COUN 611: Introduction to Marriage and Family Therapy
Course Syllabus: Fall 2023 Online

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

INSTRUCTOR INFORMATION

Instructor: Denise M. Anderson, PhD, LPC, LMHC(QS), NCC
University Email Address: Denise.Anderson@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time:
Monday – Friday by 5pm (CST).
Main Office Location: Commerce

Office Hours: Mondays: 10am to 1pm at Commerce

If you cannot see me on Monday during this time, please request an appointment via email request.

Emails sent to me on the weekends, will not be answered to the following Monday. While I do understand that unexpected situations happen, please contact me before end of business on Friday.

COURSE INFORMATION Materials – Textbooks, Readings, Supplementary Readings Required Textbook

Goldenberg, H., Stanton, M & Goldenberg I, (2008). *Family therapy: an overview*. (9th edition). Cengage Learning.

McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. W.W. Norton.

Supplemental Readings

Beavers, W.R.(1985). *Successful marriage: A family systems approach to couples therapy.* W.W. Norton & Co.

Ginott, H.G. (1965). *Between parent and child.* Avon

Nelson, J. (1996). *Positive discipline*. Ballentine Books (Any of this series).

Sperry, L. & Carlson, J. (1991). *Marital therapy: Integrating theory and technique.* Love Recommended Textbook
American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author.

Catalogue Description of the Course

COUN 611. Introduction to Marriage and Family This course surveys the historical development and principal conceptualizations of marital and family therapy. Goals include an introductory examination and comparison of various theories currently employed in the field. Subject areas to be covered

include the various schools of family therapy, along with current trends and issues in marriage and family therapy. Case studies and videotapes will be utilized to facilitate students' understanding of theory and skills. In addition to reading the required text, additional outside reading is strongly encouraged to supplement student development in marriage and family therapy.

General Course Information

This is an introductory course to develop marriage and family counseling skills, which is required for doing internship and acquiring credentials as a Marriage & Family therapist. It is designed for students already having a background in counseling yet wanting specialized skill training. It will include assignments in which each student begins exploring her/his personal family of origin, an important component of training for professional counselors. COUN 611 requires considerable effort and motivation to successfully complete. If you are currently unable to dedicate adequate time and effort toward this course, please consider taking this at another time.

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COURSE DESCRIPTION

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Content Areas include, but are not limited to, the following:

1. Self-evaluation as a potential marriage counselor
2. Personal philosophy and methodology for marriage counseling that she/he can defend via sound rationale
3. Professionalism in marriage counseling (i.e., organizations, agencies, etc.).
4. Multiple aspects of relationship counseling (i.e., conjoint counseling, premarital counseling, divorce counseling, etc.)
5. Family functions as a unique changing system and identify those points at which successful intervention seems most likely
6. Historical development of the MFT field and current issues
7. Key terms in the MFT and associate the terms with appropriate schools of thought
8. Compare and contrast the theories and approaches of leading schools of thought

9. Personal issues pertaining to one's family of origin and present functioning and how these issues may affect one's therapeutic relationships
10. Current literature in the MFT field through journals & periodicals

TExES Competencies Related to this Course *(TExES is the state examination required for school counselor certification.)*

Competency 004 (Program Management

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success **Competency 006 (Counseling)**
The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Student Learning Outcomes (SLOs):
Measurement 1 (Knowledge):
I.   Final Exam. The final exam will be a multiple-choice and True/False exam in which students will demonstrate knowledge of various family therapy topics including theory and application to practice.
II.   Journal Article Critique. Students will utilize information from course lecture and readings to summarize information from a chosen journal article and discuss implications of the findings.

Measurement 2 (Skills):
I. Journal Article Critique. Students will critically evaluate chosen journal article and evidence ability to effectively interpret and apply counseling research to clinical practice.

*All SLOs address the respective CACREP Standards evident in the syllabus.

COURSE REQUIREMENTS

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately

Instructional Methods
This course consists of lecture and didactic learning methods, small group discussions, and inclass assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L In addition to this, small lectures, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course
As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers.
2. Be open to feedback, as you will receive this throughout the program.
3. Prepare for classes. Complete any and all readings prior to class time.
4. Complete all assignments by the deadline.
5. Adhere to the university student code of conduct.
6. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are

expected to participate in all online discussions/activities. This is crucial to your learning.

7. All writing assignments must be done according to APA 7th edition.

8. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material. Deadlines are the last possible moment something is due—not the first moment to start.
9. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Exams (100 points each). There will be a midterm and final multiple choice and True/False timed exam. A review of the exams will be provided online. The goal of the exams is to test your knowledge on various theories of Family Therapy covered in this course, as well as application of knowledge to practice.

Assessment: Exams Rubric

	1 – Does Not Meet Expectation (0-79 points)	2 – Meets Expectation (80-89 points)	3 – Exceeds Expectation (90-100 points)
Grade Percentage on Exam	Less than 80% correct on all test items	Between 80% and 89% correct on all test items	Greater than 89% correct on all test items

Journal Article Critique (20 points): You will choose a journal article from an Appendix A journal, and critique it based on material learned from your text and from this class. The goal of this article critique is to enhance your ability to identify, interpret, and evaluate research relevant to marriage and family counseling and your area of focus, as well as apply research findings to practice. See Rubric below.

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Journal Article Critique Rubric

	_ Expectation (0-3.4 points)	_ Expectation (3.54.6 points)	_ Expectation (4.5-5 points)
Summay of basic article information (5 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing:name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications.	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study,

Response Post Qualities 5 Points	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and is not consistent with graduate level work.	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA errors.
	1 Does Not Meet	2 Meets	3 Exceeds

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Prerequisite: COUN 510 or instructor consent.

Final grades in this course will be based on the following scale:

90%-100% A
80%-89%   B
70%-79%   C
60%-69%   D
< 59%   F

Assignment/Assessment

Discussion Boards	100 pts
Article Review	20 pts
Midterm Exam	30 pts
Final Exam	30 pts

Total points possible = 100. Your Final Grade is determined adding the point values earned from

Assignments are due on the day noted in the syllabus.

TECHNOLOGY REQUIREMENTS Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.
However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables

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below, contact   D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

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Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and   **Mobile Support**

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

o   512 MB of RAM, 1 GB or more preferred

o   Broadband connection required courses are heavily video intensive o   Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-

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us/articles/115007031107- BasicSystem-Requirements

- You must have a:
  o   Sound card, which is usually integrated into your desktop or laptop computer o Speakers or headphones.
  o   *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet
browser is supported. Pop-ups are allowed.
JavaScript is enabled. Cookies
are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

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  o Adobe Reader https://get.adobe.com/reader/ o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/ o Adobe Shockwave Player https://get.adobe.com/shockwave/

  o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your

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Instructor.

Technical

Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is

the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES Course

Specific Procedures/Policies Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissio ns/studentGuidebook.as px

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attenda nce.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/academic/13.99.99.R0.01.pdf

Academic   **TEXAS A&M UNIVERSITY COMMERCE**   **Integrity**

Students at Texas University-   A&M Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 162 Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResource
sAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web   url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesPr
ocedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standards	Readings	Assignments
Week 1	Adopting a Family Relationship	N/A	Goldenberg et	Discussion post #1

Week 2	Family Development	N/A	Goldenberg et al., (2008), Chapter 2	Discussion post #2
Week 3	Gender, Culture and Ethnicity factor in Family Therapy	N/A	Goldenberg et al., (2008), Chapter 3	Discussion post # 3
Week 4	Interlocking System	N/A	Goldenberg et al., (2008), Chapter 4	Discussion post #4
Week 5	Origin and Growth of Family Therapy		Goldenberg et al., (2008), Chapter 5	Discussion post #5
Week 6	Professional Issues and ethics		Goldenberg et al., (2008), Chapter 6 Visit LMFT board at website at https://www.dshs.texas.gov/mft/	Discussion post #6
Week 7	Psychodynamic Model	N/A	Goldenberg et al., (2008), Chapter 7	Discussion post #7
Week 8	Transgenerational Models	N/A	Goldenberg et al., (2008), Chapter 8	Discussion post #8
Week 9		N/A	Midterm Exam	Midterm exam
Week 10	Experiential Model	N/A	Goldenberg et al., (2008), chapter 9	Discussion post #9 Article Critique post Appendix A journal list
Week 11	The Structural Model of Family Therapy	N/A	Goldenberg et al., (2008), Chapter 10 and 11	Discussion post #10

	Strategic Model of Family Therapy			
Week 12	The Milan Systemic Model	N/A	Goldenberg et al., (2008), Chapter 12	Discussion post #11
Week 13	The Behavioral and Cognitive Model	N/A	Goldenberg et al., (2008), Chapter 13	Discussion post #12
Week 14	Social Construction Model I and Model II	N/A	Goldenberg et al., (2008), Chapter 14 and 15	
Week 15		N/A	Final Exam	Final Exam

Appendix A LIST OF JOURNAL SUGGESTIONS FOR ARTICLE

American Journal of Family Therapy
Annual Review of Psychology (see marriage articles in 1991, 1998, 1999
volumes) Behavioral Assessment
Behavioral Science
Research Behavior
Therapy
Clinical Psychology
Review Family
Coordinator
Family Process,
The Journal of Family
Psychology Family Relations,
Journal of Abnormal Psychology
Journal of Consulting and Clinical
Psychology Journal of Family
Violence
Journal of Interpersonal
Violence Journal of Marital
and Family Therapy

Journal of Marriage and Family
Counseling Journal of Marriage and
the Family
Journal of Personality and Social
Psychology Journal of Sex and
Marital Therapy
Journal of Studies on
Alcohol