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, the 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 Influence
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:

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, on-line activities, assignments, case studies, and examinations are used in this course.

VIII. **Evaluation and Grade Assignment**

1. Attendance, punctuality, active participation in class and online (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)

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\begin{align*}
90-100 & = A \\
80-89 & = B \\
70-79 & = C \\
60-69 & = D
\end{align*}
\]

**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 both in class and online to discuss assigned topics, readings, and/or videos. Each student should come to class with questions for discussion. Students will work in groups (2-3 members) to develop a presentation on a selected model or theory of family counseling. Presentations will be provided in class. Groups should have one member to lead the discussion.
4. Write an introspective autobiography (approximately 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 2016 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 and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26/2016</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>Chapters 1, 2</td>
</tr>
<tr>
<td>2/2/2016</td>
<td>Rationale, history, philosophy, and trends in MCFC are covered in this class. In addition, professional organizations, preparation standards, and professional credentialing are covered.</td>
<td>Chapters 3, 6 Online Discussion</td>
</tr>
<tr>
<td>2/9/2016</td>
<td>The process of couple and family counseling is covered, including the role and functions of couple and family counselors.</td>
<td>Chapters 2, 7 Online Discussion</td>
</tr>
<tr>
<td>2/16/2016</td>
<td>Psychodynamic and Bowenian family approaches; family of origin and intergenerational influences in a multicultural society</td>
<td>Chapter 9 Exam #1</td>
</tr>
<tr>
<td>2/23/2016</td>
<td>Experiential family approaches; <em>Presentation, discussion, and critique</em></td>
<td>Chapter 10</td>
</tr>
<tr>
<td>3/1/2016</td>
<td>Behavioral and cognitive-behavioral family approaches; <em>Presentation, discussion, and critique</em></td>
<td>Chapter 11</td>
</tr>
<tr>
<td>3/8/2016</td>
<td>Structural family therapy <em>Presentation, discussion, and critique</em></td>
<td>Chapter 12</td>
</tr>
<tr>
<td>3/15/2016</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
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<tr>
<td>3/22/2016</td>
<td>Strategic and systemic family approaches <em>Presentation, discussion, and critique</em></td>
<td>Chapters 13 Exam #2</td>
</tr>
<tr>
<td>3/29/2016</td>
<td>Solution-Focused and Narrative family approaches <em>Presentation, discussion, and critique</em></td>
<td>Chapters 14</td>
</tr>
<tr>
<td>4/5/2016</td>
<td>Working with single-parent</td>
<td>Chapters 4 Online Discussion</td>
</tr>
<tr>
<td>4/12/2016</td>
<td>Working with remarried families</td>
<td>Chapter 5 Online Discussion</td>
</tr>
<tr>
<td>4/19/2016</td>
<td>Working with culturally diverse families</td>
<td>Chapter 3 Online Discussion</td>
</tr>
<tr>
<td>4/26/2016</td>
<td>Working with substance-related disorders, domestic violence, and child abuse in families, families in crises</td>
<td>Chapter 16 Exam #3</td>
</tr>
</tbody>
</table>
5/3/2016 Ethical, legal, and professional issues in MCFC; Research and assessments in MCFC, effective MCFC strategies' theories, and assessment tools and techniques when working with diverse family systems Chapters 15, 17 Online Discussion

5/10/2016 Final Examination Due

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. Textbook 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 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