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 marriage, couple, and family counseling. 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
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:

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).
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).

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).

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).

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).

Students will demonstrate the knowledge and understanding of issues in marriage, couples, and family counseling, 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).

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 marriage, couples, and family counseling.
(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

1. Attendance, punctuality, active participation (10%) (10 pts)
2. Projects (autobiography, genogram) (20%) (20 pts)
3. Presentations (15%) (15 pts)
4. Exams (30%) (30 pts) (3 multiple choice examinations)
5. Final Examination (25%) (25 pts) (essay, including literature review take home)

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
</tbody>
</table>

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 multiple choice exams and the final examination.

IX. Course Schedule and Policies

**Spring 2014 Course Schedule: (Tentative—may change based upon students’ learning and material needed to be added)**

A. Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>CONTENT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28/2014</td>
<td>Overview of Class, Individual and family life cycles, healthy family functioning, family structures, and issues in a multicultural society are covered in this class.</td>
<td>Chapter 1.2</td>
</tr>
<tr>
<td>2/4/2014</td>
<td>Rationale, history, philosophy, &amp; trends in mcfc are covered in this class. In addition, professional organizations, preparation standards, and professional credentialing are covered.</td>
<td>Chapter 3.6</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
</tr>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>2/11/2014</td>
<td>The Process of Couple and Family Counseling is covered, including the role and functions of couple and family counselors.</td>
<td>2, 7</td>
</tr>
<tr>
<td>2/18/2014</td>
<td>Models and Theories of Marriage, Couple, and Family Counseling</td>
<td>9</td>
</tr>
<tr>
<td>2/25/2014</td>
<td>Psychodynamic and Bowenian Family approaches; family of origin and intergenerational influences in a multicultural society</td>
<td></td>
</tr>
<tr>
<td>3/4/2014</td>
<td>Experiential Family Approaches; Presentation, discussion &amp; critique of approaches</td>
<td>10</td>
</tr>
<tr>
<td>3/18/2014</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>4/1/2014</td>
<td>Structural Family Therapy Presentation, discussion &amp; critique of theory</td>
<td>12</td>
</tr>
<tr>
<td>4/8/2014</td>
<td>Strategic and Systemic Family Approaches; Presentation, discussion, critique</td>
<td>13</td>
</tr>
<tr>
<td>4/15/2014</td>
<td>Solution-Focused and Narrative Family Approaches; Presentation, discussion, critique</td>
<td>14</td>
</tr>
<tr>
<td>4/22/2014</td>
<td>Working with Single-Parent Families; Presentation, discussion, critique</td>
<td>4</td>
</tr>
<tr>
<td>4/29/2014</td>
<td>Working with Culturally Diverse Families; Presentation, discussion, critique</td>
<td>3</td>
</tr>
<tr>
<td>5/6/2014</td>
<td>Working with Substance-Related Disorders, Domestic Violence, and Child Abuse in Families, Families in crises; Presentation, discussion, critique</td>
<td>16</td>
</tr>
<tr>
<td>5/13/2014</td>
<td>Final Projects Due / Final Examination Due</td>
<td></td>
</tr>
</tbody>
</table>

B. Class Policies

1. Students are expected to attend every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform professor about legitimate reasons for missing. More than two (2) unexcused absences will lower one's grade.

2. Late assignments are not accepted.

3. Electronic devices may not be used in class unless expressed 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.

4. 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 a possible failing grade in
the course. Incomplete grade requests, in accordance with College of Education
policy, are granted only in extraordinary circumstances and must be requested in
advance by the student.

X.  **Textbooks Required for this course**
    Saddle River, NJ: Merrill/Prentice Hall.

XI.  **Bibliography**
    Boston: Allyn & Bacon.


    (Select articles from: *The Family Journal, Family Process, Journal of Marital &
    Family Therapy, Counselor Education & Supervision, Journal of Counseling
    & Development, Journal of Multicultural Counseling & Development, and
    Journal of Mental Health Counseling*)

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 Rule 13.02.99.C2, Student Grade
Appeals, and University Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules
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*