SYLLABUS
Coun 611: INTRODUCTION TO MARRIAGE & FAMILY COUNSELING/THERAPY
Spring 2015

INSTRUCTOR
Linda Ball, Ed.D (903) 886-5637 (main office)
Preferred contact, e-mail: linda.ball@tamuc.edu (903) 886-5649

OFFICE HOURS*: To be set at the beginning of Spring semester

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 uses 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:

Supplemental:
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).

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.

- Faculty are required to include in their course syllabi the following statement: "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, Policies and Procedures, Conduct)

3. One multiple-choice exam, with a section of application questions will be given. (approximately 50 questions.)

4. Outside projects (all graded on a system): $\text{优}+$ = ~95+; $\text{优}$ = ~85; $\text{及}$ = ~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 assign: accuracy of genogram representation, demonstrated knowledge of family systems constructs, overall presentation (neatness, clarity), thoroughness, and depth of interaction with
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. I'll determine your grade on this 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

**REQUESTS FOR SPECIAL ACCOMMODATIONS:**

~ Faculty are encouraged to include in their course syllabi the following statements:

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 Rm 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

**TOPICAL OUTLINE OF CONTENT**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC (May Vary)</th>
<th>READINGS</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course and class</td>
<td></td>
<td>Video</td>
</tr>
<tr>
<td>Week 2&amp;3</td>
<td>Characteristics; Family Systems Concepts of Families</td>
<td>Gladding Chapters 1, 2</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Family Systems Concepts Hx &amp; Process of Family Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 5 &amp; 6</td>
<td>Bowen Family Therapy</td>
<td>Gladding Chapter 9; use of genograms</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Experiential Family Therapy, esp. Satir Model</td>
<td>Gladding Chapter 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Genogram Project</strong></td>
<td></td>
</tr>
<tr>
<td>Weeks 8</td>
<td>Structural Family Therapy</td>
<td>Gladding Chapter 12</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Week of 3/16-20</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Strategic Family Therapy</td>
<td>Gladding Chapter 13</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Solution-Focused Family Therapy</td>
<td>Gladding Chapter 14</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Narrative Therapy</td>
<td>Gladding, Chapter…, Notes</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Cultural Diversity in Family Therapy</td>
<td>Gladding Chapters 3</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Special Populations; Ethics, Integration,</td>
<td>Gladding: Single/Blended Families 4, 5 Ethics, 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Case Conceptualization</strong></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Catch up</td>
<td><em>Whew…</em></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>Final Examination</strong></td>
<td><em>Do I hear an Amen?!</em></td>
<td></td>
</tr>
</tbody>
</table>