CNEP 6319 APPLICATIONS OF FAMILY COUNSELING

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Course Description

CNEP 6319: Applications of Family Counseling (3 SCH). 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.

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.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard B-1-c:** conceptualization of clients from multiple theoretical perspectives. *Students will successfully complete this learning objective by achieving a score of 80% or higher on course examinations and on-line discussion boards.*

- **CACREP Standard B-1-d:** evidence-based counseling practices. *Students will successfully complete this learning objective by achieving a score of 80% or higher on course examinations and on-line discussion boards and earning a rating of Satisfactory or above on the prevention/intervention program assignment and the annotated bibliography*

- **CACREP Standard B-1-f:** ethical and culturally relevant counseling in multiple settings. *Students will successfully complete this learning objective by achieving a score of 80% or higher on course examinations and relevant discussion boards.*
• **CACREP Standard B-4-f:** models and methods of program evaluation. *Students will successfully complete this learning objective by earning a rating of Satisfactory or above on the program evaluation component of their prevention/intervention programs and their critiques of peer evaluation components.*

• **CACREP Standard B-5-h:** current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. *Students will successfully complete this learning objective by successfully integrating such issues in the prevention/intervention program assignment, discussion boards, and annotated bibliography.*

**Major Course Requirements**

1) **Reading and Video Assignments (10 points)**

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.

2) **Online Discussions (20 points; 10 each for discussion 1 and 2)**

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.

3) **Prevention/Intervention Program (20 points)**

Create a prevention/intervention program for families or couples (15 pts). The program must address a specific need (e.g., parent/child relational problem, parenting, issues particular to military families, domestic violence [specify type]). The program must be complete and deliverable and include goals. A plan for how the program will be evaluated must be included (5 pts). 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.

4) **Peer Prevention/Intervention Program Critique (10 points)**

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. Observations about the evaluation plan must be included.
5) Annotated Bibliography (10 points)

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., school-related problems; work-related problems; family relationships; couple issues; family life cycle issues; domestic/family violence; child abuse; 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; political issues; 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. I will go by the discussion board set up for the selecting process to determine the order of selections. Obviously, you are free to collaborate off-line as well.

6) Exams (30 points)

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.

**Point Allocation**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>30%</td>
<td>Examinations</td>
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<tr>
<td>10%</td>
<td>In-class discussion and participation</td>
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<tr>
<td>20%</td>
<td>Discussion Boards 1 &amp; 2</td>
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<tr>
<td>20%</td>
<td>Prevention/ intervention program involving couples and families</td>
</tr>
<tr>
<td>10%</td>
<td>Critique of peer prevention/intervention program</td>
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<tr>
<td>10%</td>
<td>Annotated bibliography</td>
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<tr>
<td>100%</td>
<td>Total grade</td>
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**Grade Distribution**

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

**Required and Recommending Readings**

*Textbook:*

**Recommended or supplemental readings:**


Alexandria, VA: Author.


**State Adopted Proficiencies for Teachers and/or Administrators/Counselors**

(N/A)

**TExES Competencies**

(N/A)

**Course Policies**

**Attendance, Participation, and General Information**

Assignments are to be completed prior to class. Students are expected to be prepared and participate in seminar-style discussions of material and other class activities. Engagement is also required in the discussion boards (see rubrics). Attendance is required and the instructor must be notified and approve of excused or unavoidable absences. Excessive absences (more than 3) will result in the semester grade being lowered by one letter. 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.

**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

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.

Extra Credit

Except in exceptional circumstances, requested in writing, 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

Instructor Policy

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. Please see TAMUCC policy below. If you are unsure about what constitutes plagiarism or academic dishonesty, I am happy to talk with you.

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.

I encourage you to remember that you are part of a cohort program in which courses are sequenced in a particular way. Please consult with me, your faculty advisor, and/or the department chair before you drop to ensure you know the alternatives as well as how to proceed forward in a way that helps you meet your goals.

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.

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.

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://academicaffairs.tamucc.edu/rules_procedures/ 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>08/28</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>09/04</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>09/11</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>
</tr>
<tr>
<td>09/18</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</strong></td>
</tr>
<tr>
<td>09/25</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>Assignment</td>
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<td>10/2</td>
<td>Systemic and Strategic Therapies</td>
<td>Text Chapter 4 Discuss prevention/intervention projects Responses to Discussion Board 2 due</td>
</tr>
<tr>
<td>10/09</td>
<td>Structural Family Therapy <em>(SACES Conf. this week)</em> Text Chapter 5</td>
<td>Discussion Board 3 due</td>
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<td>10/16</td>
<td>Experiential family therapist Text Chapter 6</td>
<td>Mid-Term Exam Due</td>
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<td>10/23</td>
<td>Intergenerational &amp; psychoanalytic family therapies Text Chapter 7</td>
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<tr>
<td>10/30</td>
<td>Cognitive-behavioral and mindfulness-based couple and family therapies</td>
<td>Text Chapter 8; Oliver &amp; Castillo chapter Discussion Board 4 due</td>
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<tr>
<td>11/06</td>
<td>Solution-based therapies Sex Therapy/Counseling</td>
<td>Text Chapter 9 Prevention/Intervention Program draft due to peer and professor</td>
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<tr>
<td>11/13</td>
<td>Collaborative &amp; Narrative Therapies</td>
<td>Text Chapter 10 Annotated Bibliography due online</td>
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<td>11/20</td>
<td>See due dates to the left! Evidence-based treatments in couple and family therapy/counseling; evidence-based group treatments for couples and families</td>
<td>Text, Chapters 11 &amp; 12 Critique of Prevention/Intervention Program due to Peer and Professor 10-minute synopsis/Q&amp;A</td>
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<tr>
<td>11/27</td>
<td>No face-to-face class</td>
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<tr>
<td>12/04</td>
<td>Connection of course content to teaching and supervision</td>
<td>Final Prevention/Intervention Program due</td>
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<tr>
<td>12/11</td>
<td>Group Reflective Process</td>
<td>Exam 3 due</td>
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## Rubrics

### Discussion Posts 1 & 2 (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, including presentation, and the program evaluation (second rating).

<table>
<thead>
<tr>
<th>&lt;10.5 pts.</th>
<th>10.5 – 11.0 pts.</th>
<th>12.0 – 13.4 pts.</th>
<th>13.5 - 15 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 Deliverable; multiple Mechanical and grammatical writing issues may be present. Does not include current information that addresses need for program</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. Rationale and context is missing or limited.</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. Basically, sound rationale for program per directions.</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. Presentation provides clear context related to current political, factors.</td>
</tr>
<tr>
<td>&lt; 3.5 pts</td>
<td>3.5 – 3.9 pts.</td>
<td>4.0 – 4.4. pts.</td>
<td>4.5 – 5 pts.</td>
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<tr>
<td>Lack of evidence of understanding of program evaluation processes</td>
<td>Evaluation may not assess goals of program or may not be something that can reasonably be done.</td>
<td>Program evaluation basically sound but may miss the mark in some ways (e.g., missing some key constituents)</td>
<td>Program evaluation designed to address goals of program, targets relevant constituents, is something that can be done given the described context.</td>
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### Critique of Intervention Program (10 possible points)

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<thead>
<tr>
<th>0-4 pts.</th>
<th>5-6 pts.</th>
<th>7-8 pts.</th>
<th>9-10 pts.</th>
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<tr>
<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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