Applications of Family Counseling

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.

Learning Objectives

This course is designed to meet 2016 CACREP doctoral standards (Section 6) for Counselor Education and Supervision:

- **B-1-c:** conceptualization of clients from multiple theoretical perspectives
- **B-1-d:** evidence-based counseling practices
- **B-1-f:** ethical and culturally relevant counseling in multiple settings
- **B-4-f:** models and methods of program evaluation
- **B-5-h:** current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

By the end of the course, students will also be able to

- Develop case conceptualizations and treatment plans from a relational/systemic theoretical perspective that includes both systemic and clinical assessment.
- Describe common factors specific to efficacy of relational/systemic counseling and therapy
- Develop treatment plans that are theory-informed and based on up-to-date research concerning efficacy.

Learning Outcomes

- Students will demonstrate the ability to conceptualize clients from a variety of systemic- and relationally-based theoretical perspectives as evidenced 85% of students by earning grades of 80% and above on course examinations and on-line discussion Boards. (CACREP Standard B1c)

- Students will demonstrate knowledge of systemic and relational theories and their efficacy as evidenced by 80% of students earning grades of 85% 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)
• Students will demonstrate knowledge of broad systemic, topical, political, and multicultural issues impacting couples and families as evidenced by 85% of students successfully integrating such issues in the prevention/intervention program assignment, discussion Boards, annotated bibliography, and course examinations. (CACREP Standard B5h)

• Students will demonstrate the ability to design ethical and appropriate models of program evaluation as evidenced by 85% of students earning a rating of Satisfactory or above on the program evaluation component of their prevention/intervention programs and their critiques of peer evaluation component. (CACREP Standard B4f)

Major Course Requirements

• Complete reading and video assignments required for each class in order to fully benefit from in-class learning activities. Full participation in class activities and discussion, including Discussion Boards 3 and 4, that reflects completion of reading/video assignments is expected. 10 pts

• Participate in online discussions. For most online discussions, creation of an original post for assigned topics plus response to at least three colleague posts in a meaningful way is required for full credit. See rubric for specific grading information. 20 pts. (10 each for discussion 1 and 2)

• Create a prevention/intervention program for families or couples. The program must address a specific need (e.g., parent/child relational problem, parenting, particular issues in military families, domestic violence [specify type]). The program must be complete and deliverable and include goals and evaluation plan. The final program must be submitted via Assignments in BlackBoard as well as posted to the discussion form established for that purpose. Students will present a brief synopsis in class that includes discussion of political, social, cultural, and/or related information that addresses the current need and potential limitations of the program. See the rubric for additional information. 20 points

• Critique a peer’s prevention/intervention program. Evaluate a peer’s prevention/intervention program and provide an accurate and helpful critique that will facilitate successful completion of your peer’s program. Identification of problem areas or areas of concern, ideas for improvement, and identification of strengths should be included. Be aware that identification of problems/concerns OR a statement that no problems are seen must be included for full credit. Include observations about the evaluation plan. 10 point

• Contribute to a 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 theory and interventions. Each student will contribute at least three (3) articles on interventions and/or programs that use 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/intervention. 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. Article contributions may not be duplicated, so collaborate with your peers as you proceed. If there are duplications, the article will count for the first person to post. You are free as a cohort to use the discussion board set up for this process to list articles you have chosen to “reserve” those articles. **10 pts**

- **Complete and submit examinations.** Exams will be completed outside of class and must be submitted via BlackBoard assignments. Exams will include case studies that require understanding of theoretical content and will require research beyond the text. Exams will be due at 11:59 p.m. BlackBoard time on the due date. **30 points**

30% Examinations  
10% In-class discussion and participation  
.20% Discussion Boards 1 & 2  
20% Prevention/ intervention program involving couples and families  
10% Critique of peer prevention/intervention program  
10% Annotated bibliography  
100% Total grade

**Grade Distribution**

A=90-100   B=80-89   C=70-79   D=60-69   F=Below 60

**Required and Recommending Readings**

*Textbook:*

*Bibliography*


State Adopted Proficiencies for Teachers and/or Administrators/Counselors (N/A)

TExES Competencies (N/A)

University Policies*

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.

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 through the use of 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.

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. November 9 is the last day to drop a course with an automatic grade of “W” this term.

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.

*See additional university and class policies specifically related to this course in next section.

CNEP 6319 Course Outline and Policies

The following schedule and topics are subject to change at the discretion of the instructor to accommodate needs of class, expertise of class members, and other issues that might arise. In-class discussion will include material beyond the text.

Some class sessions MAY use on-line instructional processes, including discussion Boards. Such assignments will utilize BlackBoard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>08/30</td>
<td>Overview of course; marriage and family therapy/counseling competencies; ethics in couple and family therapy/counseling</td>
<td>Text, Chapter 1 AAMFT &amp; IAMFC Codes of Ethics Text, Appendices A &amp; B</td>
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<tr>
<td>09/06</td>
<td>Research, Ethical and Philosophical Foundations of MFT Common Factors</td>
<td>Text Chapters 2 &amp; 3 Case Conceptualization Part I youtube video* Case Conceptualization Part II youtube video* *I advise you to complete these by tonight. Discussion Board 1 requires that you have watched and digested the material!</td>
</tr>
<tr>
<td>09/13</td>
<td>Case conceptualization; clinical and systemic assessment, treatment planning; evaluation of progress</td>
<td>Text Chapters 14-16  <strong>Discussion Board 1 due</strong></td>
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<tr>
<td>09/20</td>
<td>No Face-to-Face Class</td>
<td>Treatment Planning Video*  *Discussion Board 2 requires that you have watched and digested this material! <strong>Responses to Discussion Board 1 due</strong></td>
</tr>
<tr>
<td>09/27</td>
<td>Continuation of case conceptualization; clinical and systemic assessment, treatment planning; evaluation of progress</td>
<td>Text Chapters 14-16  <strong>Discussion Board 2 due</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Text Chapter</td>
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<td>10/04</td>
<td>Systemic and Strategic Therapies</td>
<td>4</td>
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<td></td>
<td>Discuss prevention/intervention projects</td>
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<td><strong>Responses to Discussion Board</strong></td>
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<td>10/11</td>
<td>Structural Family Therapy <em>SACES Conf. this week</em></td>
<td>5</td>
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<td>10/18</td>
<td>Experiential family therapist</td>
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<td>10/25</td>
<td>Intergenerational &amp; psychoanalytic family therapies</td>
<td>7</td>
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<tr>
<td>11/01</td>
<td>Cognitive-behavioral and mindfulness-based couple and family therapies</td>
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<td>11/08</td>
<td>Solution-based therapies Sex Therapy/Counseling</td>
<td>9</td>
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<tr>
<td>11/15</td>
<td>Collaborative &amp; Narrative Therapies <em>(TCA Conf. this week)</em></td>
<td>10</td>
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<td>11/22</td>
<td>Thanksgiving – No face-to-face class. See due dates to the left!</td>
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<td>Evidence-based treatments in couple and family therapy/counseling;</td>
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<td></td>
<td>evidence-based group treatments for couples and families</td>
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<tr>
<td>11/29</td>
<td>Presentations of Programs</td>
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<td>12/06</td>
<td>No face-to-face class</td>
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<tr>
<td>12/13</td>
<td>Group Reflective Process</td>
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**Class Policies**

*Attendance, participation, and general information*

Reading assignments are to be completed prior to class, and students are expected to be prepared and participate in seminar-style discussions of material and other class activities. Learning objectives must be met in order to pass the course. Attendance is required, and instructor must be notified and approve of excused or unavoidable absences. Excessive absences (more than 3) will result in semester grade being lowered by one letter grade. Style for written work should follow APA formatting insofar as it fits the assignment (e.g., 12 pt. font, double spaced, five-space indentions for paragraphs, 1
inch margins, appropriate citations and references). Please remember that this is a doctoral-level class. 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.

Late work
I understand that doctoral students have lives, families, jobs, and other responsibilities. However, work must be submitted on time unless there is prior deliberation with me or a true emergency. This is particularly important since some of your peers’ ability to complete their work on time and the ability for class learning activities to be most effective is dependent on each individual completing their work by due dates. Late work will result in 10% deduction of points unless prior specific arrangements or class agreements are made.

Electronic devices
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.

Electronic devices may not be used in class unless related to the course. Students who must have cell phones on are required to set them to silent/vibrate, and shall not accept calls or respond to texts unless there is an emergency.

Academic integrity and plagiarism
Academic honesty must be observed, and plagiarism or other forms of academic dishonesty will result in a 0 for that work, filing of academic dishonesty paperwork with the appropriate university office, filing of a Student Competency Evaluation in the department, and most likely an F in the course. In addition, students should be aware of TAMUCC Graduate Catalog (current version) information regarding academic integrity and plagiarism. Students are responsible for familiarizing themselves with university and departmental academic integrity policies, procedures, and penalties. Ignorance of policy is not an acceptable defense in my class or in graduate work.

Professional behavior
In addition to the requirements of TAMUCC’s Student Code of Conduct, doctoral students are expected to behave in a manner that is consistent with that of counselor educators and professional counselors. Students should be familiar with the Codes of Ethics of ACA and TSBEP as well as with the Doctoral Student Handbook. Doctoral students should be aware that professional behavior extends to social media use.

Incomplete grades
Incomplete grade requests are granted only in extraordinary circumstances and must be requested in advance by the student. University and COEHD policy require that the work for the course be substantially complete.

**Extra credit**
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.

### Rubrics

**Discussion Posts 1 & 3 (10 possible points each)**

<table>
<thead>
<tr>
<th>0-6 pts.</th>
<th>7 pts.</th>
<th>8 pts.</th>
<th>9-10 pts.</th>
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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. Little evidence of thoughtfulness or preparation for discussion.</td>
<td>Comments based totally on course content, text, videos, or readings with little self reflection, comparison, or integration of ideas; writing poorly edited; awkward construction or poor flow of ideas; responses shallow. Responses are limited.</td>
<td>Some thin discussion of personal reflections on topic, course content, videos, 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, including videos, and additional readings; minimal errors in writing; ideas developed using well-constructed sentences and paragraphs; responses are thoughtful.</td>
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**Treatment/Intervention Program (20 possible points)**

Note: There are two parts to the evaluation: the program itself (first rating), the program evaluation (second rating), and the presentation (third rating).

<table>
<thead>
<tr>
<th>0-13 pts.</th>
<th>14-15 pts.</th>
<th>16-17 pts.</th>
<th>18-20 pts.</th>
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<tbody>
<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</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;</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</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</td>
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</table>
deliverable; multiple mechanical and grammatical writing issues may be present. Lack of evidence of understanding of program evaluation processes. Does not include current information that addresses need for program

requires significant revisions before it would be deliverable; may have multiple grammatical or mechanical writing issues. Program evaluation may not assess goals of program or may not be achievable. Rationale and context is missing or limited.

grammatical or mechanical writing issues. Program evaluation basically sound but may miss the mark in some ways. Basically sound rationale for program based on clear context per directions.

issues. Program evaluation designed to address goals of program; is achievable. Presentation provides clear context related to current political, multicultural, or other factors.

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<tr>
<th></th>
<th>0-4 pts.</th>
<th>5-6 pts.</th>
<th>7-8 pts.</th>
<th>9-10 pts.</th>
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<tbody>
<tr>
<td>Critique of Intervention Program (10 possible points)</td>
<td>Shallow coverage of elements useful to authors. Missed writing or other issues that should be noted. Little or no feedback regarding program evaluation. Unhelpful to author.</td>
<td>Misses key elements of feedback for author that would be helpful. Contains some useful feedback, but limited. Coverage may be shallow and of limited use to author.</td>
<td>Meets basic criteria as listed for full credit; however, may lack organization or miss elements that would be helpful to author of program. May miss grammar/spelling issues. Useful to author.</td>
<td>Identification of problematic areas and ideas for improvement are noted where appropriate. Identification of problematic areas, particularly related to program evaluation, or a statement that no problems are seen, with explanation, must be included for full credit. May pose questions to author. Useful.</td>
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</tbody>
</table>