Course Description
CNEP 5322 Strategies in Marriage, Couple, and Family Counseling (SCH)
The focus of this course is on the application of assessments, current theoretical models, and interventions when working with couple and family systems. Emphasis is on evidence-based practices and strategies that facilitate change. Problems addressed include family addictions, violence, suicide, and other mental and behavioral health issues. This is a blended class using Blackboard for discussing couple and family systems and presenting videos of role-playing sessions with couples and families.

Rationale
This course is essential for graduate students in counseling and related fields that intend to work with couple and family systems. It is required for completion of the specialty in marriage, couple, and family counseling, as well as licensure as a marriage and family therapist, LMFT.

Learning Objectives
This course is designed to meet 2016 CACREP standards included in Section 5 (entry-level specialty areas in marriage, couple, and family counseling). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

CACREP Standard 5-F-1-e: principles and models of assessment and case conceptualization from a systems perspective. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the case conceptualization paper and the final examination]

CACREP Standard 5-F-1-f: assessments relevant to marriage, couple, and family counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the couple and family assessments paper and the final examination]

CACREP Standard 5-F-2-c: family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. [Students will successfully complete
this learning objective by achieving a score of 80% or higher on the Family Assessments assignment and the final examination]

CACREP Standard 5-F-3-c: techniques and interventions of marriage, couple, and family counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the techniques and interventions presentation, models and techniques paper and the final examination]

CACREP Standard 5-F-3-d: conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on their treatment plans and the final examination]

Major Course Requirements

1) Proficiency Demonstrations (120 points; 4 assignments @ 30 points each)

Proficiency demonstrations are completed throughout the semester to assess students’ understanding and application of techniques and strategies when working with couples and families. These assignments are designed to provide students with role-playing experiences in counseling couples and family systems including assessment, conceptualizing the family system, developing a treatment plan, and implementing techniques and strategies. Each assignment (techniques demonstration, family session demonstration, and cases are graded on a 30-point scale with points awarded using a scoring rubric. included in the appendices of the syllabus. Students provide demonstrations in class and with the use of video tapes. Case assignments are submitted electronically through Blackboard as MS Word files. Once graded, students receive their assignments with their grade and comments. The maximum number of points that can be earned for this course requirement is 120.

Students work together in groups to complete the role-playing demonstration assignments. This allows students to engage in the small group process. Students are required to turn in their own assignments.

2) Knowledge-Base Papers (90points; 3 assigned paper @ 30 points each)

Throughout the semester, students are assigned research papers to inform their knowledge of a) family systems and models used to assess and work with couple and family presenting problems, b) fundamental methods of assessing family systems, and c) specific measures, rating scales, and checklists to utilize in counseling to assess couple and family systems. Each paper, graded with a rubric totals 30 points. The maximum number of points for this course requirement is 90.
Examination (60 points; part one 30 points, part two 30 points)

Part I of the examination assesses the student’s knowledge of counseling models and the techniques that align with each model. Part II assesses the student’s ability to conceptualize cases and develop a treatment plan.

<table>
<thead>
<tr>
<th>REQUIRED PAPERS</th>
<th>(90)</th>
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<tbody>
<tr>
<td>Systems &amp; Theories</td>
<td>30</td>
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<tr>
<td>Assessments/Measures</td>
<td>30</td>
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<tr>
<td>Family Assessments</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>DEMONSTRATIONS</th>
<th>(120)</th>
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<tbody>
<tr>
<td>Couples Techniques</td>
<td>30</td>
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<tr>
<td>Family</td>
<td>30</td>
</tr>
<tr>
<td>Case 1</td>
<td>30</td>
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<tr>
<td>Case 2</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>EXAM</th>
<th>(60)</th>
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<tbody>
<tr>
<td>Final Exam</td>
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<tr>
<td>(cases conceptualization and treatment plans)</td>
<td></td>
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<tr>
<td>Models of assessment &amp; techniques</td>
<td>30</td>
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</table>
A = 90% +
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

Required

Textbooks


Recommended Readings


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


State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

TExES Competencies (COE)

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession

Course Policies

Attendance

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are not excused, the follow attendance policies are in place:

- The first unexcused absence will result in a 5% reduction in the student’s final grade.
- A second unexcused absence will result in a 10% reduction in the student’s final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

NOTE 3: Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you.
throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

Extra Credit

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with 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 examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the
student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair-college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high-quality educational experience that is free from repression. To assist in meeting this goal, you are
responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

IX. Course Sessions

A flipped classroom teaching style is used with students prepared to discuss and analyze reading material and assignments. Additional teaching methods involve role-playing, the use of case material, small group activities and video-taping.
## Tentative Course Schedule (Summer 2019)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Course overview, defining systems, conceptualizing a family system, using a treatment plan, discussing models of family assessment and techniques, the makeup of a couple system, practice- opening session with a couple system, construct Family A and discuss treatment plan.</td>
</tr>
</tbody>
</table>
| June 5    | Complete systems and theories research paper: definitions, examples, terminology, citations. **Knowledge based proficiency #1 is due 6:30 June 10**  
Complete draft of a treatment plan to use in session three                                                                                                                                                                                                                                                                                                                                                      |
| June 10   | • Review treatment plans used for sessions one and two with Family A  
• Discussion of Family/Couple counseling techniques  
• Discussion of **Knowledge based proficiency #2** Family assessments; 1. the diagnostic interview protocol, 2. genograms, 3.family mapping, 4. mental diagnostic status examinations, 5. symptom inventories and 6. psychoeducational and personality assessments  
Assignments: Complete a written description of each assessment using the following  
*The purpose of the genogram is………………………………………………………………………………………………I would, (or would not) use the genogram because…………………………………………………...  
**Knowledge based proficiency paper #2 is due 6:30 June 17**                                                                                                                                                                                                                                                                                                                                                     |
| June 12   | Complete **Knowledge based proficiency paper #2**; Use discussion forum to share technique demonstrations (1 post; 2 responses to others in the class)  
Construct with your group Family B; Prepare to demonstrate a technique with members in your group                                                                                                                                                                                                                                                                                                                                                       |
| June 17   | Complete a treatment plan for Family B. **Proficiency demonstration #1 Family counseling demonstration in class; Proficiency demonstration #2 techniques demonstration in class**                                                                                                                                                                                                                                                                   |
| June 19   | Complete research and paper on assessments for couples and families.  
Complete **Knowledge based proficiency paper #3, due 6:30 June 24**, Prepare for working with Family C devised by your group, Prepare to demonstrate a technique in class                                                                                                                                                                                                                                                                                                                                 |
| June 24   | Two session in working with Family C devised by your group; techniques demonstrations---------------------------------------------------------- **Proficiency demonstration #’s 1 & 2.**  )                                                                                                                                                                                                                                                                   |
| June 26   | Complete conceptualization paper and treatment plan for the families: Case #1 & #2. **Proficiency demonstration #3 & 4 Due July 1 6:30**                                                                                                                                                                                                                                                                                                                                                     |
| July 1    | Two session in working with Family C devised by your group; techniques demonstrations---------------------------------------------------------- **Proficiency demonstration #’s 1 & 2.**                                                                                                                                                                                                                                                                   |
| July 3    | Examination **Proficiencies –case conceptualization, treatment plans, models & techniques,**
### Proficiency Demonstration: Counseling Couples/Families Evaluation Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Qualitative Interpretation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Student demonstrated core-counseling conditions in establishing rapport, clarified goals involving the couple/family, followed a treatment plan, included all family members in the counseling session, employed appropriate techniques or interventions, identified positive aspects of change during counseling, and provided appropriate homework in closing the counseling session by summarizing what occurred during counseling and providing realistic hope to the couple or family.</td>
<td>27-30</td>
</tr>
<tr>
<td>Good</td>
<td>Student demonstrated most of the core-counseling conditions considered necessary to establish a relationship, discussed goals early in the session, followed a treatment plan, planted seeds for change, intervened appropriately, provided support, listened, involved everyone in the family, and closed the session by providing appropriate homework and a sense of hope.</td>
<td>24-26</td>
</tr>
<tr>
<td>Marginal</td>
<td>Student listened to the couple/family, was able to demonstrate some core-counseling conditions, discussed goals, yet appeared hesitant to clarify goals or provide interventions, closed the session with homework.</td>
<td>21-23</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Student listened to the couple/family demonstrating few core-counseling conditions, a counseling relationship with the couple/family was not established, goals of the session were unclear as was the treatment plan, the session closed in an awkward manner</td>
<td>18 or below</td>
</tr>
</tbody>
</table>

**Rubric for couple and family sessions.**

Student __________________                                                                    ____ points of 30

Comments:
## Treatment Plan Rubric

<table>
<thead>
<tr>
<th>Problem(s)</th>
<th>Goals &amp; Objectives</th>
<th>In Session Techniques &amp; Rationale</th>
<th>Between Session Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnosis: Individual</td>
<td>Overall Goals Individual and Family (2-5)</td>
<td>•</td>
<td>Homework</td>
</tr>
<tr>
<td>General Family Related Problems:</td>
<td>Specific Objectives Individual and Family</td>
<td>•</td>
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- 5 points  
- 5 points  
- 5 points  
- 15 points

Case conceptualization and treatment plan.  
Total rating ____

Comments:
Technique Rubric

STUDENT NAME ____________________________ PROFESSOR ____________________________

CNEP 5322 - STRATEGIES OF MARRIAGE, COUPLE, AND FAMILY COUNSELING
SCHOLARLY WRITTEN PRESENTATIONS AND IN-CLASS DEMONSTRATIONS OF TECHNIQUES IN
MARRIAGE, COUPLE, AND FAMILY, COUNSELING

SPECIFIC TECHNIQUE

__________________________________________________________

A. RATIONALE FOR USING THIS TECHNIQUE  (level of appropriateness for problem; 1-----------5)

__________________________________________________________

__________________________________________________________

B. THEORETICAL FOUNDATION OF THIS TECHNIQUE  (clearly stated, citations; 1___________5)

__________________________________________________________

__________________________________________________________

C. REFERENCES SUPPORTING THIS TECHNIQUE  (cited references relevant to technique;
1___________5)

__________________________________________________________

__________________________________________________________

__________________________________________________________

Five points for each section. Fifteen points total.  
Rating ____________

Comments:
## TECHNIQUE PRESENTATION REVIEW

### STRATEGIES OF MARRIAGE, COUPLE, AND FAMILY COUNSELING

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. SPECIFIC TECHNIQUE</td>
<td>Brief, Concise presentation of technique either before or after the demonstration</td>
</tr>
<tr>
<td></td>
<td>1-not meeting the above</td>
</tr>
<tr>
<td></td>
<td>2-somewhat meeting the above</td>
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<tr>
<td></td>
<td>3-clearly meeting the above</td>
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<tr>
<td>2. TECHNIQUE DEMONSTRATION</td>
<td>Clear, Counselor Focused, Organized</td>
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<tr>
<td></td>
<td>1-not meeting the above</td>
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<tr>
<td></td>
<td>2-somewhat meeting the above</td>
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<tr>
<td></td>
<td>3-clearly meeting the above</td>
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<tr>
<td>3. POTENTIAL IMPACT</td>
<td>Technique and presentation of technique’s potential for producing change</td>
</tr>
<tr>
<td></td>
<td>1. low impact potential</td>
</tr>
<tr>
<td></td>
<td>2. moderate impact potential</td>
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<tr>
<td></td>
<td>3. high impact potential</td>
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Points for presentation (9 maximum)

Total Points Assessed ______

Comments:
RUBRIC FOR MCFC PAPERS

<table>
<thead>
<tr>
<th>Student ____________</th>
<th>Topic __________________________</th>
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Addressed the topic

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>minimal</td>
<td>excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clarity

| 1 | 2 | 3 | 4 | 5 |

Demonstrated knowledge of topic

| 1 | 2 | 3 | 4 | 5 |

Information on applicability to couple & family counseling

| 1 | 2 | 3 | 4 | 5 |

Citations

| 1 | 2 | 3 | 4 | 5 |

References APA

| 1 | 2 | 3 | 4 | 5 |

_____ of 30 POINTS

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________