I. Course Description
CNEP 5320, Introduction to Marriage, Couple, and Family Counseling (MCFC) 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. TEExES Competencies
A. 001 Human Development
B. 002 Environment Influences
C. 003 Diversity
D. 006 Responsive Services
E. 007 Individual Planning
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.
   *(measured by a score of 80% or above on in class examinations covering the above topics. Measured by a rating of 20 or above on the assessment rubric utilized for the final examination).*

2. Students will demonstrate the knowledge and understanding of the ethical and legal issues related to the practice of marriage, couple, and family counseling.
   *(measured by a score of 80% or above on in class examinations covering the above topics. Measured by a rating of 20 or above on the assessment rubric utilized for the final examination).*
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.
(measured by a rating of 4 or above on the rubric used to evaluate the response to this essay question on the final examination).

4. Students will demonstrate the knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
(measured by a rating of 4 or above on the rubric used to evaluate the response to this essay question on the final examination).

5. Students will demonstrate the knowledge and understanding of a variety of models and theories of marriage, couple, and family counseling.
(measured by a score of 80% or above on in class examinations covering models and theories. Measured by a rating of 20 or above on the rubric utilized to evaluate student presentations).

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. (measured by a score of 80% or above in respective sections of the class examinations. Measured by a rating of 4 or above on the rubric used to evaluate response to essay questions in the above areas).

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. (measured by a rating of 4 or above on the take home section of the final examination that addresses the literature review).

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 learning, video, assignments, case studies, and examinations are used in this course.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I and II (50 each)</td>
<td>100</td>
<td>33.3%</td>
<td>270 - 300 = A</td>
</tr>
<tr>
<td>Exam III/Final Evaluation</td>
<td>50</td>
<td>16.7%</td>
<td>240 - 269 = B</td>
</tr>
<tr>
<td>Autobiography</td>
<td>50</td>
<td>16.7%</td>
<td>210 - 239 = C</td>
</tr>
<tr>
<td>Genogram</td>
<td>50</td>
<td>16.7%</td>
<td>180 - 209 = D</td>
</tr>
<tr>
<td>Role-Plays/Case Studies</td>
<td>36</td>
<td>12.0%</td>
<td></td>
</tr>
<tr>
<td>Group/Class Participation</td>
<td>14</td>
<td>04.6%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
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Course Requirements
1. Attendance, punctuality, and participation are mandatory.
2. Timely completion of reading assignments required for full experiential benefit of class and
group activities.
3. Actively participate in weekly seminar type group to discuss assigned topics, readings, videos. Each student should come to class with questions for discussion. Groups should have one member to lead the discussion each week. Use Family Workbook. Present with class members-Session 4-13 (power pt or poster).
4. Write an introspective autobiography (approx. 5 pages) and complete a personal genogram utilizing class notes and handouts, Chapter 3 in the Carter and McGoldrick text, and McGoldrick’s Genograms. Your paper should include the tracking of family patterns, an interpretation of family structure, family relationships and triangles, family roles and functioning, resilience, important facts, pertinent dates, intergenerational influences, and crucial events. In addition, exploration and commentary on your family developmental life cycle will be helpful as you gain insight into your own history. The paper is confidential and will be returned. Please consult with professor if assignment presents difficulties.
5. All students will successfully complete the three exams and the final examination.

IX. Course Schedule and Policies
A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>June 4</td>
<td>Overview of class, form groups, assign projects, individual and family life cycles, healthy family functioning, family structures, and issues in a multicultural society</td>
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<tr>
<td></td>
<td><strong>Chapters 1 and 2</strong></td>
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<tr>
<td>June 6</td>
<td>Working with Populations: Culturally Diverse Families, Single-Parent Families, Remarried Families</td>
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<tr>
<td></td>
<td><strong>Read Chapters 3, 4, and 5 Case Study</strong></td>
</tr>
<tr>
<td>June 11</td>
<td>Rationale, history, philosophy, &amp; trends in MCFC, professional organizations, preparation standards, professional credentialing, process of couple and family counseling, and the role/functions of couple and family counselors</td>
</tr>
<tr>
<td></td>
<td><strong>Read Chapters 6 and 7 Case Study</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exam I and Genogram</strong></td>
</tr>
<tr>
<td>June 13</td>
<td>Models and Theories of Marriage, Couple, and Family Counseling: Psychodynamic, Bowenian, and Experiential Family approaches in a multicultural society</td>
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<td></td>
<td><strong>Read Chapters 9, 10, and 11 Presentations</strong></td>
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<tr>
<td>June 18</td>
<td>Models and Theories of Marriage, Couple, and Family Counseling: Behavioral and Cognitive-Behavioral Family Approaches, Structural Family Therapy</td>
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<td></td>
<td><strong>Read Chapters 11 and 12 Presentations</strong></td>
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<tr>
<td>June 20</td>
<td>Models and Theories of Marriage, Couple, and Family Counseling: Strategic and Systemic Family Approaches, Solution-Focused and Narrative Family Approaches</td>
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<tr>
<td></td>
<td><strong>Read Chapters 13 and 14 Presentations</strong></td>
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### Class Policies
- Students are expected to attend all class and to be on time.
- Students are expected to be courteous by turning off cell phones and/or other electronic devices during class.
- Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises. Points (15) will be deducted from the final grade for three or more absences except in extenuating circumstances.
- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty. All late assignments will receive a ten-percent late penalty.
- Students are expected to participate actively in class and complete journal assignments.
- Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.
- Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check for the last day to drop a class with an automatic grade of “W” this term.

### 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 Corpus Christi Hall. 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.

XIV. Emergency Contingency Plan

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.
XV. Rubric

Introduction to Marriage, Couple, and Family Counseling
Scholarly Presentation and Demonstration
Theories in Marriage, Couple, and Family Counseling

PRESENTATION IN CLASS RATING SCALE
(circle the appropriate rating)

1. DEMONSTRATED EXPERTISE IN A SPECIFIC TOPIC RELATED TO THEORY PRESENTED
1=NONE 2=MINIMAL 3=FAIR LEVEL 4=HIGH LEVEL 5=PUBLICATION LEVEL

2. GENERAL CONTENT OF PRESENTATION
1=WEAK 2=VERY BASIC 3=MODERATE 4=INCLUSIVE 5=OUTSTANDING

3. PRESENTATION STYLE AND USE OF TECHNOLOGY
1=UNCLEAR 2=SOME CLARITY 3=GENERALLY CLEAR 4=VERY COHERENT 5=PROFESSIONAL

4. EVIDENCE OF RESEARCHING THE TOPIC
1=NO EVIDENCE 2=MINIMAL EVIDENCE 3=MODERATE 4=HIGH 5=VERY COMPLETE

5. POTENTIAL FOR A STATE OR NATIONAL PRESENTATION
1=LOW 2=MINIMAL 3=MODERATE 4=HIGH 5=DEFINITE

6. POTENTIAL FOR A PUBLICATION
1=LOW 2=MINIMAL 3=MODERATE 4=HIGH 5=DEFINITE WITH A JOURNAL CITED