures used in assessment (3 measures identified for use with couples and 3 with families)
• Complete measures
• Meet in triads and interpret findings
• Technique demonstrations (4)
• Portfolio review

Session #7  
Wednesday June 21

• Technique demonstrations (4)
• Working with families with cases of: suicide, substance abuse, violence, loss (suicide)
• Design 4 families, develop a treatment plan, share, practice
• Final exam review

Session #8  
Monday June 26th

• Technique demonstrations (4)
• Practice techniques (select any technique covered during the semester—pull from hat)
• Practice in triads or small groups
• Debrief
• Portfolio reviews
Session #9  
Wednesday June 28th

- Final exam
- Discuss class learning

X. Class Policies:

Completion of online assignments and electronic participation are mandatory. Many learning objectives will be met as the result of your participation and validated by artifacts in your Individual Portfolio. Incomplete grades are not provided after the university deadline for dropping a course except in the case of medical emergencies.

XI. Required Text(s):


Recommended Readings:


(Professional readings from the following journals are recommended; *Journal of Marital & Family Therapy, The Family Process, and The Family Journal)*

Bibliography:


Company.


Siegel, Daniel J. (2012). The developing mind: How relationships and the brain interact to shape who we are. NY: Guilford Press. Second Edition


Walsh, F. (Ed.) (2003). Spiritual resources in family therapy. NY: Guilford Press


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 Corpus Christi Hall.

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.

Professionalism and Diversity: Acting within the bounds of professionalism and the student
code of conduct is required. Encountering new ideas, new ways of knowing, and interacting
with people different from us are pillars of the college and professional training experience.
Intimidating (e.g., Racist, sexist, anti-Semitic, homophobic, etc.,) language will be challenged
in this classroom. I encourage and expect to be mindful of this and other diversity related
issues.

Electronic devices n/a

Course changes: The professor reserves the right to modify assignment structure, topic
discussion, and to make as needed changes to the course. Any change made will always be in
the best interest of student learning. Students will always be notified in advance of changes.
Students will be asked to contribute feedback and input throughout the semester.