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 mcfc. Course topics include professional, legal, ethical, and diversity issues.

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:

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.
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.

Students will demonstrate the knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

Students will demonstrate the knowledge and understanding of a variety of models and theories of marriage, couple, and family counseling.

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.

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.

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%) (15pts)
4. Exams (30%) (30 pts) (3 multiple choice examinations)
5. Final Examination (25%) (25 pts) (essay, including literature review take home)
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. Schedule:
   Instructor:
   Email:
   Office hours:
   (Please call first in case there is an emergency, meeting, or conference that would take me away from the office)
# Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reference</th>
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<tbody>
<tr>
<td>1</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>
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<tr>
<td>2</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>3</td>
<td>The Process of Couple and Family Counseling is covered, including the role and functions of couple and family counselors.</td>
<td>Chapter 2, 7</td>
</tr>
<tr>
<td>4</td>
<td>Psychodynamic and Bowenian Family approaches of family of origin and intergenerational influences in a multicultural society are covered in this class.</td>
<td>Chapter 9</td>
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<td>5</td>
<td>Experiential Family Approaches; Presentation, discussion, critique</td>
<td>Chapter 10</td>
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<tr>
<td>6</td>
<td>Behavioral and Cognitive-Behavioral Family Approaches Presentation, discussion &amp; critique of approaches</td>
<td>Chapter 11</td>
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<tr>
<td>7</td>
<td>Structural Family Therapy Presentation, discussion &amp; critique of theory</td>
<td>Chapter 12</td>
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<tr>
<td>8</td>
<td>Strategic and Systemic Family Approaches; Presentation, discussion, critique.</td>
<td>Chapter 13</td>
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<tr>
<td>9</td>
<td>Solution-Focused and Narrative Family Approaches; Presentation, discussion, critique Autobiography and Genogram Due</td>
<td>Chapter 14</td>
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<td>10</td>
<td>Working with Single-Parent Families; Presentation, discussion, critique</td>
<td>Chapter 4</td>
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</table>
Working with Remarried Families; Presentation, discussion, critique

Working with Culturally Diverse Families; Presentation, discussion, critique
Exam #3

Working with Substance-Related Disorders, Domestic Violence, and Child Abuse in Families; Families in crises; Presentation, discussion, critique

Ethical, Legal, and Professional Issues in mcfc; Presentation and discussion of cases
Research and Assessment in mcfc
Effective mcfc strategies’ theories, and assessment tools and techniques when working with diverse family systems

Final Projects Due / Final Examination

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.

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 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*
INTRODUCTION TO MARRIAGE, COUPLE, AND FAMILY COUNSELING
SCHOLARLY PRESENTATION AND DEMONSTRATION OF 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= AT A FAIR LEVEL  4= AT A HIGH LEVEL  5= AT A 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
Oral Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>0 (Unacceptable)</th>
<th>1 (Marginal)</th>
<th>2 (Good)</th>
<th>3 (Excellent)</th>
<th>Score</th>
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<tr>
<td><strong>Body Language</strong></td>
<td>No movement or descriptive gestures.</td>
<td>Very little movement or descriptive gestures.</td>
<td>Movements or gestures enhance articulation.</td>
<td>Movements seemed fluid and helped the audience visualize.</td>
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<td><strong>Eye Contact</strong></td>
<td>No eye contact with audience.</td>
<td>Minimal eye contact with audience.</td>
<td>Consistent use of direct eye contact with some audience.</td>
<td>Holds attention of entire audience with the use of direct eye contact.</td>
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<td><strong>Speaking Skills</strong></td>
<td>•inaudible or too loud</td>
<td>•some mumbling</td>
<td>Clear articulation but not as polished</td>
<td>•poised, clear articulation</td>
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<td></td>
<td>•rate too slow/fast</td>
<td>•uneven rate</td>
<td></td>
<td>•proper volume</td>
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<td></td>
<td>•speaker seemed uninterested and unclear</td>
<td>•little or no expression</td>
<td></td>
<td>•steady rate</td>
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<td><strong>Organization</strong></td>
<td>•displays neither clear introductory nor closing remarks</td>
<td>•displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner.</td>
<td>•displays introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent manner.</td>
<td>•delivers clear opening and closing remarks that capture the attention of the audience and set the mood</td>
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|                                | •does not present the segments of the body of the presentation in a coherent manner.
•irrelevant statements are made
•leaves the audience wondering where the presentation is headed. | •introductory and closing remarks are missing.     | •presents the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing. | •presents a “road map” for the audience
•each segment relates to the others according to a carefully planned framework |       |
| **Voice**                      | inaudible, no inflection                              | Displays some level of inflection throughout delivery. | Satisfactory use of inflection, but does not consistently use fluid speech. | Use of Fluid speech and inflection maintains the interest of the audience. |       |
| **Visuals**                    | Used no visuals.                                      | •ran too quickly through visuals and spoke more to the screen than to the audience
•visuals did not detract from the presentation. | •gave audience almost enough time to absorb material, but occasionally read the slide
•visuals added to the presentation. | •gave audience ample time to absorb information on visual
•spoke to the audience, not the screen
•visual greatly enhanced presentation. |       |
| **Language**                   | Multiple grammatical and use of inappropriate vocabulary. | •one or two minor grammatical errors.
•vocabulary use is elementary, not effective | •corrected grammar
•vocabulary mostly appropriate for the purpose and the audience | •correct use of grammar
•use of some advanced language skills
•effective use of vocabulary for the purpose, and for the audience. |       |
| **Totals**                     |                                                       |                                                  |                                                |                                                |       |
Grading Rubric
CNEP 5320-Introduction to Marriage, Couple & Family Counseling

<table>
<thead>
<tr>
<th>Students</th>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Presentation</th>
<th>Exam 3</th>
<th>Genogram Auto Bio</th>
<th>Final Exam</th>
<th>Total Points</th>
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