

COURSE SYLLABUS, Summer II 2012
COUN 611 INTRODUCTION TO MARRIAGE & FAMILY
COUNSELING/THERAPY

Instructor:

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Office Hours: Monday & Wednesday, 3:30-5pm (Metroplex-Mesquite); other times by appointment

COURSE DESCRIPTION

611. *Introduction to Marriage and Family Counseling/Therapy*. (3 sem hrs). A survey of the historical development and principal conceptualizations of marital and family counseling/therapy.

Goals include an initial examination and comparison of various theories currently employed in the field with an emphasis on interview techniques. Subject areas to be covered include the various schools of family counseling/therapy, along with current trends and issues in marriage and family counseling/therapy. –*TAMUC Graduate Catalog*. This course utilizes lecture, discussion, videotapes, role-play, assigned readings, examinations, case studies, research/reflection papers, and experiential exercises to explore the marriage, family, and relationship counseling field. Students are encouraged to reflect on their own family and relationship experiences as they may impact their training and practice as professional counselors.

TEXTBOOK:

Gladding, S. T. (2010). *Family therapy: History, theory, and practice* (5th ed.). Upper Saddle River, NJ: Prentice Hall

Supplemental Text:

McGoldrick, M., Gerson, R. & Shellenberger, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). NY: Norton;

COURSE OBJECTIVES:

1. To introduce counselor trainees to the theories, therapeutic processes, and techniques involved in marriage, family, and relationship counseling.
2. To assist counselor trainees in developing their own approach to marriage, family, and relationship counseling relevant to school and agency settings.
3. To promote self-assessment and self-exploration by counselor trainees concerning their family of origin experiences in order to promote optimum functionality as a professional counselor.
4. To familiarize students with the marriage, family, and relationship counseling literature.
5. To introduce students to current issues and trends in the marriage, family, and relationship counseling field.
6. To familiarize students with specific issues pertinent to marriage, family and relationship

counseling (e.g., gender, sexual orientation, ethnicity, and culture).

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

ELECTRONIC COMMUNICATION DEVICES

If you have a cell phone or any other type of electronic communication device with you, please disarm it before entering the classroom and keep it off for the duration of class. In addition, neither texting nor phone calls are allowed in class. You will be asked to leave if you text or talk on your phone during class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Flexible course Schedule

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Due</i>
<i>July 9, 2012</i>	Introduction to course and class Video		
<i>July 11, 2012</i>	Characteristics of Families; Family Systems Concepts & Family Systems Concepts Hx & Process of Family	Gladding Ch. 1 & 2 Gladding Ch. 3 & 4	

	Therapy		
July 23, 2012	Bowen Family Therapy	Gladding Ch. 6; use of genograms	
July 25, 2012	Experiential Family Therapy, (Satir Model) & Structural Family Therapy	Gladding Ch. 7 Gladding Ch. 9	Genogram Project due
July 30, 2012	Strategic Family Therapy & Solution-Focused Family Therapy	Gladding, Ch. 10 Gladding, Ch. 11	
August 1, 2012	Cultural Diversity in Family Therapy; Special Populations;	Gladding Ch. 14, 15, Single/Blended Families 12, 13	
August 6, 2012	Ethics	Gladding, Ch. 16	Case Conceptualization
August 8, 2012	Final Exam		

COURSE REQUIREMENTS AND GRADING

1. Regular class attendance is required. As this is an accelerated course, more than one (1) absence will jeopardize successful completion of the course, i.e. **grade will be lowered.**
2. Appropriate (as defined by instructor) level of interaction/participation during classroom discussions and presentations is expected. Concerns/Infractions will be addressed individually by the instructor and recommendations made.
3. One multiple-choice exam, with a section of application questions will be given. (35-50 questions.)
4. Outside projects (all graded on a system): + = 95; = 85; - = 75
 - a. **GENOGRAM PROJECT.** The Genogram Project has 4 parts:
 - 1) A basic 3-generational genogram;
 - 2) The same genogram with relational patterns added;
 - 3) Systems analysis based on your FOO; and
 - 4) Reflection on how your FOO has influenced you.

The supplemental *Genograms* text is helpful in the preparation for this assignment. Other sources will be discussed as well. The genogram grade is based on the following: accuracy of genogram representation, demonstrated knowledge of family systems constructs, overall presentation (neatness, clarity), thoroughness, and depth of interaction with material. Further directions and samples will be provided.

b. **CASE CONCEPTUALIZATION.** Using the “Hoover” family, select a family approach and apply this approach to the family. A handout with guidelines will be given, though basically you will include background information, assessment of the family along the lines of healthy functioning, constructs associated with this approach applied, role of the therapist, goals of treatment, and how you might use the techniques of this approach with a rationale for use. Again, your grade will be based on demonstrated applied knowledge of the constructs of the approach you select, overall presentation of the material, and thoroughness.

6. Grades will be determined on the following basis: The following components will be equally weighted:

1. Final Exam: 1/3 of your grade
2. Genogram: 1/3 of your grade
3. Case conceptualization: 1/3 of your grade

Thus, averaging the above:

A 90 & up

B 80-89

C 70-79