

Texas A&M University - Central Texas
COUN 5356-110 Introduction to Family Counseling

INSTRUCTOR AND CONTACT INFORMATION

Professor: Dr. Gerald Pennie, PhD., LPC, NCC

E-mail: gpennie@tamuct.edu

Office Hours: TWR 1:30 - 4:30 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:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Gladding, S. T. (2019). *Family therapy: History, theory, and practice* (7th ed.). Upper Saddle River, NJ: Prentice Hall

Sanchez, E. (2017). *I am not your perfect Mexican daughter*. Knopf Books for Young Readers.

Dattilio, F.M., Jongsma, A. E., & Davis, S. D. (2014). *The family therapy treatment planner* (2nd ed.). Wiley

Supplemental:

McGoldrick, M., Gerson, R. & Shellenberger, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). NY: Norton

Napier, A. (1978). *The Family Crucible*. NY: Harper Collins



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**
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**
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:

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

Theories of individual and family development across the life span (IIF3a)	Genogram Case Studies Case Conceptualization	SLO2 & 3
Systems approach to conceptualizing clients (IIF5b);	Case Studies	SLO1
The importance of research in advancing the counseling profession, IIF8a);	Case Studies Case Conceptualization	SLO2
Identification of evidence-based counseling practices (IIF8b);	Case Studies Case Conceptualization	SLO2
Standards for Clinical Mental Health Counseling (CMHC) track		
Theories and models related to clinical mental health counseling (CMHC:VC1b);	Case Studies	SLO1

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:
 - a. Presence of this underserved population in the local community;
 - b. Relevant statistics about this client population;
 - c. Institutional or social barriers that may impede access and equity of services for the client population
 - d. **Students will need to submit a proposal to gain approval prior to beginning this project worth 5 points.**
 - e. 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. Students will need to develop a presentation in accordance with the guidelines listed in the corresponding PowerPoint.
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.
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. Each student must take the role of counselor and client. Students will include this in their Case Conceptualization Presentation. **Although students will be in groups, this is NOT a group assignment.**

GRADING

Final Exam	75 pts
Advocacy Project	25 pts
Case Conceptualization	50 pts
Genogram	50 pts
Professional Interview:	25 pts
Family Therapy Demo	25 pts
Total:	250 points

Thus, averaging the above:

A= 225 points or more

B= 224-200 points

C= 199–175 points

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).**

Office Hours:

Students are always welcome to come and express concerns and needs with me. My office hours are listed above and the best way to connect with me and ensure that you will have a time slot, students are encouraged to make an appointment online using the following link:
<https://drpennie.clickbook.net/sub/drpennie#.XWOWw-hKjIU>

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) [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

<i>January 13, 2020</i>	<i>Classes Begin for Spring Semester</i>
<i>January 13, 2020</i>	<i>Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants</i>
<i>January 15, 2020</i>	<i>Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes</i>
<i>January 20, 2020</i>	<i>Martin Luther King Jr. Day (University Closed)</i>
<i>January 21, 2020</i>	<i>Deadline to Drop First 8-Week Classes with No Record</i>
<i>January 29, 2020</i>	<i>Deadline to Drop 16-Week Classes with No Record</i>
<i>February 21, 2020</i>	<i>Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)</i>
<i>March 6, 2020</i>	<i>Classes End for First 8-Week Session</i>
<i>March 9-12, 2020</i>	<i>Spring Break (No Classes - Administrative Offices Open)</i>
<i>March 13, 2020</i>	<i>Spring Break (University Closed)</i>
<i>March 16, 2020</i>	<i>Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants</i>
<i>March 16, 2020</i>	<i>Classes Begin for Second 8-Week Session</i>
<i>March 18, 2020</i>	<i>Deadline for Add, Drop, and Late Registration for Second 8-Week Classes</i>
<i>March 23, 2020</i>	<i>Class Schedule Published for Summer Semester</i>
<i>March 23, 2020</i>	<i>Deadline to Drop Second 8-Week Classes with No Record</i>
<i>March 27, 2020</i>	<i>Deadline for Graduation Application for Ceremony Participation</i>
<i>March 30, 2020</i>	<i>Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester</i>
<i>April 1, 2019</i>	<i>Deadline for GRE/GMAT Scores to Graduate School</i>
<i>April 3, 2020</i>	<i>Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)</i>
<i>April 6, 2020</i>	<i>Registration Opens for Summer Session</i>
<i>April 17, 2020</i>	<i>Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Spring Semester</i>
<i>April 24, 2020</i>	<i>Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)</i>
<i>May 8, 2020</i>	<i>Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee</i>
<i>May 8, 2020</i>	<i>Deadline to Withdraw from the University for 16- and Second 8-Week Classes</i>
<i>May 8, 2020</i>	<i>Spring Semester Ends</i>
<i>May 9, 2020</i>	<i>Spring Commencement Ceremony</i>
<i>May 11, 2020</i>	<i>Classes Begin for Minimester</i>
<i>May 19, 2020</i>	<i>Deadline to Clear Thesis Office for Spring Semester</i>

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): [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) [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](https://www.tamuct.edu/student-affairs/access-inclusion.html) 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 accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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.

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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 [WOnline](https://tamuct.mywconline.com/) 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) [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) [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 be evaluated on a case by case basis. **In the event that a student is allowed to submit an assignment late, the assignment will lose one letter grade each day it is late.** Make up work may be assigned at the instructor's discretion.

Grade Disputes

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

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

Week of	Topics covered	Chapters covered	Assignments
1 Jan. 13 (ONLINE)	Introduction to course and class Ethics of Family Therapy	Gladding Chapter 6	Signed syllabus
2 Jan. 20	Characteristics; Family Systems Concepts of Families	Gladding Chapters 1, 2	
3 Jan. 27	Cultural Diversity in Family Therapy	Gladding Chapter 5	
4 Feb. 3	Types/functions of families*	Gladding Chapter 3; Genograms book	Advocacy Population
5 Feb. 10	Process of Family Therapy	Gladding Chapter 7	
6 Feb. 17 (WELLNESS WEEK)	Bowen Family Therapy	Gladding Chapter 10	
7 Feb. 24	Experiential Family Therapy	Gladding Chapter 12	Professional Interview
8 Mar. 2	Structural Family Therapy	Gladding Chapter 13	
9 Mar. 9	Spring Break		
10 Mar. 16	Strategic Family Therapy	Gladding Chapter 14	Genogram
11 Mar. 23	Solution-Focused Family Therapy	Gladding Chapter 15	
12 Mar. 30	Narrative Therapy	Gladding Chapter 16	
13 Apr. 6	Cognitive Behavioral Family Therapy	Gladding Chapter 11	Family Therapy Demo
14 Apr. 13 (WELLNESS WEEK)	Special Populations/Integration	Gladding Chapters 4 & 18	
15 Apr 20	Couple and Family Enrichment	Gladding Chapter 8	Case Conceptualization
16 Apr 27	Finals Week		Advocacy Project Final Exam
17 May 4	Final Grading		

***Students will need to have the book *I am not your perfect Mexican daughter* read by this week.**

****The Genogram book will be used from Week 4 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)



Appendix A Case Conceptualization Rubric



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Criteria	Exemplary (90-100%)	Proficient (80-89%)	Progressing (60-79%)	Improvement Needed (40-59%)	Unobserved (0%)	Total
Background Information Weight 15%	Identifies all background information listed on slide, includes multiple counseling-related assessments	Identifies most background information on slide, provides sufficient context, Includes at least one counseling assessment	Identifies some background information listed on slide, provides insufficient context.	Identifies sparse background information listed on slide.	Does not complete client background information.	___ of 7.5
Developmental Analysis Weight 15%	Clearly defines and articulates each component of at least two corresponding developmental models providing accurate client descriptions within each component.	Defines and articulates each component of at least one corresponding developmental model providing accurate client descriptions. Error present in one component.	Articulates, but does not define at least one of the components of the corresponding developmental models. Outlines client descriptions within each category. 2-5 component errors present	Provides <u>sparse</u> developmental model definitions/client descriptions. Greater than 5 component errors	Did not complete MSE	___ of 7.5
Presenting problem Weight 10%	Details accurate diagnosis, written correctly. Provides sound rationale for diagnosis supported by assessments.	Details accurate diagnosis, written correctly. Provides sound rationale for diagnosis supported by at least one assessment.	Details accurate diagnosis, but written incorrectly. Provides a rationale primarily based on observational information. Does not complete client assessments	Details diagnosis based on little information, mostly inaccurate, or likely incorrect diagnosis. Does not write diagnosis correctly. Provides little to no rationale for diagnostic impression.	Did not complete Diagnostic Impression.	___ of 5.0
Hypothesis Weight 5%	Provides sound hypothesis for client issues. Discusses multiple factors relating to presenting issues. Connects presenting issues to potential root causes. Details client needs to address presenting issues (e.g., client does not possess assertiveness skills to address concerns with his employer).	Provides sound hypothesis for client issues. Discusses two-three factors relating to presenting issues. Connects presenting issues to potential root causes. Details client needs to address presenting issues (e.g., client does not possess assertiveness skills to address concerns with his employer).	Provides unsubstantiated hypothesis for client issues. Discusses a single factor relating to presenting issues. Connects presenting issues to potential root causes. Details at least one client need to address presenting issues (e.g., client does not possess assertiveness skills to address concerns with his employer).	Provides weak hypothesis for client issues. Does not discuss factors relating to presenting issues, OR factors discussed are not linked to presenting issues. Poorly connects presenting issues to potential root causes. Insufficiently details at least one client need to address presenting issues (e.g., client needs assertiveness skills to address concerns with his employer).	Does not complete Hypothesis	___ of 2.5
Risk Factors and Barriers Weight 10%	Identifies individual, familial, ecological, and administrative factors or barriers. If any category is not a factor/barrier, student explains why it is not. Identifies ways to address all risk factors/barriers	Identifies 3 of 4 interfering factors/variables Identifies ways to address most risk factors/barriers	Identifies 2 of 4 interfering factors/variables Identifies ways to address some risk factors/barriers	Identifies 1 of 4 interfering factors/variables Identifies ways to address at least one risk factor/barrier	Does not complete Risk Factors and Barriers Assignment	___ of 5.0

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<p>Treatment Plan</p> <p>Weight 20%</p>	<p><i>Identifies behavioral definitions (3-4) including symptoms.</i></p> <p><i>Identifies 2-4 long term goals</i></p> <p><i>Identifies 5-6 short counseling theory-based term goals with Counseling Interventions. Counseling Interventions are clearly integrated into the student's preferred counseling theory.</i></p>	<p><i>Identifies behavioral definitions (2) including symptoms.</i></p> <p><i>Identifies 1 long term goals</i></p> <p><i>Identifies 3-4 short counseling theory-based term goals with Counseling Interventions. Counseling Interventions are clearly integrated into the student's preferred counseling theory.</i></p>	<p><i>Identifies behavioral definitions (1) including symptoms.</i></p> <p><i>Identifies 1 long term goals</i></p> <p><i>Identifies 1-2 short counseling theory-based term goals with Counseling Interventions. Counseling Interventions are clearly integrated into the student's preferred counseling theory.</i></p>	<p><i>Identifies behavioral definitions (1) including symptoms.</i></p> <p><i>Identifies 1 long term goals</i></p> <p><i>Identifies 1 short counseling theory-based term goals with Counseling Interventions. Counseling Interventions are clearly integrated into the student's preferred counseling theory.</i></p> <p>OR</p> <p><i>Treatment Plan is not based on text materials in the required or recommended books listed in the syllabus.</i></p>	<p><i>Does not complete treatment plan.</i></p>	<p align="center"><u> </u> of 10.0</p>
<p>Community Resources</p> <p>Weight 5%</p>	<p><i>Identifies 3 community resources, taking cultural considerations into account.</i></p> <p><i>Identifies 2 online resources that could be helpful to the client.</i></p> <p><i>Discusses how these were presented to the client.</i></p>	<p><i>Identifies 2 community resources, taking cultural considerations into account.</i></p> <p><i>Identifies 1 online resources that could be helpful to the client.</i></p> <p><i>Discusses how these were presented to the client.</i></p>	<p><i>Identifies 1 community resources, taking cultural considerations into account.</i></p> <p><i>Identifies 1 online resources that could be helpful to the client.</i></p> <p><i>Discusses how these were presented to the client.</i></p>	<p><i>Identifies 1 community resources, taking cultural considerations into account.</i></p> <p><i>Identifies 1 online resources that could be helpful to the client.</i></p> <p><i>Student has not presented said resources to client.</i></p>	<p><i>Does not complete Community Resources section.</i></p>	<p align="center"><u> </u> of 2.5</p>
<p>Questions, Comments, Feedback</p> <p>Weight 2%</p>	<p><i>Provides a slide on questions, comments, feedback for the presenter.</i></p> <p><i>Welcomes questions, comments, and mindfully accepts feedback from others.</i></p>	<p><i>Provides a slide on questions, comments, feedback for the presenter.</i></p> <p><i>Welcomes questions, comments, and mindfully accepts most feedback.</i></p>	<p><i>Provides a slide on questions, comments, feedback for the presenter.</i></p> <p><i>Welcomes questions, comments, and mindfully accepts some from others.</i></p>	<p><i>Provides a slide on questions, comments, feedback for the presenter.</i></p> <p><i>Welcomes questions, comments, and mindfully accepts little feedback from others. May blame client for concerns/lack of progress.</i></p>	<p><i>Does not include complete Questions, Comments, and Feedback slide.</i></p> <p><i>Not open to feedback, questions, or comments.</i></p>	<p align="center"><u> </u> of 1.0</p>
<p>Future Directions</p> <p>Weight 10%</p>	<p><i>Details further counseling actions with client and lists specific professional growth future directions (i.e., date/time, location of a training, specific book chapter, or article to read, etc.)</i></p> <p><i>Thoughtful, pre-planned two-three questions for the class related to counseling skills.</i></p> <p><i>Identifies at least</i></p>	<p><i>Details further counseling actions with client and lists specific professional growth future directions (i.e., date/time, location of a training, specific book chapter, or article to read, etc.)</i></p> <p><i>Thoughtful, pre-planned two questions for the class related to counseling skills.</i></p> <p><i>Identifies at least thing that you would</i></p>	<p><i>Details further counseling actions with client and lists specific professional growth future directions (i.e., date/time, location of a training, specific book chapter, or article to read, etc.)</i></p> <p><i>Thoughtful, pre-planned question for the class related to counseling skills.</i></p> <p><i>Identifies at least thing that you would do differently with</i></p>	<p><i>Details further counseling actions with client and lists specific professional growth future directions, but is vague (i.e., learn more about treatment planning, not reflect with client so much)</i></p> <p><i>Class questions are spur of the moment, not well articulated, or vague.</i></p> <p><i>Identifies at least thing that you would do differently with</i></p>	<p><i>Does not complete Future Directions</i></p>	<p align="center"><u> </u> of 5.0</p>



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	<i>thing that you would do differently with the client.</i>	<i>do differently with the client.</i>				
Sources: Utilization of literature beyond merely the required texts Weight 1%	<i>Professionally integrating relevant sources beyond the text</i>	<i>Integrating relevant sources beyond the text</i>	<i>Limited references made to sources beyond the text</i>	<i>Utilizing the text only</i> OR <i>Attempting to cite sources beyond the text</i>	<i>None/Not Completed</i> OR <i>After Due Date</i>	<i>__ of 0.5</i>
Clarity & Organization Weight 5%	<i>Student presents information in logical, interesting sequence which audience can follow 100% of the time. Student was 100% prepared and has obviously rehearsed.</i> <i>Student uses presentation slides as prompts</i>	<i>Student presented information in logical sequence which audience can follow 75% of the time. Student was 75% prepared.</i> <i>Student mainly uses presentation slides as prompts</i>	<i>Audience has difficulty following presentation because student jumped around 50% of the time. Student was 50% prepared.</i> <i>Student occasionally uses presentation slides as prompts</i>	<i>Audience cannot understand presentation because there is no sequence of information. Student was unprepared and did not rehearse their presentation</i> <i>Student primarily reads off presentation slides</i>	<i>Not completed</i>	<i>__ of 2.5</i>
Rhetoric: Presented with a coherent, clear structure that supported the review Weight 1%	<i>Well developed, coherent and free of grammatical errors or spelling flaws</i>	<i>Strong structure, free of grammatical errors or spelling flaws</i>	<i>Some coherent structure; few grammatical errors or spelling flaws</i>	<i>Structure and grammatical errors jeopardize the ideas presented</i>	<i>Poorly conceptualized, haphazard</i> OR <i>Not Completed</i>	<i>__ of 0.5</i>
APA Style References: Followed APA-Style v. 7 Weight 1%	<i>Makes virtually no errors in APA documentation</i> <i>Includes APA Style References in PowerPoint.</i>	<i>Minimal errors in APA format and style</i> <i>Includes APA Style References in PowerPoint.</i>	<i>Makes a valiant attempt to follow APA for citation management, paper style, etc.</i>	<i>Conveys a hint of knowledge regarding APA format, makes several errors in documentation style</i>	<i>Does not follow APA for citation management, makes many errors</i>	<i>0.5</i>

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Criteria	Exemplary (90-100%)	Proficient (80-89%)	Progressing (60-79%)	Improvement Needed (40-59%)	Unacceptable (0%)	Total
Client Tape Review	<i>Provides at least a 10-minute portion of work with a client demonstrating 4-5 basic counseling skills. Utilizes at least 3 counseling theory specific interventions.</i>	<i>Provides at least a 10-minute portion of work with a client demonstrating 2-3 basic counseling skills. Utilizes at least two counseling theory specific interventions.</i>	<i>Provides at least a 10-minute portion of work with a client demonstrating 1-2 basic counseling skills. Utilizes at least one counseling theory specific intervention.</i>	<i>Provides at least a 10-minute portion of work with a client demonstrating 1-2 basic counseling skills. Does not utilize a counseling theory specific intervention.</i>	<i>Does not complete a tape. Completes a tape of less than 10 minutes</i>	<i>___/25</i>

Appendix B Family Therapy Video Rubric



Appendix C Interview Rubric

Date:	Warrior number:				
	Exemplary	Proficient	Below standard	Did not demonstrate	Total points
Interview questions (Will need to be submitted for prior approval)	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.	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.	Student depended on prepared questions and showed little or no ability to ask follow-up questions. Lack of balance with open-ended and close-ended questions.	Student did not submit questions for prior approval.	/7
Conducting the interview (Will need to submit a recording of interview)	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.	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.	Student missed deadline for planning and conducting interview or missed appointment. Student did not get name or title of source interviewed. Final question did not allow for additional comment. Self-evaluation shows need for better listening skills.	Student did not conduct interview.	/5
Respondent selection (Will need to submit for prior approval)	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.	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	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.	Student did not submit chosen respondent for prior approval.	/3



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		licensed from a state other than Texas.			
Reflection	Student should deep and meaningful reflection. Student discussed in a clear and comprehensive manner the insight gained from the assignment.	Student included a reflection that discussed what was learned but lacked deeper introspection. Student discussed in a somewhat clear manner the insight gained.	Student included a trivial and shallow reflection. Although present, the reflection lacked introspection and meaning.	Student did not complete reflection.	/7
APA formatting	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.	Has less than 4 but more 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	Has more than 4 errors in 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	The paper was not in proper APA format or lacked a significant portion of proper citations.	/3
Total points					___/ points

