I. Course Description

CNEP 5320, Introduction to Marriage, Couple, and Family Counseling provides an overview of major theoretical models, history of the field, key concepts, family counseling process, family structure and functions of mcfc. Course topics include professional, legal, ethical, and diversity issues.

II. Rationale

This course is designed to serve students in the marriage, couple, and family counseling program, school counseling program, clinical mental health counseling program, and graduate students in related fields. It is a required course for the MCFC Program and individuals seeking licensure as a marriage and family therapist.

III. Proficiencies for Counselors: State Adopted

A. School Counselor
   1. Learner-Centered Knowledge
   2. Learner-Centered Process
   3. Learner-Centered Responsive Services
   4. Learner-Centered Support System
   5. Learner-Centered Professional Development
   6. Equity in Excellence for all Learners

B. Professional Counselor (academic competencies by Texas State Board of Examiners of Licensed Professional Counselors)
   1. Counseling methods/techniques
   2. Social, cultural, and family issues
   3. Professional issues and ethics
   4. Counseling theory

C. Marriage and Family Therapist (academic areas required by Texas State Board of Examiners of Licensed Marriage and Family Therapists)
   1. Theoretical foundations
   2. Assessment and treatment
   3. Human development
   4. Establish and maintain appropriate networks
   5. Assess the outcome of treatment
   6. Maintain professional standards

IV. TExES Competencies

A. 001 Human Development
B. 002 Environment Influences
C. 003 Diversity
D. 006 Responsive Services
E. 007 Individual Planning
F. 010 School-Home Relationships
V. Course Objectives and Student Learning Outcomes

This course is designed to help students meet the following CACREP/ MCFC accreditation standards (objectives):

CACREP Standard A-1: Knows the history, philosophy, and trends in marriage, couple, and family counseling.

CACREP Standard A-2: Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.

CACREP Standard A-3: Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

CACREP Standard A-4: Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

CACREP Standard A-5: Understands a variety of models and theories of marriage, couple, and family counseling.

CACREP Standard C-1: Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

CACREP Standard E-3: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

CACREP Standard G-2: Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

Students will demonstrate meeting the above CACREP/MCFC accreditation standards (objectives) through the following Student Learning Outcomes:

1. Students will demonstrate the knowledge and understanding of the history, philosophy, and trends in marriage, couple, and family counseling.

2. Students will demonstrate the knowledge and understanding of the ethical and legal issues related to the practice of marriage, couple, and family counseling.

3. Students will demonstrate the knowledge and understanding of the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professions.
4. Students will demonstrate the knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

5. Students will demonstrate the knowledge and understanding of a variety of models and theories of marriage, couple, and family counseling.

6. Students will demonstrate the knowledge and understanding of issues in mcfc, life-cycle-dynamics, healthy family functioning, family structures and family of origin in a multicultural society.

7. Students will demonstrate the knowledge and understanding of the current literature that relates to marriage, couple, and family counseling including efficacy of theories, approaches, strategies, and techniques in mcfc.

VI. Course Topics
The major course topics to be considered are: historical and current theoretical foundations of marriage, couple and family counseling, orientation to the profession, family life cycle, interface of ethical practice and issues of diversity, and an emphasis on family counseling theories.

VII. Instructional Methods and Techniques
Lecture, cooperative/interactive & on-line learning, video, assignments (including on-line), case studies, and examinations are used in this course.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>MEANS OF ASSESSMENT:</th>
<th>Outcomes Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line Discussion Postings</td>
<td>1-7</td>
<td>20</td>
</tr>
<tr>
<td>Comments/Questions</td>
<td>1-7</td>
<td>15</td>
</tr>
<tr>
<td>Comparison Project</td>
<td>6, 7</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>1-7</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1-7</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5, 6</td>
<td>10</td>
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</tbody>
</table>

GRADING SCALE:
A = 90 – 100
B = 80 – 89
C = 70 – 79
Anything below a C is a failing grade.

Course Requirements

On-Line Discussion Board Postings 20%
On Blackboard students will find a folder named “Discussions”. There will be a Discussion Board available for each On-Line class day. Students do not have to post on each date. Each student is required to creating an original posting TWO times during the semester only AND respond to at least TWO classmates’ original postings. Discussions may be posted anytime between 6pm-9pm on on-line class days and responses to posting will be accepted until the beginning of the next class period.
The content of the postings should be students’ reactions and scholarly ideas about the readings for the day. Scholarly Ideas for student posts include: What concepts have interested, concerned, or confused you. How does the material fit with your perspectives about counseling? When expressing your reactions, you must justify your position (e.g., with examples contained in the readings, with arguments, or other literature you read). In particular, when you critique a reading, statement, or article, be fair in your criticism. If relevant, provide research results to back up your position. What has influenced your position on this issue?

**Rubric for Discussion Postings and Responses**

<table>
<thead>
<tr>
<th>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than required number of contributions; statements inaccurate or comments not related to theory, case, topic.</td>
<td>Comments based totally on course content, text or readings; little self reflection, comparison or integration of ideas; statements not based on; writing poorly edited; awkward construction or poor flow of ideas.</td>
<td>Some thin discussion of personal reflections on topic, course content, or readings; vague connections to material; contribution somewhat reflective but not fully engaged in material; some mistakes in writing.</td>
<td>Thoughtful discussion of topic using guide above; reflections grounded in course materials; minimal errors in writing; ideas developed using well constructed sentences and flowing paragraphs.</td>
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</table>

**Comments and Questions 15%**

Students will submit comments and questions for FIVE class days (there are a total of 9 class days this semester). Students may choose any five class days, HOWEVER, students will submit 4 comments and 2 questions for each chapter/reading on those days. The comments are aspects of the chapter/reading students find interesting and/or important. Questions that arise for the students as they read or aspects they found confusing comprise the questions portion of this assignment. These are due and emailed to the professor by 9:45pm on on-line class days and brought to class, type-written on on-campus class days.

**Comparison Project 15%**

Choose ONE of the three options below:

1. Interview couples married for 1, 10, 25 and 50 years. Ask them the same questions and note similarities and differences (ex. “What’s important for a marriage to be successful?”)
2. Interview families with 0, 1, 2 or 3 or more children regarding personal or family goals, importance of children in a family or other related questions.
3. Interview a single parent household, a nuclear family, and a stepfamily. Ask how they cope with conflicts in the family or how they deal with discipline.

Write a summary of your findings including a description of participants. ALSO, post a summary on Blackboard describing what is was like for you to complete this project. There will be a folder named “Comparison Project”. You may respond to others’ posts, but it is not required.

Written summary = 7%, Discussion post = 8% - Total 15%

**Mid-term 20% & Final Exam 20%**

Exams will be primarily multiple-choice, but will also include some true/false questions and short answer essay questions.
Class Participation 10%
Students are expected to participate and engage during class. This includes, but is not limited to, participating in in-class assignments, group discussions & group exercises. Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

IX. Course Schedule and Policies
A. Schedule  MW 6:00-9:45 PM
Instructor Manuel X. Zamarripa, Ph.D., LPC-S
Email manuel.zamarripa@tamucc.edu
Office ECDC 152
Phone 361-825-3467

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>Introduction to the course. Review syllabus.</td>
<td>IN-CLASS</td>
</tr>
<tr>
<td>7-11</td>
<td>Individual &amp; Family Life Cycles; Working with Culturally Diverse Families</td>
<td>Text: Gladding Chap 1 Handout: Gender, Culture &amp; Ethnicity in Family Therapy</td>
</tr>
<tr>
<td>7-16</td>
<td>Working with Single-Parent &amp; Blended Families</td>
<td>Text: Gladding Chap 3 &amp; 4</td>
</tr>
<tr>
<td>7-18</td>
<td>History of Family Therapy; Psychodynamic &amp; Bowenian</td>
<td>Text: Gladding Chap 6 &amp; 9</td>
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<tr>
<td></td>
<td>Due: Comparison Project</td>
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<tr>
<td>7-23</td>
<td>Mid-term Exam; Experiential Family Therapy</td>
<td>Text: Gladding Chap 10</td>
</tr>
<tr>
<td>7-25</td>
<td>Structural Family Therapy; Strategic &amp; Systemic Family Therapies</td>
<td>Text: Gladding Chap 12 &amp; 13 Handout: TBA</td>
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<tr>
<td>7-30</td>
<td>Social Constructionist Family Therapies: Solution-Focused AND Collaborative Language Systems</td>
<td>Handout: Postmodern &amp; Social Constructionist Therapies; Collaborative Language Systems: A Postmodern Therapy</td>
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<tr>
<td>8-1</td>
<td>Narrative Therapy Video</td>
<td>Handout: Narrative Therapy</td>
</tr>
<tr>
<td>8-8</td>
<td>Ethical, Legal, Professional Issues</td>
<td>Text: Gladding Chap 15</td>
</tr>
<tr>
<td>8-9</td>
<td>Final Exam</td>
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B. Class Policies
Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.

All assignments should be typed. No handwritten work will be accepted. No late work will be accepted. Make-up exams will only be considered in instances of grave emergencies.
All cell phones must be turned off and remain off during class.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

X. **Textbooks Required for this course**

XI. **Bibliography**


XII. **Grade Appeals***
   As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations***
   The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS