TAMU-CC College of Education
Applications of Family Counseling

CNEP 6319  Instructor: Marvarene Oliver, Ed.D., LPC, LMFT
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Fall 2016  Office telephone: 361-825-3326
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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 and CACREP Standards
Doctoral CACREP 2016 Standards
1.  B1c: conceptualization of clients from multiple theoretical perspectives
2.  B1d: evidence-based counseling practices
3.  B1f: ethical and culturally relevant counseling in multiple settings
4.  B4f: models and methods of program evaluation
5.  B5h: current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

Student Learning Outcomes
a.  Students will demonstrate the ability to conceptualize clients from a variety of systemic- and relationally-based theoretical perspectives as evidenced 80% of students by earning grades of 80% and above on course examinations and on-line discussions. (CACREP Standard B1c)

b.  Students will demonstrate knowledge of systemic and relational theories and their efficacy as evidenced by 80% of students earning grades of 80% and above on course examinations and on-line discussions and earning a rating of Satisfactory
or above on the prevention/intervention program assignment and the annotated bibliography. (CACREP Standards B1c and B1d)

c. Students will demonstrate knowledge of broad systemic, topical, political, and multicultural issues impacting couples and families as evidenced by 80% of students successfully integrating such issues in the prevention/intervention program assignment, discussion threads, annotated bibliography, and course examinations. (CACREP Standard B5h)

d. Students will demonstrate the ability to design ethical and appropriate models of program evaluation as evidenced by 80% of students earning a rating of Satisfactory or above on the program evaluation component of their prevention/intervention program and their critique of peer evaluation component. (CACREP Standard B4f)

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 Bb messages as an attachment. Examinations may include case studies that require understanding of theoretical content and may require research beyond the text. Examinations will generally be due before the class in which material will be discussed. (30%)

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%)

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 for families or couples
Student will demonstrate the ability to design and evaluate the outcome of a family- or couple-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, parenting). The program must be complete and deliverable and must identify target audience and goals. A program evaluation plan must be included. Each student will present their program to the class. The focus must be on families or couples (30%).

E. Critique of peer community prevention/intervention program. Student will demonstrate knowledge of program design and evaluation by offering accurate and helpful critique of one peer’s program for families or couples. Identification of problematic areas, ideas for improvement, and/or identification of strengths should be included; however, identification of problematic areas, particularly related to program evaluation, must be included for full credit on this assignment (10%).

E. Contribution to cohort annotated bibliography
Conduct a literature review of the past five years of ACA/branch/divisional 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 systemic/relational theories 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 in public or post-secondary education; depression or other mental health issues; 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; physical and mental status; local, regional, national, international perspectives; and/or 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
20% Online activities, discussions, in-class participation
30% Prevention/ intervention program involving couples and families
10% Critique of peer prevention/intervention program
10% Annotated bibliography on application of couples/family counseling
100% Total grade
# Tentative Course Schedule and Policies

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS, READINGS, &amp; ASSIGNMENTS*</th>
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<tbody>
<tr>
<td>08/25</td>
<td>Overview of Class and Family Counseling Theories</td>
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<td>Carr text, Chapters 1 &amp; 2</td>
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<td></td>
<td>Ethics in couple and family therapy</td>
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<td>09/01</td>
<td>Family Life Cycle</td>
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<td>Resilience in the family</td>
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<td>Multicultural issues</td>
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<td>09/08</td>
<td>Efficacy and Common Factors Research in Family Therapy</td>
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<td>Evidence-Based Models</td>
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<td><strong>Discussion thread 1 due</strong></td>
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<tr>
<td>09/15</td>
<td><em>On-line class</em></td>
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<td>Family Therapy Research Ch. 14</td>
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<td><strong>Response to discussion thread 1 due</strong></td>
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<td><strong>Discussion thread 2 covering this week’s readings due by Sunday, September 18.</strong></td>
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<tr>
<td>09/22</td>
<td>Theories that Focus on Behaviors Ch. 3</td>
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<td>Video and discussion</td>
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<td>09/29</td>
<td><em>On-line class</em></td>
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<td>Theories that Focus on Belief Systems Ch. 4</td>
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<td><strong>Exam I due</strong></td>
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<td><strong>Response to discussion thread 2 due</strong></td>
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<td></td>
<td><strong>Discussion thread 3 covering this week’s readings due by Sunday, September 25</strong></td>
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<tr>
<td>10/06</td>
<td>Theories that Focus on Context Ch. 5</td>
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<td>Video and discussion</td>
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<td>10/13</td>
<td>Integrative Theories Ch. 6</td>
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<td><strong>Responses to discussion thread 3 due</strong></td>
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<td>10/20</td>
<td>Stages of Family Therapy Ch 7</td>
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<td>Problem Formulation Ch 8</td>
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<td>Thinking from a system perspective in treatment planning and delivery</td>
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<td><strong>Exam II due</strong></td>
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10/27  Interventions for various models Ch 9
Video and discussion
Discussion thread 4 due

11/03  Family Therapy with Children and Adolescents Ch 10, 11
Video: Narrative
Prevention/intervention program due to peer and professor

11/10  Family Therapy with Adults; Couples Therapy, Ch 12-13
Gottman/Johnson video
Annotated bibliography due online
Responses to discussion thread 4 due

11/17  Sex therapy/counseling
Critique of prevention/intervention program due to peer and professor
Exam 3 due

11/24  Thanksgiving

12/01  Presentations of programs (10 minute synopsis)
Final Prevention/intervention program due

12/08  Group Reflection
*Note: In-class discussion will include material beyond the text, including information presented by instructor and any additional assigned readings related to the topic.
**Topics and 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 basic marriage and family counseling content required in CACREP-accredited core courses, and to enhance ability to develop and evaluate school and community based prevention/intervention programs that focus on couples and families. Meaningful participation, collaboration, and interactive learning are mandatory for the success of in-class and online experiences. Papers 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 exceptional circumstances beyond the control of the student. Late assignments will be penalized 10%.

Please remember that this is a doctoral-level class. It is mandatory for all students to participate in discussions each week, whether face-to-face or online. The expectation is that you will be fully engaged in the discussions and that your engagement will be informed by your reading. There will be very few lectures of the type you had in undergraduate and some master’s-level classes.

Laptops/Tablets
Students are encouraged to bring laptops or tablets to class if they choose. However, use of these devices must be limited to class-related activities. It is also acceptable for students to share any information developed during the face-to-face class with peers in the class by using Bb mail with attachments. This will allow those who do not have laptops or tablets available to bring to class to utilize the same information without penalty. Students may not use laptops or other electronic devices for reasons unrelated to classwork.

**BlackBoard**

This course uses BlackBoard for delivery of materials necessary for class. Students may contact me or class members via Bb messaging. However, for more rapid response from me, please use my university email address listed above. Please note that all papers submitted must go through BlackBoard as indicated.

**Contacting Me**

In addition to using BlackBoard or university email, you may also call the office or come in during office hours. Please be aware that when I supervise or am in other meetings, I do not answer my telephone and thus, your speediest response from me is likely to be via university email. Office hours listed above may change. While I will always try to see you when you drop in, it is always a safe bet to arrange an appointment.

**Electronic Device Notice**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, pagers, MP3 players, texting devices, and any other electronic except laptops/tablets. Students who, because of work, child, or other external requirements, must have pagers or cell phones turned on should place them on courtesy mode and should respond only to emergency messages. Unnecessary use of electronic devices will result in being asked to leave class. Please limit in-class use of your computer to course-related activities.

**Academic Integrity Policy**

The TAMUCC Graduate Catalog and the TAMUCC Student Handbook provide definitions of academic integrity. Specifically, university students are expected to conduct themselves in a manner that reflects the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of homework assignments, examinations, or examination materials, plagiarism, complicity, and forgery. **Students are responsible for familiarizing themselves with university academic integrity policies, procedures, and penalties. Ignorance of policy is not an acceptable defense in my class or in graduate work.**

Students should make note that using materials from websites also require appropriate documentation from the specific website from which the material is obtained. Copying material from websites without appropriate attribution is a form of plagiarism and will be treated as such. Only scholarly web materials are acceptable for reference materials.

Any student who is found to have violated the academic integrity policy in this course is subject to a grade of 0 on the particular assignment and a grade of F in the course. The faculty member must file a record for each case of academic dishonesty with the Dean, who will forward a copy
to the Office of Student Affairs. The student has the right to appeal the judgment or the penalty and should contact the Office of Student Affairs for guidance about how to do this. Academic misconduct may also be referred to the CNEP department for consideration.

X. **Textbook**

XI. **Partial 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 Corpus Christi Hall 116.

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.

Rubrics

<table>
<thead>
<tr>
<th>Discussion Posts</th>
<th>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
</tr>
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<tbody>
<tr>
<td>Less than required number of contributions; statements inaccurate or comments not related to theory, case, topic; responses shallow or missing</td>
<td>Comments based totally on course content, text or readings with little self reflection, comparison, or integration of ideas; writing poorly edited; awkward construction or poor flow of ideas; responses shallow.</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; responses reflect some superficiality.</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; responses are thoughtful.</td>
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## Treatment/Intervention Program

Note: There are two parts to the evaluation: the program itself (top rating) and the program evaluation (bottom rating).

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<thead>
<tr>
<th>0 – 59%</th>
<th>60 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
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<tr>
<td>May be missing multiple elements; design and materials faulty in terms of what is known; program is not designed to meet goals as stated; requires major revisions before it is deliverable; multiple mechanical and grammatical writing issues may be present.</td>
<td>May be missing one or two elements; design and materials may be faulty in terms of what is currently known about the topic; may evidence some discrepancy between goals and program as designed; requires significant revisions before it would be deliverable; may have multiple grammatical or mechanical writing issues.</td>
<td>Design and materials basically sound, though may need improvement; program designed to meet stated goals; all elements included; deliverable with little change needed; may contain some grammatical or mechanical writing issues.</td>
<td>Sound design and materials based on literature; includes all elements; deliverable; presented in a way that allows others to utilize material; well-written with very few grammatical or mechanical writing issues.</td>
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<td>1 – 4%</td>
<td>5 – 6%</td>
<td>7 – 8%</td>
<td>9 – 10%</td>
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<td>Lack of evidence of understanding of program evaluation processes.</td>
<td>Program evaluation does not assess stated goals of program or is not achievable; evaluation process may reflect lack of understanding of program evaluation.</td>
<td>Program evaluation is basically sound but may miss the mark in some ways; needs some improvement.</td>
<td>Program evaluation designed to address goals of program based on sound evaluation principles; program evaluation plan is achievable.</td>
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