INSTRUCTOR AND CONTACT INFORMATION
Professor: Dr. Gerald Pennie, PhD., LPC, NCC
E-mail: gpennie@tamuct.edu
Office Hours: WR 2:00-5:00 pm

COURSE INFORMATION
Course Overview and description:
A survey of the historical development and principal conceptualizations of marital and family
counseling/therapy. Goals include an initial examination and comparison of various theories
currently employed in the field with an emphasis on interview techniques. Subject areas to be
covered include the various schools of family counseling/therapy, along with current trends and
issues in marriage and family counseling/therapy.

This course uses lecture, discussion, videotapes, role-play, assigned readings, examinations, case
studies, research/reflection papers, and experiential exercises to explore the marriage,
family, and relationship counseling field. Students are encouraged to reflect on their own
family and relationship experiences as they may impact their training and practice as
professional counselors.

Mode of instruction and course access:
This course is taught primarily as an integrative hybrid. This means that the majority of this
course will make use of in-person approaches that include lecture, seminar, and simulated lab
role play. There will be no more than 3 occasions in which the course will meet online, denoted
in the syllabus as (ONLINE WEEK). You will be required to post three meaningful responses to
the discussion board that are set up. Your postings should reflect insightful and intelligent points.
I reserve the right to decide if the student’s effort and insight will receive full credit.
This course makes use of the Canvas Learning Management System. Please see the
TECHNOLOGY REQUIREMENTS AND SUPPORT section of this document.

Textbooks
Required:
River, NJ: Prentice Hall

Supplemental:
intervention* (3rd ed.). NY: Norton
STUDENT LEARNING OUTCOMES:

1. Students will demonstrate an understanding of the theories, therapeutic processes, and techniques involved in marriage, family, and relationship counseling. **Case Study, Weekly Assignments, Family Therapy Demonstration**

2. Students will demonstrate an understand of the significance of current professional research and practice in the field so they begin to develop their own approach to marriage, family, and relationship counseling relevant to a clinical setting. **Case Study, Weekly Assignments, Family Therapy Demonstration**

3. Through the use of self-assessment and self-exploration by counselor trainees concerning their family of origin experiences students will gain an understanding of optimum functionality as a professional counselor. **Genogram, Weekly Assignments**

4. Students will gain a deeper understanding of the specific issues pertinent to multicultural issues related to marriage, family and relationship counseling in (e.g., gender, sexual orientation, ethnicity, and culture). **Case Study, Weekly Assignments, Case Conceptualization**

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Activity</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core for all students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical standards of professional organizations and credentialing bodies, and</td>
<td>Weekly Assignments</td>
<td>SLO4</td>
</tr>
<tr>
<td>applications of ethical and legal considerations in professional counseling</td>
<td>In-Case Studies</td>
<td></td>
</tr>
<tr>
<td>(IIF1i);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural and pluralistic characteristics within and among diverse groups</td>
<td>In-Case Studies</td>
<td>SLO4</td>
</tr>
<tr>
<td>nationally and internationally (IIF2a);</td>
<td>Weekly Assignments</td>
<td></td>
</tr>
<tr>
<td>Theories of multicultural counseling, cultural identity development, and</td>
<td>In-Case Studies</td>
<td>SLO4</td>
</tr>
<tr>
<td>social justice and advocacy (IIF2b);</td>
<td>Weekly Assignments</td>
<td></td>
</tr>
<tr>
<td>Multicultural counseling competencies (IIF2c);</td>
<td>In-Case Studies</td>
<td>SLO4</td>
</tr>
<tr>
<td>Help-seeking behaviors of diverse clients (IIF2f);</td>
<td>Case Studies</td>
<td>SLO1</td>
</tr>
<tr>
<td>Strategies for identifying and eliminating barriers, prejudices, and processes</td>
<td>Case Study</td>
<td>SLO2</td>
</tr>
<tr>
<td>of intentional and unintentional oppression and discrimination (IIF2h);</td>
<td>Case Conceptualization</td>
<td></td>
</tr>
</tbody>
</table>
## Theories of individual and family development across the life span (IIF3a)

<table>
<thead>
<tr>
<th>Genogram</th>
<th>Case Studies</th>
<th>Case Conceptualization</th>
<th>SLO2 &amp; 3</th>
</tr>
</thead>
</table>

## Systems approach to conceptualizing clients (IIF5b)

<table>
<thead>
<tr>
<th>Case Studies</th>
<th>SLO1</th>
</tr>
</thead>
</table>

## The importance of research in advancing the counseling profession, IIF8a)

<table>
<thead>
<tr>
<th>Case Studies</th>
<th>Case Conceptualization</th>
<th>SLO2</th>
</tr>
</thead>
</table>

## Identification of evidence-based counseling practices (IIF8b)

<table>
<thead>
<tr>
<th>Case Studies</th>
<th>Case Conceptualization</th>
<th>Family Therapy Demonstration</th>
<th>SLO2</th>
</tr>
</thead>
</table>

### Standards for Clinical Mental Health Counseling (CMHC) track

<table>
<thead>
<tr>
<th>Theories and models related to clinical mental health counseling (CMHC:VC1b);</th>
<th>Case Studies</th>
<th>Family Therapy Demonstration</th>
<th>SLO1</th>
</tr>
</thead>
</table>

## COURSE REQUIREMENTS

**ALL ASSIGNMENTS MUST BE IN STANDARD APA FORMATTING.** If you do not submit your assignments in this style, your grade will be lowered. Rubrics and guidelines for each of the assignments for this course will be provided prior to the due date of the assignment. Corresponding rubrics are attached.

### 1. Final exam with essay topics and application questions will be given. **(75 points).**

### 2. Advocacy Project **(25 points).**

Students will be asked to research an underserved family population who may receive counseling services. Students are to consider, “what are the advocacy needs of this population”? Using a brochure, newsletter, or other information dissemination outlet, students are to advocate for this client population by identifying the following information:

- Presence of this underserved population in the local community;
- Relevant statistics about this client population;
- Institutional or social barriers that may impede access and equity of services for the client population

**Students will need to submit a proposal to gain approval prior to beginning this project worth 5 points.**

- Students will be graded on the entire project as follows
  - I. Advocacy Proposal
    - 1. APA Format: 1 point
2. Proposed information gathering practices (what stats, where they will be collected, what geographic location will be selected, etc): 2 points
3. Flow and Grammar: 2 points

ii. Final Project
1. APA citations: 4 points
2. Graphics: 5 points
3. Gathered information: 5 points
4. Format: 3 points
5. Grammar: 3 points

3. GENOGRAM PROJECT (50 points possible). The supplemental Genograms text is helpful in the preparation for this assignment: accuracy of genogram representation, demonstrated knowledge of family systems constructs, overall presentation, thoroughness, and depth of interaction with material. Further directions and samples will be provided. The Genogram Project has 5 parts:
   i. a basic 3-generational genogram (up to your grand parents);
   ii. the same genogram with relational patterns added;
   iii. the same genogram with at least three other categories including but not limited to: socioeconomic status, physical ailment, medical status, substance abuse, etc.
   iv. systems analysis based on the Family of Origin (FOO)
   v. a paper with your reflection on how the FOO has influenced the client;

4. CASE CONCEPTUALIZATION (50 points possible). Using a student selected fictional family from a literary work, students will use at least one family counseling approach we have studied and apply this approach to the family. A handout with guidelines will be given. Your grade will be based on demonstrated applied knowledge of the constructs of the approach you select, overall presentation of the material, and thoroughness.

5. PROFESSIONAL COUNSELOR INTERVIEW (25 points possible). Students will choose someone already working in the helping profession who provides counseling for families (Students must choose someone who is a professional counselor and preferably someone who is a member of a professional organization) and interview them in regard to the nature of the counselor’s work, client population seen and presenting issues, supervision experiences, and any other pertinent information about their daily routine. Students will present a written report and an informal oral report to the class. You must consult with the instructor for approval of the professional. Please note students will NOT be permitted to interview university faculty for this assignment.

6. FAMILY THERAPY DEMONSTRATION (25 points possible). Students will submit at least one video recording using any theory discussed in the course. Students will be placed in groups and conduct at least a 10 minute session (worth 15 of the 25 points). Each student must take the role of counselor and client. Students will submit a 2-4 page reflection paper of
the assignment (worth 10 of the 25 points). Although students will be in groups, this is NOT a group assignment.

GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>75 pts</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>25 pts</td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>50 pts</td>
</tr>
<tr>
<td>Genogram</td>
<td>50 pts</td>
</tr>
<tr>
<td>Professional Interview:</td>
<td>25 pts</td>
</tr>
<tr>
<td>Family Therapy Demo</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>250 points</strong></td>
</tr>
</tbody>
</table>

Thus, averaging the above:
A= 225 points or more
B= 224-200 points
C= 199–175 points

Posting of Grades
Students are to submit ALL assignments via Canvas, students can expect grades to be posted on Canvas after grading. Please allow up 7-10 business days after submission for grades to be posted.

Student-instructor interaction:
In the event that you need to contact me via e-mail, please include “COUN 5356” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “COUN 5356 – Attendance.” I check my email twice a day and as such, I will respond to e-mail requests within 48 hours during the work week (excluding holidays).

Additionally, my Friday office hours will virtual. I will be available using the Canvas inbox and chat systems. Finally, if you are unable to meet during my office hours, you can email me to request an appointment by following the above format. Please allow me up to 48 hours during the work week (Monday-Friday) to respond to your scheduled request. This means you should request for a Monday you will need to request no later than the preceding Friday.

Attendance:
Your attendance and participation in the classroom is extremely important to your learning. As such attendance you will be given one free absence. Each subsequent absence will result in the loss of a letter grade every time you are absent from class.

911 Cellular:
Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email,
text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Important University Dates**

- **July 5, 2018**  
  Deadline for Tuition and Fee Payments (Second 5-Week Classes)
- **September 12, 2018**  
  Summer Semester Admissions Application Opens
- **March 18, 2019**  
  Advising Begins for Summer Semester
- **March 18, 2019**  
  Class Schedule Published For Summer Semester
- **April 1, 2019**  
  Deadline for Scholarship Applications for the Summer Semester
- **April 4, 2019**  
  Priority Deadline for International Student Summer Admission Applications
- **April 22, 2019**  
  Priority Deadline for VA Certification Request
- **May 13, 2019**  
  Classes Begin for Minimester
- **May 20, 2019**  
  Priority Deadline for Summer Admissions Applications
- **May 27, 2019**  
  Memorial (University Closed)
- **May 31, 2019**  
  Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)
- **May 31, 2019**  
  Minimester ends
- **June 3, 2019**  
  Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants.
- **June 3, 2019**  
  Classes Begin for First 5-, 10-, and 8-Week Session
- **June 6, 2019**  
  Deadline to Drop First 5-Week Classes with No Record
- **June 10, 2019**  
  Deadline to Drop 8-Week Classes with No Record
- **June 18, 2019**  
  Deadline to Drop 10-Week Classes with No Record
- **June 21, 2019**  
  Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
- **June 21, 2019**  
  Student End of Course Survey Opens (First 5-Week Classes)
- **July 1, 2019**  
  Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
- **July 4, 2019**  
  Independence Day (University Closed)
- **July 5, 2019**  
  Classes End for First 5-Week Session
- **July 5, 2019**  
  Deadline for Graduation Application for Summer Ceremony Participation
- **July 5, 2019**  
  Deadline to Withdraw from the University for First 5-Week Classes
- **July 8, 2019**  
  Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 fee assessed for late registrants.
- **July 8, 2019**  
  Classes Begin Second 5-Week Session
- **July 8, 2019**  
  Student End of Course Survey Opens (First 5-Week Classes)
- **July 9, 2019**  
  Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)
- **July 11, 2019**  
  Deadline to Drop Second 5-Week Classes with No Record
- **July 12, 2019**  
  Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.
UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In
Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring.**
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center.**
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.
Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims
often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php).

**Behavioral Intervention**
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

**INSTRUCTOR POLICIES.**

**Late Assignments and Make-up Work**
Late work will not be accepted. Make up work may be assigned at the instructor’s discretion.

**Grade Disputes**
Conversations regarding grades and assignments are welcomed. It is highly recommended that grade disputes follow the 24/7 rule. This means that students would need to wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students would need to schedule an appointment within 7 calendar days of receiving the assignment grade.

**Extra Credit**
Various times throughout the semester students will have the opportunity to earn extra credit points. These opportunities include external meetings or presentations, online work via canvas, or additional research.
## COURSE OUTLINE AND CALENDAR

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics covered</th>
<th>Chapters covered</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Introduction to course and class Ethics of Family Therapy Characteristics; Family Systems Concepts of Families</td>
<td>Gladding Chapter 6 Gladding Chapters 1, 2</td>
<td>Signed syllabus due 06/07/2019 by 11:59 pm</td>
</tr>
<tr>
<td>June 10</td>
<td>Cultural Diversity in Family Therapy Types/functions of families</td>
<td>Gladding Chapter 5 Gladding Chapter 3, <em>Genograms book</em></td>
<td>Advocacy Population must be approved by 06/14/2019 at 11:59 pm</td>
</tr>
<tr>
<td>June 17</td>
<td>Process of Family Therapy Bowen Family Therapy</td>
<td>Gladding Chapter 7 Gladding Chapter 9</td>
<td></td>
</tr>
<tr>
<td>June 24</td>
<td>Experiential Family Therapy Structural Family Therapy</td>
<td>Gladding Chapter 10 Gladding Chapter 12</td>
<td>Professional Interview due by 06/28/2019 at 11:59 pm</td>
</tr>
<tr>
<td>July 2 (online week)</td>
<td>Strategic Family Therapy Solution-Focused Family Therapy</td>
<td>Gladding Chapter 13 Gladding Chapter 14</td>
<td>Genogram due: 07/05/2019 by 11:59 pm</td>
</tr>
<tr>
<td>July 9</td>
<td>Narrative Therapy Cognitive Behavioral Family Therapy</td>
<td>Gladding Chapter 15 Gladding Chapter 11</td>
<td></td>
</tr>
<tr>
<td>July 16</td>
<td>Special Populations/Integration</td>
<td>Gladding Chapter 4</td>
<td>Family Therapy Demo (video) due by 07/19/2019 at 11:59 pm Family Therapy Demo (paper) due by 07/19/2019 at 11:59 pm</td>
</tr>
<tr>
<td>July 23 (online week)</td>
<td>Couple and Family Enrichment</td>
<td>Gladding Chapter 8</td>
<td>Case Conceptualization due: 07/26/2019 by 11:59 pm</td>
</tr>
<tr>
<td>July 30</td>
<td>Review and Wrap up</td>
<td></td>
<td>Advocacy Project due 08/03/2019 by 11:59 pm Final Exam due: 08/03/2019 by 11:59 pm</td>
</tr>
<tr>
<td>Aug 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The Genogram book will be used from Week 2 to Week 9.**

*** This syllabus is eligible for review and can be changed with prior notice from the instructor.
Syllabus Receipt Confirmation and Compliance Statement

I, __________________________ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

__________________________________________  ____________________________
(Written Full name)                          (Course #)

__________________________________________  ____________________________
(Signature)                                  (Date)
## SLOs Rubrics

<table>
<thead>
<tr>
<th>Date:</th>
<th>Warrior Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### (SLOs 1, 2 & 4) Competence

<table>
<thead>
<tr>
<th>Case Conceptualization</th>
<th>No (1)</th>
<th>Some (2)</th>
<th>Basic (3)</th>
<th>Above Average (4)</th>
<th>Superior (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical standards of professional organizations and credentiaing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>Theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>Topic</td>
<td>Paper Description</td>
<td>Course Description</td>
<td>Conceptual Understanding</td>
<td>Argument Placement</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Multicultural counseling competencies (IIF2c);</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
<td></td>
</tr>
<tr>
<td>Help-seeking behaviors of diverse clients (IIF2f)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
<td></td>
</tr>
<tr>
<td>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
<td></td>
</tr>
<tr>
<td>Theories of individual and family development across the life span (IIF3a)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
<td></td>
</tr>
<tr>
<td>A systems approach to conceptualizing clients (IIF5b)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The importance of research in advancing the counseling profession, IIF8a;</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>Identification of evidence-based counseling practices (IIF8b)</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>Theories and models related to clinical mental health counseling (CMHC:VC1b);</td>
<td>The paper lacked all or a significant portion of this concept or the paper did this incorrectly.</td>
<td>Paper mentions course readings, but there is little demonstration of how the paper relates to the course.</td>
<td>Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.</td>
<td>Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.</td>
<td>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The paper was not in</td>
<td>Has more than 4 errors in</td>
<td>Has less than 4 but more</td>
<td>Has 1-2 errors in</td>
<td>Has limited to no significant errors</td>
</tr>
<tr>
<td>Proper APA format and lack a significant portion of proper citations.</td>
<td>Grammar or spelling that distract the reader from the content. Paper has several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Most sentences are not well constructed or varied. Paper has several errors in APA formatting.</td>
<td>Than 2 errors in grammar or spelling that distract the reader from the content. Student makes 2-4 errors in capitalization or punctuation, but document is still easy to read. Most sentences are well constructed and there is some varied sentence structure in the essay. Paper has some errors in APA formatting.</td>
<td>Grammar or spelling that distract the reader from the content. Paper has 1-2 errors in capitalization or punctuation, but document is still easy to read. Most sentences are well constructed and there is some varied sentence structure in the essay. Paper has marginal errors in APA formatting.</td>
<td>In grammar or spelling that distract the reader from the content. The paper has limited to no significant errors in capitalization or punctuation, so document is exceptionally easy to read. All sentences are well-constructed with varied structure. Paper has no significant errors in APA formatting.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Professional Counselor Interview

<table>
<thead>
<tr>
<th>Date:</th>
<th>Warrior number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary</td>
</tr>
<tr>
<td><strong>Interview questions</strong> (Will need to be submitted for prior approval)</td>
<td></td>
</tr>
<tr>
<td>Student shows a good balance of prepared questions with potential follow-up. Questions promote in-depth interview. Effective balance of open-ended and close-ended questions evident. Questions focus on gathering the respondent’s story.</td>
<td>Student shows some balance of prepared questions with follow-up questions, but interview lacks depth. More emphasis needed with open-ended questions. Questions could be more precise to gather respondent’s story.</td>
</tr>
<tr>
<td><strong>Conducting the interview</strong> (Will need to submit a recording of interview)</td>
<td></td>
</tr>
<tr>
<td>Student planned, set up and conducted interview before deadline. Opening question asks name, title and spelling of interviewee. Last question asks for additional information. Self-evaluation reflects good listening skills.</td>
<td>Student planned, set up and conducted interview before deadline. Student asks opening question but failed to get either title or spelling of name. Final question may or may not allow for final comments. Self-evaluation reflects good listening occurred.</td>
</tr>
<tr>
<td><strong>Respondent selection</strong> (Will need to submit for prior approval)</td>
<td></td>
</tr>
<tr>
<td>Student selected a respondent who was representative of the spirit of the assignment. (For Professional Counselor Interview, student chose a Licensed Professional Counselor from the state of Texas.)</td>
<td>Student selected a respondent who was representative of the assignment. (For Professional Counselor Interview, student chose a Licensed Professional but the respondent holds a license other than an LPC or may be licensed from a state</td>
</tr>
<tr>
<td>Student selected a respondent who was representative of the assignment. (For Professional Counselor Interview, student chose a licensed professional but the respondent may not be able to practice independently.</td>
<td>Student did not submit chosen respondent for prior approval.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Student should deep and meaningful reflection. Student discussed in a clear and comprehensive manner the insight gained from the assignment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>APA formatting</td>
<td>Has limited to no significant errors in grammar or spelling that distract the reader from the content. The paper has limited to no significant errors in capitalization or punctuation, so document is exceptionally easy to read. All sentences are well-constructed with varied structure. Paper has no significant errors in APA formatting.</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
</tr>
</tbody>
</table>