I. Course Description (3 Semester Hours)
This course is designed to familiarize students with intimate relationships, marriage and the assessment and treatment of the couple relationship. Topics include sexuality, societal trends, roles, gender, diversity, premarital counseling and preventive approaches.

II. Rationale
This is a required techniques course for marriage, couple, and family counseling track students and serves as an optional required course for clinical mental health counseling track students. Other graduate students in equivalent professional areas may take this course as an elective.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors (NA)

IV. TExES Competencies (NA)

V. Course Objectives/Learning Outcomes (Standards in bold indicate outcomes which are primarily met and measured in this class)
This course is designed to enable students to demonstrate understanding of the following CACREP marriage, couple, and family counseling standards:

A. CACREP Standard A-6: Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

B. CACREP Standard B-1: Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

C. 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.

D. CACREP Standard C-2: Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

E. CACREP Standard C-3: Understands human sexuality (e.g., gender, sexual
functioning, sexual orientation) and its impact on family and couple functioning.

F. CACREP Standard D-1: Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

G. CACREP Standard D-2: Uses systems theory to conceptualize issues in marriage, couple, and family counseling.

H. CACREP Standard E-1: Understands how living in a multicultural society affects couples and families.

I. CACREP Standard E-2: Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

J. CACREP Standard E-4: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

K. CACREP Standard E-5: Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

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

M. CACREP Standard G-3: Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

N. CACREP Standard H-2: Uses systems assessment models and procedures to evaluate family functioning.

O. CACREP Standard H-3: Determines which members of a family system should be involved in treatment.

P. CACREP Standard I-1: Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.

Q. CACREP Standard I-3: Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

R. CACREP Standard J-1: Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

S. CACREP Standard J-2: Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

T. CACREP Standard J-3: Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

VI. Course Topics

*The major topics to be considered are:*  
The major topics to be covered are: legal and ethical standards, human sexuality and the couple relationship, societal trends, multicultural and diverse family systems, research relevant to couple and family counseling, evidence based

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practice strategies, and developing measurable outcomes.

VII. Instructional Methods and Activities
(Methods and activities should be correlated with objectives/outcomes)

Methods and activities for instruction include:

A. Each student will contribute to class learning by completing reading assignments and actively listening and participating in lectures, class discussions, and case studies. CACREP MCFC Standards A-6, B-1, C-1, D-1, D-2, E-1, E-2, E-4, E-5, G-2, G-3, H-2, H-3, I-1, I-3.

B. Each student will take and self score the dyadic adjustment scale and write a one page paper about the process and reflect on how the assessment might be therapeutic in assessing and counseling couples. CACREP MCFC Standards G-2

D. Students will work in small groups to complete couple counseling treatment plans with measurable outcomes and evidence based treatment strategies using case material from videotapes, role-plays, and case studies. CACREP MCFC Standards C-2, C-3, D-2, E-1, E-2, G-3, H-2, H-3, I-1, J-2, J-3

E. Students will work with small group and demonstrate counseling strategies for working with couples. CACREP MCFC Standards, C-2, D-2, G-3, J-1

F. Student will work with small group to role play and master basic couple counseling skills required for stages in the integrative model. CACREP MCFC Standards C-1, D-2,

G. Each student will independently (or with small group of choice) research and increase understanding of a specific couple problem or special population (e.g. aging/retirement, bicultural couples, domestic violence, infertility problems, multi problem couple, couple impacted by economic conditions, unemployment, pre-marital counseling, remarriage issues, same sex couples, dual career couples, medical and psychiatric issues, couples and chronic or terminal illness of a child etc.). Prepare to share the results of your project in class through a poster session. Poster must include intervention strategies plus handouts with references. Brochures and community resource list will enhance class learning experience. Obtain professor approval of topic so there will be no duplications. CACREP MCFC Standards A-6, C-2, D-1, E-1, E-2, G-3

H. On-line examinations over knowledge base and theoretical foundations include multiple choice questions, short answer essays, case studies. CACREP MCFC Standards A-6, B-1, C-1, C-2, D-1, D-2, E-1, E-2, E-4, E-5, G-2, G-3, H-2, H-3, I-3,

VIII. Evaluation and Grade Assignment

A. Methods of Evaluation and Percentage of Final Course Grade Each Assessment Constitutes:

- Four Examinations 80 % (20% each)
- Dyadic Adjustment Scale 10%
- Poster Presentation 10 %
Total 100%
The following learning objectives assignments will be evaluated on a competency basis and must be successfully completed to receive final grade.

- Critique relevant research: Credit/noncredit
- Video tape analyses: Credit/noncredit
- Case conceptualization & treatment plan: Credit/noncredit
- Know and apply evidence based practices: Credit/noncredit
- Treatment strategy Role plays: Credit/noncredit

B. Grading Scale
A = 90-100; B = 80-89; C = 70-79; D = 60–69; F = 59 and below

IX. Course Schedule and Policies
A.

Date       Topic/Assignment                                      Reading
1/11/12    Overview of Course                                    Chapter 1
Systemic View of Couples, Family Life Cycle,
Culture, Healthy Relationships
CACREP MCFC Standards A-6, C-1, E-2, E-4,
G-3
Theory: Behavioral and Multigenerational
CACREP MCFC Standards C-1, I-1

1/18/12    Theory: Structural, Strategic, Solution-Focused,
Narrative and Emotionally Focused
Evidence Based Treatment
CACREP MCFC Standards I-1

1/25/12    RGVCA Conference – South Padre Island
Examination 1 Due

2/1/12     An Integrative Model
Legal & Ethical Issues
CACREP MCFC Standards B-1, H-2

2/08/12    Couple Assessment
Due: Dyadic Adjustment Scale Paper
Scope of Practice and Referral Issues
CACREP MCFC Standards D-2, G-2,
G-3, H-2

2/15/12    Diagnosis, Goal Setting, Treatment Planning
Cultural Issues
Video tape

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2/22/12  Treatment Strategies Demonstration  
**Examination 2 Due**  
CACREP MCFC Standards

2/29/12  Communication and Relationship Education  
Premarital & Prevention  
CACREP MCFC Standards D-1, I-1, I-3

3/07/12  Intimacy and Sexuality  
(TA) CACREP MCFC Standards C-3

3/14/12  **Spring Break**

3/21/12  Conflict and Intimate Partner Violence  
(TA) Ethical & Legal issues  
**TBA - Presentation**  
CACREP MCFC Standards A-6, B-1, C-2, H-3

3/28/12  Divorcing Couples  
CACREP MCFC Standards C-2

4/04/12  Extra Marital Affairs  
CACREP MCFC Standards C-2  
**Examination 3 Due**

4/11/12  Couples and Alcohol Problems  
CACREP MCFC Standards C-2

4/18/12  Blended Couples  
Societal Trends  
CACREP MCFC Standards C-3, E-1, E-2  
Video Tape  
Counseling Same-Sex Couples  
Societal Trends  
CACREP MCFC Standards A-6, C-3, E-1, E-2  
**Examination 4 Due**

4/25/12  **Poster Presentations** (Culminating project)

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CACREP MCFC Standards A-5, A-6, C-2, E-1, E-2, E-4, G-3

5/02/11 Last day to withdraw from university
5/03/11 Last day to apply for August 2011 graduation
5/04/11 Reading Day

B. Class Policies
Reading assignments are to be completed prior to class, and students are expected to be prepared and participate in seminar-style discussions of material and other class activities. Learning objectives must be met in order to pass the course. Attendance is required, and instructor must be notified and approve of excused or unavoidable absences. Excessive absences (more than 10%) will result in semester grade being lowered by 10 points. Late work will result in deduction of 10 points. Out of class work will be typed in APA format (12 pt. font, double spaced, 5 space indentions for paragraphs, 1 inch margins, and title page). Electronic devices may not be used in class unless express permission is obtained from the instructor. Students who must have cell phones on are required to set them to silent/vibrate, and shall not accept calls or respond to texts unless there is an emergency. Academic honesty must be observed, and plagiarism or other forms of academic dishonesty will result in a 0 for that work, filing of academic dishonesty paperwork with the appropriate university office, and perhaps a failing grade in the course. Incomplete grade requests are granted only in extraordinary circumstances and must be requested in advance by the student.

X. Textbook(s)
The textbook adopted for this course is:

XI. Bibliography
The knowledge bases that support course content and procedures include:
Atkinson, B. (1999). The emotional imperative: Psychotherapists cannot afford to ignore the

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52-54.


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This page contains references and policies related to university rules and procedures. The text is structured in a clear and logical manner, with topics divided into sections. The references are cited in APA style, and the policies are explained in a straightforward manner. The text is readable and can be easily understood by a human reader.