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 an online synchronous class using Blackboard for information through lecture and Power Pt. and in-class time for skill development consisting of experiential activities: role-playing, case conceptualization, and small group discussion of family systems.

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 at the 80%, rating, 16 or higher on the scoring rubric used for the Statement of Principles of Assessment and Critique of Assessment Models Paper assignments]

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 at the 80%, 24 or higher on the scoring rubric used for the Critique of Couple and Family Assessments Paper]
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 at the 80%, 24 or higher on the scoring rubric used for the Critique of Couple and Family Assessments Paper]

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 at the 80% on the 56 point exam on the 7 theories and techniques examination.]

CACREP Standard 5-F-3-d: conceptualizing and implementing treatment plans, 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 treatment plans including intervention strategies in response to two case studies (30 pts each), a technique demonstration, 30pts. and a family counseling demonstration, 30 pts ]

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. 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  (90 points; 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>(120) points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Assessment Models</td>
<td>30</td>
</tr>
<tr>
<td>Family Assessments</td>
<td>30</td>
</tr>
<tr>
<td>Couple &amp; Family Assessment Measures</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEMONSTRATIONS</th>
<th>(60) points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couples Techniques</td>
<td>30</td>
</tr>
<tr>
<td>Family</td>
<td>30</td>
</tr>
</tbody>
</table>

(cases used on final examination)

<p>| FINAL EXAM                               | (30) points  |</p>
<table>
<thead>
<tr>
<th>POINTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>120- PAPERS</td>
<td></td>
</tr>
<tr>
<td>60- DEMONSTRATIONS</td>
<td></td>
</tr>
<tr>
<td>30- FINAL EXAM</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>210</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>189-210</td>
<td>168-188</td>
<td>147-167</td>
<td>126-146</td>
<td>Below 126</td>
</tr>
</tbody>
</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 allows for the discussion and analysis of reading material and assignments. Additional teaching methods involve role-playing, the use of cases studies, and small group activities.

Tentative Course Schedule (Summer 2020)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2</td>
<td>Course Activities: Session #1 online</td>
</tr>
<tr>
<td></td>
<td>• Course overview: Syllabus</td>
</tr>
<tr>
<td></td>
<td>• Defining Family Paper</td>
</tr>
<tr>
<td></td>
<td>• Class discussion: Role Call- Define family</td>
</tr>
<tr>
<td></td>
<td>• Break in Small Groups-Dialog: Family Theories and Techniques</td>
</tr>
<tr>
<td></td>
<td>• Large Group Discussion on Theories and Techniques</td>
</tr>
<tr>
<td></td>
<td>• Power Pt. The basics of Marriage, Couple, and Family Counseling</td>
</tr>
<tr>
<td></td>
<td>• Power Pt. Beginning Sessions</td>
</tr>
<tr>
<td></td>
<td>• Family Issues: Cartoons</td>
</tr>
<tr>
<td></td>
<td>• Presentation of Family A</td>
</tr>
<tr>
<td></td>
<td>• Discussion and Treatment Plan for Family A</td>
</tr>
<tr>
<td></td>
<td>• Assignments- Due date 6:00 June 11</td>
</tr>
</tbody>
</table>

Reading Assignment: Thomlison Handbook Chapters 1-3; Objectives: Provide your definition of a family, understand common factors for successful family outcomes, define Systems and concepts related to Systems, be prepared to discuss in class.

Paper Assignment: Five-page paper with citations following APA style
1. Discuss the purpose of assessment in family counseling from your perspective using the textbook.
2. State your Principles of Assessment utilizing the Thomlison text, pg. 27.
3. Identify and define tools of Assessment using the Thomlison text, pg 32.

| June 4 | Weekly Assignment: Session #2 online |
|        | Participate in the Blackboard Discussion Forum, responding to the professor’s prompts. |
|        | Share and provide feedback to posts by colleagues. |
Discuss the reading and paper assignments as needed

Discuss Family A as needed, including developing a treatment plan

**Reading Assignment:** Thomlison Handbook Chapters 1-3; Objectives:
Provide your definition of a family, understand common factors for successful family outcomes, define Systems and concepts related to Systems, be prepared to discuss in class.

**Paper Assignment:** Five-page paper with citations following APA style
1. Discuss the purpose of assessment in family counseling from your perspective using the text
2. State your Principles of Assessment utilizing the Thomlison text, pg. 27.
3. Identify and define tools of Assessment using the Thomlison text, pg 32

**Due date 6:00 June 11**

| June 9 | **Course Activities:** Session 3 Online
|        | Review reading material: discuss system
|        | Small Group: Conceptualizing Family A: Complete treatment plans for sessions 1 & two.
|        | Large group: share treatment plans
|        | Demonstration with Family A
|        | Small group: Role plays of 1st & 2nd sessions with Family A (4 sessions)
|        | Debrief role play sessions
|        | Demonstration of couple counseling techniques

**Assignments:** Read Models of Assessment: McMaster Model, Circumflex Model, Beavers Model, EFT Model, Structural Model, Darlington Model

Complete 5-page paper on Models of Assessment: Brief description of the Model, tenets of each model, and critique of why you would and would not use each modes. (APA style with citations).
**Due date 6:00 June 18**
Distribute genogram of Family B

| June 11 | **Weekly Assignment:** Session 4 Online
|         | On line Complete assignment, 5-page paper on Models of Assessment.
|         | Provide a brief description of each Model, tenets of each model, and critique of why you would, or would not use each model. (APA style with citations).
|         | **Due date June 17 at 6:00**
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Activities</th>
<th>Weekly Assignment</th>
<th>Assignments</th>
<th>Assignments</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 16</td>
<td><strong>Course Activities: Session 5 online</strong></td>
<td>Discuss Treatment Plans designed for Family B with your group.</td>
<td>Two role plays of 1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt; sessions with Family B (4 sessions)</td>
<td>Technique Demonstrations</td>
<td>Assignments: Research 1. The diagnostic interview protocol, 2. Genograms, 3. Family mapping, 4. Mental diagnostic status examinations, 5. Symptom inventories and 6. Psychoeducational and personality assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technique Demonstrations</td>
<td></td>
<td><strong>Due date 6:00 June 25</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distribute genogram of Family C</td>
<td></td>
<td><strong>Due date 6:00 June 25</strong></td>
<td><strong>Due date 6:00 June 25</strong></td>
</tr>
<tr>
<td>June 18</td>
<td><strong>Weekly Assignment: Session 6 On line</strong></td>
<td>Complete research and paper on assessments for couples and families using the following format for each of the 6 assessments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The purpose of the genogram</td>
<td>I would, (or would not)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>is .............................................................................................................................................</td>
<td>use the genogram</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>because .................................................................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due date 6:00 June 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare to counsel Family C Prepare to demonstrate a technique in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 23</td>
<td><strong>Course Activities: Session 7 online</strong></td>
<td>Two role plays of 1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt; sessions with Family C</td>
<td>Technique demonstrations</td>
<td>Case Reviews as needed</td>
<td><strong>Assignments: Case studies #1 &amp; 2- Conceptualization papers and Treatment Plans Due date July 2 6:00</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Case Reviews as needed</td>
<td></td>
<td><strong>Assignments: Case studies #1 &amp; 2- Conceptualization papers and Treatment Plans Due date July 2 6:00</strong></td>
</tr>
<tr>
<td>June 25</td>
<td><strong>Weekly Assignment: Session 8 On line</strong></td>
<td>Complete conceptualization paper and treatment plan for the families: Case #1 &amp; #2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due date July 2 6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td><strong>Online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course Activities Session 9 online</strong></td>
<td>Technique demonstrations</td>
<td>Case reviews as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2</td>
<td><strong>Final online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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 skills to establish rapport, clarified goals, involved 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 including providing realistic hope to the couple or family. Student utilized a systems approach throughout counseling, including emphasizing tracking and relational skills among family members.</td>
<td>27-30</td>
</tr>
<tr>
<td>Good</td>
<td>Student demonstrated most of the core-counseling skills 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. Students emphasized aspects of systems thinking including family members interactions and there meaning.</td>
<td>24-26</td>
</tr>
<tr>
<td>Marginal</td>
<td>Student listened to the couple/family, was able to demonstrate some core-counseling skills, discussed goals, however did not clarify goals or provide interventions, and closed the session with homework.</td>
<td>21-23</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Student listened to the couple/family, a counseling relationship with the couple/family was at an early stage, session goals were unclear as was the treatment plan, the session closed abruptly.</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>
<td></td>
</tr>
</tbody>
</table>

- - -

5 points | 10 points | 10 points | 5 points

Case conceptualization and treatment plan.

Total rating ____

Comments:
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. 15 points total. 

Comments:

TECHNIQUE PRESENTATION REVIEW

STUDENT ___________________________   PROFESSOR ________________

STRATEGIES OF MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. SPECIFIC TECHNIQUE  
   Brief, Concise presentation of technique either before or after the demonstration
   1-not meeting the above
   2-somewhat meeting the above
   3-clearly meeting the above

2. TECHNIQUE DEMONSTRATION  
   Clear, Counselor Focused, Organized
   1-not meeting the above
   2-somewhat meeting the above
   3-clearly meeting the above

3. POTENTIAL IMPACT  
   Technique and presentation of technique’s potential for producing change
   1. low impact potential
   2. moderate impact potential
   3. high impact potential

Points for presentation (15 maximum)

Total Points Assessed ________

Comments:
# RUBRIC FOR MCFC PAPERS

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addressed the topic</strong></td>
<td>1 2 3 4 5</td>
<td>minimal</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrated knowledge of topic</strong></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Information on applicability to couple &amp; family counseling</strong></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>References APA</strong></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

_____ of 30 POINTS