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. 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
   G. 011 School-Community Relationships
   H. 012 Ethical, Legal, and Professional Standards

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).

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).

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 score of 80% or above on in class examinations covering the above topics).
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 score of 80% or above on in class examinations covering the above topics).

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).

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 score of 80% or above on in class papers covering the above topics).

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, papers, and examinations are used in this course.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I and II (50 each)</td>
<td>100</td>
<td>33.3%</td>
</tr>
<tr>
<td>Exam III/Final Evaluation</td>
<td>50</td>
<td>16.7%</td>
</tr>
<tr>
<td>Autobiography paper</td>
<td>50</td>
<td>16.7%</td>
</tr>
<tr>
<td>Genogram</td>
<td>50</td>
<td>16.7%</td>
</tr>
<tr>
<td>{Role-Plays/Case Studies}</td>
<td>25</td>
<td>16.7%</td>
</tr>
<tr>
<td>Group/Class Participation</td>
<td>25</td>
<td>16.7%</td>
</tr>
<tr>
<td>Presentations</td>
<td>25</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course Requirements
1. Attendance, punctuality, and participation are mandatory.

2. 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.
3. **Examitations:** 3 online (Black board) multiple choice, true/false, and short answer.

4. **Presentation:** (Sessions 4-13) (power pt or poster). 30 minutes class Power point or poster presentation over assigned text chapter. Including APA 6th ed one page handouts.

5. **Genogram:** Your own family will serve as a key learning tool in this course. You are expected to collect and present information on four generations in your family (if you have children and grandchildren, you might have more generations because you should present at least 2 generations before your own). Most students find that it is necessary to confer with others to fill in missing data, resolve discrepancies, etc., and **you should start this data collection immediately.** Such as, 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.

   Generally speaking, you are expected to organize your information according to the standardized format as presented on the website http://www.multiculturalfamily.org/genograms/genogram_symbols.html Rationale and techniques for using genograms are articulated in greater detail in the McGoldrick, Gerson, & Petry book listed under Suggested Readings. - The genogram is to be generated using Genopro software. Students in this class have free download privileges. Go to www.genopro.com to obtain your copy and follow instructions under **Required Software** above.

5. **Family Analysis and Intervention (Autobiography) Paper:** The purpose of this exercise is to practice the application of theories with a real family—your own. In assigned readings and lectures you will be exposed, in a general way, to a number of theoretical orientations.

   In the genogram assignment many of you will have discovered patterns of interaction that don't fit with some of your long-held beliefs about your family (the family narrative / myth). Others will have noticed themes and patterns that you have observed before but have always found to be confusing and troubling. In either case, in this paper, you now have the opportunity to use theories about families to increase your understanding and plan a counseling approach that could lead to family improvements related to one of the patterns you have observed. (of course, you will not try to do counseling with your own family—this is only an exercise)

   - there is no minimum or maximum length for the paper.
   - you don't have to discover a family secret; everyday issues are OK.
   - APA style (6th edition) is expected, including references to support your theory and discussion (you should have at least 2 references in addition to any textbooks you cite)
   - the paper must incorporate, in an identifiable way, five elements:
     1. raw data - descriptions, dates, places, events, etc.
2. your restatement/summary of the theory or theories you are going to use
3. your integration of the raw data using the theory
4. a theory-based intervention plan
5. an analysis of how your experience with this relationship pattern could have an impact on your counseling with other people’s families

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>Topic</th>
<th>Chapters/Assignments</th>
</tr>
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</table>
| June 3 | Overview of class, form groups, assign projects, individual and family life cycles, healthy family functioning, family structures, and issues in a multicultural society  

Sign up for presentations (Chapter 9-14).  

Chapters 1 and 2 |
| June 5 | Working with Populations: Culturally Diverse Families, Single-Parent Families, Remarried Families  

Read Chapters 3, 4, and 5  

Case Study |
| June 10 | Rationale, history, philosophy, & trends in MCFC, professional organizations, preparation standards, professional credentialing, process of couple and family counseling, and the role/functions of couple and family counselors  

Read Chapters 6 and 7  

Case Study  

Exam I (ch 1-7)  

Genogram |
| June 12 | Models and Theories of Marriage, Couple, and Family Counseling: Psychodynamic, Bowenian, and Experiential Family approaches  

multicultural society  

Read Chapters 8, 9, 10  

Presentations |
| June 17 | Models and Theories of Marriage, Couple, and Family Counseling: Behavioral and Cognitive-Behavioral Family Approaches, Structural Family Therapy  

Read Chapters 11 and 12  

Presentations |
| June 19 | Models and Theories of Marriage, Couple, and Family Counseling: Strategic and Systemic Family Approaches, Solution-Focused and Narrative Family Approaches  

Read Chapters 13 and 14  

Presentations |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 24</td>
<td>Ethical, legal, and professional issues in MCFC Case Study</td>
</tr>
<tr>
<td>On Blackboard</td>
<td>Read AAMFT Code of Ethics Read Chapter 15</td>
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<tr>
<td></td>
<td>Exam II (chapter 8-14)</td>
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<tr>
<td>June 26</td>
<td>Working with Populations with special issues: Substance -Related Disorders, Domestic Violence, and Child Abuse</td>
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<tr>
<td></td>
<td>Read Chapter 16 Case Study</td>
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<tr>
<td></td>
<td>Autobiography Paper</td>
</tr>
<tr>
<td>July 01</td>
<td>Research and Assessment: Effective MCFC Strategies, Theories, and Assessment Tools</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 17</td>
</tr>
<tr>
<td>July 03</td>
<td>Exam III-Final Evaluation (Ch 15-17) AAMFT Code of Ethics</td>
</tr>
<tr>
<td>On Blackboard</td>
<td></td>
</tr>
</tbody>
</table>

B. **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 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.
- All documentations and papers need to be in APA 6th ed. format
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 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 Web site at 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. Policy

Professionalism and Diversity: Acting within the bounds of professionalism and the student code of conduct is required. Encountering new ideas, new ways of knowing, and interacting with people different from us are pillars of the college and professional training experience. Intimidating (e.g., Racist, sexist, anti-Semitic, homophobic, etc.,) language will be challenged in this classroom. I encourage and expect to be mindful of this and other diversity related issues.

Electronic devices: Ringing and beeping devices are expected to be set on vibrate or non-audio during class time in order to reduce disruption.

Course changes: I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes. Students will be asked to contribute feedback and input to changes instituted by the instructor.
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