DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS COURSE NUMBER: 734 CREDIT HOURS: 3

I. **TITLE:** Marriage, Couple, and Family Counseling

II. **COURSE DESCRIPTION AND PREREQUISITES:**
A graduate course that provides counselors and other human service workers with an overview of the processes and theories involved with counseling couples and families. The focus of this course is to prepare students to think systemically and to learn about family concepts, dynamics, theories and techniques. This will be accomplished through assigned readings, seminar discussions, small group work, role plays, lectures, case presentations, audiovisual materials, guest speakers, and student assignments.
Prerequisite(s): None

III. **COURSE OBJECTIVES:**

A. Upon completion of this course, students will (per 2009 CACREP Standards):
1. Gain a theoretical understanding of family counseling practice and major approaches to family and couple therapy; understand how these have emerged historically; and detect major theoretical and practice differences (Section II: G.1.a., G.5.e.).
2. Understand theories and models of individual, cultural, couple, family, and community resilience (Section II: G.3.d.; Section III CMHC: C8)
3. Learn about the professional organizations, credentials and ethics for marriage, couple, and family counseling (Section II: G.1.f., G.1.g.)
4. Learn about how to engage families and couples; demonstrate skill in obtaining necessary information, conduct systemic assessment of transactional problems of a family and identify contributory environmental factors (Section II: G.5.c.; Section III CMHC: C8, D5).
5. Study different approaches based on individual, family, and couple problems, needs, developmental stage, and cultural and ethnic backgrounds (Section II: G.3.a., G.5.d. Section III CMHC: C1).
6. Demonstrate understanding and ability in applying concepts of diversity including cultural, ethnic, minority, gender, racial and sexual preference perspectives to family counseling (Section II: G.2.b., G.2.d.; Section III CMHC: D5).
7. Gain an understanding of the professional ethics and value issues relevant to family counseling (Section II, G.1.j.; Section III CMHC: C9).
8. Utilize a variety of family and couple assessment tools including the family life chronology, eco-map, genogram, and so forth (Section II: G.7.f., G.7.g.; Section III CMHC: G1).
9. Develop an understanding of the developmental phases of family life and how these predict certain stressors and opportunities for change (Section II: G.3.a.).
10. Show understanding of the impact of one's own family-of-origin life experiences (Section II: G.2.b., G.2.e.; Section III CMHC: C8, E1).
11. Develop an awareness of the research and evidence-based practices in marriage

and family counseling (Section II: G.8.a., G.8.e.; Section III CMHC: E3, I1; Section III School: I1).

B. Specific objectives are to:
   1. Identify the principles & strategies of the major theories in relationship and family counseling (Section II: G.5.d., G.5.e.; Section III CMHC: D1)
   2. Apply the theories in understanding their own family dynamics, values, beliefs, feelings, & behaviors (Section II: G.2.e., G.2.f., ; Section III CMHC: C8, E3)
   3. Apply the theories, understanding of family dynamics, & techniques to counseling couples, individuals, and families (Section II: G.3.a., G.5.d., G.5.e.; Section III CMHC: D5)
   4. Begin to develop a personal theory of relationship and family counseling (Section II: G.5.e.).

Diversity Statement

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. Introductions; identify family life cycle; discuss course requirements; problems/situations; MFT publications & professional organizations
B. Foundations & leading figures in MFT; evolution of family therapy; early models
C. Concepts in family therapy; systems theory
D. Bowenian & transgenerational family therapies; genogram discussion; Adler & birth order theory; psychoanalytic family therapy; case analysis
E. Structural family therapy; draw family map
F. Strategic family therapy; role plays; Milan systemic therapies & collaborative models
G. Experiential family therapy; role plays
H. Cognitive behavioral family therapy; Solution focused & narrative family therapies
I. Sexual dysfunction & sex therapy
J. Emotionally focused therapy; couples therapy; infidelity; marriage enrichment; premarital counseling
K. Special populations in family therapy; single parent & remarried families
L. Culturally diverse families
M. Domestic violence; substance abuse
N. Outcome research in family therapy
O. Ethical & professional issues

V. INSTRUCTIONAL ACTIVITIES:

A. Lecture
B. Class participation/discussion
C. Movie clips
D. Papers/Tests/Quizzes/Canvas Activities
E. Presentations

F. Experiential Exercises
G. Multi-media technology
H. Role-play
I. Review of the literature

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXTS AND RESOURCES:

A. Required Text:

Goldenberg, I., & Goldenberg, H. (2013). *Family therapy: An overview* (8th ed.). Belmont, CA: Brooks/Cole.

Olson, D. H. (1996). Clinical assessment and treatment interventions using the family circumplex model. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 59-80). New York: John Wiley. [NOTE: Olson reading will be made available on Canvas]

B. Other Required Selections:

Instructor assigned readings (e.g., journal articles)

C. Recommended Text:

Gottman, J. M. (2000). *Seven principles for making marriage work: A practical guide from the foremost relationship expert.* New York: Three Rivers Press.

McGoldrick, M., Gerson, R., & Petri, S. (2008). *Genograms: Assessment and intervention.* (3rd ed.). New York: W.W. Norton and Company.

Napier, A. Y., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy.* New York: HarperCollins Publishers.

Weeks, G. R., Odell, M., & Methven, S. (2005). *If only I had known…Avoiding common mistakes in couples counseling.* New York: W.W. Norton and Company.

- ***Students are expected to read assigned chapters/articles prior to each class***
- ***Students are required to have a webcam and microphone for some assignments for this class. Waterfield Library also has laptops with this equipment that can be checked out.***

D. References:

American Counseling Association. (2005). *ACA code of ethics.* Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Websites:

American Association for Marriage and Family Therapy (AAMFT): www.aamft.org
International Association of Marriage and Family Counselors (IAMFC): www.iamfconline.org
The Family and Marriage Counseling (FMC) Directory: www.family-marriage-counseling.com
American Counseling Association (ACA): www.counseling.org
Association of Marital and Family Therapy Regulator Boards: www.amftrb.org

Journals:

Journal of Marital and Family Therapy
The Family Therapy Magazine
The Family Journal: Counseling and Therapy for Couples and Families
Journal of Counseling & Development

Free genogram software:
http://www.smartdraw.com/specials/ecomap.htm or
http://www.genopro.com/genogram/

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Introductions	10 points
My Family Paper	50 points
Article Reviews and Presentation	40 points
Theory Applications	50 points
Genogram and Clinical Interpretation	150 points
In-class Role Plays (2 @25 points each)	25 points
Exam One	50 points
Exam Two	50 points
Attendance & Participation	100 points
Total	**550 points**

B. Grading Scale:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
E = Below 70%

NOTE: It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

C. Assignments

1) **Introductions (10 points):** Each student will record a brief introduction using the Green Film Strip in Canvas. For this assignment you will utilize two truths and one lie. You will specify two things that are true about yourself (i.e., I studied in Idaho and I have two amazing nephews) and one thing that is false (i.e., I am married). This should be a fun and interactive introduction that leaves us guessing as to what is true and what is not. Please don't forget to introduce your name and the program you are completing first. Once they are posted each student (and the instructor) will go to each student's introductions and try to guess which "fact" is false. Give it a little time and then reveal the answer. The introduction is due **1/22/14,** peer guesses will be due **1/28/14,** and the reveal will be **1/29/14**

2) **My Family: How it all Started (50 points)** In order to learn how to work with individuals and their families, it is useful to examine the family you know best: your own family, whether adopted or biological. Write a 5 to 7 page paper (APA 6th edition format) about your family. Paper should not be longer than 7 pages (not including abstract, references, and title page). Additional pages beyond 7 will not be read and information in additional pages will not be considered for the final grade. Topics could include, but are not limited to family of origin, where your parents are from, how your parents met, children they had, roles played by family members, occupations, addictions, culture, types of relationships, and any other issues you may find relevant. Additionally, students should reflect on and present how the dynamics in their family affected and influenced their personality/worldview. Identify how you see family, community, and social systems impacting treatment by connecting these issues with your family experiences. Describe your role as a counselor in eliminating bias and prejudice and your role in developing cultural awareness. **Due 2/5/14** (CACREP Standards Section II: G.2.e., G.2.f.; Section III: CMHC C8, E1.)

3) **Family/Couple Theory Applications (10 points each, 50 points total)** Utilizing de Bono's Six Thinking Hats (see handout via Canvas) you will select and evaluate the key theoretical components of selected theories. Each of these papers will be typed in APA 6th edition and limited to three pages, not including the title page, abstract, and references. Additional pages beyond the three page limit will not be read, and therefore not considered in your graded assignment. Be concise, specific, and use examples from the book. Each theory application is due VIA Canvas by the assigned due date. Students will have a choice with regards to theory selection. The following is a list of theories to be used: Psychodynamic, Object Relations, Adlerian, Transgenerational, Experiential, Gestalt, Human Validation (Satir), Emotionally Focused Couple Therapy, Structural, Strategic, Social Constructivist (your choice), or Narrative. There are 5 theory papers, each worth 10 points. As you will notice, there are 11 theories listed above. You may choose any five theories to write your paper on. **Due 2/19, 3/5, 3/26, 4/16, 4/23.** (CACREP Standards Section II: G.5.d., G.5.e.)

4) **Research Article Reviews & Presentation (40 points)** In order to update the class on current scholarly work and research (i.e. theory to practice, quantitative research, qualitative research, evidenced based practices in couple and family counseling, etc.), each student will complete two article reviews from approved scholarly journals and then present their findings to the class. Topics will be assigned to each student; however, if there is a particular topic of interest this can be negotiated. **Due 3/26/13** (CACREP Standards Section II: G.5.e., G.8.a., G.8.e.; Section III CMHC: C9, E3, I1; Section III School: I1)

   Article Reviews
   - APA 6th edition format
   - Cite source as you would in a reference section of an APA paper
   - Directly under the citation include the following
     - The premise of the article
     - The important issues or findings that support the thesis of the article
     - Flaws or omissions in the content or research
     - New information or terms that you took away from the article
     - Points that you agree or disagree with in the article
     - Potential use of this information for you as a practicing counselor
     - How this article is related to a systems perspective
     - Related systems interventions/techniques described in article
     - Evidence-based treatment issues

   Presentation
   - Discuss the above information in a 10 to 15 minute report. The presentation will conducted in class on **3/26 for Murray section and 4/2 for Madisonville section**.
   - If a presentation is of interest to you, contact the presenter so that he/she may provide you with a copy of his or her article review.

5) **Family/Couple Counseling Role Plays (Two Role Plays 25 points each, 50 points total)** Each student will engage in two family/couple counseling role plays in which they practice the role of counselor. These role plays will take place during class time. Depending on class size, there will be two co-counselors, three to four family members, and the remaining members of the class will be a reflecting team. Students will practice counseling from an assigned counseling theory and will demonstrate the use of systems specific techniques. (CACREP Section II: G.5.d., G.5.e.; Section III CMHC: D5)

6) **Genogram & Clinical Interpretation (150 points)** You are to create your own family genogram. You may choose to keep all names confidential by changing them on your genogram. Begin with your immediate family and go back two more generations. Include family information, as you know it or by "interviewing" family members for information to include, but not limited to: age, occupation, births, deaths, marriages or unions, separations or divorces, major and chronic physical and/or mental illness including addictions, family transitions (moves, job

changes/losses) AND (in your paper discuss) how your family, systemically responded to stated event(s) and the impact the event(s) had on your family functioning. For this part, keep in mind the work of Olson and the Family Circumplex Model. For example, if a member in your family was having marital troubles and eventually divorced, discuss the impact of the divorce on the family and family relationships. Was the family supportive? Who was and wasn't supportive? Why? Did the family come together in a healthy, cohesive way to support this member? Indicate, on your genogram, and discuss the multicultural issues unique to your family and its functioning. It is not acceptable to say that your family is all Caucasian and you aren't sure how this really impacts your family. Refer to the literature if necessary for further guidance.

The genogram must include a key to define/identify all symbols. Refer to the McGoldrick, Gerson, & Shellenberger text for additional guidance beyond classroom discussion. All genograms and keys must be legible. In addition to the actual genogram, you will also submit a paper describing your observations and awareness gained from this assignment. In addition, you will be referring back to information included on the genogram as requested above (age, occupations, births, deaths,…). Here is where you will discuss the impact such events had on your family and it's functioning. All information will be discussed using Bowen's Transgenerational lens. No exceptions. Explore and discuss the significance of the "Five Clues" that can be determined through your genogram:

- Significant dates – identify all important dates (e.g., historical, familial, and relationship dates), discuss what information exists about these events, and what this information adds to your understanding of the patterns in your genogram.
- Gender beliefs and values – discuss how these beliefs/values have thread through your genogram (or not) and what impact this may have had on your development.
- Secrets – identify where secrets exist in the make-up of the genogram. If there are no clear secrets, identify where (if anywhere) unknown or unspoken facets of people's lives exist. Discuss what impact these secrets (or lack thereof) have had on the boundaries and communication patterns in your genogram.
- Losses – discuss how the experience(s) of loss (remember how broad that term can be) has impacted the relationship patterns in your genogram. Explore how these events may have been perceived differently by different individuals.
- Themes – identify the themes that run through your genogram that answer the questions "Who are we?" and "How do we behave?" What do these themes reveal about your family's belief structure and how have they guided the family in making decisions about their current and future behaviors?

The genogram paper will be submitted in APA 6th edition. Papers will be no

longer than 10 pages, not including title page, references, and abstract. Additional pages beyond 10 will not be read and information in additional pages will not be considered for the final grade.

This assignment is one that requires you to look at your family, to include challenges and accomplishments. It is your choice what to include and what not to include. All information will be kept confidential by the instructor unless duty to warn or current abuse of a child or elder is reported. Having said that, it can bring up issues that once might have been dealt with and/or forgotten. Genograms can be emotionally challenging so I would encourage you to take care of yourself, seek help if necessary, and don't begin this assignment two weeks before its due. Trust me. **Due 4/2/14** (CACREP Standards Section II: G.2.e; Section III CMHC: E1).

7) **Exams (Two exams at 50 points each, 100 points total)** Two exams will be given, one at midterm and one at the end of the semester. This exam will be taken on Canvas and will include multiple-choice, true-false, and short answer (case study) format. The exam will cover the material (i.e. information from the text, workbooks, lecture, etc.) presented during the semester. **Exam 1 Due 2/26/14. Exam 2 Due 4/30/14** (CACREP Standards Section II: G.2.b., G.3.a., G.3.d., G.5.c., G.5.d., G.5.e.; Section III CMHC: C8).

8) **Attendance & Participation (100 points)**: Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors. This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*. CNS 734 is a didactic as well as experiential and skills-based course. Experiential means in-class participation. Participation includes, but not limited to, application of the learned concepts and techniques, observing others, giving and receiving feedback, discussing, role playing, analyzing case studies, and sharing experiences. Attendance is paramount and sessions cannot be substituted by papers or reading. **Given that this course is hybrid in format and that we will only meet 5 times throughout the semester, you are not permitted to miss class. There is the potential to visit the Murray or Madisonville campus on their day of class to make up for missing; however, you will need to receive permission to do so.**

Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved

Additional Notes on Assignments:

A. For each paper be ready to have a class discussion about the subject matter.
B. Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Canvas.

C. All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
D. All assignments will be posted to Canvas, unless otherwise stated in the syllabus or in class. When uploaded assignments save in the following format **pender_rebecca_nameofassignment.**
E. *Policy on late assignments:* If an assignment is late, 1 point will be deducted for each day the assignment is late. If you have difficulty turning in your assignment on time, contact the instructor PRIOR to the due date of the assignment. Otherwise, points will be taken off for the assignment being late.

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized com-munication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take ap-propriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integ-rity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and series necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155.

Course Specifics for CNS 734 (Spring 2014)

Instructor: Rebecca Pender, Ph.D., LPC (IL), AMFT (IL), NCC
Telephone: Office: (270) 809-6905
Office: Alexander Hall, Room 3220
E-Mail: rpender@murraystate.edu

Office Hours: Monday 1:30 pm – 4:30 pm
Tuesday 12 pm – 3 pm
Wednesday 12 pm – 3 pm
Thursday 1:30 pm – 4:30 pm

Meeting Days: Wednesday Evenings

Meeting Times: 5:00 PM – 8:00 PM
Location: Murray: BB 101 (First night) then AL 2213
Madisonville: John H. Gray 106 (First night) then JHG 210

CACREP Counseling Program Specifics for CNS 734

Clinical Mental Health Counseling Objectives		**Assessment**
Foundations A1	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Class Discussion/ Lecture/ Readings
Counseling, Prevention, and Intervention C1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Class Discussion/ Lecture/ Readings
Counseling, Prevention, and Intervention C8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	My Family Paper, Exams, Class Discussion/ Lecture/ Readings
Counseling, Prevention, and Intervention C9	Understands professional issues relevant to the practice of clinical mental health counseling.	Article Reviews and Presentations, Class Discussion/ Lecture/ Readings
Counseling, Prevention, and Intervention D5	Demonstrates the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Family/Couple Counseling Role Plays, Class Discussion/ Lecture/ Readings
Diversity and Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	My Family Paper, Genogram, Class Discussion/ Lecture/ Readings
Diversity and Advocacy E3	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Article Reviews and Presentations, Class Discussion/ Lecture/ Readings
Assessment G1	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Class Discussion/ Lecture/ Readings
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Article Reviews and Presentation
School Counseling Objectives		**Assessment**

Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of school counseling.	Article Reviews and Presentation

COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments/ Readings Due	CACREP Standard(s)
1/15/14	Overview of course, syllabus, and expectations History of Counseling Adopting a Family Relationship Framework **Both Sections Meet via ITV (Murray BB 101, Madisonville JHG 106**	Goldenberg & Goldenberg, Ch. 1	CACREP Section II. G.1.a., Section III. CMHC, A1, C1
1/22/14	Interlocking Systems Origins and Growth of Family Therapy **Murray Section Meets AL 2213**	Goldenberg & Goldenberg, Ch. 4-5 **Introductions Via Canvas Due**	CACREP Section II: G.5.d. G.5.e., G.7.f., G.7.g.; Section III CMHC: G1
1/29/14	Family life cycle development, gender, multicultural & socioeconomic issues **Madisonville Section Meets JHG 210**	Goldenberg & Goldenberg, Ch. 2-3 **Peer Response to Introduction Due 1/28 and Reveal Due 1/29**	CACREP Section II: G.5.d. G.5.e., G.7.f., G.7.g.; Section III CMHC: G1
2/5/14	Family Circumplex Model (Olson) Application: [Ordinary People video clips] Genograms	Olson article **My Family Paper Due**	CACREP Standards Section II: G.2.e., G.2.f.; Section III: CMHC C8, E1
2/12/14	Psychodynamic Models	Goldenberg & Goldenberg, Ch. 7	CACREP Section II: G.5.d. G.5.e., G.7.f., G.7.g.; Section III CMHC: G1
2/19/14	Adlerian **Murray Section Meets AL 2213**	Assigned Reading on Canvas **1ST Theory Application Due** **Role Plays**	CACREP Standards Section II: G.5.d., G.5.e. Section III CMHC: D5
2/26/14	Bowenian [Transgenerational] & Genograms **Madisonville Section Meets JHG 210**	Goldenberg & Goldenberg, Ch. 8 **Role Plays** **First Exam Due**	CACREP Standards Section II: G.2.b., G.3.a., G.3.d., G.5.c., G.5.d., G.5.e.; Section III CMHC: C8, D5
3/5/14	Experiential/Humanistic Approaches	Goldenberg & Goldenberg, Ch. 9 **2ND Theory Application Due**	CACREP Standards Section II: G.5.d., G.5.e.
3/12/14	Structural Approach	Goldenberg & Goldenberg, Ch. 10	CACREP Section II: G.5.d. G.5.e., G.7.f., G.7.g.; Section III CMHC: G1
3/19/14	Spring break (MSU)		

3/26/14	Communication/Strategic/Brief Approaches - Milan Systemic Approach Reflecting Teams **Murray Section Meets AL 2213**	Goldenberg & Goldenberg, Ch. 11 **3rd Theory Application Due** **Article Reviews and Presentations Due** **Role Plays**	CACREP Standards Section II: G.5.d., G.5.e.., G.8.a., G.8.e.; Section III CMHC: C9, D5, E3, I1; Section III School: I1
4/2/14	Postmodernism & Social Constructivism **Madisonville Section Meets JHG 210**	Goldenberg & Goldenberg, Ch. 13 **Genogram and Interpretation Due** **Role Plays**	CACREP Standards Section II: G.2.e, G.5.d., G.5.e.,; Section III CMHC: D5, E1
4/9/14	Narrative Therapy	Goldenberg & Goldenberg, Ch. 14	CACREP Section II: G.5.d. G.5.e., G.7.f., G.7.g.; Section III CMHC: G1
4/16/14	Psychoeducational Approaches Course Evaluations **Murray Section Meets AL 2213**	Goldenberg & Goldenberg, Ch. 15 **4TH Theory Application Due**	CACREP Standards Section II: G.5.d., G.5.e.
4/23/14	Professional and Ethical Issues Course Evaluations **Madisonville Section Meets JHG 210**	Goldenberg & Goldenberg, Ch. 6 **5TH Theory Application Due**	CACREP Standards Section II: G.1.j., G.5.d., G.5.e.; Section III CMHC A7
4/30/14		**Second Exam Due**	CACREP Standards Section II: G.2.b., G.3.a., G.3.d., G.5.c., G.5.d., G.5.e.; Section III CMHC: C8

Introductions via Canvas (10 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Video Requirements	Introduction included all major components: including but not limited to name, program of study, two truths and one lie about student. Student utilized Green Film Strip in Canvas. =4	Introduction included at least three of the major components: including but not limited to name, program of study, two truths and one lie about student. Student utilized Green Film Strip in Canvas. = 3	Introduction included at least two of the major components: including but not limited to name, program of study, two truths and one lie about student. Student utilized Green Film Strip in Canvas. = 2	Introduction included at least one of the major components: including but not limited to name, program of study, two truths and one lie about student or does not submit video. Student does not use Green Film Strip. = 0	
Peer Responses	Student submits guesses to four peers. =4	Student submits guesses to three peers. =3	Student submits guesses to two peers. =2	Student submits guesses to one or fewer peers. =0	
Student Reveal	Student reveals his/her lie. =2		Student does not reveal his/her lie. =0		
Total Points Possible: 10					**/10**

My Family: How it all Started Rubric (50 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Assignment Components	Student thoroughly describes his/her family of origin including: family of origin, where parents are from, how parents met, children they had, roles played by family members, occupations, addictions, culture, types of relationships, and any other issues you may find relevant. = 8	Student describes his/her family of origin including most of the following: family of origin, where your parents are from, how your parents met, children they had, roles played by family members, occupations, addictions, culture, types of relationships, and any other issues you may find relevant. = 5	Student partially describes his/her family of origin including some of the following: family of origin, where your parents are from, how your parents met, children they had, roles played by family members, occupations, addictions, culture, types of relationships, and any other issues you may find relevant. = 3	Student fails to describe his/her family of origin. = 0	
Section II Social and Cultural Diversity: G.2.e.	Student thoroughly identifies his/her role in developing cultural awareness. = 8	Student identifies his/her role in developing cultural awareness. =	Student partially identifies his/her role in developing cultural awareness. = 3	Student fails to identify his/her role in developing cultural awareness. = 0	
Section II Social and Cultural Diversity: G.2.f.	Student thoroughly identifies his/her role as a counselor in eliminating biases and prejudice among the family system. = 8	Student identifies his/her role as a counselor in eliminating biases and prejudice among the family system. = 5	Student partially identifies his/her role as a counselor in eliminating biases and prejudice among the family system. = 3	Student fails to identify his/her role as a counselor in eliminating biases and prejudice among the family system. = 0	
Section III CMHC Counseling, Prevention, Intervention: C8	Student thoroughly describes the impact of his/her family on his/her personality and worldview and how this may impact treatment = 8	Student describes the impact of his/her family on his/her personality and worldview and this may impact treatment. = 5	Student partially describes the impact of his/her family on his/her personality and worldview and how this may impact treatment. = 3	Student fails to describe the impact of his/her family on his/her personality and worldview or how this may impact treatment. =0	
Section III CMHC Diversity and Advocacy: E1	Student thoroughly identifies how living in a multicultural society can impact client services. =8	Student identifies how living in a multicultural society can impact client services. = 5	Student partially identifies how living in a multicultural society can impact client services. =3	Student fails to identify how living in a multicultural society can impact client services. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, spelling, sentence & paragraph structure, & citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, spelling, sentence & paragraph structure, & citations & reference list (if necessary). 7	Writing mostly does not demonstrate APA format. = 5	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 50					**/50**

Theory Application Discussion Questions Rubric (10 pts each, 50 pts total)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Helping Relationships: G.5.d.	Student thoroughly describes the theory utilizing de Bono's Six Thinking Hats. = 4	Student describes the theory utilizing de Bono's Six Thinking Hats, but misrepresents one of the hat areas. = 3	Student describes the theory utilizing de Bono's Six Thinking Hats, but misrepresents two of the hat areas. = 2	Student fails to describe the theory utilizing de Bono's Six Thinking Hats. = 0	
Section II Helping Relationships: G.5.e.	Student thoroughly grounds his/her paper in a systems theory perspective that provides an understanding of family and other systems theories and major models of family and related interventions. = 4	Student grounds his/her paper in a systems theory perspective that provides an understanding of family and other systems theories and major models of family and related interventions. = 4	Student partially grounds his/her paper in a systems theory perspective that provides an understanding of family and other systems theories and major models of family and related interventions. = 2	Student fails to ground his/her paper in a systems theory perspective that provides an understanding of family and other systems theories and major models of family and related interventions. = 0	
Professional Writing	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 2		Writing mostly does not demonstrate APA format. = 1	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 10					**/10**

Research Article Reviews & Presentation (40 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Helping Relationships: G.5.e.	Student thoroughly presents information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. = 6	Student presents information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. =4	Student partially presents information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. =2	Student fails to present information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. = 0	
Section II Research and Program Evaluation: G.8.a.	Student thoroughly describes the importance of research to advance the counseling profession. = 6	Student describes the importance of research to advance the counseling profession. =4	Student partially describes the importance of research to advance the counseling profession. =2	Student fails to describe the importance of research to advance the counseling profession. = 0	
Section II Research and Program Evaluation: G.8.e.	Student thoroughly describes evidenced based articles and how they serve to advance	Student describes evidenced based articles and how they serve to advance the field of	Student partially describes evidenced based articles and how they serve to advance	Student fails to describe evidenced based articles and how they serve to advance the field of	

	the field of counseling. = 6	counseling. =4	the field of counseling. =2	counseling.	
Section III CMHC Counseling, Prevention, and Intervention: C9	Student thoroughly describes professional issues related to the practice of counseling. = 6	Student describes professional issues related to the practice of counseling. =4	Student partially describes professional issues related to the practice of counseling. =2	Student fails to describe professional issues related to the practice of counseling. = 0	
Section III CMHC Diversity and Advocacy: E3; Research and Evaluation: I1; SC Research and Evaluation: I1	Student thoroughly demonstrates an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student shows clear understanding of how to critically evaluate relevant literature. = 6	Student demonstrates an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student shows understanding of how to critically evaluate relevant literature. =4	Student partially demonstrates an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student partially shows understanding of how to critically evaluate relevant literature. =2	Student fails to demonstrate an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student fails to show understanding of how to critically evaluate relevant literature. = 0	
Presentation	Student completes a 15 minute presentation highlighting his/her research. = 5	Student completes a 10-14 minute presentation highlighting his/her research. =3	Student does not complete a 5-10 minute presentation highlighting his/her research. =2	Student fails to complete a presentation highlighting his/her research. = 0	
Handout	Student provides class with. = 5		Student does not provide handout to class. =0		
Total Points Possible: 40					**/40**

Genogram and Clinical Interpretation Rubric (150 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Social and Cultural Diversity: G.2.e; Section III CMHC Diversity and Advocacy: E1	Student thoroughly describes how culture impacts family and the importance of self-awareness in the counseling profession. =40	Student describes how culture impacts family and the importance of self-awareness in the counseling profession. =25	Student partially describes how culture impacts family and the importance of self-awareness in the counseling profession. =10	Student fails to describe how culture impacts family and the importance of self-awareness in the counseling profession. =0	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. = 50	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. = 30	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. = 0	

			assignment. =20		
Genogram	Genogram contains three generations of the family, includes a key to define/identify all symbols, and is legible. =50	Genogram contains two generations of the family, includes a key to define/identify all symbols, and is legible. =30	Genogram contains one or two generations of the family, includes a key to define/identify some of the symbols, and is legible. = 20	Genogram does not contain three generations of the family, include a key to define/identify all symbols, and is not legible. 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. = 3	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 150					**/150**

Family/Couple Counseling Role Plays (25 points each, 50 total)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Helping Relationships: G.5.d, G.5.e.	Student thoroughly demonstrates information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions =10	Student demonstrates information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions =7	Student partially demonstrates information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions =4	Student fails to demonstrate information gathered from a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions =0	
Section III Counseling, Prevention, and Intervention CMHC: D5	Thoroughly demonstrates appropriate use of culturally responsive family systems modalities for initiating, maintaining, and terminating counseling. =10	Demonstrates appropriate use of culturally responsive family systems modalities for initiating, maintaining, and terminating counseling. =7	Partially demonstrates appropriate use of culturally responsive family systems modalities for initiating, maintaining, and terminating counseling. =4	Fails to demonstrate appropriate use of culturally responsive family systems modalities for initiating, maintaining, and terminating counseling. =0	
Reflecting Team Role	Student fully participates in the reflecting team process and provides feedback to peer counselors. =5	Student participates in the reflecting team process and provides feedback to peer counselors. =4	Student partially participates in the reflecting team process and provides feedback to peer counselors. =2	Student fails to participate in the reflecting team process and provides feedback to peer counselors. =0	
Total Points Possible: 25					**/25**